

ENGL 1301- COMPOSITION I

FALL 2025

ENGL1301.009 MW 2:00-3:15 PM MADLA 238



INSTRUCTOR

Petra Baruca

EMAIL:

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OFFICE:

CH 320

STUDENT HOURS:

In person: Mondays and
Wednesdays 12:30-2:00 pm

Virtual: by appointment at
<https://tamusa.zoom.us/j/9766415472>

TEXTBOOK &

MATERIALS:

All texts and materials will be available through Blackboard. No purchase of a textbook is required.

Bring a laptop, a notebook, and a pen.



TEXAS A&M UNIVERSITY
SAN ANTONIO

Course Description

ENGL 1301 supports students in their belonging as writers. The course validates, celebrates, and explores students' languaging while introducing concepts and practices essential for success in writing. Students examine and explore their language practices and develop a digital writing portfolio.

Structure and Assignments

ENGL 1301 generally features four units, each focused on a specific question. The first unit asks **"Why Language?"** This unit introduces language/languaging as the focus of ENGL 1301/L and the FYC program. It explores what students already know and understand about language/languaging, and it offers three ways of thinking about the importance of language: (1) that language helps us to understand other people, (2) that language helps us to compose texts and engage in the world, and (3) that language can help us to define and understand ourselves. The unit also introduces students to key terms and practices essential for success in the class, in the FYC program, and in students' lives as language users. Important goals for this unit include, but are not limited to, (1) organizing students into Writing Communities, (2) introducing students to the Writing, Language, and Digital Composing Center (WLDCC), (3) orienting students to the work they'll need to do for the class, and (4) creating students' digital portfolios. Students complete weekly Writing Tasks and Reading Notes assignments, maintain their Labor Log and compose their first Labor Journal, and compose the first draft of their portfolio.

The second unit begins the semester's exploration of students' languaging. This unit asks the question **"What Are My Languages?"** and it invites students not only to identify and catalog the languages with which they communicate but also to articulate what those languages mean to them. Students examine the relationship between language and identity, identify the multitude of languages they "speak," and consider the possibility that "languaging" can include multimodal forms of communication such as imagery, sound, and even aspects of culture such as food. Students draft a unit assignment that gives them the option of either creating an archive of their languaging or developing a metaphor representing what their language(s) mean. Students also continue to complete weekly assignments such as Labor Logs, Reading Notes, and Writing Tasks; compose their second Labor Journal; and compose the second draft of their portfolio.

The third unit asks students to consider where their languages come from. Asking the question, **"Where Do My Languages Come From?"**, the unit invites an exploration of how students learned their languages, including the influence family and culture have on how we acquire and learn our languaging. For this unit's assignment, students may either complete a series of interviews with people who taught them their language(s) or may draft their own "language biography." Students also complete weekly assignments, compose their third Labor Journal, and compose the third draft of their portfolio. This is a short unit, so some of the deadlines may extend into Unit 4.

ENGL 1301L concludes with a fourth unit that asks, **"How Do I Language?"** This unit asks students to consider how they language in their daily lives, that is, the unit asks students to explore what their languaging looks like in practice. The unit invites examination of topics such as codeswitching/codemeshing and translanguaging and asks students to articulate whether and how they engage in those linguistic practices. The unit (unit assignment) also invites students either to draft a language autoethnography or a text that teaches an audience how the students language. Importantly, this unit provides students with time and opportunity to revise one of their unit assignments and to develop the final version of their portfolio. It also features time for final reflections on the course; on what students learned about language/languaging, including their own languaging; and on what language means and why it matters. Students continue to complete weekly assignments, compose their fourth and final Labor Journal, and publish the final version of their ENGL 1301/L portfolio.

FYC Program Commitments, Goals, and Key Terms

Faculty in the FYC program teach according to a specific set of commitments that guide what we teach, how we teach, and how we interact with you. We also teach in an effort to achieve goals that are designed to support your growth and development as a writer. In short, our commitments and goals give us focus and direction and stand as a representation of what we value and believe in. If you're ever unsure of what I'm doing in the classroom or why I'm doing it, you can always refer to this part of our syllabus to help you understand where I'm coming from.

Commitments

FYC faculty share a responsibility to:

- Collaborate with students with care and compassion
- Emphasize students' learning and growth
- Encourage students to take risks and embrace failure
- Honor variations in students' reading and languaging
- Center and sustain students' cultural and linguistic identities

Goals

The FYC program is dedicated to achieving the following goals:

- Cultivating students' sense of belonging as writers
- Increasing students' rhetorical awareness
- Strengthening students' critical language awareness
- Deepening students' introspection and self-awareness as writers
- Increasing students' skills and engagement as readers
- Inspiring creativity, risk-taking, and versatility in students' writing
- Increasing students' self-determination and resilience as writers
- Helping students to see themselves as writers
- Increasing students' confidence as writers
- Increasing students' appreciation of their languaging

Key Terms and Definitions

Key terms and Definitions that guide the FYC work:

- Belonging: the feeling of being valued, respected, and included as you are
- Languaging: the ongoing process of developing and communicating meaning and ideas
- Translanguaging: the process of using one's full linguistic repertoire to interpret, understand, and communicate meaning and ideas
- Audience: the person or the group of people languaging is intended to affect
- Purpose: the intended effect or impact of languaging
- Genre: a specific form of languaging that is shaped by social convention and audience expectation
- Context: the situation in which languaging occurs
- Rhetorical Awareness: the ability to assess context and to make intentional choices when languaging
- Critical Language Awareness: the ability to examine and critique how language functions in society
- Standard Language Ideology: the belief that a language has an ideal, consistent, and "correct" form that should be privileged

WELCOME TO ENGLISH 1301L

Hi, everyone! Welcome to our class. Before we get started, I want to share with you the College of Arts and Science's land acknowledgment. If you aren't familiar with them, land acknowledgments are formal statements that both recognize and show respect for the Indigenous Peoples, who are the traditional stewards of the land you are on. The statements are a small step toward reconciliation with Indigenous communities for the injustices those communities have experienced.

Here's the statement. Please read it with compassion, open-mindedness, and respect:

We acknowledge the land we are on, the Yanaguana, named for the life-giving waters of the San Antonio River. Indigenous peoples have lived in this area for approximately ten thousand years, and this long, rich history deserves telling. We pay respect to the elders past and present and future, and the many Indigenous people here today, including the Tap Pilam Coahuiltecan Nation and the Esto'k Gna/Carrizo-Comecrudo Nation. We recognize this region as home to the Payaya, Coahuilteca, Lipan Apache, and Comanche, as well as other diasporic peoples from Mexico, the Southern Plains, and the Eastern United States. A growing number of American Indians from a range of nations live here now, as Texas has the fourth largest population of American Indians in the United States. We thank the protectors of this land we all share.

Founded to serve the city's historically under-resourced and predominantly Mexican American Southside, Texas A&M University-San Antonio is situated on or near the ranchlands of the Mission San Francisco de la Espada and Mission San Antonio de Valero. We acknowledge the physical and cultural violence of colonialism as well as the vast contributions of Indigenous people to San Antonio. Indigenous peoples built and sustained the San Antonio area mission communities, and many of their descendants continue to maintain the vibrancy of these communities. We acknowledge the complex history of the U.S. university system, which has expanded access to education but which has also profited from the dispossession of Indigenous land and from the labor of enslaved people. In the face of this history, we commit to decolonial work and to accountability, dialogue, and collaboration that honors the Indigenous ancestry of this land and its inhabitants. We pledge to learn about and act in solidarity with Indigenous struggles for social justice.

Thank you all for taking the time to read the land acknowledgment. I appreciate it.



COURSE OVERVIEW - FAQ

What is this document?

This is called a syllabus, or a course policy sheet. Basically, a syllabus describes the course you're about to take and outlines what you can expect from the course and your professor. (It also outlines what your professor will expect from you.) One way of thinking about a syllabus: it's an agreement between you and your professor. Another way of thinking about it: it's a guide to the course. If you ever have questions about a class you're taking, you can always ask your professor. You can also check the syllabus.

What is ENGL 1301L?

ENGL 1301 is the first of two courses you'll take in the First-Year Composition (FYC) program. This class is intended to help you transition as a writer from high school to college. It does so in a particular way: it validates and celebrates your language practices, it asks you to identify the strengths your languages give you, and it explores how you can use those strengths to belong as a writer at TAMU-SA.

Why do I have to take ENGL 1301L?

In short: it's a requirement. But why is it a requirement? Writing and communicating are fundamental to who you are: you're always doing it, both with words and with other forms of communication. (This, by the way, means you are a writer.)

Because you're always communicating, it's important that you do it well, especially as a college student (you're going to do a lot of writing in college). This class helps you to be a better writer.

What will I learn in this class?

This one's a little hard to answer. Language is messy, complex, and individual, which means that what you learn will depend on where you are as a writer right now and what you and I think you need to learn to take the next step in your journey. While your learning this semester may be a bit individual to you, there's one thing I hope you and your classmates will learn: how to use the strengths you already have as writers to succeed and to belong here as writers at TAMU-SA.

What work will I have to do?

We're going to do a lot of writing this semester. Mostly what's called "low stakes" writing, but also some "high stakes" assignments like a writing portfolio. Specifically, you will need to complete and submit the following:

- weekly labor logs
- weekly writing tasks
- reading notes
- unit assignments
- unit reflections
- a writing portfolio
- a final presentation

In addition to writing a lot, we're also going to read a lot. Most weeks I'll ask you to "read" one, sometimes two, pieces. These pieces may be academic articles, they may be spoken word performances, they may be visual images, etc. The readings will inform and support the work we do as writers.

Is there a textbook?

No, there's no textbook for this class. I'll provide all of the readings through Blackboard. Because we're using Blackboard, and because you're creating a digital portfolio, you'll need to make sure you have reliable Internet access. If that's a problem for you, let me know (if you feel comfortable letting me know), and we can figure out some solutions.

How will I be graded?

In this course, we will use labor-based assessment. In short, labor-based grading is a non-conventional form of assessment that grades you on how hard you work. To learn more about it, read the section titled "Grading."

What are student/office hours?

"Student/office hours" is time that I have reserved to help each of you outside of the class. I offer student hours in person and online. You should attend student hours to ask questions about the materials and to discuss your progress in this course. In person, I am available on Mondays and Wednesdays, 12:30-2:00 pm in my office (CH 320). Online, I am available every day by appointment. Please email me to schedule a meeting.

What is a "Writing Community," and why do I need to join one?

This semester I'm asking you and your classmates to work together in groups I'm calling "Writing Communities." Sure, you may write on your own. For example, you might sit down and put words on the page or screen on your own. But you don't

succeed as a writer on your own. For that to happen, you need an audience who cares about you and your work to read and to respond to your work. That's how you learn as a writer. That's how you make improvements as a writer. And that's how you make something you're writing the best it can be. Your Writing Community will be that audience. They'll read your work, give you helpful feedback, and support you along the way. They'll also work with you to understand our readings and to complete in-class exercises. To succeed as writers—and, honestly, to succeed as students—we need a group of supportive people behind us. Your Writing Community is one of those groups.



FYC PROGRAM GOALS AND COMMITMENTS

Faculty in the FYC program teach according to a specific set of commitments that guide what we teach, how we teach, and how we interact with you. We also teach in an effort to achieve goals that are designed to support your growth and development as a writer. In short, our commitments and goals give us focus and direction and stand as a representation of what we value and believe in. If you're ever unsure of what I'm doing in the classroom or why I'm doing it, you can always refer to this part of our syllabus to help you understand where I'm coming from.

Here are the things I'm committed to in my teaching:

1. collaborating with you with care and compassion,
2. emphasizing your learning and growth,
3. encouraging you to take risks and embrace failure,
4. honoring variations in your reading and languaging, and
5. centering and sustaining your cultural and linguistic identity.

And here are the goals I'm trying to achieve:

1. cultivating your sense of belonging as a writer,
2. increasing your rhetorical awareness,
3. strengthening your critical language awareness,
4. deepening your introspection and self-awareness as a writer,

5. increasing your skills and engagement as a reader,
6. inspiring creativity, risk-taking, and versatility in your writing,
7. increasing your self-determination and resilience as a writer,
8. helping you to see yourself as a writer,
9. increasing your confidence as a writer, and
10. increasing your appreciation of your languaging

I promise to work toward each of those goals in everything I do with and for you this semester.

FYC PROGRAM KEY TERMS

In addition to the commitments and goals, there's a set of key terms that will inform all that I do in the classroom. These terms will guide the work we do together, and they'll help us all to deepen our understanding of writing specifically and of languaging generally. If you ever need a reminder of what I'm trying to teach you, please refer to the list of terms below.

Here are our key terms and their definitions:

- Belonging: the feeling of being valued, respected, and included as you are
- Languaging: the ongoing process of developing and communicating meaning and ideas
- Translanguaging: the process of using one's full linguistic repertoire to interpret, understand, and communicate meaning and ideas
- Audience: the person or the group of people languaging is intended to affect
- Purpose: the intended effect or impact of languaging
- Genre: a specific form of languaging that is shaped by social convention and audience expectation
- Context: the situation in which languaging occurs
- Rhetorical Awareness: the ability to assess context and to make intentional choices when languaging
- Critical Language Awareness: the ability to examine and critique how language functions in society
- Standard Language Ideology: the belief that a language has an ideal, consistent, and "correct" form that should be privileged



COURSE POLICIES

Attendance

Your success and development as a writer depends upon your active participation within a community of writers. The health and success of that community, in turn, depends upon the active participation of all of its members. Consistent attendance in your FYC classes is, therefore, crucial. If you are struggling to attend class this semester, we urge you to communicate with your FYC instructor, who will work with you to negotiate a plan for attending, participating in, and completing the class.

Plagiarism

We recognize that what constitutes plagiarism depends upon context. As such, we work with you to learn how different genres, professions, and academic disciplines define plagiarism. In the context of your FYC classes, plagiarism is defined as the intentional use of another's "language, ideas, or original (not common-knowledge) material" without acknowledgement (["Defining and Avoiding Plagiarism"](#)). If you are found to have committed plagiarism as defined here, your instructor may report you for academic dishonesty, and you may be subject to failing the assignment or even failing the class.

Classroom Environment

We are committed to fostering welcoming classroom environments where all students are not only respected and understood, but are also recognized as powerful resources for building communities of writers both in the classroom and across campus. While working with classmates and instructors, we ask that you:

- respectfully share your unique experiences and perspectives
- demonstrate respect for and openness to the perspectives and experiences of others
- value the opportunity to learn from difference

Demonstrating respect for those different from you not only prepares you for success in the classroom, but it also prepares you for success as citizens and professionals in a global community.

Because we value the respectful expression and exchange of ideas, students who use violent, harassing, and/or discriminatory language will be reported to the university and may be subject to Student Code of Conduct policies, as well as any classroom conduct or civility policies your instructor has established.

GAI Technology

The FYC program expects you to generate your own content this semester. However, there are situations and contexts within our courses where you may use generative artificial intelligence (GAI) tools to support your work as a writer. For example, GAI technologies such as ChatGPT can work well as a starting point for written assignments, assisting you with brainstorming, outlining, generating ideas, and collecting basic information about a topic/idea. Note that the emphasis here is on “support.” GAI programs have been shown to provide biased information, to circulate misinformation, and to generate writing that is, at best, mediocre. For these reasons, FYC discourages you from using GAI technology to generate content **for you**. If you have reason to use GAI to generate content **with you**, then we ask that you consult with your professor before doing so. If your professor approves your use, you should acknowledge the GAI program you have used, and you should identify which portions of the text you submit were produced by GAI. Using GAI content without your professor’s permission and/or without proper attribution qualifies as plagiarism.

In addition to the FYC policies, I have a few additional course policies and expectations you need to know about.

- All assignments must be posted in Blackboard via the designated submission pages. I do not accept hard copy assignments or assignments submitted via email, unless pre-approved.
- If an assignment is submitted late, I am not obligated to provide feedback on it.
- You should check your official TAMUSA email at least twice daily. You will receive class announcements and personal emails from me and other professors there. Make sure that emails from Blackboard are not sent to Clutter or Junk.
- Please use the official TAMUSA email to communicate with me.
- Because a lot of work will be completed in class, you need to ensure you bring a laptop or a tablet with you to every class. You won’t be able to complete and submit all work by using your phone only!
- You are always welcome to come see me during my student/office hours. If you would like to meet with me online, you need to send me an email to schedule an appointment.



GRADING CONTRACT

I'd like us to take a moment to consider three issues with the conventional grading of student writing. First, using conventional classroom grading can risk leading you to think more about acquiring grades than about your writing and learning, to worry more about meeting some standard than about figuring out what you really want to learn about writing or what you really want to say as a writer. If learning is ultimately what we're here for, then conventional grading can sometimes get in the way since it presents you with goals and motivations that may differ from the goal of writing or of learning. How can we make sure that our goals this semester aren't about grades but are about your learning and growth as a writer?

Second, conventional grading may cause you to be reluctant to take risks with your writing; it may not allow you to fail at writing. Sometimes conventional grading even leads to the feeling that you cannot make a mistake, or that you have to hide some part of yourself from your teacher and/or peers. Rather than shy away from risk and failure, I believe we have to embrace both because they show us the places where we can learn and improve. In fact, risk and failure are primary ways in which we learn since they present opportunities to examine and to grow from our practices and experiences. How can we make sure that you are free to take risks and to embrace failure as you complete work for our class this semester?

Third, conventional grading can risk harming students. For example, when conventional grading of essays sets Standard Academic English (SAE) as the only "correct" way to write, it risks punishing students who may be effective writers and communicators but whose languaging may not be privileged, or even accepted, within the university. Setting SAE as a standard against which your writing and communication are graded can, unintentionally or not, devalue your knowledge, experiences, and languaging; prevent me from engaging meaningfully with you as an individual learner; and create a classroom environment in which success is easier for some than others. How can we make sure that our class honors variations in skills and languaging and gives more of you the opportunity to be successful both as students and as writers?

To be fair, there is value in conventional grading. Also, classrooms that use alternatives to conventional grading are not automatically freed from inflicting harm or enacting injustice, nor are they guaranteed to solve the issues I've described here.

Although such alternatives are not cure-alls, I'd still like us to pursue a different approach than conventional grading, and I'd like us to do so because I want us to try our best this semester to foster an environment that encourages learning, embraces risk, and celebrates the differences each of us bring to the classroom. I believe that a labor-based grading contract can best help us build this environment.

In general, labor-based grading grades you on the quality of your labor rather than the quality of your writing. That is, labor-based grading grades you (1) on the amount of work you complete and (2) on the effort you make to be a working writer. Don't worry. You'll get lots of feedback on the quality of your writing this semester. I ask that you use those assessments to rethink ideas, to take risks, and to make improvements both in your writing and in your writing practices. I also ask that you use my assessments to develop strategies for evaluating your own work. But while you'll receive feedback on the quality of your writing, that feedback won't determine your grade; your labor will determine your grade.

GRADING SYSTEM

The following provides an explanation and a breakdown of the grading system and explains how you will earn grades this semester.

Assignments:

- During the semester, you will collect labor points for all the work you complete and submit in Blackboard.
- Depending on the requirements, the assignments will be worth **1, 2, or 3 labor points**.
- You'll earn 100% of points for every assignment you submit that is "**complete**," 50% of points for every assignment that is "**partially complete**," and 0% of points for every assignment that is "**incomplete**." Every assignment sheet that I share with you will describe what makes that assignment "complete," "partially complete," or "incomplete."
- You will have time to submit the assignments until the end of each unit without them counting as "**late**". However, if you turn in an assignment after the end of the unit, it will be considered "late" and you will earn **75% of all labor points** for that assignment.
- You can make "partially complete" assignments "complete" if you revise the assignment so that it meets the criteria for being "complete." You can revise and resubmit "partially complete" assignments as many times as you need in order to make them "complete," and you may do so until Week 15.
- At the end of the semester, I will add up the points you have earned this semester. The percentage of labor points you need to collect for a specific grade is shown here:
A..... 90-100% B.....80-89% C.....70-79%
D.....60-69% F.....0-59%

I strongly urge you to submit all required assignments by their deadlines, and I encourage you to do so for the following reasons:

1. I don't provide feedback on late assignments (I only check them for completion), so if you submit your assignments after a deadline, you're missing the opportunity to receive my feedback, to learn from it, and to apply it in your writing.
2. Submitting assignments by their deadlines will help you to stay current with the course and will help you to have a richer and more meaningful experience this semester.
3. Meeting deadlines will keep you from being in the position of trying to rush and complete assignments at the last minute.

Attendance:

In addition to the required assignments, I'll grade you this semester on attendance. I understand attendance as a form of labor, and since I'm grading you on your labor this semester, I'm going to include attendance as part of your overall grade.

Please note that attendance is some of the most important labor you'll complete for our class this semester. We only learn and grow as writers when we belong to a community of writers. Our classroom will give you time and opportunity to have that community. We'll work on your writing and your assignments together in class, we'll create opportunities for you to talk with your classmates about writing, we'll give you time to revise your work and get feedback on it, and so on. If you're not present, you won't have access to that kind of community, which means you won't be giving yourself the chance to learn as much about writing as you would if you were in class. You'll also affect your classmates' abilities to learn and grow as writers if you're not attending class. A community of writers needs its members to be there if everyone is going to benefit. So, yes, attendance in class is vital labor.

I'll award you **1 labor point** every time you are present for class and 0 points when you are absent. If you arrive to class late or leave early without notifying me, you will earn 0.5 labor points for that class.

Two important notes:

1. You can make up for an absence by attending an appointment in the Writing, Language, and Digital Composing Center (WLDCC). For every appointment you attend, I'll give you 0.5 points back to your attendance grade for that given week. You'll need to have your tutor send me a session report in order for you to receive the 0.5 points.
2. I can excuse absences at my discretion, but I need you to communicate with me about why you're not attending. **IMPORTANT:** You do not need to disclose specific details about your situation when talking with me about your attendance.

3. Per university policy, I'll excuse absences for military service, for any religious holy days you may be observing per your individual faith, and for documented participation in university-sponsored events.

OPEN REVISION POLICY

I have an open revision policy. This means that you may revise and resubmit a “partially complete” assignment by meeting the requirements to making it “complete”. You can revise all assignments until week 15.

LATE WORK POLICY

As a rule of thumb, if you submit an assignment late without communicating with me, you will receive 75% of labor points for it. In the event of an emergency, please contact me as soon as possible to make arrangements to complete the assignment.

Exceptions: An extension will be granted in the following situations: mandatory military service, mandatory court date, a religious holiday, a documented chronic illness or disability, a serious illness or crisis involving yourself or the person for whom you are the primary caregiver, and death in the family. If you have a different situation and need an extension, please talk to me about it before the assignment deadline.

EXTRA-CREDIT OPPORTUNITIES

These are additional writing opportunities that will help you develop as a writer and earn additional labor points to help you boost your grade. These are self-initiated opportunities and can include submitting extra revisions, working with a tutor at the writing center, attending online Writing Center workshops or events, attending student/office hours with me to work on your assignments, etc. You will need to report the work you have done to earn points.

Contract Amendments

If you're unable to meet the conditions of our contract, you must contact me immediately so we can discuss your situation and negotiate whether the contract requires an amendment. Any amendments to the contract will be equitable to all in the class. Official individual ADA accommodations do not require contract amendments.

Contract Agreement

By remaining enrolled in this course, you accept this contract and agree to abide by it. I also agree to abide by the contract and to administer it fairly and equitably.

Final Note



I really am committed to you and your success, so please know that I'm part of the team rooting you on. This means you can reach out to me any time you have a question or a concern. It also means you can reach out to me if you ever feel like you're falling behind. Let me know if that's happening as soon as you can, and we can work together to figure out how to get you where you want to be. You can also let me know if you're finding any parts of our class exciting or interesting. In other words, you don't just have to reach out if you're having trouble. I want you to succeed as a writer this semester, and I'm going to do what I can to help make that happen.

UNIVERSITY POLICIES AND RESOURCES

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the

Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are **free and confidential** (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit <http://tamusa.edu/studentcounseling>

Crisis support is available 24/7 by calling the SCC at 210-784-1331.

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information about Emergency Operations Plan and the Emergency Action Plan can be found [here](#).

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral

presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Office Hours: All faculty with teaching assignments should include regularly scheduled office hours on each syllabus in addition to "by appointment." Please review your appointment letter for the number of weekly office hours you are expected to set. Regularly scheduled office hours should also be posted outside your office door (where applicable).

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided with an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San

Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable modifications to pregnant students as would be provided to a student with temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K). Texas A&M-San Antonio has also designated

the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars: can support parenting students with daycare who meet this criteria: Must be enrolled in classes at TAMUSA in the current semester. Must be Pell eligible or a single parent. They serve children ages 3 to 12-years-old. Children must be enrolled in Pre-K-3 through 6th grade. youngjaguars@tamusa.edu (210) 784-2636

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here <https://apastyle.apa.org/blog/how-to-cite-chatgpt>



TEXAS A&M UNIVERSITY
SAN ANTONIO

ENGL 1301

TENTATIVE COURSE CALENDAR

Important Dates: Fall 2025 Regular 16-Week Session

August 25	First day of class
September 1	Labor Day Holiday – No classes
September 10	Census Date
November 14	Last day to drop with an automatic “W”
November 25	Last day to withdraw from the University
November 26	Study Day – No classes
November 27-29	Thanksgiving Holiday – No classes
December 4	Last day of classes
December 5	Study Day – No classes
December 6-12	Final exams
December 16	Commencement

The complete academic calendar is available online:

<https://www.tamusa.edu/academics/academic-calendar/index.html>

UNIT 1: Why Language?

Week 1: Why Language?

Monday (8/25): Getting Started

Wednesday (8/27): Why Language?

Readings: “The Danger of a Single Story” by Chimamanda Ngozi Adichie

Assignments:

- Labor Log
- Writing Tasks
- Reading Notes

Week 2: Language and the Community

Monday (9/1): Labor Day – No Class

Wednesday (9/3): Writing with AI

Readings: “Confession of a Viral AI Writer” by Vauhini Vara and “5 College Students. 5 Views on Generative AI”

Assignments:

- Labor Log
- Writing Tasks
- Reading Notes

Week 3: Language Helps You Understand Others

Monday (9/8): How to Read Like a Writer

Wednesday (9/10): Understanding Others

Readings: “How to Read Like a Writer” by Mike Bunn

Assignments:

- Labor Log
- Writing Tasks
- Reading Notes

Week 4: Language Helps You to Compose

Monday (9/15): You are a Language Architect

Wednesday (9/17): Your Composing Processes

Readings: “Workin’ Languages: Who We Are Matters in Our Writing” by Sara P. Alvarez, Amy J. Wan, and Eunjeong Lee

Assignments:

- Labor Log
- Writing Tasks
- Reading Notes

Week 5: Language Helps Us to Define Ourselves

Monday (9/22): Portfolio Workshop

Wednesday (9/24): Portfolio Presentations

Readings: Sample student portfolios

Assignments:

- Labor Log
- Writing Tasks

Week 6: Conferences

Monday (9/29) & Wednesday (10/1): Conferences

Readings: N/A

Assignments:

- Unit 1 Portfolio
- Labor Log
- Reading Notes

UNIT 2: What Are My Languages?

Week 7: Your Languages Are Your Identity

Monday (10/6): Language and Identity

Wednesday (10/8): Your Languages and Their Meanings

Readings: “How to Tame a Wild Tongue” by Gloria Anzaldúa and “My Spanish” by Melissa Lozada-Oliva

Assignments:

- Labor Log
- Writing Tasks
- Reading Notes

Week 8: Your Languages Are More Than One

Monday (10/13): The Englishes You Speak

Wednesday (10/15): Writing Studio

Readings: “3 Ways to Speak English” by Jamila Lyiscott

Assignments:

- Labor Log
- Writing Tasks
- Reading Notes

Week 9: Your Languages Are Not Just Language

Monday (10/20): Your Languages Are Visual

Wednesday (10/22): Your Languages Are Culture

Readings: “Jaguar Spirit” by Suzy González and “My Greatest Inheritance? A Peanut Butter Taco” by Sandra Cisneros

Assignments:

- Labor Log
- Writing Tasks
- Reading Notes

UNIT 3: Where Do My Languages Come From?

Week 10: Your Languages Come From Your “Family”

Monday (10/27): The Influence of Your “Family”

Wednesday (10/29): Writing Studio

Readings: “Words” by Rita Ortiz

Assignments:

- Unit 2 Portfolio
- Labor Log
- Writing Tasks
- Reading Notes

Week 11: Your Languages Come From Your Culture

Monday (11/3): The Influence of Your Culture

Wednesday (11/5): Writing Studio

Readings: “The Unexpected Lessons of Mexican Food” by Armando Montano

Assignments:

- Labor Log
- Writing Tasks
- Reading Notes

Week 12: On Being Translingual & Codeswitching/Codemeshing

Monday (11/10): Translingual Realities

Wednesday (11/12): Codeswitching / Codemeshing

Readings: “Beyond Language Difference in Writing: Investigating Complex and Equitable Language Practices” by Christina Sánchez-Martin, “What is Code Switching?” by Benjamin Abiola, “Codeswitching” by Zaire Krieger, and “Shurshees!” by Armando X. Lopez

Assignments:

- Unit 3 Assignment draft
- Unit 3 Portfolio
- Labor Log
- Writing Tasks

UNIT 4: How Do I Language?

Week 13: Writing Studio and Conferences

Monday (11/17): Writing Studio

Wednesday (11/19): Conferences

Readings: N/A

Assignments:

- Reading Notes
- Writing Tasks

Week 14: Thanksgiving Week

Monday (11/24): Thanksgiving Week

Wednesday (11/26): Thanksgiving Week

Readings: N/A

Assignments: N/A

Week 15: The Measure of Our Lives

Monday (12/1): Final Reflections

Wednesday (12/3): Final Presentations

Readings: NA

Assignments:

- Final Portfolio

Week 16: Final Examinations Week/Conferences