

ENGL 1301L/ENGL 1300: College Connect

Mon/Wed | HALL 204 | 9:30-10:45 AM

Tues/Thurs | HALL 319 | 9:30-10:45 AM

Instructor: Prof. Sam Garcia (he/him/his)

Office: CH 306

Office Hours: Tues/Thurs 11:00-12:00 PM or by appointment

Email: sgarcia6@tamusa.edu (I typically respond within 24 hours.)

Course Catalog Description

ENGL 1301L: Composition I

Credits: 3

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 at ENGL 1301: Composition I, but it does not have a TSI restriction and is co-requisite with ENGL 1300.

ENGL 1300: Integrated Reading & Writing

Credits: 3

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.

FYC Program Outcomes

All First-Year Composition (FYC) courses are part of the Texas Core Curriculum. They are specifically designated as "Core 10" courses, which focus on communication. According to the Texas Higher Education Coordinating Board, "Core 10" courses "involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience." These courses are expected to achieve the following Core Curriculum outcomes:

- **Communication** – The effective development, interpretation, and expression of ideas through written, oral, and visual communication

- **Critical Thinking** – Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Personal Responsibility** – The ability to connect choices, actions, and consequences to ethical decision-making
- **Teamwork** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Not all FYC courses will help you to achieve the Core Curriculum outcomes the same way, but they are all designed to help you achieve the outcomes.

Student Learning Outcomes

ENGL 1301L Student Learning Outcomes
Understand key concepts such as audience, purpose, and genre
Analyze texts using the class's key concepts
Critically examine your language practices
Demonstrate rhetorical agency when communicating with audiences about your language practices
Reflect on your individual writing processes
Collaborate with peers
Compose a digital writing portfolio

ENGL 1300 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

FYC Faculty Commitments

In addition to ensuring you achieve the student learning outcomes listed above, faculty in the FYC program teach according to a specific set of commitments that guide what we teach, how we teach, and how we interact with you. Our commitments and goals give us focus and direction and stand as a representation of what we value and believe in. If you're ever unsure of what I'm doing in the classroom or why I'm doing it, you can always refer to this part of our syllabus to help you understand where I'm coming from.

Here are the things I'm committed to in my teaching:

- collaborating with you with care and compassion,
- emphasizing your learning and growth,
- encouraging you to take risks and embrace failure,
- honoring variations in your reading and languaging, and

- centering and sustaining your cultural and linguistic identity.

I promise to work toward each of these goals in everything I do with and for you this semester.

Course Structure

Writing and communication are fundamental to who you are: you're always doing it, both with words and with other forms of communication. Because you're always communicating, it's important that you do it well, especially as a college student (you're going to do a lot of communicating in college and beyond in various forms). This class helps you establish your understanding of writing and "linguaging," generally.

Linguaging is messy, complex, and individual, which means that what you learn will depend on where you are in your language use right now and what you and I think you need to learn to take the next step in your journey. Our course is divided into four units that ask you to do the following:

1. Begin asserting yourself as reader, writer, and language user.
2. Consider *all* of the ways you "language" and what that understanding means.
3. Document how your languaging was formed or developed.
4. Reflect upon the work you did this semester as a writer, student, or person.

Required Materials

- All required readings will be provided to you on Blackboard. Readings may consist of academic or online articles, book chapters, short stories, essays, poetry, videos, or images.
- Please bring to each class a notebook and writing instrument for handwritten notes. I encourage you to take notes throughout the semester to develop your understanding of course content.
- If able, I encourage you to bring to each class an electronic device and charger. Most assignments will be handwritten, but some may be submitted on Blackboard or require you to use software such as Microsoft Office, Google Workspace, or Canva; thus, connection to the internet is essential. Please let me know if you think this may be an issue at any point.

Grades

First, I want to say that I have a lot of concerns about the "traditional" ways students' writing is graded. Traditional ways of grading lead to a lot of stress and anxiety, for both teacher and student. But grades can also hinder learning when we become so focused on assessment that we lose sight of our main objectives: practicing, discussing, and learning about writing. My own approach to grades is to value effort rather than skill. I believe that all students should have an equal opportunity to succeed in my course, regardless of the literacies or prior skills they bring with them. As a teacher, I'm trying to level the playing field but I'm also trying to get you to work through multiple difficult tasks because *that*, I believe, is the best way to challenge you to learn.

For this reason, this course uses a form of labor-based grading. I'll describe this form of grading when we review our grading contract. For now, it's enough to know that your grade will be

determined based on your ability to complete your work as expected, and as long you meet the full expectations of all your assignments, you'll earn an **B** in the class. Labor-based grading makes grading automatic, up-front, and, I hope, less stressful, which should allow us to worry less about grades and more about learning how to best take advantage of writing in school, work, and life.

Numerical Grade Equivalents

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

Assignments

We're going to do a lot of writing this semester. You'll complete minor assignments frequently, but there are also major assignments you'll need to complete throughout the semester. Here's some brief information about the assignments for this course:

Minor Assignments

1. Class Activities

Each day of class will have 1–2 planned activities assigned for students to complete by the end of class time. Class activities may be submitted in person or Blackboard depending on the day's instructions, and students may be asked to submitted class activities individually or in groups. The instructor will always include the expectations for class activities in Blackboard. Class activities will be assessed by the instructor for completion and may be returned to students with feedback to guide critical thinking and overall reading/writing development.

2. Labor Journals

Every week you may receive time at the end of class to work on a weekly Labor Journal that will be due every Sunday. The purpose of this journal is to keep you engaged in low-stakes writing and encourage you to reflect upon experiences as they arise. You may use these journals as a space for open writing; you might use them to track your writing goals throughout the semester; or you may simply use them as a space to document the work you complete. In fact, you could do some combination of all three if you so desired. Some students treat this assignment as a log or a diary entry, and examples will be provided to you in class. Labor Journals will be assigned as homework and may be submitted as written entries (at least 300 words long) or audio/video recordings (at least 5 minutes long).

3. Unit Reflections

At the end of Units 1–3, you will be asked to write a Unit Reflection that is 250 words long and reflects upon what you enjoyed most about the unit, what you enjoyed least about the unit, what the unit taught you about how you language, and what insights you might take with you into the next unit. You are encouraged to cite your work and/or course content as evidence for your reflection.

Major Assignments

1. Unit 1: Writer's Portfolio Home Page

You'll complete the first draft of your Writer's Portfolio at the end of the first unit using Digication, which will allow you to design an online webpage. This draft of your Writer's Portfolio will provide an initial introduction to who you are as a reader, writer, and language user and will invite you to identify the "language" you intend to develop throughout the course of the semester. Your writer's portfolio must also include a short author's bio (at least 150 words), as well as a photo of yourself.

2. Unit 2: Language Archive/Language Metaphor

Language Archive: This option invites you to create an archive of your languaging. As we discussed in class, an archive is a collection of artifacts (journal entries, photographs, interviews, etc.) that document and provide information about some subject such as a historical event, a group of people, a geographic location, etc. The archive you create for this option will need to document the different ways you specifically "language" in the context of your choice. Remember, that our use of the word "language" refers to verbal, nonverbal, sonic, visual, and cultural forms of language. Your archive should include a minimum of 5-7 artifacts that document your languaging. Artifacts might take the form of photos, recordings, drawings, or even written text. Your archive should also provide metadata for each artifact, which provides information that helps audiences understand what a given artifact is and where the artifact comes from. The Unit 2 assignment sheet will provide more information about the required components for this option.

Language Metaphor: When we explore the question "What are my languages?," we can answer it by listing or cataloging the languages we speak like the maps/lists we created in class. However, we can make our understanding of our languaging more meaningful if we reflect on and communicate what our languages are in a metaphorical sense. For example, in one of this unit's readings, Sandra Cisneros described her and her grandfather's cultural languaging as a peanut butter taco, and in class, I described my use of broken Spanish as a torn muscle. For this option, then, I invite you to develop a metaphor of your languaging in a specific context. The metaphor you create should communicate what your language means to you or why it matters to you. Perhaps your languages are a bird at flight. Perhaps they are a building under construction. Perhaps they are car stuck in traffic. Whatever the metaphor, you have creative freedom to develop and communicate it to your audience through whatever genre you decide (e.g., a poem, a sculpture, a song, a personal essay, etc.). The Unit 2 assignment sheet will provide more information about the required components for this option.

3. Unit 3: Language Narrative/Language Interview

Language Interview: This option asks you to explore the history of a language you "speak," such as where it comes from and how you learned it. To do that, you must interview one

person who has played an important role in shaping how you “speak” the language of your choice. Maybe this is a parent or a grandparent. Or maybe this is a teacher, including people outside of school who have been teachers to you. No matter who the specific person is, they need to be important to you and need to have influenced the language you “speak” in some significant way. The genre for this option is an interview, and interviews can appear in a variety of ways. Either way, audiences expect to read, watch, and/or listen to an interviewer engage an interviewee in a question-and-answer format, and the questions that are asked should reveal some deeper insight into the topic of the interview. The Unit 3 assignment sheet will provide more information about the required components for this option.

Language Narrative: For this option, compose a personal narrative about an experience, or a series of experiences, you’ve had while learning and/or developing the one of the languages you “speak.” Like the Language Interview, this option asks you to explore the personal history of your language, but rather than interview other people about your history, this option invites you to tell your own story. Perhaps you want to tell a story about a time you remember struggling to learn your language and how you overcame that struggle. Or perhaps you want to tell a story about a time when learning your language brought you closer to your family, friends, and/or culture. The choice is yours. You only need to make sure that your story is focused on the language you’re exploring. The Unit 3 assignment sheet will provide more information about the required components for this option.

4. Unit 4: How I Language Reflective Essay

This project asks you to write an essay that critically reflects on what this course has taught you about how you language either as a writer, student, or person. You should explain this by 1) describing the single story you had about yourself as a writer, student, or person when the class began, 2) reflect on and analyze the three ways that your experiences and labor in class, and outside, reinforced or challenged that single story, and 3) explain what your labor in this class, and outside, has taught you overall about how you language. This project will take the form of a critical reflection that is at least 2-3 pages in length, double-spaced, with a legible 12 pt. font (e.g., Calibri, Times New Roman, Cambria). The Unit 4 assignment sheet will provide more information about the required components for this option.

5. Digication Writer’s Portfolio

Your final Writer’s Portfolio is one part of your official final exam for the course and will be completed on Digication. In general, “complete” portfolios will include the following:

- A revised homepage that introduces you to your audience (150–250 words)
- Three samples of your languaging (one must be one of your unit projects)
- An introduction to each language sample (50-100 words each)
- A Final Reflection (400–500 words)

Late Work

Regarding late work, it's best practice to submit assignments on time so that you don't fall behind in the course and negatively impact your classmates. Part of the requirements for each assignment is that they be submitted by their respective due date, and if you do not submit them on time, you will not be able to earn full credit for an assignment.

I understand that life happens and that you may not be able to submit an assignment on time as you hoped or intended. If you ever feel you cannot meet a deadline, I encourage you to email me before the assignment is due so that we can come to an agreement about what an extension looks like for you. Doing so will ensure that you are not in violation of our course commitments.

Attendance

Attendance will be formally tracked for this course and will be a part of your grade. In addition, we will have in-class activities each class day that require you to attend in order to complete them. Therefore, your presence and engagement in class is vital for you to complete the course. While I do not expect you to notify me or provide details about any absences, you may choose to keep in contact with me about your attendance, and I encourage you to meet with me in office hours if you would like to catch up on missed instruction.

To this point, any University-, Military-, or Medical-Related absences for which you have an official excuse should be provided to me in a timely manner, and students with such excuses may miss in-class assignments with no violation. Understandably, too, many of you may have jobs and other responsibilities that may impeded your ability to attend class. For this reason, all students may miss two days of class without any minor violation. Students who miss more than four days of class will see a reduction in their grade up to a full letter grade.

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](https://www.tamusa.edu/dss) 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

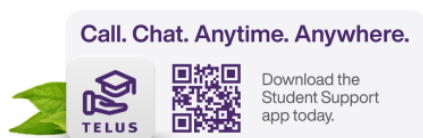
* Appointments available: MATH Walk in Tutoring – No appointment needed

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](#)

AI Policy

Broader Use of Generative AI Permitted Within Guidelines

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in

your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

About the Instructor



My name is Sam Garcia (or Prof. Garcia or Mr. Garcia). In addition to regularly teaching First-Year Composition courses—which include ENGL 1300, ENGL 1301, and ENGL 1302—I am the Assistant Director of the Writing, Language, and Digital Composing Center. For me, there's more to Composition than the words on a page. I truly believe that using language is one of the most important and powerful things we do as people, and I've dedicated my life to helping students grow and learn as writers and language users. I believe my role as an instructor is to support you on your journey to get to where you want to be. That looks different for each person, but no matter what, I promise to do my best to help you develop this semester.

I'm from Corpus Christi, Texas, and I earned my B.A. in English and Philosophy and M.A. in Rhetoric and Composition from Texas State University in San Marcos, Texas. I am also a student in the Composition and Applied Linguistics PhD program at Indiana University of Pennsylvania. I've been living in San Antonio for six years now and love exploring the coffee scene and finding cool things to do. If you have any recommendations, send them my way!

Final Note

I really am committed to you and your success, so please know that I'm part of the team rooting you on. This means you can reach out to me any time you have a question or a concern. It also means you can reach out to me if you ever feel like you're falling behind. Let me know if that's happening as soon as you can, and we can work together to figure out how to get you where you want to be. You can also let me know if you're finding any parts of our class exciting or interesting. In other words, you don't just have to reach out if you're having trouble. I want you to succeed this semester, and I'm going to do what I can to help make that happen.

Important Dates

September 7	Labor Day (No Classes)
September 9	Census Date
October 5-16	Midterm Grading Period
November 13	Last day to drop with an automatic grade of "W"
November 30	Last day to withdraw from the university
November 25	Study Day (No Classes)
November 26-28	Thanksgiving Holiday (No Classes)
December 4	Last Day of Classes
December 5	Study Day (No Classes)
December 6-12	Final Exams

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

Course Calendar

You are expected to come to class prepared to engage in class activities and readings, and you are expected to complete homework assignments that appear on this schedule.

This calendar is subject to change; however, I will always provide an updated version on Blackboard and notify you of changes.

Unit 1: Why Language?

Week/Date	Daily Class Topics, Readings, Activities and Homework
Week 1: Getting Started (8/24–8/30)	Monday (8/24) – Course Policies Introduction - Reading: None - Activity: Syllabus Day Q+A Tuesday (8/25) – Course Theme Introduction - Reading: None - Activity: BOS Reading and Writing Inventory Wednesday (8/26) – Experience is Experience - Reading: None - Activity: Statement on Reading and Writing Experience Thursday (8/27) – Your Reading Repertoire - Reading: None - Activity: Group Reading Strategies Homework: Week 1 Labor Journal due Sunday, 8/30, by 11:59 PM
Week 2: Language Helps Us Understand	Monday (8/31) – Language is Rhetorical - Reading: How I Set Myself Free by Keke Palmer - Activity: Practicing SPACECAT for Rhetorical Analysis

Week/Date	Daily Class Topics, Readings, Activities and Homework
(8/31–9/6)	Tuesday (9/1) – Language Moves Us • Reading: Doritos Abduction (Doritos), Heartstrings (Apple), What's in a Name (U.S. Army) • Activity: Rhetorically Analyzing Advertisements Wednesday (9/2) – Language is Active • Reading: Social Media Aesthetics Affect Individuality by Lauren Worley • Activity: Active Reading T-Chart Thursday (9/3) – Language is Collaborative • Reading: None • Activity: Reading Fishbowl Discussion Homework: • Week 2 Labor Journal due Sunday, 9/6, by 11:59 PM
Week 3: Language Help Us Compose (9/7–9/13)	Monday (9/7) – Labor Day, No Class • No Readings or Activities Tuesday (9/8) – Linguaging is a Process • Reading: None • Activity: Modeling the Writing Process Wednesday (9/9) – You Are a Language Architect • Reading: Workin' Languages by Sara P. Alvarez et al. • Activity: Active Reading and Reflection Thursday (9/10) – Composing Your Writerly Self • Reading: Sample Student Portfolios • Activity: Examining Writer's Portfolios and Writing Your Author's Bio Homework: • Week 3 Labor Journal due Sunday, 9/13, by 11:59 PM
Week 4: Language Helps Us Define Ourselves (9/14–9/20)	Monday (9/14) – Intro to Digication • Reading: None • Activity: Writer's Portfolio Workshop #1 Tuesday (9/15) – Portfolio Aesthetics • Reading: None • Class Activity: Writer's Portfolio Workshop #2 Wednesday (9/16) - Drafting Unit Reflections • Reading: None • Activity: Writer's Portfolio Workshop #3 Thursday (9/17) – Peer Review and Revision • Reading: None • Activity: Writer's Portfolio Peer Review

Week/Date	Daily Class Topics, Readings, Activities and Homework
	Homework: • Week 4 Labor Journal due Sunday, 9/20, by 11:59 PM • Writer's Portfolio Home Page due Sunday, 9/20, by 11:59 PM • Unit 1 Reflection due Sunday, 9/20, by 11:59 PM

Unit 2: What are My Languages?

Week/Date	Daily Class Topics, Readings and Activities
Week 5: Your Languages Are More Than One (9/21–9/27)	Monday (9/21) – You “Speak” Languages • Reading: None • Activity: Mapping Your Languages Tuesday (9/22) –Language is Contextual • Reading: We Built the Machine, Then Blamed the Kids for Unplugging by Nafees Alam • Activity: Identifying Your Contexts Wednesday (9/23) – Language is a “Code” • Reading: Preparing College Students with Proper Etiquette by Lisa Burdette and Dual Credit at Your Doorstep by Jackie Hoermann-Elliott et al., Educating in the AI Era by Linda Darling-Hammond • Activity: Defining Expectations Through a Jigsaw Discussion Thursday (9/24) – Language “Codes” Are Transferrable • Reading: None • Activity: Remediating Expectations for DC/ECHS Students Homework: • Week 5 Labor Journal due Sunday, 9/27, by 11:59 PM
Week 6: Your Languages Are Meaningful (9/28–10/4)	Monday (9/28) – Languages Make Comparisons • Reading: My Greatest Inheritance? A Peanut Butter Taco by Sandra Cisneros • Activity: Examining Language Metaphors, Similes, and Analogies Tuesday (9/29) – Languages Define You • Reading: None • Activity: Creating Languageing “Brand Guides” Wednesday (9/30) – Languages are Valuable • Reading: The CRAAP Test • Activity: Researching and Creating Annotated Bibliographies Thursday (10/1) – Languages Have Artifacts • Reading: None

Week/Date	Daily Class Topics, Readings and Activities
	- Activity: Developing Language Archives Homework: Week 6 Labor Journal due Sunday, 10/4, by 11:59 PM
Week 7: Your Languages Are Communal (10/5–10/11)	Monday (10/5) – Visual Languageing is Everywhere - Reading: “San Antonio Murals are About More” by KENS5 - Activity: Analyzing Visual Languageing Tuesday (10/6) – Visual Languageing is Empowering - Reading: SACA Community Mural Program - Activity: Thesis Statements and Evidence for SACA Archives Wednesday (10/7) – Visual Languageing Can Unify - Reading: None - Activity: Creating Community Murals Thursday (10/8) – Your Community Mural Presentation - Reading: None - Activity: Presenting Your Mural Homework: Week 7 Labor Journal due Sunday, 10/11, by 11:59 PM
Week 8: Unit 2 Assignment Workshops (10/12– 10/18)	Monday (10/12) – Identifying Your Situation - Reading: None - Activity: Unit 2 Assignment Workshop #1 Tuesday (10/13) – Drafting Day - Reading: None - Activity: Unit 2 Assignment Workshop #2 Wednesday (10/14) - Drafting Day - Reading: None - Activity: Unit 2 Assignment Workshop #3 Thursday (10/15) – Peer Review - Reading: None - Activity: Unit 2 Assignment Workshop #4 Homework: Week 8 Labor Journal due Sunday, 10/18, by 11:59 PM Unit 2 Assignment Draft due Sunday, 10/18, by 11:59 PM Unit 2 Reflection due Sunday, 10/18, by 11:59 PM

Unit 3: Where Do My Languages Come From?

Week/Date	Daily Class Topics, Readings and Activities
Week 9: Language Comes from Stories (10/19–10/25)	Monday (10/19) – Reading Like a Writer - Reading: My Name Stories and Poems - Activity: MOS Reading and Writing Inventory and Your My Name Story/Poem Tuesday (10/20) – The Narrative Mantra - Reading: None - Activity: Practicing Descriptive Writing Wednesday (10/21) – Narrative Writing Structures - Reading: NYT Tiny Love Stories - Activity: Composing Tiny Love Stories Thursday (10/22) – Refining Your Stories - Reading: None - Activity: Revising and Publishing Tiny Love Stories Homework: Week 9 Labor Journal due Sunday, 10/25, by 11:59 PM
Week 10: Language Comes from Ourselves (10/26–11/1)	Monday (10/26) – Language Comes from Our Culture - Reading: Mother Tongue by Amy Tan - Activity: Analyzing Narrative Elements in “Mother Tongue” Tuesday (10/27) – Language Come from Learning - Reading: The Road to Loving English by Xochitl Gamez (on Blackboard) - Activity: Analyzing Narrative Elements in “The Road to Loving English” Wednesday (10/28) – Language Comes from Our History - Class Reading: None - Class Activity: Sequencing Your Language History Thursday (10/29) – The Tradition of Oral Storytelling - Reading: None - Activity: None Homework: Week 10 Labor Journal due Sunday, 11/1 by 11:59 PM
Week 11: Language Comes from Others (11/2–11/8)	Monday (11/2) – Establishing Subject History - Reading: “Every Family Has Stories to Tell” by Sylvie Douglas and Simran Sethi - Activity: Creating a Biography Tuesday (11/3) – Conducting an Interview - Reading: None - Activity: Developing an Angle and Practicing Interview Techniques

Week/Date	Daily Class Topics, Readings and Activities
	Wednesday (11/4) – Mining Interview Data • Reading: None • Activity: Patterns and Trends in Data Thursday (11/5) – Developing an Angle • Reading: None • Activity: Publishing Your Interview Homework: • Week 11 Labor Journal due Sunday, 11/8, by 11:59 PM
Week 12: Unit 3 Assignment Workshops (11/9–11/15)	Monday (11/9) – Identifying Your Situation • Reading: None • Activity: Unit 3 Assignment Workshop #1 Tuesday (11/10) – Drafting Day • Reading: None • Activity: Unit 3 Assignment Workshop #2 Wednesday (11/11) – Drafting Day • Reading: None • Activity: Unit 3 Assignment Workshop #3 Thursday (11/12) – Peer Review • Reading: None • Activity: Unit 3 Assignment Workshop #4 Homework: • Week 12 Labor Journal due Sunday, 11/15, by 11:59 PM • Unit 3 Assignment Draft due Sunday, 11/15, by 11:59 PM • Unit 3 Reflection due Sunday, 11/15, by 11:59 PM

Unit 4: How Do I Language?

Week/Date	Daily Class Topics, Readings and Activities
Week 13: Language is Observable (11/16–11/22)	Monday (11/16) – Coming Full Circle • Reading: The Dangers of a Single Story by Chimamanda Ngozi Adichie • Activity: Unit 4 Assignment Workshop #1 Tuesday (11/17) – Locating and Analyzing Language Evidence • Reading: None • Activity: Unit 4 Assignment Workshop #2 Wednesday (11/18) – Expanding Upon Your Evidence • Reading: None • Activity: Unit 4 Assignment Workshop #3

Week/Date	Daily Class Topics, Readings and Activities
	Thursday (11/19) – Peer Review • Reading: None • Activity: Unit 4 Assignment Workshop #4 Homework: • Week 13 Labor Journal due Sunday, 11/22, by 11:59 PM • Unit 4 Assignment Draft due Sunday, 11/22, by 11:59 PM
Week 14: Thanksgiving Break (11/23–11/29)	Thanksgiving Break, No Classes • No Readings, Activities, or Homework
Week 15: Unit 4 Assignment Workshops (11/30–12/6)	Monday (11/30) - Making Selections • Reading: None • Activity: Final Writer’s Portfolio Workshop #1 Tuesday (12/1) – Compiling Your Portfolio • Reading: None • Activity: Final Writer’s Portfolio Workshop #2 Wednesday (12/2) - Finalizing Choices • Reading: None • Activity: Final Writer’s Portfolio Workshop #3 Thursday (12/3) – Peer Review • Reading: None • Activity: EOS Reading and Writing Inventory and Final Writer’s Portfolio Workshop #4 Homework: • Week 15 Labor Journal due Sunday, 12/6, by 11:59 PM • Final Writer’s Portfolio due Sunday, 12/6, by 11:59 PM
Week 16: Final Exams (12/7–12/13)	Final Exam Day: Tuesday (12/8), 10:00-11:50 AM • In-Class Final Writer’s Portfolio Presentations