

# ENGL 1301L

## Composition I Syllabus

### Fall 2026

Texas A&M University-San Antonio

**ENGL 1301L. 003 Tuesday-Thursday 8:00-9:15am CH 219**  
**ENGL 1301L.004 Tuesday-Thursday 12:30-1:45pm CH 221**

**Professor: Petra baruca**

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**Office: HALL 320**

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

## Course Catalog Description

ENGL 1301L 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. This course offers the same content as ENGL 1301: Composition I, but it does not have a TSI restriction and is co-requisite with ENGL 1300.

## Student Learning Outcomes

| Student Learning Outcomes                                                                     |
|-----------------------------------------------------------------------------------------------|
| Demonstrate rhetorical agency when communicating with audiences about your language practices |
| Understand key concepts such as audience, purpose, and genre                                  |
| Analyze texts using the class's key concepts                                                  |
| Reflect on your individual writing processes                                                  |
| Critically examine your language practices                                                    |
| Compose a digital writing portfolio                                                           |
| 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.                                      |

## Required Materials

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

## Grades

I use labor-based grading, which assesses the quality of your labor. Your grade in this course depends on the amount of work you submit, your ability to meet deadlines and fulfill expectations, and the time and effort you put toward growing as a university-level writer over the course of the semester. I grade assignments each week with written or oral feedback. You can check your total grade at any time in Blackboard. Your assignments will be marked as (a) complete, (b) partially complete, (c) late, (d) late and partially complete, or (e) incomplete/missing, and will be graded using labor points as outlined in the table below.

| 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/<br>MISSING | the assignment meets less than half of<br>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 languishing 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.

**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.

**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.

**Project 3: My Language- 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.

**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 for a class, and **50** if you arrive late or leave early without notifying me. You will receive **0 points** for every unexcused absence. **We will start each class with a 3-min**

**quick write activity. If you are late and won't complete the quick write activity with the class, you will be counted late.**

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

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.

## Generative AI

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.

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

## Writing Workshop Groups

This semester, you and your peers will work together in writing workshop groups. While you sit down and put words on the page or screen on your own, you cannot succeed as a university-level writer on your own. You need an audience who cares about you and your work to read and respond to your work. This is how we learn and improve as writers. Your writing workshop group will read your work, give you helpful feedback, and support you.

## 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](mailto: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.

## Accessibility Statement (ADA)

I have made every effort to ensure that this syllabus and all course materials are accessible and ADA compliant. If you have a disability, medical condition, or learning difference and need additional accommodations or adjustments, please contact me as soon as possible so we can address your needs promptly. I am committed to creating an inclusive learning environment and welcome communication about accessibility at any point during the course.

## 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](mailto: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](mailto: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](mailto: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:

| <b>Day of the Week</b> | <b>Appointments available</b> | <b>Walk in Tutoring – No appointment needed</b> |
|------------------------|-------------------------------|-------------------------------------------------|
| <b>MONDAY</b>          | 8 am – 6 pm                   | 9 am – 5 pm                                     |
| <b>TUESDAY</b>         | 8 am – 6 pm                   | 9 am – 5 pm                                     |
| <b>WEDNESDAY</b>       | 8 am – 6 pm                   | 9 am – 5 pm                                     |
| <b>THURSDAY</b>        | 8 am – 6 pm                   | 9 am – 5 pm                                     |
| <b>FRIDAY</b>          | 8 am – 5 pm                   | 11 am – 4 pm                                    |

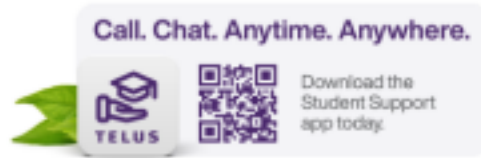
### **Counseling/Mental Health Resources**

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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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**

| <b>Dates</b>            | <b>Event</b>                                                                                                    |
|-------------------------|-----------------------------------------------------------------------------------------------------------------|
| 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 1301L TENTATIVE CALENDAR

| WEEK                               | CLASS DATE     | TOPICS                                | READINGS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ASSIGNMENTS                |
|------------------------------------|----------------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>Week 1 (Aug. 24 – Aug. 30)</b>  | Tuesday, 8/25  | <b>Getting Started with ENGL 1301</b> | "Hello, Writer" (Chapter 1: Knowing Yourself and Your Community), by D. Starkey                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                            |
| <b>GETTING STARTED</b>             | Thursday, 8/27 | <b>Why language?</b>                  | "The Danger of a Single Story" by Chimamanda Ngozi Adichie<br>Crystal, David. "What is Standard English?"                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>LEARNING LOG WEEK 1</b> |
| <b>Week 2 (Aug. 31 – Sept. 6)</b>  | Tuesday, 9/1   | <b>My Englishes (map)</b>             | "3 Ways to Speak English" by Jamila Lyiscott                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                            |
| <b>MY LANGUAGE PART 1</b>          | Thursday, 9/3  | <b>Code Switching/C ode Meshing</b>   | "What is Code Switching?" by Benjamin Abiola<br>"Shursheees!" by Armando X. Lopez                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>LEARNING LOG WEEK 2</b> |
| <b>Week 3 (Sept. 7 – Sept. 13)</b> | Tuesday, 9/8   | <b>Your Languages Are Visual</b>      | "How San Antonio's Murals are About More Than Just Beautifying City Streets" by KENS 5<br>"Jaguar Spirit" by Suzy González, Jeffrey, Robin, Emilie Zickel, Terri Pantuso, et al.<br>"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.<br>Francis Jr., James. "Visual Analysis in Composition & Rhetoric and Literature." In Informed Arguments: A Guide to Writing and Research. |                            |
| <b>MY LANGUAGE PART 2</b>          |                |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                            |

|                                                                             |                |                                         |                                                                                                                                                                                                                                                                                                         |                                              |
|-----------------------------------------------------------------------------|----------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
|                                                                             |                |                                         | 4th ed. Edited by Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattison. College Station: Texas A&M University, 2023.                                                                                                                                                                          |                                              |
|                                                                             | Thursday, 9/10 | <b>Writing With AI</b>                  | "Student Guide to AI Literacy." The MLA Style Center, Modern Language Association, 2024.                                                                                                                                                                                                                | <b>WRITING GOALS JOURNAL #1</b>              |
| <b>Week 4 (Sept. 14 – Sept. 20)</b>                                         | Tuesday, 9/15  | <b>How to Read Like a Writer</b>        | "How to Read Like a Writer" by Mike Bunn                                                                                                                                                                                                                                                                |                                              |
| <b>MY READING PROCESS</b>                                                   | Thursday, 9/17 | <b>RLW in Action</b>                    | "How to Read Like a Writer" by Mike Bunn                                                                                                                                                                                                                                                                | LEARNING LOG WEEK 4                          |
| <b>Week 5 (Sept. 21 – Sept. 27)</b><br><b>MY WRITING PROCESS</b>            | Tuesday, 9/22  | <b>My Composing Process</b>             | "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. |                                              |
|                                                                             | Thursday, 9/24 | <b>You are a Language Architect</b>     | "Workin' Languages: Who We are Matters in Our Writing" by Sara P. Alvarez, Amy J. Wan, and Eunjeong Lee                                                                                                                                                                                                 | LEARNING LOG WEEK 5                          |
| <b>Week 6 (Sept. 28 – Oct. 4)</b>                                           | Tuesday, 9/29  | <b>Portfolio Introduction</b>           | Portfolio Samples                                                                                                                                                                                                                                                                                       | COMPLETE: PORTFOLIO-SUBMISSION 1             |
| <b>PROJECT 1- INTRODUCTION AND PRE-WRITING</b>                              | Thursday, 10/1 | <b>Your Languages and Their Meaning</b> | "My Spanish" by Melissa Lozada-Oliva                                                                                                                                                                                                                                                                    | WRITING GOALS JOURNAL #2                     |
| <b>Week 7 (Oct. 5 – Oct. 11)</b><br><b>PROJECT 1- DRAFTING AND REVISING</b> | Tuesday, 10/6  | <b>Archives visit</b>                   |                                                                                                                                                                                                                                                                                                         |                                              |
|                                                                             | Thursday, 10/8 | <b>Project Drafting</b>                 | 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.                                                                        | LEARNING LOG WEEK 7<br>PROJECT DRAFT REVISED |

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| <b>Week 8 (Oct. 12 – Oct. 18)</b><br><br><b>PROJECT 2-INTRO TO RESEARCH</b> | Tuesday, 10/13  | <b>Research As Inquiry (Narrowing your topic)</b>                 | 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.<br>Zickel, Emilie, Robin Jeffrey, 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 | <b>Secondary research</b>                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | LEARNING LOG WEEK 8      |
| <b>Week 9 (Oct. 19- Oct. 25)</b><br><br><b>PROJECT 2-USING SOURCES</b>      | Tuesday, 10/20  | <b>Scholarly Sources-Database research (library presentation)</b> | Purdue Online Writing Lab. "APA Style Introduction." Purdue Online Writing Lab. Purdue University, 2025.<br>Purdue Online Writing Lab. "MLA Formatting and Style Guide." Purdue Online Writing Lab. Purdue University, 2025.                                                                                                                                                                                                                                                                                 |                          |
|                                                                             | Thursday, 10/22 | <b>Reading and Analyzing Scholarly Sources</b>                    | 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.                                                                                                                                                                                                                                                        | LEARNING LOG WEEK 9      |
| <b>Week 10 (Oct. 26 – Nov. 1)</b><br><br><b>PROJECT 2-DRAFTING</b>          | Tuesday, 10/27  | <b>Conducting Interviews</b>                                      | 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.<br>Babin, Monique, Carol Burnell, Susan Pesznecker, et al. "4.7 Transitions: Developing Relationships between Ideas." A Guide to Rhetoric, Genre, and                                                                                                                                        | WRITING GOALS JOURNAL #3 |

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|------------------------------------------------|-----------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
|                                                |                 |                               | Success in First-Year Writing, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                    |
|                                                | Thursday, 10/29 | <b>Integrating Quotations</b> | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> | LEARNING LOG WEEK 10                               |
| <b>Week 11 (Nov. 2 – Nov. 8)</b>               | Tuesday, 11/3   | <b>Drafting</b>               | Hulst, Craig. "Grammar, Rhetoric, and Style." Writing Spaces: Readings on Writing, Vol. 3, eds. Dana Driscoll, Mary Stewart, and Matthew Vetter. Parlor Press, WAC Clearinghouse, 2020.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                    |
| <b>PROJECT 2-<br/>REVISING AND<br/>EDITING</b> | Thursday, 11/5  | <b>Peer Revision</b>          | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | LEARNING LOG WEEK 11<br>PROJECT 2<br>DRAFT-REVISED |

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|---------------------------------------------------------------------------------------------|-----------------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
|                                                                                             |                 |                                    | Pattinson. Texas A&M University, Pressbooks, 2023.                                                                                                                                                                                                                                                                                                                                                             |                                                           |
| <b>Week 12 (Nov. 9 – Nov. 15)</b><br><br><b>PROJECT 3-INTRO TO MULTIMODAL ARGUMENTATION</b> | Tuesday, 11/10  | <b>Multimodal Argument Genre</b>   | 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.                                                                                                                                         |                                                           |
|                                                                                             | Thursday, 11/12 | <b>Claims and Evidence</b>         | <a href="#">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. <br/>https://odp.library.tamu.edu/informedarguments/chapter/rhetorical-appeals-logos-pathos-and-ethos-defined/?utm_source=chatgpt.com</a> | WRITING GOALS JOURNAL #4                                  |
| <b>Week 13 (Nov. 16 – Nov. 22)</b><br><br><b>PROJECT 3-DRAFTING AND REVISING</b>            | Tuesday, 11/17  | <b>Medium and Modes</b>            |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                           |
|                                                                                             | Thursday, 11/19 | <b>Peer Revision</b>               | Lacy, Sarah M., and Emilie Zickel. "3.7 Proofreading 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.                                                                                                                                                               | LEARNING LOG WEEK 13<br>PROJECT DRAFT-REVISED             |
| <b>Week 14 (Nov. 23-Nov. 29)</b><br><br><b>INDIVIDUAL CONFERENCES</b>                       | Tuesday, 11/24  | <b>End-of-semester Conferences</b> |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                           |
|                                                                                             | Thursday, 11/26 | <b>THANKSGIVING</b>                |                                                                                                                                                                                                                                                                                                                                                                                                                | WRITING GOALS JOURNAL #5<br>REVISED AND FINALIZED PROJECT |

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| <b>Week 15 (Nov. 30-<br/>Dec 6)</b>                       | Tuesday,<br>12/1              | <b>Final<br/>presentatio<br/>ns<br/>workshop</b> |  | FINAL PORTFOLIO           |
| <b>FINAL<br/>PRESENTATIONS/<br/>FINAL<br/>REFLECTIONS</b> | Thursday,<br>12/3             | <b>Final<br/>Reflection</b>                      |  | FINAL REFLECTION<br>ESSAY |
| <b>Week 16 (Dec. 7-<br/>Dec. 11)</b>                      | FINAL<br>EXAMINAT<br>ION WEEK | <b>FINAL<br/>EXAMINATI<br/>ON WEEK</b>           |  |                           |
| <b>FINAL<br/>EXAMINATIONS</b>                             |                               |                                                  |  |                           |