

ENGL 1302—Composition II

020 / MW / 330 - 445 pm / Madla 352

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Welcome to 1302!

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 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.

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

So let's get started.

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're likely familiar with syllabi by now, but here's a bit more about them in case you're not: 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 (the first was ENGL 1301). This class is intended to help you develop your abilities to make effective rhetorical/linguistic choices when you write and communicate. It does so in a particular way: it examines the ways and reasons language is judged, and it asks you to consider the ways you can effectively respond to linguistic judgment when writing and communicating. Please see the course description below for more information.

Why do I have to take this class?

Another good question. In short: it's a requirement, just like ENGL 1301. 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 and communication are messy, complex, and individual, which means that what you learn will depend on where you are as a writer/communicator 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 make strategic and ethical choices when writing and communicating.

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 in class. 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 (drafts and at least one revision)
- Labor Log
- 4 labor journals
- in-class writing exercises as assigned

I'll also ask you to complete weekly Reading Notes and Labor Logs. 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 or two, sometimes more, pieces. These pieces may be academic articles, they may be spoken word performances, they may be personal essays, 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?

The FYC program has a lot of concerns about the "conventional" ways writing gets graded. I won't get into all of that now (but I will soon). In the meantime, you should know that I use what's called labor-based grading. We'll talk about labor-based grading in class, especially when we review our grading contract. For now, it's enough to know that labor-based grading grades you on how hard you work.

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

As in ENGL 1301, I'm asking you and your classmates to work together this semester 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.

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 Description

I provided a brief description of our course in the FAQs section above. But here's a more formal description of the class:

ENGL 1302 supports students in their development as critical language users. Building on and extending the examination of students' languaging started in ENGL 1301, the course examines the contexts and ideologies that produce judgments about students' language use. Students research topics such as standard language ideology; analyze and debate argumentative texts; and develop their abilities to make conscious, strategic, and ethical linguistic choices when writing and communicating. Students also produce the final version of their digital writing portfolios.

FYC Faculty Commitments

And now here's more information about the FYC program, who we are, and what we're trying to achieve, starting with FYC faculty commitments.

Those of us who teach in the FYC program are deeply committed both to supporting you in your journey as a writer/communicator and to fostering welcoming spaces where you can feel comfortable learning about writing/communication and language (even when we have uncomfortable conversations and/or debates). To help us work toward creating those kinds of spaces, FYC faculty share a responsibility to:

- Celebrate and validate students' language practices
- Encourage linguistic diversity and resist Standard Language Ideology
- Privilege cultural knowledge and provide opportunities to connect it to course content
- Center intersectional understandings of identity and writing practices
- Collaborate with students with care and compassion

FYC Program Goals

What's a goal? It's something specific that gives you focus and direction that you're working hard to achieve. You likely have individual goals you're trying to achieve this semester both as a student and as a writer (if you don't have goals right now, we'll work together to develop them). I also have goals I'm trying to achieve as an individual teacher, and those goals are different with every semester and every class. I'll share my goals with you all in class.

In addition to the individual goals I have, I'm also working to achieve the goals of the FYC program. This means that all of the work I do with you this semester is geared toward achieving the program's goals. Those goals are as follows:

- Increasing students' confidence as writers and communicators
- Helping students to see themselves as writers
- Cultivating students' sense of belonging as writers
- Increasing students' appreciation of their languaging
- Fostering students' rhetorical awareness

- Increasing students' self-determination and resilience as writers
- Inspiring creativity, risk-taking, and versatility in student writing
- Fostering students' introspection and self-awareness as writers
- Increasing students' skills and engagement as readers
- Strengthening students' critical language awareness

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

FYC Key Terms

You're going to hear and see me use a particular set of terms this semester every time I communicate with you all about both reading and writing. Those terms are FYC's "key terms," and they represent the most important concepts we'd like you to learn in our FYC classes. I ask you to become familiar with these terms so that you understand what I'm saying to you all as we talk about your languaging and writing/communication this semester.

Here are the terms:

- *Languaging*: the ongoing process of developing and communicating meaning and ideas
- *Translanguaging*: the ability to fluidly access and use one's full linguistic repertoire
- *Standard Language Ideology*: the belief that a language has an ideal, consistent, and "correct" form that should be privileged
- *Critical Language Awareness*: the ability to examine and understand the social, political, and ideological aspects of language and communication
- *Rhetorical Awareness*: the ability to assess context and make intentional choices when communicating
- *Audience*: the person or people a text is intended to affect
- *Purpose*: the intended effect or impact of a text
- *Genre*: a specific type or form of writing/communication that is shaped by social convention and audience expectation
- *Context*: the social, historical, and cultural circumstances in which texts are read and composed
- *Reflection*: the act of examining and learning from one's actions, experiences, and writing

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, one involves diversity, and one involves AI programs such as ChatGPT.

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. 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. *You may miss up to four classes without penalty to your grade. More than that may cause you to fail the course. Please let me know if you have any personal issues that may be making this requirement difficult for you. You'll find that I am empathetic and fair if you are honest with me.*

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 audience, purpose, and genre.

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 policies you need to know about.

Instructor Email Communication Policy

Please note that all communication with the instructor outside of the classroom should be conducted via email, not through Blackboard. Although I usually respond promptly, it could take up to 48 hours for me to respond to your email. This does not include weekends or holidays, as I do not check email during either.

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 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.

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

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 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.

ENGL 1302 Course Calendar Overview

Unit 1: How Do You Language?

Week 1: ENGL 1301: A Review

Goals:

- Introduce the course
- Organize students into Writing Communities
- Review course's required assignments and projects
- (Re)introduce the WLDCC
- Review ENGL 1301/students' previous experiences with writing instruction

Readings:

- [All assignment sheets for the semester](#)
- ["How to Read Like a Writer" by Mike Bunn, pgs. 71-85: https://writingspaces.org/wp-content/uploads/2021/03/How-to-Read.pdf](#)

Assignments:

- [Week 1 Labor Log](#)

Week 2: How Do You Language?

No class Monday, September 1, Labor Day.

Goals:

- In-class portfolio presentations
- Select 2-3 students and respond to their Labor Logs

Readings:

- No readings for this week

Assignments:

- Week 2 Labor Log

Week 3: Writer's Portfolio

Goals:

- Provide formative feedback on all writing portfolios
- Complete Performance Prediction Inventory
- Select 2-3 students and respond to their Labor Logs and Reading Notes

Readings:

- No readings for this week

Assignments:

- Unit 1 Portfolio
- Week 3 Labor Log
- Week 4 Reading Notes

Unit 2: How is Language Judged? Part 1: Standard Language Ideology (SLI)

Week 4: Standard Language Ideology (SLI)

Goals:

- Review How is Language Judged? Part 1 assignment sheet
- Develop ideas for the How is Language Judged? Part 1 assignment
- Introduce, define, and examine/explore “standard language ideology” (SLI)
- Check assignments for completion
- Provide formative feedback on Labor Journal 1
- Select 2-3 students and respond to their Labor Logs, Writing Tasks, and Reading Notes

Readings:

- “Language Ideology and Language Prejudice” by Rosina Lippi-Green, pgs. 289-297 (see the Readings folder in the ENGL 1302 boilerplate materials zip file)

Assignments:

- Week 4 Labor Log
- Week 4 Writing Tasks
- Labor Journal 1
- Week 5 Reading Notes

Week 5: “Broken English”

Goals:

- Examine/explore the impact of SLI on lived human experience
- Make measurable progress on the How is Language Judged? Part 1 assignment
- Check assignments for completion

- Select 2-3 students and respond to their Labor Logs, Writing Tasks, and Reading Notes

Readings:

- "Mother Tongue" by Amy Tan:
<https://openlab.citytech.cuny.edu/iddings-engl1101-d335-fa2017/files/2017/08/Mother-Tongue-by-Amy-Tan-original-format.pdf>
- "Breaking the Shame of Broken English" by Angela Chen:
<https://thelowell.org/10276/opinions/columns/breaking-the-shame-of-broken-english/>
- "Broken English" by Rupri Kaur:
<https://www.youtube.com/watch?v=I--Z5ahW08Y>
- "Broken English: When Our Mother Tongues Take the Back Seat" by Priscilla Takondwa Semphere:
https://www.huffpost.com/entry/broken-english-mother-tongues_b_7698634

Assignments:

- Week 5 Labor Log
- Week 5 Writing Tasks
- Week 6 Reading Notes

Week 6: Code Switching/Code Meshing

Goals:

- Make measurable progress on Part 1 of the How is Language Judged? assignment
- Introduce, define, and examine/explore "code switching" and "code meshing"
- Examine arguments for/against code switching and code meshing
- Check assignments for completion
- Provide formative feedback on Labor Journal 2
- Select 2-3 students and respond to their Labor Logs and Writing Tasks

Readings:

- "What is Code Switching?" by Benjamin Abiola:
<https://www.youtube.com/watch?v=bq2mlaYFzAw>
- "Codeswitching" by Zaire Krieger:
<https://www.youtube.com/watch?v=gHnkjn02Arc&t=314s>

Assignments:

- Week 6 Labor Log
- Week 6 Writing Tasks
- Labor Journal 2

Week 7: Feedback and Revision Workshop

Goals:

- Complete and submit a draft of the How is Language Judged? Part 1 assignment
- Complete in-class peer review workshops
- Develop revision plan for the How is Language Judged? Part 1 drafts
- Check assignments for completion**
- Provide formative feedback on the How is Language Judged? Part 1 drafts
- Select 2-3 students and respond to their Labor Logs and Reading Notes

Readings:

- No readings for this week

Assignments:

- How is Language Judged? Part 1 draft
- Week 7 Labor Log
- Week 9 Reading Notes

Week 8: Midterm Week – Potential Flex Week

Unit 3: How is Language Judged? Part 2: Standard Language Ideology in the Writing Classroom

Week 9: SLI in the Writing Classroom

Goals:

- Review How is Language Judged? Part 2 assignment sheet
- Develop ideas for the How is Language Judged? Part 2 assignment
- Examine the ways SLI operates in the writing classroom
- Examine SLI's impact on student writers
- Check assignments for completion
- Provide collective formative feedback on students' Unit 2 portfolio reflections**
- Select 2-3 students and respond to their Labor Logs, Writing Tasks, and Reading Notes

Readings:

- "What Color is My Voice?: Academic Writing and the Myth of Standard English" by Kristin DeMint Bailey, An Ha, and AJ Outlar, pgs. 63-78: <https://writingspaces.org/wp-content/uploads/2023/09/5DeMint-Bailey-Ha-Outlar.pdf>

Assignments:

- Unit 2 Portfolio
- Week 9 Labor Log

- Week 9 Writing Tasks
- Week 10 Reading Notes

Week 10: Grades and Grammar

Goals:

- Examine/explore grading and grammar as forms of linguistic judgment
- Make measurable progress on the How is Language Judged? Part 2 assignment
- Check assignments for completion
- Provide formative feedback on Labor Journal 3
- Select 2-3 students and respond to their Labor Logs, Writing Tasks, and Reading Notes

Readings:

- "Where Does Grading Come From?" by Asao B. Inoue: <https://asaobinoue.blogspot.com/2021/05/where-does-grading-come-from.html>
- "Does Grammar Matter?" by Andreea S. Calude: https://www.youtube.com/watch?v=Wn_eBrIDUuc
- "Dear Pedants: Your Fave Grammar Rule is Probably Fake" by Chi Luu: <https://daily.jstor.org/grammar-rule-is-probably-fake/>
- "Punctuation's Rhetorical Effects" by Kevin Cassell, pgs. 3-13: https://writingspaces.org/wp-content/uploads/2021/03/cassell-punctuation-rhetorical-effects_0.pdf

Assignments:

- Week 10 Labor Log
- Week 10 Writing Tasks
- Labor Journal 3
- Week 11 Reading Notes

Week 11:

Writin Rite

Goals:

- Examine/explore/debate writing instruction in the United States
- Make measurable progress on the How is Language Judged? Part 2 assignment
- Check assignments for completion
- Select 2-3 students and respond to their Labor Logs and Writing Tasks

Readings:

- "We Must Help Students Master Standard English" by Rob Jenkins (see the Readings folder in the ENGL 1302 boilerplate materials zip file)
- "Inescapably, You're Judged By Your Language" by Ryan Bloom (see the Readings folder in the ENGL 1302 boilerplate materials zip file)
- "Should Writers Use They Own English" by Vershawn Ashanti Young: <https://core.ac.uk/download/pdf/61174874.pdf>

Assignments:

- Week 11 Labor Log
- Week 11 Writing Tasks

Week 12: Feedback and Revision Workshop

Goals:

- Complete and submit a draft of the How is Language Judged? Part 2 assignment
- Complete in-class peer review workshops
- Develop revision plan for the How is Language Judged? Part 2 drafts
- Check assignments for completion**
- Provide formative feedback on the How is Language Judged? Part 2 drafts
- Select 2-3 students and respond to their Labor Logs and Reading Notes

Readings:

- No readings for this week

Assignments:

- How is Language Judged? Part 2 draft
- Week 12 Labor Log
- Week 13 Reading Notes

Unit 4: How Do I Apply What I've Learned?

Week 13: Language in Your Discipline

Goals:

- Identify and define key terms and concepts from FYC
- Examine/explore disciplinary language practices
- Check assignments for completion
- Provide collective formative feedback on students' Unit 3 portfolio reflections**
- Select 2-3 students and respond to their Labor Logs and Reading Notes

Readings:

- "‘I Passed First-Year Writing—What Now?’: Adapting Strategies from First-Year Writing to Writing in the Disciplines" by Amy Cicchino, pgs. 168-181: <https://writingspaces.org/wp-content/uploads/2023/09/11Cicchino.pdf>
- "What Can I Add to Discourse Communities? How Writers Use Code-Meshing and Translanguaging to Negotiate Discourse" by Lisa Tremain, pgs. 87-98: <https://writingspaces.org/wp-content/uploads/2023/09/6Tremain.pdf>

Assignments:

- Unit 3 Portfolio
- Week 13 Labor Log
- Week 14 Reading Notes

Week 14: Transferring What You've Learned

Goals:

- Articulate what students have learned from FYC
- Develop plans to transfer what students have learned from FYC
- Check assignments for completion
- Provide summative feedback on Labor Journal 4
- Select 2-3 students and respond to their Labor Logs

Readings:

- "The Importance of Transfer in Your First Year Writing Course" by Kara Taczak, pgs. 301-311: <https://writingspaces.org/wp-content/uploads/2021/09/taczak.pdf>

Assignments:

- Week 14 Labor Log
- Labor Journal 4

Week 15: Conferences

Goals:

- Meet one-on-one with all students with any students who want instructor feedback (optional)

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Readings:

- No readings for this week

Assignments:

- Final Portfolio