COMPOSITION I SYLLABUS

ENGL 1302-040 | TR 11:00 am - 12:15 pm | MADLA 352
Texas A&M University-San Antonio

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Office: HALL 314C | Walk-in Student Hours: Mondays & Wednesdays, 10 am to 12 noon

Course Description

ENGL 1302 supports your development as a critical language user. Building on and extending the examination of your languaging started in ENGL 1301, the course examines the contexts and ideologies that produce judgments about your language use. You will research topics such as standard language ideology; analyze and debate argumentative texts; and develop your ability to make conscious, strategic, and ethical linguistic choices when writing and communicating. You will also produce the final version of your digital writing portfolio.

Course Structure

ENGL 1302 features four units, each focused on a specific question. The first unit asks, "How Do You Language?" This unit introduces you to and prepares you for ENGL 1302. It also bridges ENGL 1301 and ENGL 1302. It reviews key terms and concepts from ENGL 1301 and ask you to articulate what you learned from 1301. You will answer the unit's primary question through an in-class presentation of your writing portfolio. You will also receive formative feedback on your Unit 1 portfolio in an individual conference. In addition to publishing your Unit 1 portfolio, you will participate in reading exercises, engage in reflective writing and discussion with your Writing Communities, and submit weekly Labor Logs.

The same question anchors the next two units: "How is Language Judged?" Each unit addresses the question from a different perspective. Unit 2 examines Standard Language Ideology (SLI), its impact on human communication and relationships, and its production of linguistic judgment and prejudice. The unit also asks you to consider rhetorical strategies for responding to the presence and influence of SLI, including code switching and codemeshing. You will analyze a variety of texts about SLI, complete in-class writing and reflective exercises related to those texts, and develop and compose Part 1 of the How is Language Judged? assignment. Part I asks you to (1) analyze the linguistic choices an author makes in the production of a text or (2) archive and reflect on your experiences with SLI and linguistic judgment. You will receive feedback on your assignment and develop a revision plan. You will also submit Labor Logs, Labor Journals, weekly Writing Tasks, and Reading Notes.

While Unit 2 defines and examines SLI, Unit 3 explores SLI's influence in the writing classroom. You will examine and debate the ways SLI shapes and informs writing instruction in the United States. You will read about the forms of judgment SLI produces in the writing classroom, including topics such as grading and grammar instruction; debate how writing should be taught in schools; and complete in-class writing and reflective exercises. You will publish your Unit 2 portfolio at the beginning of the unit and submit Part 2 of the How is Language Judged? assignment at the end. Part II asks you to (1) make an argument about the

teaching of writing or how you should write in academic contexts or (2) research the standards and expectations for writing and communication in your academic discipline. You will also submit Labor Logs, Labor Journals, weekly Writing Tasks, and Reading Notes.

The final unit asks, "How Do I Apply What I've Learned?" You will engage this question first by reviewing, reflecting on, and articulating the key concepts and practices you have learned from ENGL 1302 and previous experiences with writing and writing instruction. Next, you will develop plans for transferring and applying what you have learned to future contexts involving writing and communication, especially classes you will take in your major. You will publish your Unit 3 portfolio at the beginning of the unit and then publish your Final Portfolio at the end. You will receive summative feedback on your Final Portfolio in an individual conference. You will also submit your final Labor Logs, Labor Journals, and Reading Notes.

Grades

I use labor-based grading, which assesses you on how hard you work. We will further discuss labor-based grading in class, especially when we review our grading contract.

Assignments

You will engage in a lot of low stakes writing this semester. You will also compose one high stakes project: a digital writing portfolio. You will work on this project all semester alongside smaller writing assignments to build your portfolio. You will complete these 26 assignments:

- 1 Labor Log (13 entries)
- 4 Labor Journals
- 9 sets of Reading Notes
- 6 weeks of Writing Tasks
- 2 completed drafts of the How is Language Judged? assignment
- 4 drafts of your Writer's Portfolio (homepage, samples, commentaries, reflections)

In addition to frequent writing, you will also read often. Each week you will be assigned 1-2 texts, which will include academic articles, spoken word performances, and personal essays. All readings will be provided for free on Blackboard, but you will need to buy a notebook.

Digital Tools

This course uses Blackboard and Digication. While instruction will be provided, it is your responsibility to learn how to submit work. If you have problems submitting assignments, try a different browser, contact me, or contact the ITS Help Desk: (210) 784-4357 or helpdesk@tamusa.edu. You also need a laptop to bring to class and reliable internet at home.

Writing Communities

As in ENGL 1301, you and your peers will work together in small groups called "Writing Communities." While you sit down and put words on the page or screen on your own, you cannot succeed as a writer on your own. You need an audience who cares about you and your work to read and to respond to your work. This is how we learn and improve as writers. Your Writing Community will read your work, give you helpful feedback, and support you.

FYC POLICIES

Plagiarism
Plagiarism is defined as the intentional use of another's "language, ideas, or original (not common-knowledge) material" without acknowledgement ("[Defining and Avoiding Plagiarism](#)"). If you commit plagiarism, you will receive a permanent 0 on the assignment. If you commit plagiarism multiple times, I will report you for academic dishonesty.

Attendance
Your success and development as a writer depend on your active participation within a community of writers. Consistent attendance is crucial. Barring exceptional circumstances, you will fail the course if you are absent more than two weeks. If you are struggling to attend class, contact me so we can plan how you will attend, participate in, and complete this course.

Respect
I am committed to fostering respectful classroom environments where diverse backgrounds and perspectives are not only respected and understood, but are also recognized as powerful resources for building communities of writers both in the classroom and across campus. While working with classmates and instructors, I ask that you:

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

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

GAI Technology
The 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.

FYC Faculty Commitments
- Celebrate and validate students' language practices
- Encourage linguistic diversity and resist Standard Language Ideology
- Privilege cultural knowledge and provide opportunities to connect to course content
- Center intersectional understandings of identity and writing practices
- Collaborate with students with care and compassion

FYC Program Goals
- Fostering students' rhetorical awareness
- Helping students to see themselves as writers
- Cultivating students' sense of belonging as writers
- Increasing students' appreciation of their languaging
- Increasing students' confidence as writers and communicators
- Increasing students' self-determination and resilience as writers
- Inspiring creativity, risk-taking, and versatility in student writing
- Fostering students' introspection and self-awareness as writers
- Increasing students' skills and engagement as readers
- Strengthening students' critical language awareness

FYC Key Terms
- *Languaging*: ongoing process of developing and communicating meaning and ideas

- *Translanguaging*: the ability to fluidly access and use one's full linguistic repertoire

- *Standard Language Ideology*: the belief that a language has an ideal, consistent, and "correct" form that should be privileged

- *Critical Language Awareness*: the ability to examine and understand the social, political, and ideological aspects of language and communication

- *Rhetorical Awareness*: the ability to assess context and make intentional choices when communicating

- *Audience*: the person or people a text is intended to affect

- *Purpose*: the intended effect or impact of a text

- *Genre*: a specific type or form of writing/communication that is shaped by social convention and audience expectation

- *Context*: the social, historical, and cultural circumstances in which texts are read and composed

- *Reflection*: act of examining and learning from one's actions, experiences, and writing

UNIVERSITY POLICIES

Student Services and Support

Being a college student can be difficult. You are taking a lot of different classes that are asking you to complete a lot of different work, often at the same time. You are trying to balance that work with other responsibilities you might have like a job (or 2 or 3) and family. And you are doing all of that while you may be struggling with issues involving mental health, food insecurity, and academic success. I know it is not easy, but you do not have to handle it all on your own. The university provides important services that can help you make it as a student. Please check out the list below, and please reach out to any that you might need. There is no shame in asking for and getting help. You can also reach out to me anytime you have a question or concern. Let me know what is going on as soon as you can, and we can work together to figure out some solutions to ensure your wellbeing and success.

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 https://www.tamusa.edu/Disability-Support-Services/index.html or email us at **dss@tamusa.edu**. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting CAB 202.

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, call 210-784-1331 or visit Madla 120. 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. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').
Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, 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. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: https://tamusa.bbcportal.com/. More information about Emergency Operations Plan and the Emergency Action Plan can be found here: https://www.tamusa.edu/about-us/emergency-management/. 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. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at https://www.tamusa.edu/academics/.

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 referral (https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html) for support. Please notify your professor if you are comfortable in doing so to enable them to direct you to available resources.

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 diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or 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 within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained 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 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 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.

<u>Students' Rights and Responsibilities:</u> The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, 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, sexual orientation, 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, review the [Student Code of Conduct]() or [OSRR website]().

COURSE CALENDAR
Each week's assignments are due Thursday by 11:59 pm.

Important Dates:
Jan. 21st	First day of Class
Feb. 5th	Census Date
Mar. 10th-15th	Spring Break
April 18th	Study Day
May 5th	Last Day of Class
May 6th	Study Day
May 7th-13th	Finals Week

The complete academic calendar is available online:
https://www.tamusa.edu/academics/academic-calendar/index.html

Unit 1: How Do You Language?

Week 1: Reviewing ENGL 1301
Topics – Introductions, Writing Communities, Labor Contract, WLDCC
Readings – All assignment sheets for the course, "How to Read Like a Writer," pgs. 71-85
Assignments – Labor Log

Week 2: How Do You Language? (No class Thursday)
Topics – In-class portfolio presentations
Readings – No readings for this week
Assignments – Labor Log

Week 3: Conferences
Topics – Individual Conferences, Performance Prediction Inventory
Readings – No readings for this week
Assignments – Unit 1 Portfolio, Labor Log, Reading Notes

Unit 2: How is Language Judged? Part I

Week 4: Standard Language Ideology
Topics – Review How is Language Judged? Part I assignment sheet, develop ideas, define SLI
Readings – "Language Ideology and Language Prejudice" by Rosina Lippi-Green, pgs. 289-97
Assignments – Labor Log, Writing Tasks, Labor Journal 1, Reading Notes

Week 5: "Broken English" (No class Tuesday)
Topics – The impact of SLI on lived experience, unit assignment progress
Readings – "Mother Tongue" by Amy Tan, "Breaking the Shame of Broken English" by Angela Chen, "Broken English" by Rupi Kaur, and "Broken English: When Our Mother Tongues Take the Back Seat" by Priscilla Takondwa Semphere
Assignments – Labor Log, Writing Tasks, Reading Notes

Week 6: Code Switching/Code Meshing
Topics – Define and examine code switching and code meshing, unit assignment progress
Readings – "What is Code Switching?" by Benjamin Abiola, "Codeswitching" by Zaire Krieger
Assignments – Labor Log, Writing Tasks, Labor Journal 2

Week 7: Feedback and Revision Workshop
Topics – Completing a draft, peer review workshops, revision plan
Readings – No readings for this week
Assignments – How is Language Judged? Part I draft, Labor Log, Reading Notes

Week 8: Spring Break (No classes)

Unit 3: How is Language Judged? Part II

Week 9: SLI in the Writing Classroom
Topics – Review Part II assignment sheet, develop ideas, examine impact of SLI on students
Readings – "What Color is My Voice?: Academic Writing and the Myth of Standard English"
by Kristin DeMint Bailey, An Ha, and AJ Outlar, pgs. 63-78
Assignments – Unit 2 Portfolio, Labor Log, Writing Tasks, Reading Notes

Week 10: Grades and Grammar
Topics – Examine grading and grammar as linguistic judgment, unit assignment progress
Readings – "Where Does Grading Come From?" by Asao B. Inoue, "Does Grammar Matter?"
by Andreea S. Calude, "Dear Pedants: Your Fave Grammar Rule is Probably Fake" by Chi Luu,
and "Punctuation's Rhetorical Effects" by Kevin Cassell, pgs. 3-13
Assignments – Labor Log, Writing Tasks, Labor Journal 3, Reading Notes

Week 11: Writin Rite
Topics – Examine writing instruction in the United States, unit assignment progress
Readings – "We Must Help Students Master Standard English" by Rob Jenkins, "Inescapably,
You're Judged By Your Language" by Ryan Bloom, and "Should Writers Use They Own
English" by Vershawn Ashanti Young
Assignments – Labor Log, Writing Tasks

Week 12: Feedback and Revision Workshop
Topics – Completing a draft, peer review workshops, revision plan
Readings – No readings for this week
Assignments – How is Language Judged? Part II draft, Labor Log, Reading Notes

UNIT 4: How Do I Apply What I Have Learned?

Week 13: Languaging in Your Discipline
Topics – Identify and define key terms from FYC, examine disciplinary language practices
Readings – "'I Passed First-Year Writing—What Now?': Adapting Strategies from First-Year Writing to Writing in the Disciplines" by Amy Cicchino, pgs. 168-181, "What Can I Add to Discourse Communities? How Writers Use Code-Meshing and Translanguaging to Negotiate Discourse" by Lisa Tremain, pgs. 87-98
Assignments – Unit 3 Portfolio, Labor Log, Reading Notes

Week 14: Transferring What You Have Learned (No class Tuesday)
Topics – Articulate and develop plans to transfer what you have learned from FYC
Readings – "The Importance of Transfer in Your FYC Course" by Kara Taczak, pgs. 301-311
Assignments – Labor Log, Labor Journal 4

Week 15: Final Conferences
Topics – Individual Conferences, Performance Prediction Inventory
Readings – No readings for this week
Assignments – Final Portfolio