

Course Syllabus Integrated Reading and Writing

INRW - ENGL 1300

Class Time: TR 11:00 am – 12:15 pm

Room: CH 204

Instructor: Samantha Bravo

Student Open Hours: Monday, Wednesday, and Friday 12-1 pm and by appointment

Email: sbravo@tamusa.edu (Please allow 24-hour response time on email)

Important Dates:

August 25	Monday	First class day
September 1	Monday	Labor Day Holiday - No classes
October 6-October 17	Monday-Friday	Midterm grading period
November 14	Friday	Last day to drop with an automatic grade of "W"
November 25	Tuesday	Last day to withdraw from the university
November 26	Wednesday	Study day - No classes
November 27- November 29	Thursday- Saturday	Thanksgiving Holiday - No classes
December 4	Thursday	Last day of scheduled classes for weekday classes
December 5	Friday	Study day - No classes
December 6-December 12	Saturday-Friday	Final examinations
December 12	Friday	End of term

<https://www.tamusa.edu/academics/academic-calendar/current-year/fall-2025.html>

Course Description

ENGL 1300 is the place where students explore the communication and rhetorical practices used in academic settings through the development of their own individual practice and reading and composing habits that will foster their ability to think and respond critically to various modes of communication as well fostering their ability to communicate persuasively to a variety of audiences in various modes of communication, written, oral, visual, and digital.

ENGL 1300 Course Goals

We will work together this semester to:

- understand different forms of reading (e.g., academic reading, reading for entertainment, rhetorical reading)
- read as a rhetorical act, requiring knowledge of audience, purpose, and context
- activate your prior knowledge to help you articulate your identity as a reader and writer
- transfer your knowledge of reading and writing across genres and modalities
- understand and critique the conventions, origin, and purpose of ASE
- use translanguaging as a method to interpret texts
- articulate the ways you engage in the reading process
- sharpen your ability to engage in the reciprocal relationship between reading and writing (i.e., strategies to use writing to engage in reading and to use reading to engage in writing)
- examine the ethical responsibilities of readers/writers
- **Understand the writing process and develop personal writing practice that works for you**

Goals and commitments are an agreed-upon practice, we will discuss our course goals and commitment during our first few class sessions and then revise these and post them as a supplemental document.

ENGL 1300 Instructor Commitments

As an instructor, I work to commit to:

- teaching reading as a conversation between author and audience
- examining the difference between intended audience and actual audience
- approaching reading as an act of interpretation involving intersectional lenses
- Being available for questions
- Not judging any questions, simply answering them
- Offering extensions when necessary and asked for

ENGL 1300 Student Commitments

During our first week of classes, we will work together to establish student goals and commitments.

- Attending class when possible
- Working on a weekly basis to complete the assigned tasks
- Communicating when I am falling behind or unable to complete work
- Asking for help when I am in trouble or need guidance
- Talking to my peers to help me..

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:

- A composition book/journal – writer’s notebook. This will be used not only for note taking, but for writing during class, recording ideas, song lyrics, drawing pictures, and reading and writing analysis. Keeping a writer’s notebook is part of your grade for this class.
- 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

I treat learning as a recursive and exploratory process involving continual revision, and reflection. I am also committed to affirming linguistic diversity and decolonial practices. For these reasons, I will use a labor-based approach to assessment. Labor-based assessment assesses you on the quality of your labor rather than the quality of your finished product. That is, I will assess your progress this semester based on the amount of work you complete, on your ability to meet deadlines and fulfill expectations, and on the time and effort you put toward achieving course goals. Yes, your colleagues and I will address the quality of your work. We will also expect you to put forward the substantial time and effort it takes to improve upon the quality of your work; that is, we will expect you to demonstrate significant growth and improvement in your reading and writing process over the course of the semester. But you will not be graded on the quality of a single piece of writing, nor will you be assessed using high-stakes testing methods. In short, the more you work, the better your grade—and the better you’ll position yourself to learn and grow.

Absences

I will consider you “absent” if you are not physically present for a designated class meeting and you have not communicated with me about the circumstances. Please note that I will excuse absences for instances of sickness or hospitalization, including those for whom you are a caregiver; a death in the family; court-related issues; and religious holidays. You must communicate with me about these in advance when possible or when you return to class.

Incomplete, Missed, and Ignored Assignments

I will consider your assignments in this class “incomplete” if you submit them by a given deadline, but they fail to meet labor expectations (e.g., you didn’t meet a minimum word count, you didn’t provide required information, and so on). Your assignments will be “late” if you submit them within two days (48 hours) of an initial deadline. If you submit an assignment at any point in the semester after 48 hours of the initial deadline, I will consider it “missed.” If you do not submit an assignment at all, I will consider it “ignored.” Please note that I do not respond to “missed” assignments.

Open Revision Policy

I have an open revision policy. This means that you may revise and resubmit an “incomplete” or any other “graded assignment” for a higher grade. If you turn in a paper and you do not feel like it was your best work, you can request a meeting with me or come to office hours. I will give you suggestions for revision so that you can achieve the type of writing you are aiming for. We will agree on a timeframe for revisions and I will regrade your work after your revisions. NOTE: you cannot revise missed or ignored assignments.

Your Grade in Blackboard

I will assign your grade in blackboard as follows: Every task we undertake is worth 1pt. If you complete 100% of the tasks required of you, then you receive a 100%. If you complete 70% of the tasks required of you, then you receive a 70%

Final Grade

There is a column in blackboard to gives you your course average, this is an estimate of your grade. I will determine your final grade in the course by averaging your performance in each category of labor using a four-point scale. For example, if you earn an A in each category of labor, you will earn 4 points per category, equaling 20 points. Twenty-four points divided by 5 categories equals 4.0, which equals an A on a four-point scale.

Labor Journals

You will keep a weekly labor log. It can be in one of the following formats, written, voice recording, graphic, slide, or vlog.

It is DUE EVERY FRIDAY AT MIDNIGHT.

Your labor journal will contain the labor you are doing for the week, including the time you are spending on each task. It should include ALL LABOR. For example, you might spend 20 minutes reading a text for English class and 10 minutes talking about it with your friend. You would record both forms of labor. Maybe you spent 30 minutes surfing the internet looking for more information, record that as labor. Maybe you spent 2 hours writing Fan Fic about BTS after we read the Kpop article. Record that, because it is labor. If you have to care for others, siblings, parents, or children. Record that because it is labor. If you spend 2 hours cleaning your room so you didn't have to study, record it. It is labor. If you couldn't get to FYC work because you were swamped with Math and had to ask for an extension, record that, because it is labor. If you freaked about college, called home, then slept for 2 days before your friend came by to visit and you felt better, record that because it is labor! If you drove to El Paso to help your Tia move, so you didn't attend class all week and you had to talk to your teachers to get make-up work, record that because it was labor. I hope you are getting the idea. Record everything. I will respond to each of these.

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dsupport@tamusa.edu.

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/or 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 Modular C, Room 166 (Rear entrance).

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.

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). For more information and self-help resources, please visit www.tamusa.edu/studentcounseling

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 Preparedness and the Emergency Response Guide can be found here:

<https://www.tamusa.edu/uploadfile/folders/sdbowen23/pdf/pdf-635073426137928167-10.100.20.116.pdf>

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 the first week of class. Any student receiving federal financial aid who does not attend 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.

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 contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military@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 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.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

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, equality of 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, diversity, pluralism 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, or gender expression. 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 victims 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 or 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 responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

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, 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, University Catalog and to comply with them, as well as 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 an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

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. Behaviors that infringe 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](#).

AI Statement

The INRW program expects you to generate your own content this semester. However, there are situations and contexts within our courses where you will be asked to use generative artificial intelligence (GAI) tools to support your work as a writer. For example, GAI technologies such as ChatGPT 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, the INRW Program discourages you from using GAI technology to generate **written products**, however, we will teach you how to use GAI to **generate research and assist you** in refining your ideas and content. We will also teach you how to acknowledge the GAI program you have used, and how to identify which portions of the text you submit were produced by GAI. Not all instructors permit using GAI, so in courses outside of this one, you should talk directly with your professor to learn their GAI policy and you should not use GAI without your professor’s permission and/or without proper attribution and citation..

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://bit.ly/WLDCCenter>.

Course Calendar

	Date	1300 Topic	Assignment Due
Tuesday	8.26.25	ASE, WME, Power, World Englishes	Reflection 1 Language
Thursday	8.28.25	assessment, labor log, portfolio	write their about me page
Tuesday	9.2.25	Reading CH2 / Reflection: How did I learn to read	How Did I learn to read
Thursday	9.4.25	read Narrative/ Annotate/ what is literacy - New London School	Reflect on the Narratives we read - same/different.
Tuesday	9.9.25	literacy free write	Reflection on Literacy
Thursday	9.11.25	Ch4 Prewriting	write about a literacy you have
Tuesday	9.16.25	Ch5 generating a thesis	make a writing schedule
Thursday	9.18.25	Ch6 Paragraphs	identify audience and outline ideas
Tuesday	9.23.25	Ch7 into, conclusion, titles	create and intro with standing thesis title
Thursday	9.25.25	ch 8 review and revise	conclusion
Tuesday	9.30.25	ch 9 editing and proofreading	reflect on the peer review process
Thursday	10.2.25	ch 13 analyzing a text	what is difference revision, editing, proofreading
Tuesday	10.07.25	ch 14 Reading and writing	Reverse Outline of an Essay /outline your essay
Thursday	10.9.25	multimodal texts	how to make your project multimodal
Tuesday	10.14.25	ch 15 establishing research and writing goals	Articulate cultures your part of
Thursday	10.16.25	ch 15 establishing research and writing goals	do some preliminary research to see if it's a viable topic
Tuesday	10.21.25	ch 16 locating and evaluating sources	generate research questions
Thursday	10.23.25	ch17 drafting and revising research essays	drafting a research timeline
Tuesday	10.28.25	primary and secondary sources	list of secondary sources
Thursday	10.30.25	survey questions	list survey questions
Tuesday	11.4.25	Smithsonian Folklife and Culture	analysis of one of the smithsonian projects
Thursday	11.6.25	Smithsonian Folklife and Culture	analysis of one of the smithsonian projects
Tuesday	11.11.25	cultural analysis - reflection	reflection on a culture they are part of
Thursday	11.3.25	Talk about Styles and Why	reflection on styles
Tuesday	11.18.25	Ch 18 MLA	list - turn it into a bibliography
Thursday	11.20.25	Ch 19 APA style	No assignment
Tuesday	11.25.25	online - video	watch video and write a reflection
Thursday	11.27.25	Thanks Break Week No Class	
Tuesday	12.2.25	Presentation dos and don'ts	what goes into annotations
Thursday	12.4.25	visual presentations	no assignment
Tuesday	12.9.25	workshop day	annotated bibliography as final project

