

**ENGL 1302**  
602  
Online / Asynchronous

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**Office Hours:** MW, 1230-130pm, or by appointment

**Course Description**

ENGL 1302 is an extension of ENGL1301 and builds on the foundational knowledges and principals acquired therein. These include helping students leverage the strengths they already have as writers to belong as members of a university writing community. Emphasizing students' transitions into the university, the course examines and celebrates students' language practices, explores the dynamic between language and power, and prepares students to use their strengths to achieve success as writers.

ENGL 1302 also introduces students to common academic writing concepts such as citation, essay formatting, avoiding plagiarism and developing academic arguments.

**Structure and Assignments**

This online ENGL 1302 course will feature two units, each focused on a specific question. The first unit asks, "How Do I Belong?" Students engage this question by developing specific strategies they may use to leverage their strengths as writers within the university community. In general, this unit does not require high-stakes assignments. Instead, it emphasizes experiences such as the following: (1) identifying ways to access students' languaging as a resource for academic writing; (2) gaining allies such as the University Library, and the Writing, Language and Digital Composing Center; (3) developing strategies to transfer learning to other situations; and so on. The unit promotes students' agency as writers.

In the second unit, students explore the complex relationship between language and power and critically examine the social, cultural, and/or racial influences shaping whose language practices are valued and whose are not. Asking “How is Language Judged?,” this unit offers ways of understanding the complex dynamics students will have to navigate as writers within the university community, especially those dynamics involving the perception and assessment of student writing. Assignments and/or experiences for this unit may ask students (1) to analyze texts, (2) to develop arguments about language and power, and/or (3) to articulate their understanding of the relationship between language and power.

To emphasize exploration and transition, as well as student growth and development, ENGL 1302 prioritizes low-stakes writing, dialogue, and reflection. In general, students complete only one or two high-stakes assignments. The course culminates in the first completed draft of students' digital writing portfolios.

## **Assessment**

The assessment of student writing in ENGL 1302 reflects the values and commitments of the FYC program. At minimum, assessments resist Standard Language Ideology, including the imposition of a single standard against which student writing is judged. Specific assessment practices used in ENGL 1302 include, but are not limited to, labor-based grading, gamification, and ungrading.

## **What is a land acknowledgement?**

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 acknowledgements 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.

## Course FAQ

There are a lot of questions you probably have about our course right now, so let me do my best to answer them. If I don't answer a question you have, and/or if I don't answer a question in a way that's helpful, please let me know.

What am I reading here?

This is called a syllabus, or a course policy sheet. You'll get one of these for every college course you take. 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 this class?

Good question. ENGL 1302 is the second of two courses you'll take in the First-Year Composition (FYC) program—it is essentially an extension of ENGL 1301. You should notice that the units here in ENGL 1302 mirror those in ENGL 1301 (though they are ordered differently). This is so you can build upon the concepts and skills you learned in the previous course.

And, like the previous course, this class is also intended to help you transition as a writer from high school to college. It does so in a particular way: it asks you to identify the strengths you already have as writers and to use those strengths to become part of the TAMU-SA community. You already have the skills to belong here as a writer. This class just prepares you to use those skills.

Why do I have to take this class?

Another good question. 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?

This one's a little hard to answer. Writing 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 as writers here 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 there is one "high stakes" project you'll need to complete: a digital writing portfolio. We'll talk more about that throughout the semester. For now, you should know that's the one big project you'll work on all semester. You should also know you'll complete a lot of smaller writing assignments to build your portfolio. Specifically, I'll ask you to write the following:

- 2 unit assignments
- 2 unit reflections
- 1 Course Reflection

8 labor journals  
Discussions Boards / Reading Responses  
Writer's Portfolio

I'll give you all more information about these assignments later.

In addition to writing a lot, we're also going to read a lot. Each week 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?

You will be graded on the work that you submit. It is up to you to ensure that you turn your assignments in on time and completed. If you are having any issues doing so, please contact me and I will work with you to meet requirements.

Again, if there are any questions you have that I didn't answer, and/or if any of my answers don't make sense, please let me know as soon as you can.

## **Course Policies**

As I wrote above, this course is part of the FYC program. This program has a few policies that I'll follow this semester, so I want to make sure you're aware of them. One of the policies involves plagiarism, one involves attendance, and one involves diversity.

### **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.

## **Attendance**

Your success and development as a writer depends upon your active participation within a community of writers. Consistent attendance in your FYC classes is, therefore, crucial. Attendance, in the context of our online, asynchronous course looks different than in-person attendance. For our purposes here, what constitutes attendance is: 1) Reading weekly announcements in their entirety, 2) Participating in Discussion Boards, which will occur on at least a bi-weekly basis.

If you are struggling to attend class, I urge you to communicate both with your Academic Success Coach and with your FYC instructor, who will work with you to negotiate a plan for attending and completing the class.

Instructor Email Policy

## **A Note on Online Learning**

As a student you choose the schedule and learning mode which best suites your unique needs. With that said, I will note that taking courses online comes with a particular set of challenges that you must be aware of, and sometimes, work against. For some students, not having in-person access to instructors can pose unforeseen challenges. For example, students may be less inclined to ask questions, may not request to meet with instructors (office hours) when they are having issues/difficulty, and so on. You can overcome this challenge by asking questions when you have them and by requesting to meet with me via Zoom when you have more in-depth questions/concerns. Students also sometimes forget about their online courses, especially when they are also taking in-person classes. Doing so means that students irregularly interact with their online course, miss deadlines, and tend to do poorly in the course. You can overcome this potential challenge by setting up weekly check-in times and designating specific times to do your course work. Taking online courses also requires just as much time (and sometimes more) than in-person classes. Students are not always aware of this and may believe that taking courses online will be easier. This can lead to reduced studying and overall labor in the online course, which can ultimately lead to a student doing poorly in the course. You can overcome this potential challenge by taking your online course(s) as seriously as your in-person courses. As with anything, what you get out of this course will be contingent on what you put in the course.

## **Diversity**

We are committed to fostering inclusive classroom environments where diverse backgrounds and perspectives 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, including, but not limited to, sexist, racist, homophobic, classist, ableist, and/or anti-ethnic 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.

Lastly, the FYC program is committed to affirming linguistic diversity in student communication. We approach style and grammar as context-specific and do not advocate the use of Edited American English except when appropriate for the writer's genre and audience.

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

## **Chat GPT**

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.

## **University Policies**

The university also has policies we'll all need to follow this semester. Here they are:

## **Student Services and Support**

Being a college student is hard. You're taking a bunch of different classes that are asking you to complete a bunch of different work, often at the same time. You're trying to balance that work with other responsibilities you might have like a job (or two or three), like family. And you're doing all of that while you may be struggling with some real issues involving mental health, food insecurity, academic success, etc. It's not easy, I know. Thankfully, you don't have to handle all of that on your own. The university provides important services that can help you make it as a student. Please check out the list below, and please reach out to any that you might need. There's no shame in getting help.

## **Jaguar Writing Center**

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Students can make individual or group appointments with a writing tutor. The Writing Center is located in Central Academic Building, Suite 208. The Writing Center can be reached by emailing [writingcenter@tamusa.edu](mailto:writingcenter@tamusa.edu) or calling 210-784-1222. Students can also make appointments with the Writing Center under the Student Services tab in JagWire.

## **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services (DSS) for the coordination of services. DSS is located at the Main Campus on the 2nd floor



of the Central Academic Building in suite 210. The phone number for DSS is 210-784-1335 and email is [dss@tamusa.edu](mailto:dss@tamusa.edu).

### **Active Military & Veterans**

The Office of Military Affairs is located in the Patriots' Casa, suite 202. The mission of the Patriots' Casa is to provide academic, life, and career skills support for student veterans, military personnel and their military families enrolled at our university. The Casa's dual purpose is to help ensure our students in the military community and their families achieve their academic objectives and are equipped for post-graduation success.

### **Student Counseling and Wellness Services**

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Office of Student Counseling & Wellness Services (SC&WS) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM. All mental health services provided by SC&WS are free, confidential (as the law allows), and are not part of a student's academic or university record.

SC&WS provides brief individual, couples, and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling)

In a crisis situation, please walk-in to the Student Counseling & Wellness Services (SC&WS) office any time between the hours of 8:00AM and 5:00PM to be seen by a licensed clinician. After hours, please contact UPD at 911 or text "HOME" to 741-741 24/7/365 to connect with a trained crisis counselor. The National Suicide Prevention hotline also offers a 24/7/365 hotline at 1-800-273-8255.

### **General's Store**

General's Store is an on-campus food pantry to serve members of the campus community who need food assistance. Located in Patriot's Casa room 110, this service is available Wednesdays (2-6 p.m.), Thursdays (9 a.m. – 1 p.m.) and by appointment. For more information email [foodpantry@tamusa.edu](mailto:foodpantry@tamusa.edu) or visit <http://www.tamusa.edu/mays/generals-store/>

### **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.

**A full schedule will be provided in week two of the semester.**