



TEXAS A&M UNIVERSITY
SAN ANTONIO

Course Syllabus First Year Composition

Fall 2025

Composition I ENGL 1301-051

Class Time: 8:00-9:15: am Tuesday and Thursday

Room: Madla Building Rm. 238

Instructor: Yvette Torres (Mrs. Torres) pronouns she/her

Office: Classroom Hall Rm. 228

Office Hours: Tuesday and Thursday 11:00 am-12:30 pm and Fridays online from 9:00 am-10:00 am or by appointment.

Email: ctorres@tamusa.edu . I usually respond to all emails within 24 hours on Monday-Thursday. I do not check my email on Fridays, the weekends, or on holidays.

Virtual Office: <https://tamusa.webex.com/meet/carmen.torres>

Office Phone: 210 784-2645

This syllabus is subject to change at any time during the semester. I will notify you of any changes.

Important Dates

August 25	First day of classes
September 10	Census Date
October 6-17	Midterm grading period
November 14	Last day to drop with an automatic "W"
November 26	Study day-no classes
November 27-29	Thanksgiving Holiday-No classes
December 4	Last day of scheduled classes
December 5	Study day-No classes
December 6-12	Final Examinations
December 12	End of Fall Semester

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.

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.

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:

- cultivating your sense of belonging as a writer,
- increasing your rhetorical awareness,
- strengthening your critical language awareness,
- deepening your introspection and self-awareness as a writer,
- increasing your skills and engagement as a reader,
- inspiring creativity, risk-taking, and versatility in your writing,
- increasing your self-determination and resilience as a writer,
- helping you to see yourself as a writer,
- increasing your confidence as a writer, and
- 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.

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

Required Course Material

All materials needed for this course are available through Open Education Resources and links will be provided on blackboard. I encourage you to look through these resources because there might be topics you are interested in learning about that we do not cover in class. Reading assignments will also be made available as pdf copies on blackboard before the assigned dates.

Supplies:

- Access to a computer and reliable internet – computer labs are available on campus.
- If you do not have a computer or reliable internet at home and you would like this technology, please contact the ITS Help Desk at (210) 784-4357 or HelpDesk@tamusa.edu to request assistance. There are a limited number of supplies that are distributed on a first come, first-served basis.

Blackboard

This course uses Blackboard extensively; most writings will be submitted as attachments on Learn, as will much of the homework. While some instruction will be provided, it is the student’s personal responsibility to learn how to attach files and submit work on Blackboard. There may occasionally be problems submitting work. In that case, try again. Try with a different browser. Contact the help desk. When all else fails, contact me via email and attach your assignment.

Grading Overview/Labor Based Assessment

In this class I utilize labor-based assessment which assesses you on the quality of your labor rather than the quality of your finished product. This means that you will be assessed on the work that you complete. There will be a special emphasis on your ability to meet deadlines and meet or exceed assignment expectations. Quality and attention to detail will ensure that your level of writing will improve and that you will grow as a scholar. In short, the more you work, the better your grade—and the better you’ll position yourself to learn and grow. This will be covered in more detail when we review our class Labor Based Contract.

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, I 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.

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.

Tardy Policy

Attendance in my class is tracked and is part of the students grade in Blackboard under the Attendance category. At the beginning of each class a sign-in sheet will circulate. Students that are present and punctual will receive a 100 for their attendance grade for the day. Students who arrive after the sign-sheet has circulated will be considered tardy and will receive a 50 for their attendance grade for the day. Students that are absent and fail to notify the Professor will receive a 0 for their attendance grade for the the day. Students are encouraged to notify the Professor prior to class via email, if they know or anticipate that they will be late to class. Notifying the

Professor beforehand will ensure that the tardy is excused. As with the attendance policy, communication with the Professor is essential.

Please remember that my ultimate goal for this class is for all my students to succeed. If you have any questions or concerns, please do not hesitate to email me or arrange a time to meet. Whether you need assistance with an assignment or just need someone to talk to as you adjust to college life, know that I am always happy to help.

Assessment

The assessment of student writing in ENGL 1301 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.

Labor Journals

Four times throughout the semester, you will be required to submit a journal discussing what form of labor you have done for this course. This can pertain to any readings you may have completed and your thoughts on them, major assignments, and any other coursework etc. Labor journals should be at least a page long.

Labor Logs

I'd like all of you to maintain a labor log that will track all of the work you do this semester. Every time you sit down to complete work for our class, I'd like you to log that work using the labor log file you can download from Blackboard. You'll submit your labor log to me each week.

Reading Notes

I'd like all of you to take notes on every assigned reading you complete this semester. When I say "take notes," I mean that I'd like you to show me (1) that you completed the reading and (2) that you were active while reading. By "active," I mean that you highlighted or underlined important passages, made in-text notes or comments, wrote brief summaries of what you read, and so on. However you take notes is up to you. What matters is that you take notes and share those notes with me.

Writing Assignments

There will be low-stakes writing assignments given throughout the semester that will allow you to creatively express yourself and share your story.

Writing Tasks

Throughout the semester, students will be assigned tasks that will ask the student to expand on the material covered in class.

Unit Assignment

In this course students will complete two units pertaining to the study of language. I will provide more information about these units later.

Writer's Portfolio

All assignments, revisions, edit and reflections will be uploaded to your digication portfolio. I will review your portfolio throughout the semester and provide feedback.

University Policies

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 and their instructors 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 tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

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. 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: <https://www.tamusa.edu/about-us/emergency-management/>.

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. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

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.

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 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 within our state, nation, and world. All decisions and actions involving students and employees should 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, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

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, 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 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 accommodations to pregnant students as would be provided to a student with a 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 student 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>).

Course Schedule and Overview

UNIT 1: Why Language?

Week 1 8/25-8/29: Why Language?

Day 1: Getting Started

Class Agenda: Review Course Syllabus, review Labor Contract, review Labor Log assignment sheet, review Reading Notes assignment sheet and review Writing Tasks assignment sheet.

Assigned readings: [“The Danger of a Single Story”](#) by Chimamanda Ngozi Adichie

Day 2: Why Language?

Class agenda: Complete in-class Writing Community exercises, in-class Writing Tasks workshop, in-class reflection, and pre-reading workshop.

Student Assignments: Week 1 Labor Log, Week 1 Writing Tasks, and Week 2 Reading Notes.

Assigned readings: [“How to Read Like a Writer”](#) by Mike Bunn

Week 2 (9/1-9/5) : Language Helps You Understand Others

Day 1: How to Read Like a Writer

Class agenda: **Mosaic presentation**, discuss “How to Read Like a Writer” by Mike Bunn, and complete in-class Writing Community exercises and Writing Tasks workshop.

Day 2: Understanding Others

Class agenda: Review the previous class, complete in-class Writing Community exercises, in-class Writing Tasks workshop, in-class reflection, and pre-reading workshop.

Student assignments: Week 2 Labor Log, Week 2 Writing Tasks and Week 3 Reading Notes.

Assigned readings: [“Workin’ Languages: Who We are Matters in Our Writing”](#) by Sara P. Alvarez, Amy J. Wan, and Eunjeong Lee

Week 3 (9/8-9/12) : Language Helps You to Compose

Day 1: You are a Language Architect

Class agenda: Discuss “Workin’ Languages: Who We are Matters in Our Writing” by Sara P. Alvarez, Amy J. Wan, and Eunjeong Lee, complete in-class Writing Community and in-class Writing Tasks workshop.

Day 2: Your Composing Processes

Class agenda: Complete in-class Writing Community exercises, in-class Writing Tasks workshop, in-class reflection, and pre-reading workshop.

Student assignments: Week 3 Labor Log, Week 3 Writing Tasks, Week 4 Reading Notes and Labor Journal 1.

Week 4(9/15-9/19) : Language Helps Us to Define Ourselves

Day 1: Portfolio Workshop

Class agenda: Review Unit 1 Portfolio assignment sheet and complete in-class Writing Tasks workshop.

Day 2: Portfolio Presentations

Class agenda: Complete in-class Writing Tasks workshop, in-class portfolio presentations, and in-class unit reflection.

Assigned readings: Sample student portfolios

Student assignments: Week 4 Labor Log and Week 4 Writing Tasks.

Week 5 (9/22-9/26) : Conferences

Days 1-2: Conferences

Class agenda: Students will meet individually with the Professor to review and discuss their progress in the course.

Assigned readings: [“How to Tame a Wild Tongue”](#) by Gloria Anzaldúa

Student assignments: Unit 1 Portfolio, Week 5 Labor Log, and Week 6 Reading Notes.

UNIT 2: What Are My Languages?

Week 6 (9/29-10/3) : Your Languages Are Your Identity

Day 1: Language and Identity

Class agenda: Review Unit 2 Assignment, review Unit 2 Portfolio assignment sheet, discuss “How to Tame a Wild Tongue” by Gloria Anzaldúa, complete in-class Writing Community exercises, and in-class Writing Tasks workshop.

Assigned readings: [“My Spanish”](#) by Melissa Lozada-Oliva

Day 2: Your Languages and Their Meanings

Class agenda: Review the previous class, watch “My Spanish” by Melissa Lozada-Oliva, in-class Writing Community exercises, in-class Writing Tasks workshop, in-class reflection, and pre-reading workshop.

Assigned reading/viewing: Watch “3 Ways to Speak English” by Jamila Lyiscott https://youtu.be/k9fmJ5xQ_mc?si=c7C3XPzTZ_p3n91U .

Student assignments: Week 6 Labor Log, Week 6 Writing Tasks, and Week 7 Reading Notes.

Writing Community Pulse Check: Students will provide an update on their WC. Are the WC making progress toward the goals they established Week 1? Have their goals changed in any way? Do they feel they need support to achieve their goals?

Week 7 (10/6-10/10) : Your Languages Are More Than One

Day 1: The Englishes You Speak

Class agenda: Watch “3 Ways to Speak English” by Jamila Lyiscott, and complete in-class Writing Community exercises and in-class Writing Tasks workshop.

Day 2: Writing Studio*

Class agenda: Review the previous class, discuss student writing samples, in-class Writing Community exercises, in-class Writing Tasks workshop, in-class reflection and pre-reading workshop.

Assigned readings/viewing: Student writing samples and [“Jaguar Spirit”](#) by Suzy González, [“How San Antonio’s Murals are About More Than Just Beautifying City Streets”](#) by KENS 5.

Student assignments: Week 7 Labor Log, Week 7 Writing Tasks, Week 8 Reading Notes, and Labor Journal 2.

Week 8 (10/13-10/17) : Your Languages Are Not Just Language

Day 1: Your Languages Are Visual

Class agenda: Watch “How San Antonio’s Murals are About More Than Just Beautifying City Streets” by KENS 5. Discuss “Jaguar Spirit” by Suzy González, in-class Writing Community exercises and in-class Writing Tasks workshop.

Assigned readings: [“My Greatest Inheritance? A Peanut Butter Taco”](#) by Sandra Cisneros

Day 2: Your Languages Are Culture

Class agenda: Review the previous class, discuss “My Greatest Inheritance? A Peanut Butter Taco” by Sandra Cisneros. Complete in-class Writing Community exercises, in-class Writing Tasks workshop, in-class unit reflection, and pre-reading workshop.

Assigned readings: “Words” by Rita Ortiz (.PDF file)[Words](#)

Student assignments: Unit 2 Assignment draft, Week 8 Labor Log, Week 8 Writing Tasks and Week 9 Reading Notes.

UNIT 3: Where Do My Languages Come From?

Week 9 (10/20-10/24) : Your Languages Come From Your “Family”*

Day 1: The Influence of Your “Family”

Class agenda: Review Unit 3 Assignment, review Unit 3 Portfolio assignment sheet, discuss “Words” by Rita Ortiz. Complete in-class Writing Community exercises and in-class Writing Tasks workshop.

Day 2: Writing Studio

Class agenda: Review the previous class, discuss student writing samples, in-class Writing Community exercises, in-class Writing Tasks workshop, and pre-reading workshop.

Assigned readings: [“The Unexpected Lessons of Mexican Food”](#) by Armando Montano

Student assignments: Unit 2 Portfolio, Week 9 Labor Log, Week 9 Writing Tasks, and Week 10 Reading Notes.

Writing Community Pulse Check: Students will provide an update on their WC. Are the WC making progress toward the goals they established Week 1? Have their goals changed in any way? Do they feel they need support to achieve their goals?

Week 10 (10/27-10/31) : Your Languages Come From Your Culture

Day 1: The Influence of Your Culture

Class agenda: Discuss “The Unexpected Lessons of Mexican Food” by Armando Montano, in-class Writing Community exercises, and in-class Writing Tasks workshop.

Day 2: Writing Studio

Class agenda: Review the previous class, in-class Writing Community exercises, in-class Writing Tasks workshop, in-class unit reflection, and pre-reading workshop.

Assigned readings: [“What is Code Switching?”](#) by Benjamin Abiola, [“Codeswitching”](#) by Zaire Krieger.

Student assignments: Week 10 Labor Log, Week 10 Writing Tasks, Week 11 Reading Notes, and Labor Journal 3.

UNIT 4: How Do I Language?

Week 11(11/3-11/7) : Codeswitching/Codemeshing

Day 1: Codeswitching

Class agenda: Review Unit 4 Assignment, review Final Portfolio assignment sheet, discuss “What is Code Switching” by Benjamin Abiola, discuss “Codeswitching” by Zaire Krieger, in-class Writing Community exercises, In-class Writing Tasks workshop.

Assigned readings: “Shurshees!” by Armando X. Lopez (.PDF file)

Day 2: Codemeshing

Class agenda: Review the previous class, discuss “Shurshees!” by Armando X. Lopez, in-class Writing Community exercises, in-class Writing Tasks workshop, and Pre-reading workshop.

Assigned readings: [“Beyond Language Difference in Writing: Investigating Complex and Equitable Language Practices”](#) by Christina Sánchez-Martin.

Student assignments: Unit 3 Assignment draft, Week 11 Labor Log, Week 11 Writing Tasks, Week 12 Reading Notes.

Writing Community Pulse Check: Students will provide an update on their WC. Are the WC making progress toward the goals they established Week 1? Have their goals changed in any way? Do they feel they need support to achieve their goals?

Week 12 (11/10-11/14) : On Being Translingual

Day 1: Translingual Realities

Class agenda: Discuss “Beyond Language Difference in Writing: Investigating Complex and Equitable Language Practices” by Christina Sánchez-Martin, in-class Writing Community exercises, in-class Writing Tasks workshop.

Day 2: Writing Studio*

Class agenda: Review the previous class, in-class Writing Community exercises, in-class Writing Tasks workshop, in-class reflection.

Student assignments: Unit 3 Portfolio, Week 12 Labor Log, and Week 12 Writing Tasks.

Week 13 (11/17-11/21) : Writing Studio

Day 1-Day 2: Writing Studio

Class agenda: Relationship-building exercises, in-class Writing Community exercises, in-class Writing Tasks workshop, in-class reflection, and pre-reading workshop.

Assigned readings: [Nobel Lecture](#), Toni Morrison

Student assignments: Unit 4 Assignment draft, Week 13 Labor Log, Week 13 Writing Tasks, and Week 15 Reading Notes.

Week 14 (11/24-11/28) : Thanksgiving

Day 1-Day 2: Thanksgiving No class!

Week 15 (12/1-12/5) : The Measure of Our Lives

Day 1: The Measure of Our Lives

Discuss Toni Morrison’s Nobel lecture, in-class Writing Community exercises.

Day 2: Portfolio Presentations

Class agenda: In-class portfolio presentations, in-class reflection on the class.

Student assignments: Labor Journal 4

Week 16 (12/8-12/12) : Conferences

All Week: Conferences

Class agenda: Students will meet individually with the Professor to review and discuss their progress in the course.

Student assignments: Final Portfolio