

ENGL 1301.026/1301L.026- COMPOSITION I

T-TH 11:00-12:15PM, HALL 321

SPRING 2025



INSTRUCTOR

Petra Baruca

EMAIL:

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OFFICE:

HALL 320

STUDENT HOURS:

In person: Tuesdays and
Wednesdays 2:00-3:15 pm

Virtual: by appointment at
<https://tamusa.zoom.us/j/9766415472>

TEXTBOOK & MATERIALS:

All texts and materials will be available through Blackboard. No purchase of a textbook is required.



TEXAS A&M UNIVERSITY
SAN ANTONIO

Course Description

ENGL 1301 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.

Structure and Assignments

ENGL 1301 generally features three units, each focused on a specific question. The first unit asks, "How Do I Belong?" This unit orients students both to ENGL 1301 and to the FYC program more generally. Students typically form Writing Communities; create digital writing portfolios; gain familiarity with the Writing, Language, and Digital Composing Center (WLDC); and start developing definitions to key programmatic terms. Students also explore reading strategies as well as frameworks for understanding who they are as writers.

In the second unit, students examine and celebrate their language practices and articulate the strengths those practices afford them as writers and communicators. Asking "How Do I Language?," the unit invites students to explore their language practices, to gain a deeper understanding of those practices, and to learn to draw from their languages to succeed as college-level writers. Students read a variety of texts about languages and languaging, complete exercises related to those texts, and explore their writing processes through extensive in-class writing and reflection. The unit asks students to compose an assignment that invites them (1) to interview people who have shaped their languaging, (2) to tell a story about how they developed their languaging, (3) to teach an audience about one of their specific language practices, or (4) to write an autoethnography that examines their languaging.

The final unit asks, "How do I present my languaging?" Students engage this question primarily by refining their digital writing portfolios. Students work through the collection, selection, and reflection process; compose final versions of their portfolio homepages; publish all final writing samples and materials; and finalize their portfolios' designs.

Assessment

The assessment of student writing in ENGL 1301 reflects the values and commitments of the FYC program. At minimum, assessments resist Standard Language Ideology, including the imposition of a single standard against which student writing is judged. Specific assessment practices used in ENGL 1301 include, but are not limited to, labor-based grading and gamification.

WELCOME TO ENGLISH 1301

Hi, everyone! Welcome to our class. Before we get started, I want to share with you the College of Arts and Science's land acknowledgment. If you aren't familiar with them, land acknowledgments are formal statements that both recognize and show respect for the Indigenous Peoples, who are the traditional stewards of the land you are on. The statements are a small step toward reconciliation with Indigenous communities for the injustices those communities have experienced.

Here's the statement. Please read it with compassion, open-mindedness, and respect:

We acknowledge the land we are on, the Yanaguana, named for the life-giving waters of the San Antonio River. Indigenous peoples have lived in this area for approximately ten thousand years, and this long, rich history deserves telling. We pay respect to the elders past and present and future, and the many Indigenous people here today, including the Tap Pilam Coahuiltecan Nation and the Esto'k Gna/Carrizo-Comecrudo Nation. We recognize this region as home to the Payaya, Coahuilteca, Lipan Apache, and Comanche, as well as other diasporic peoples from Mexico, the Southern Plains, and the Eastern United States. A growing number of American Indians from a range of nations live here now, as Texas has the fourth largest population of American Indians in the United States. We thank the protectors of this land we all share.

Founded to serve the city's historically under-resourced and predominantly Mexican American Southside, Texas A&M University-San Antonio is situated on or near the ranchlands of the Mission San Francisco de la Espada and Mission San Antonio de Valero. We acknowledge the physical and cultural violence of colonialism as well as the vast contributions of Indigenous people to San Antonio. Indigenous peoples built and sustained the San Antonio area mission communities, and many of their descendants continue to maintain the vibrancy of these communities. We acknowledge the complex history of the U.S. university system, which has expanded access to education but which has also profited from the dispossession of Indigenous land and from the labor of enslaved people. In the face of this history, we commit to decolonial work and to accountability, dialogue, and collaboration that honors the Indigenous ancestry of this land and its inhabitants. We pledge to learn about and act in solidarity with Indigenous struggles for social justice.

Thank you all for taking the time to read the land acknowledgment. I appreciate it.



COURSE OVERVIEW - FAQ

What is this document?

This is called a syllabus, or a course policy sheet. You'll get one of these for every college course you take. Basically, a syllabus describes the course you're about to take and outlines what you can expect from the course and your professor. (It also outlines what your professor will expect from you.) One way of thinking about a syllabus: it's an agreement between you and your professor. Another way of thinking about it: it's a guide to the course. If you ever have questions about a class you're taking, you can always ask your professor. You can also check the syllabus.

What is ENGL 1301?

ENGL 1301 is the first of two courses you'll take in the First-Year Composition (FYC) program. This class is intended to help you transition as a writer from high school to college. It does so in a particular way: it validates and celebrates your language practices, it asks you to identify the strengths your languages give you, and it explores how you can use those strengths to belong as a writer at TAMU-SA.

Why do I have to take ENGL 1301?

In short: it's a requirement. But why is it a requirement? Writing and communicating are fundamental to who you are: you're always doing it, both with words and with other forms of communication. (This, by the way, means you are a writer.)

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 writing in college). This class helps you to be a better writer.

What will I learn in this class?

This one's a little hard to answer. Writing is messy, complex, and individual, which means that what you learn will depend on where you are as a writer right now and what you and I think you need to learn to take the next step in your journey. While your learning this semester may be a bit individual to you, there's one thing I hope you

and your classmates will learn: how to use the strengths you already have as writers to succeed and to belong here as writers at TAMU-SA.

What work will I have to do?

We're going to do a lot of writing this semester. Mostly what's called "low stakes" writing. But there are two "high stakes" assignments you'll need to complete: "How Do I Language?" assignment and a digital writing portfolio. You should also know you'll complete a lot of smaller writing assignments to build your portfolio. Specifically, I'll ask you to complete the following:

- labor logs and labor journals
- reflections
- reading notes
- in-class writing exercises as assigned
- minimum two individual conferences with your instructor
- a WLDCC visit
- a final presentation

In addition to writing a lot, we're also going to read a lot. Most weeks I'll ask you to "read" one, sometimes two, pieces. These pieces may be academic articles, they may be spoken word performances, they may be visual images, etc. The readings will inform and support the work we do as writers.

Is there a textbook?

No, there's no textbook for this class. I'll provide all of the readings through Blackboard.

Because we're using Blackboard, and because you're creating a digital portfolio, you'll need to make sure you have reliable Internet access. If that's a problem for you, let me know (if you feel comfortable letting me know), and we can figure out some solutions.

How will I be graded?

In this course, we will use labor-based assessment. You probably haven't heard of this grading system yet, but in short, it is a non-conventional form of assessment that grades you on how hard you work. To learn more about it, read the section titled "Grading."

What are student/office hours?

"Student/office hours" is time that I have reserved to help each of you outside of the class. I offer student hours in person and online. You should attend student hours to ask questions about the materials and to discuss your progress in this course. In person, I am available on Tuesdays and Thursdays, 2:00-3:15 pm in my office (HALL

320). Online, I am available every day by appointment. Please email me to schedule a meeting.

What is a “Writing Community,” and why do I need to join one?

This semester I’m asking you and your classmates to work together in groups I’m calling “Writing Communities.” Sure, you may write on your own. For example, you might sit down and put words on the page or screen on your own. But you don’t succeed as a writer on your own. For that to happen, you need an audience who cares about you and your work to read and to respond to your work. That’s how you learn as a writer. That’s how you make improvements as a writer. And that’s how you make something you’re writing the best it can be. Your Writing Community will be that audience. They’ll read your work, give you helpful feedback, and support you along the way. They’ll also work with you to understand our readings and to complete in-class exercises.

To succeed as writers—and, honestly, to succeed as students—we need a group of supportive people behind us. Your Writing Community is one of those groups.



FYC PROGRAM GOALS AND COMMITMENTS

What’s a goal? It’s something specific that gives you focus and direction that you’re working hard to achieve. You likely have individual goals you’re trying to achieve this semester both as a student and as a writer (if you don’t have goals right now, we’ll work together to develop them).

In this class, I’m also working to achieve the goals of the FYC program. This means that all of the work I do with you this semester is geared toward achieving the program’s goals. Those goals are as follows:

- Increasing students’ confidence as writers and communicators
- Helping students to see themselves as writers
- Cultivating students’ sense of belonging as writers
- Increasing students’ appreciation of their languaging

- Fostering students' rhetorical awareness
- Increasing students' self-determination and resilience as writers
- Inspiring creativity, risk-tasking, 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

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

In addition to the goals, the FYC faculty share a responsibility to:

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

FYC PROGRAM KEY TERMS

During this course, we will be using the following terms:

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



COURSE POLICIES

Attendance

Your success and development as a writer depends upon your active participation within a community of writers. The health and success of that community, in turn, depends upon the active participation of all of its members. Consistent attendance in your FYC classes is, therefore, crucial. If you are struggling to attend class this semester, we urge you to communicate with your FYC instructor, who will work with you to negotiate a plan for attending, participating in, and completing the class.

Plagiarism

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

Classroom Inclusion

We are committed to fostering inclusive 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, we ask that you:

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

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

Because we value the respectful expression and exchange of ideas, students who use violent, harassing, and/or discriminatory language, including, but not limited to, sexist, racist, homophobic, classist, ableist, and/or anti-ethnic language, 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.

In addition to the FYC policies, I have a few additional course policies you need to know about.

- All assignments must be posted in Blackboard via the designated submission pages. I do not accept hard copy assignments or assignments submitted via email, unless pre-approved.
- If an assignment is submitted late, I am not obligated to provide feedback on it.
- You should check your official TAMUSA email at least twice daily. You will receive class announcements and personal emails from me and other professors there. Make sure that emails from Blackboard are not sent to Clutter or Junk.
- Please use the official TAMUSA email to communicate with me.
- Because a lot of work will be completed in class, you need to ensure you bring a laptop or a tablet with you to every class. You won’t be able to complete and submit all work by using your phone only!
- You are always welcome to come see me during my student/office hours. If you would like to meet with me online, you need to send me an email to schedule an appointment.



GRADING CONTRACT

I'd like us to take a moment to consider three issues around the conventional grading of student writing. When I use the term "conventional grading," I'm referring to grading that privileges Standard Academic English and that grades you on how closely your writing comes to reproducing it.

First, using conventional classroom grading can risk leading you to think more about acquiring grades than about your writing or learning, to worry more about pleasing me than about figuring out what you really want to learn or how you want to communicate an idea that matters to you. To put it another way, if learning is what we're here for, then conventional grading can sometimes get in the way since it presents you with goals and motivations that may differ from the goal of learning. How can we make sure that our goals this semester aren't about grades but about your learning and growth?

Second, conventional grading may cause you to be reluctant to take risks with your writing; it may not allow you to fail at writing. Sometimes conventional grading even leads to the feeling that you're working against, rather than with, your teacher, or that you cannot make a mistake, or that you have to hide some part of yourself from your teacher and peers. Rather than shy away from risk and failure, I believe we have to embrace both because they show us the places where we can learn and improve. In fact, risk and failure are primary ways in which we learn since they present opportunities to examine and grow from our practices and experiences. How can we make sure that you are free to take risks and to embrace failure as you complete work for our class this semester?

Third, conventional grading can risk harming students. For example, when conventional grading of essays sets Standard Academic English (SAE) as the only "correct" way to write, it risks punishing students who may be effective writers and communicators but whose literacies may not be privileged, or even accepted, within the university. Setting SAE as a standard against which your writing and communication are graded can, unintentionally or not, devalue your knowledge, experiences, and literacies; prevent me from engaging meaningfully with you as an individual learner; and create a classroom environment in which success is easier for some than others. How can we make sure that our class honors variations in skills and literacies and gives more of you the opportunity to be successful as students?

To be fair, there is value in conventional grading. Also, classrooms that use alternatives to conventional grading are not automatically freed from inflicting harm or enacting injustice, nor are they guaranteed to solve the issues I've described here. Although such alternatives are not cure-alls, I'd still like us to pursue a different approach than conventional grading, and I'd like us to do so because I want us to try our best this semester to foster an environment that encourages learning, embraces risk, and celebrates the differences each of us bring to the classroom. I believe that a labor-based grading contract can best help us build this environment.

In general, labor-based grading grades you on the quality of your labor rather than the quality of your writing. That is, I'll grade you this semester on the amount of work you complete and on the effort you put toward achieving course goals and improving your writing. Don't worry. You'll get lots of feedback on your writing and other work during the semester from your colleagues and me. I ask that you use these assessments to rethink ideas, to take risks, and to improve your writing practices. I also ask that you use these assessments to develop strategies for evaluating your own work. Please note that you will not always receive written individual feedback from your colleagues and me. Sometimes you'll receive feedback verbally in class or in conferences, and sometimes that feedback will be directed to the entire class. Also, the feedback you receive will almost always be formative, meaning it will engage with your ideas and will offer suggestions for additional revision.

Your grade for the course will be determined by the quality of your labor, meaning the amount of work you complete and the effort you put forward to achieve goals, to learn, and to improve on your abilities as a writer/communicator. If you do all that is asked of you in the manner and spirit it is asked, then you'll earn a passing grade (think "A" or "B"). It will not matter what your colleagues or I think of your writing, nor will it matter if we disagree with or misunderstand your work. What matters is that you listen to our feedback compassionately and that you put in the labor to learn and improve. If you do that much, you will pass with an "A" or a "B." If, however, you don't complete assignments, you turn in work that shows minimal effort, and/or you take no steps to learn and improve, you'll get a lower course grade.

GRADING SYSTEM

The following provides an explanation and a breakdown of the grading system and explains how you will earn grades this semester.

- During the semester, you will collect labor points for all the work you complete and submit in Blackboard.
- Each assignment is worth **100 labor points**.
- If your assignment meets the expectations, you will earn 100 points, regardless of the quality of your writing.

- If your assignment doesn't meet the expectations, I will consider your submission as "incomplete/work in progress," and you will earn **50 labor points** for it. You will have a chance to revise or complete the assignment to earn 100 labor points.
- If you will turn in an assignment late, you will earn **75 labor points** out of 100.
- As a class, we will discuss the labor expectations for each assignment.
- At the end of the semester, I will add up the points you have earned this semester. The percentage of labor points you need to collect for a specific grade is shown here:
A..... 90-100% B.....80-89% C.....70-79%
D.....60-69% F.....0-59%

ATTENDANCE

Attendance in this course is mandatory and will be graded. Active participation is required to earn labor points.

OPEN REVISION POLICY

I have an open revision policy. This means that you may revise and resubmit an assignment marked as a "incomplete/work-in-progress" or any other assignment for extra points. You can revise all assignments until the last week of classes.

LATE WORK POLICY

As a rule of thumb, if you submit an assignment late without communicating with me, you will receive 75 labor point 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.

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 writing center, attending online Writing Center 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.

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 as a writer this semester, and I'm going to do what I can to help make that happen.

UNIVERSITY POLICY AND RESOURCES



IMPORTANT POLICIES AND RESOURCES

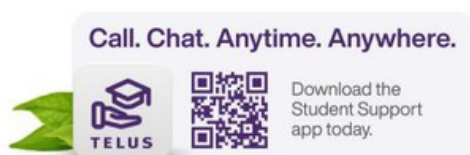
Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation 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 <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 the Central Academic Building, room 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. Furthermore, please notify the professor if you are comfortable in doing so. This will 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 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.

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, 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 on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

AI Use: Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course 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>

COURSE CALENDAR

In-class assignments are due by the end of the class. Homework assignments are due by Sunday, 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 Classes

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 I BELONG?

Week 1: Introduction to ENGL 1301

Materials and Readings: Syllabus

Assignments: In-class assignments

Week 2: Building Allies

Materials and Readings: Lamott: [Shitty First Drafts](#), WLDCC

Assignments: In-class assignments, Labor Log

Week 3: Building Portfolios, Student Conferences

Materials and Readings: Writing Portfolio assignment sheet

Assignments: In-class assignments, Labor Log, Writing Portfolio submission 1 (homepage)

Week 4: Reading Like a Writer

Materials and Readings: Bunn: [How to Read Like a Writer](#)

Assignments: In-class assignments, Labor Log, Reading Notes

Week 5: You are a Language Architect

Materials and Readings: Alvarez, Wan, Lee: [Workin' Languages: Who We Are Matters in our Writing](#)

Assignments: In-class assignments, Labor Log, Reading Notes, Labor Journal Unit 1

UNIT 2- HOW DO I LANGUAGE?

Week 6: Your Language, Your Self

Materials and Readings: How Do I Language assignment, Anzaldua: [How to Tame a Wild Tongue](#), Ortiz: Words, Garza: (Un)furbished History de Mi Lengua

Assignments: In-class assignments, All work on “How Do I Language” assignment, Labor Log

Week 7: The Englishes You Speak

Materials and Readings: Lyiscott: [3 Ways to Speak English](#), Young: [Should Writers Use Their Own English](#)

Assignments: In-class assignments, All work on “How Do I Language” assignment, Labor Log, Reading Notes

Week 8: Spring Break (NO CLASSES)

Week 9: You Don't Just Language With Language

Materials and Readings: KENS 5: [How San Antonio's Murals are About More Than Just Beautifying City Streets](#), [Reimagining How to Represent Black Lives through Art](#), Diaz: [Pan Dulce](#), Suarez: Pan Dulce for Breakfast

Assignments: In-class assignments, Labor Log, All work on “How Do I Language” assignment,

Week 10: Writing Workshop (How Do I Language, Writing Portfolio)

Materials and Readings: TBD

Assignments: In-class assignments, Labor Log, Writing Portfolio 2 (portfolio plan, portfolio draft), All work on “How Do I Language” assignment (1st complete draft)

Week 11: Midterm Conferences

Materials and Readings: TBD

Assignments: Labor Log, Individual Reflection on Conference, All work on “How Do I Language” assignment

Week 12: Revision

Materials and Readings: TBD

Assignments: In-class assignments, Labor Log, All work on “How Do I Language” assignment (final draft), Labor Journal Unit 2

UNIT 3- HOW DO I PRESENT MY LANGUAGING?

Week 13: Finalizing Portfolios

Materials and Readings: TBD

Assignments: In-class assignments, Labor Log, Writing Portfolio 3 (final submission), Writing Portfolio Reflection

Week 14: Final Reflection

Materials and Readings: Final Reflection

Assignments: In-class assignments, Labor Log, Final Reflection (final draft)

Week 15: Presentations

Materials and Readings: TBD

Assignments: In-class assignments, Final Presentation

Week 16: Final Examination week

Final Conferences