

ENGL 1302 Composition II: Reading and Writing About Reading and Writing

Monday and Wednesday @ 9:30 | Classroom Hall 221

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Office: Classroom Hall 226 | Office Hours: Mondays 1:30-3:00 and Tuesdays 1:30-3:00, or by appointment; Zoom meetings available

Course Catalog Description

ENGL 1302 examines students' language practices in the context of the communities they belong to, especially their academic disciplines. Students research and critically examine their communities, and they learn to contribute to their communities as effective and persuasive writers. Students compose texts in multiple genres and media, and complete the digital portfolio they first developed in ENGL 1301/1301L.

In this section of ENG 1302 students will also learn to “add to the conversation” on topics of importance in their communities with relevant texts that help them practice reading, understanding, discussing, analyzing, and writing about these topics. They will do so by engaging with the theme of “Reading and writing about reading and writing” throughout the semester. We will study the history of reading and its contemporary issues, to include those that are personal, social, and political.

Student Learning Outcomes
Critically examine the conventions of academic discourse
Conduct effective research, with an emphasis on secondary research
Demonstrate rhetorical agency when communicating with academic audiences
Compose texts in a variety of genres and media
Reflect on individual and collaborative writing processes
Collaborate with peers

Texas Core Curriculum Objectives

All First-Year Composition (FYC) courses are part of the Texas Core Curriculum. They are specifically designated as “Core 10” courses focused on communication.

Core Objective	Description
Critical Thinking Skills	To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
Communication Skills	To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.
Teamwork	To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
Personal Responsibility	To include the ability to connect choices, actions, and consequences to ethical decision-making.

Assignments

Discourse Community Activities x 5.....10%

Summary and Synthesis Paragraphs x 4.....20%

Shitty First Draft.....15%

Reading and Writing in Your Field Paper

- Abstract.....5%
- Annotated Bibliography.....5%
- Peer Review.....5%
- Final Draft.....15%

Banned Book Review

- Abstract.....5%
- Annotated Bibliography.....5%
- Informal Peer Review.....5%
- Final Draft.....15%

Course Policies

All faculty in the FYC program follow a specific set of policies you should be aware of, including attendance, plagiarism and AI use policies, as well as policies related to the classroom environment and course materials.

Attendance

You are absent if you are not present for class and late if you arrive after attendance has been taken. You must communicate the circumstances with me in advance to be excused for an absence or late arrival. Your success and development as a writer depend on your active participation within your writing workshop group. Consistent attendance is crucial.

Required Materials

- All course readings provided for free on Blackboard
- Notebook and pen for journaling and drafting
- Reliable home internet, laptop, and charger

Digital Tools

This course uses Blackboard. While instruction will be provided, it is your responsibility to submit assignments on time. If you experience technical difficulties with Blackboard, please try a different browser, contact me, or contact the ITS Help Desk: (210) 784-4357 or helpdesk@tamusa.edu. Links to Google Docs or SharePoint files will not be accepted, as I am often unable to access the files behind those links due to locked sharing permissions.

Plagiarism

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

Classroom Environment

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

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

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

Because we value the respectful expression and exchange of ideas, students who use violent, harassing, and/or discriminatory language will be reported to the university and may be subject to Student Code of Conduct policies.

Dr. Chairez's Course Policies

GAI Technology

The use of Artificial Intelligence is prohibited in this course. Do not use it to brainstorm, do not use it to find sources, do not use it to summarize readings, do not use it to proofread, and skip over it when you use Google. All work is run through an AI-detector implanted in Blackboard. Students will have one mandatory chance to re-do assignments that are detected to be more than 50% AI-generated. If AI is still detected after that, you will receive a zero. Any assignment detected at, for example, 49% AI-generated or lower, you will have the option of re-doing the assignment without AI for a higher grade, or you will receive a 51.

Late Work, Re-works, and Extra Credit

Yes, yes, and yes. I accept, allow, and assign, respectively, all of these. Please schedule a time to talk with me about any of the above should you want to request any of these.

Student-Parents

Children are allowed in our classroom. Please do not ever feel as though you need to miss a class due to a lapse child care. They may even enjoy some of our group activities! Also, nursing parents are welcome to breastfeed in our classroom.

University Policies and Resources

Academic Freedom

You can access the university's policy on Faculty Academic Freedom [here](#). These protections of Academic Freedom pertain to students, too; meaning, you have "the right to express and explore your opinion on all relevant matters regarding the subject content of the course, within professional norms" during classroom discussions, research projects, and other assignments, as applicable. In all instances, standards of classroom behavior and written decorum are expected and appreciated. My classroom is a space that invites Aristotelian "debate" of the traditional

definition: discourse which is spurred in “good faith” and for the purpose of pursuing truth, compromise, and wisdom.

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 dss@tamusa.edu.

Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

Counseling 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 or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) 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 the SCC are free, confidential (as the law allows), and are not part of a student’s academic or university record. SCC 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 Center (SCC) 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.

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 and/or phone call 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/upd/index.html>.

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.

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. The Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in JagWire under the student services tab. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. 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 www.tamusa.edu/Writing-Center. The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

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.

Students' Rights and Responsibilities

The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

Students' Rights

- A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
- 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, genetic information or veteran status in accordance with applicable federal and state laws.
- 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.
- Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

- A student has the responsibility to respect the rights and property of others, including other students, the faculty and the administration.
- 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 students must comply with them and the laws of the land.
- A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.
- A student has the responsibility to recognize the University's obligation to provide an environment for learning.
- 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

Week 1 Aug 24-28 / Intro to the Course

Day 1: Readings: None / Discuss: Intros; syllabus; why read and write about reading and writing? / Activity: Journal #1

Day 2: Readings: None / Discuss: What is Discourse? What is a Discourse Community and why do we study them? / Activities: Discourse Community formation; **Discourse Community Activity #1** Sidelinks

Week 2 Aug 31-Sep 4 / Intro Cont'd: State of the Discipline

Day 1: Readings: "[We know students are no longer reading entire books](#)" and "[Post-Literate Age: Why fewer Americans are reading for pleasure](#)" / Lessons: summary and/vs. synthesis / Activities: Journal #2

Day 2: Readings: [Chapter 1: Why Write?](#) (pgs 1-5), "Writing is Not Natural" (in pdf folder), and "Writing is a Social and Rhetorical Activity" (in pdf folder) / Discuss: readings / Lesson: summary and/vs. synthesis cont'd / Activity: Journal #3

Due: Summary and Synthesis Paragraph

Week 3 Sep 7-11 / The History of Reading

Day 1: No Class - Labor Day

Day 2: Readings: [Chapter 3.4 What is the Rhetorical Situation?](#) and [“What is the History of Books?”](#) / Discuss: readings and Shitty First Draft Assignment / Lesson: History of Reading; objective POV / Activity: Journal #3

Due: Summary and Synthesis Paragraph

Week 4 Sep 14-18 / Perspectives on Reading

Day 1: Readings: [Chapter 3.6 Rhetorical Appeals](#) and [“Of Books”](#) by Michel de Montaigne / Discuss: the reading; upcoming assignment / Lesson: the subjective POV / Activity: Journal #4

Readings: [“Chapter 2.2: What is the Writing Process?”](#) and [“Pendeja, You Ain’t Steinbeck”](#) by Myriam Gurba / Discuss: readings; What does Gurba’s article have to do with “reading”? / Lesson: TBD / Activity: **Discourse Community Activity #2**: Mapping Gurba’s writing process

Due: Prompted Summary and Synthesis Paragraph

Week 5 Sep 21-25 / Perspectives on Reading cont’d

Day 1: Day 2: Readings: [“Introduction: The Woman Reader”](#) by Belinda Jack (pdf) / Discuss: the reading; objective POV

Day 2: Readings: [“The Real Life Plan to Use Novels to Predict the Next War”](#), watch in-class [“TedTalk: Why Reading Matters”](#) / Discuss: readings

Due: Summary and Synthesis Paragraph

Week 6 Sep 28-Oct 2 / History of Reading Education in the United States

Due: Revised Shitty First Draft

Week 7 Oct 5-9 / History of Reading Education in the US cont

Due: Reading and Writing in Your Field Abstract

Week 8 Oct 12-16 / History and Perspectives on Libraries

Day 1: No Class - Indigenous Peoples Day

Due: RWFA Annotated Bibliography

Week 9 Oct 19-23 / History and Perspectives on Libraries cont'd

Week 10 Oct 26-30 / Hot Topics in Reading - Artificial Intelligence

Due: RWFA Final Draft

Week 11 Nov 2-6 / Hot Topics in Reading - Banned Books

Week 12 Nov 9-13 / Hot Topics in Reading - The Rise in Anti-Intellectualism

Due: Due: Book Review Abstract and Annotated Bibliography

Week 13 Nov 16-20 / Catch Up and Movie Week

Day 1: Watch *Fahrenheit 451* and read reviews

Day 2: Finish *Fahrenheit 451*

Week 14 Nov 23-27 / Thanksgiving Break

Day 1: No Class

Day 2: No Class

Week 15 Nov 30-Dec 4 / Final Exam Work Week - The Joy and Necessity of Revision

Week 16 Dec 7-11 / Final Exam Week

Day 1: Informal Peer Review with Book Review Rough Draft

Day 2: No Class

Due: Final Book Review

