

ENGL 1300

Integrated Reading and Writing Syllabus Fall 2026

Texas A&M University-San Antonio

ENGL 1300. 003 Tuesday-Thursday 9:30-10:45am CH 219

ENGL 1300.004 Tuesday-Thursday 2:00-3:15pm CH 221

Professor: Petra baruca

Email: pbaruca@tamusa.edu

Office: HALL 320

Office Hours: Tuesdays and Thursdays, 11:00-12:30 pm

Course Catalog Description

ENGL 1300 Integrated Reading & Writing (Coreq 6)

Credits: 3 (3-0-0)

This course helps students improve their reading comprehension of college-level texts and their writing effectiveness. This course is corequisite with ENGL 1301L, and is a skilled-based course designed to support students in achieving their reading and writing goals. Successful completion of this course with a C or better fulfills INRW TSI requirements (TSI, 2002). Credit earned for this course does not count toward any degree offered by the university. *With INRW Director's approval, students may take [ENGL 1300](#) independent of ENGL 1301L.

Corequisites: ENGL 1301L.

Restrictions: Graduate level students may not enroll.

Student Learning Outcomes

Student Learning Outcomes
Understand Grammar, Usage, and Mechanics
Understand key concepts of audience, purpose, and genre
Read and analyze texts using annotation and discussion strategies
Develop your own individual reading and writing practices
Critically examine your language practices, goals, and needs
Apply Morphology to improve comprehension

Choose proper syntax, usage level, and tone for writing task
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Required Materials

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

Grades

This course is Labor Based Assessment (LBA) and will also include group discussions over assigned texts. Please be prepared each class to write about and discuss assigned texts, but do not be afraid to voice different and unique perspectives on these assigned texts. To succeed in this course, it is crucial that you read all assigned texts, develop original ideas about those texts, attend class, take detailed notes, engage with your peers during discussions and workshops, write with integrity and inspiration, and ask for help! I grade assignments each week with written feedback. You can check your total grade at any time in Blackboard. Please email me or visit my office during office hours to request an extension in advance, or a revision.

LABOR POINTS	GRADE CATEGORY	DESCRIPTION
100	COMPLETE	the assignment completely meets expectations and is completed on time
75	LATE	the assignment completely meets expectations, but is submitted late
50	PARTILALLY COMPLETE	the assignment meets between 50 and 99% of the expectations
0	INCOMPLETE/ MISSING	the assignment meets less than half of the expectations or is not submitted

Final course grades are calculated on the standard scale:

A = 100-90 | **B** = 89-80 | **C** = 79-70 | **D** = 69-60 | **F** = 59 or less

Please note:

OPEN REVISION POLICY: You can make “partially complete” assignments “complete” if you revise the assignment so that it meets the criteria for being “complete.” You can revise and resubmit “partially complete” assignments as many times as you need in order to make them “complete.”

LATE SUBMISSIONS: If you submit an assignment late without communicating with me, you will

receive 75% of the labor points for it. In the event of an emergency, please contact me as soon as possible to make arrangements to complete the assignment. **Exceptions:** An extension will be granted in the following situations: mandatory military service, mandatory court date, a religious holiday, a documented chronic illness or disability, a serious illness or crisis involving yourself or the person for whom you are the primary caregiver, and death in the family. If you have a different situation and need an extension, please talk to me about it before the assignment deadline.

I strongly urge you to submit all required assignments by their deadlines, and I encourage you to do so for the following reasons:

- I don't provide feedback on late assignments (I only check them for completion), so if you submit your assignments after a deadline, you're missing the opportunity to receive my feedback, to learn from it, and to apply it in your writing.
- Submitting assignments by their deadlines will help you to stay current with the course and will help you to have a richer and more meaningful experience this semester.
- Meeting deadlines will keep you from being in the position of trying to rush and complete assignments at the last minute.

EXTRA-CREDIT OPPORTUNITIES: These are additional writing opportunities that will help you develop as a writer and earn additional labor points to help you boost your grade. These are self-initiated opportunities and can include submitting extra revisions, working with a tutor at the WLDCC center, attending online WLDCC workshops or events, attending student/office hours with me to work on your assignments, etc. You will need to report the work you have done to earn points.

Assignments

This course includes a lot of reading, writing, and group work. The vast majority of readings and assignments will be completed in class, so consistent attendance is crucial for success in this course.

Because of the labor-based grading, all major assignments will be completed through various smaller submission. For more information about how all submissions will be graded, please see the section on Grading.

Here is a list of the work students are expected to complete:

Digital Writing Portfolio: Students compile a portfolio which showcases their languaging through various languaging samples. At least one of the samples needs to be from this class. The students complete their portfolio by writing an introduction reflecting on their writing process and language practices. In ENGL 1300 you will be required to work on your Introduction and reflections in class. You will also be expected to upload each of these to blackboard as part of your grade.

Class Activities: Students work individually and collaborate within writing workshop groups to complete in-class writing activities designed to assist them towards completion of major projects.

Weekly Learning Log: Every week the students submit a weekly learning log in which they reflect on the progress they made during the week.

Writing Goals Journal: The Writing Goals Journal assignments are intended to be an informal, low-stakes way for students to reflect on and communicate their writing strengths and areas for improvement to the instructor. There are five Writing Goals Journal assignments throughout the semester, including reading responses, reflections, project drafts, etc.

Project 1: “What are My Languages?” In this project, students explore the languages, dialects, and ways of communicating that shape who they are. Students demonstrate how they language by choosing one of two options: creating a language archive that brings together artifacts representing their language experiences, or creating a series of language metaphors that creatively represent their relationship with language. Both options encourage students to reflect on how language has shaped their identity, experiences, and sense of belonging. Students will work on draft and activities that will support the completion of this project.

Project 2: My Language Research Project asks students to explore a question they have about language and investigate it through research. Students will use both their own experiences and research sources to develop an answer to their question. They will share what they discovered, how their thinking changed through the research process, and what they learned. Students will work on draft and activities that will support the completion of this project.

Project 3: My Language in a Multimodal Argument asks students to develop an argument about language for an audience of their choice. Students will consider their purpose, audience, and message as they create a multimodal text that combines different modes of communication, such as words, images, sound, or design. The project gives students an opportunity to use their research and experiences to make a meaningful argument about language. Students will work on draft and activities that will support the completion of this project.

Final Presentation: Students will choose to present one of the projects they have completed this semester.

Attendance and Participation

I understand attendance as a form of labor, and since I’m grading you on your labor this semester, I’m going to include attendance as part of your overall grade. You will receive **100 labor points** every time you are present and participating in class, and **50** if you arrive late or leave early without notifying me. You will receive **0 points** for every unexcused absence.

Please note:

1. If you are **struggling to attend** class this semester, we urge you to communicate with your

instructor, who will work with you to negotiate a plan for attending, participating in, and completing the class.

2. I can **excuse absences** and or tardiness at my discretion, but I need you to communicate with me about why you're not attending. IMPORTANT: You do not need to disclose specific details about your situation when talking with me about your attendance.
3. Per university policy, I'll excuse absences for military service, for any religious holy days you may be observing per your individual faith, and for documented participation in university-sponsored events.

Respect

I am committed to fostering a respectful classroom environment in which different backgrounds and perspectives are acknowledged. While working with classmates and instructors, you will respectfully listen to others' experiences and perspectives, share your own experiences and perspectives, and value the opportunity to learn from each other. Demonstrating respect for those different from you prepares you for success in the classroom and as citizens. If you use violent, harassing, and or discriminatory language, you will be reported to the university and may be subject to Student Code of Conduct policies.

Plagiarism

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 plagiarize, copy, or otherwise cheat on an assignment, you will receive a permanent zero on that assignment without the opportunity for revision.

Generative AI

The INRW 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 or incorrect information, and to generate writing that lacks human imagination. For these reasons, the INRW program discourages you from using GAI technology to generate content **for you**. If you have reason to use GAI to generate content **with you**, consult with your professor before doing so. Using GAI content without your professor's permission and/or without proper attribution qualifies as plagiarism.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here
<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Personal Conferences

This semester, you and your peers will work together in writing workshop groups, and you will also work individually on assignments. As you work, I will circulate around the room and talk to each of you individually. Please be prepared to share with me what you are working on, what your current reading/writing goal is, and how I can support you in this. You may also ask me to help support you

in digication, blackboard, and in communication you're your professors. I will assist you in all college going habits.

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.

Texas A&M University- San Antonio: Important Policies and Resources

University Email Policy and Course Communications

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

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 at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

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 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. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Day of the Week	Appointments available	Walk in Tutoring – No appointment needed

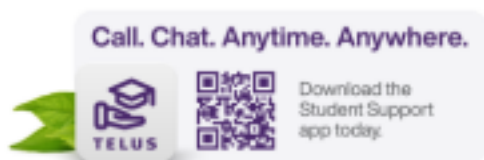
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

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, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

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 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, 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 system. 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 on emergency response may be found at: Emergency Operations Plan and the Emergency Action Plan. 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. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (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, Language, and Digital Composing Center (WLDCC)

The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing 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. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. 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. The WLDCC can also be reached by emailing wldcc@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 submit a CARE report for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

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 wide variety 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 on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to 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, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

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 discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, 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 sex-based 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

Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (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, 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, 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](#) or visit the resources available in the [OSRR website](#)

Important Fall 2026 Dates

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete [academic calendar](#) is available online.

ENGL 1300 TENTATIVE CALENDAR

WEEK	CLASS DATE	TOPICS	READINGS	ASSIGNMENTS
Week 1 (Aug. 24 – Aug. 30) GETTING STARTED	Tuesday, 8/25	Getting Started with ENGL 1300	"Hello, Writer" (Chapter 1: Knowing Yourself and Your Community), by D. Starkey	REFLECT: FIRST DAY GOALS
	Thursday, 8/27	ASE, MWE and World Englishes	"The Danger of a Single Story" by Chimamanda Ngozi Adichie Crystal, David. "What is Standard English?"	REFLECT: WHY LANGUAGE?
Week 2 (Aug. 31 – Sept. 6)	Tuesday, 9/1	WLDCC visit	"3 Ways to Speak English" by Jamila Lyiscott	REFLECT: MY ENGLISHES

MY LANGUAGE PART 1	Thursday, 9/3	Code Switching/Code Meshing	“What is Code Switching?” by Benjamin Abiola “Shursheees!” by Armando X. Lopez	REFLECT: CODE SWITCHING/CODE MESHING
Week 3 (Sept. 7 – Sept. 13) MY LANGUAGE PART 2	Tuesday, 9/8	Rhetorical Situation	“How San Antonio’s Murals are About More Than Just Beautifying City Streets” by KENS 5 “Jaguar Spirit” by Suzy González, Jeffrey, Robin, Emilie Zickel, Terri Pantuso, et al. “3.4 What is the Rhetorical Situation?” Informed Arguments: A Guide to Writing & Research, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. Francis Jr., James. “Visual Analysis in Composition & Rhetoric and Literature.” In Informed Arguments: A Guide to Writing and Research. 4th ed. Edited by Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattison. College Station: Texas A&M University, 2023.	REFLECT: MY VISUAL LANGUAGES
	Thursday, 9/10	Writing Reflections	“Student Guide to AI Literacy.” The MLA Style Center, Modern Language Association, 2024.	REFLECT: WRITING WITH AI
Week 4 (Sept. 14 – Sept. 20) MY READING PROCESS	Tuesday, 9/15	Reading Purpose and Reading Repertoire, Morphology	“How to Read Like a Writer” by Mike Bunn	REFLECT: HOW TO READ LIKE A WRITER
	Thursday, 9/17	Writing Tiny Love Stories	“How to Read Like a Writer” by Mike Bunn	REFLECT: READING AND WRITING TINY LOVE STORIES

Week 5 (Sept. 21 – Sept. 27) MY WRITING PROCESS	Tuesday, 9/22	Writing Shitty First Drafts WLDCC visit	"Shitty First Drafts" by Ann Lamott Lacy, Sarah M., Melanie Gagich, and Terri Pantuso. "2.2 What is the Writing Process?" Informed Arguments: A Guide to Writing & Research, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023.	REFLECT: MY COMPOSING PROCESS
	Thursday, 9/24	Language Architect Practice	"Workin' Languages: Who We Are Matters in Our Writing" by Sara P. Alvarez, Amy J. Wan, and Eunjeong Lee	REFLECT: LANGUAGE ARCHITECT
Week 6 (Sept. 28 – Oct. 4) PROJECT 1- INTRODUCTION AND PRE-WRITING	Tuesday, 9/29	Portfolio Workshop and Peer Review	Portfolio Samples	PORTFOLIO DRAFT
	Thursday, 10/1	Writing Metaphors	"My Spanish" by Melissa Lozada-Oliva	REFLECT: LANGUAGE METAPHORS
Week 7 (Oct. 5 – Oct. 11) PROJECT 1- DRAFTING AND REVISING	Tuesday, 10/6	Archives workshop		REFLECT: LANGUAGE ARCHIVE
	Thursday, 10/8	Peer Review	Zickel, Emilie. "3.6 Peer Review and Responding to Others' Drafts." 1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017.	PROJECT 1 DRAFT
Week 8 (Oct. 12 – Oct. 18) PROJECT 2- INTRO TO RESEARCH	Tuesday, 10/13	Popular vs Scholarly Sources	DasBender, Gita. "Critical Thinking in College Writing: From the Personal to the Academic." Writing Spaces: Readings on Writing, Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011. Zickel, Emilie, Robin Jeffrey,	MY RESEARCH PLAN

			Yvonne Bruce, et al. "7.6 Using the Right Sources for Your Project." Informed Arguments: A Guide to Writing & Research, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023.	
	Thursday, 10/15	Analyzing and Evaluating Popular Sources		POPULAR RESOURCES ANALYSIS
Week 9 (Oct. 19- Oct. 25) PROJECT 2- USING SOURCES	Tuesday, 10/20	MLA vs APA Citation Style	Purdue Online Writing Lab. "APA Style Introduction." Purdue Online Writing Lab. Purdue University, 2025. Purdue Online Writing Lab. "MLA Formatting and Style Guide." Purdue Online Writing Lab. Purdue University, 2025.	SCHOLARLY SOURCES
	Thursday, 10/22	T-Chart	Guptill, Amy. "Chapter 20. Four Tiers of Sources and How to Tell the Difference." Adapted by Liz Delf, Rob Drummond, and Kristy Kelly. A Dam Good Argument, eds. Liz Delf, Rob Drummond, and Kristy Kelly. Oregon State University, Pressbooks, 2022.	T-CHART
Week 10 (Oct. 26 – Nov. 1) PROJECT 2- DRAFTING	Tuesday, 10/27	Outlining, Body Paragraphs, Transitions	Lloyd, Amanda. "4.2 Body Paragraphs: An Overview." 1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Babin, Monique, Carol Burnell, Susan Pesznecker, et al. "4.7 Transitions: Developing Relationships between Ideas." A Guide to Rhetoric, Genre, and	WRITING INTERVIEWS

			Success in First-Year Writing, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017.	
	Thursday, 10/29	Quote, Paraphrase, Summarize	Bruce, Yvonne, Melanie Gagich, and Svetlana Zhuravlova. "5.2 Synthesizing in Your Writing." 1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Jeffrey, Robin. "11.3 Paraphrasing and Summarizing." 1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Long, Liza, Amy Minervini, and Joel Gladd. "89. Three Forms of Integration: Summary, Paraphrase, and Direct Quotations." Write What Matters: Your Guide to College Writing, eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020. Gladd, Joel. "91. Pack Snacks: Use the "Quotation Sandwich." Write What Matters: Your Guide to College Writing, eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020.	EXPLICATION OF QUOTES
Week 11 (Nov. 2 – Nov. 8)	Tuesday, 11/3	Voice, Tone, Syntax	Hulst, Craig. "Grammar, Rhetoric, and Style." Writing	PROJECT 2 DRAFT

PROJECT 2- REVISING AND EDITING			Spaces: Readings on Writing, Vol. 3, eds. Dana Driscoll, Mary Stewart, and Matthew Vetter. Parlor Press, WAC Clearinghouse, 2020.	
	Thursday, 11/5	Revising, editing, proofreading	Crowther, Kathryn, Lauren Curtright, Nancy Gilbert, et al. "5.5 Revising and Editing." Informed Arguments: A Guide to Writing & Research, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023.	PEER REVIEW REFLECTION
Week 12 (Nov. 9 – Nov. 15) PROJECT 3- INTRO TO MULTIMODAL ARGUMENTATIO N	Tuesday, 11/10	Examine a multimodal argument	Francis Jr., James. "Visual Analysis in Composition & Rhetoric and Literature." In Informed Arguments: A Guide to Writing and Research. 4th ed. Edited by Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattison. College Station: Texas A&M University, 2023.	MULTIMODAL ARGUMENT PLAN
	Thursday, 11/12	Rhetorical Appeals	Gagich, Melanie and Emilie Zickel. "Rhetorical Appeals: Logos, Pathos, and Ethos Defined." In A Guide to Rhetoric, Genre, and Success in First-Year Writing, by Melanie Gagich and Emilie Zickel. Cleveland: MSL Academic Endeavors. Accessed July 2019. https://odp.library.tamu.edu/informedarguments/chapter/rhetorical-appeals-logos-pathos-and-ethos-defined/?utm_source=chatgpt.com	RHETORICAL APPEALS ASSIGNMENT

Week 13 (Nov. 16 – Nov. 22) PROJECT 3- DRAFTING AND REVISING	Tuesday, 11/17	Drafting		PROJECT DRAFT
	Thursday, 11/19	Revising, editing, proofreading	Lacy, Sarah M., and Emilie Zickel. "3.7 Proof-Reading and Editing Your Final Draft." 1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017.	PROJECT DRAFT
Week 14 (Nov. 23-Nov. 29) INDIVIDUAL CONFERENCES	Tuesday, 11/24	End-of-semester Conferences		INDIVIDUAL CONFERENCE
	Thursday, 11/26	THANKSGIVING		NO ASSIGNMENTS
Week 15 (Nov. 30-Dec 6) FINAL PRESENTATIONS/ FINAL REFLECTIONS	Tuesday, 12/1	Final presentations		FINAL PRESENTATION
	Thursday, 12/3	Final reflection Workshop		
Week 16 (Dec. 7-Dec. 11) FINAL EXAMINATIONS	FINAL EXAMINATION WEEK			