



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

**Course Syllabus First Year Composition  
Spring 2025  
Composition II ENGL 1302-028  
Class Time: 12:30-1:45 pm Monday and Wednesday  
Room: Madla Hall Rm. 253**

**Instructor:** Yvette Torres (Mrs. Torres) pronouns she/her

**Office:** Classroom Hall rm. 228

**Office Hours:** Monday and Wednesday 8:30 am-9:20 am, 2:00 pm-3:15 pm, Fridays online from 9:00 am-9:30 am or by appointment.

**Email:** [ctorres@tamusa.edu](mailto:ctorres@tamusa.edu) . I usually respond to all emails within 24 hours on Monday-Thursday. I do not check my email on Fridays, the weekends, or on holidays.

**Virtual Office:** <https://tamusa.webex.com/meet/carmen.torres>

**Office Phone:** 210 784-2645

**This syllabus is subject to change at any time during the semester. I will notify you of any changes.**

### **Important Dates**

January 21	First day of classes
February 5	Census Date
February 24-March 7	Midterm grading period
April 18	Study day-no classes
April 21	Last day to drop with an automatic "W"
May 5	Last day of scheduled classes
May 6	Study day-No classes
May 7-13	Final Examinations
May 13	End of Fall Semester

### **Course Description**

**ENGL 1302 supports students in their development as critical language users. Building on and extending the examination of students' languaging started in ENGL 1301, the course examines the contexts and ideologies that produce judgments about students' language use. Students research topics such as standard language ideology; analyze and debate argumentative texts; and develop their abilities to make conscious, strategic, and ethical linguistic choices when writing and communicating. Students also produce the final version of their digital writing portfolios.**

### **FYC Faculty Commitments**

**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 Progmatic Goals**

The FYC program is dedicated to achieving the following goals:

- 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

### **FYC Program Key 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

### **Required Course Material**

All materials needed for this course are available through Open Education Resources and links will be provided on blackboard. I encourage you to look through these resources because there might be topics you are interested in learning about that we do not cover in class. Reading assignments will also be made available as pdf copies on blackboard before the assigned dates.

### Supplies:

- Access to a computer and reliable internet – computer labs are available on campus.
- If you do not have a computer or reliable internet at home and you would like this technology, please contact the ITS Help Desk at (210) 784-4357 or HelpDesk@tamusa.edu to request assistance. There are a limited number of supplies that are distributed on a first come, first-served basis.

### Blackboard

This course uses Blackboard extensively; most writings will be submitted as attachments on Learn, as will much of the homework. While some instruction will be provided, it is the student's personal responsibility to learn how to attach files and submit work on Blackboard. There may occasionally be problems submitting work. In that case, try again. Try with a different browser. Contact the help desk. When all else fails, contact me via email and attach your assignment.

### Grading Overview/Labor Based Assessment

In this class I utilize labor-based assessment which assesses you on the quality of your labor rather than the quality of your finished product. This means that you will be assessed on the work that you complete. There will be a special emphasis on your ability to meet deadlines and meet or exceed assignment expectations. Quality and attention to detail will ensure that your level of writing will improve and that you will grow as a scholar. In short, the more you work, the better your grade—and the better you'll position yourself to learn and grow. This will be covered in more detail when we create our class Labor Based Contract.

### Course Policies

As I wrote above, this course is part of the FYC program. This program has a few policies that I'll follow this semester, so I want to make sure you're aware of them. One of the policies involves plagiarism, one involves attendance, one involves diversity, and one involves AI programs such as ChatGPT.

#### 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.

#### 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.

## Diversity

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, as well as any classroom conduct or civility policies your instructor has established.

Lastly, the FYC program is committed to affirming linguistic diversity in student communication. We approach style and grammar as context-specific and do not advocate the use of Edited American English except when appropriate for the writer's audience, purpose, and genre.

## 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.

### Tardy Policy

Attendance in my class is tracked and is part of the students grade in Blackboard under the Attendance category. At the beginning of each class a sign-in sheet will circulate. Students that are present and punctual will receive a 100 for their attendance grade for the day. Students who arrive after the sign-sheet has circulated will be considered tardy and will receive a 50 for their attendance grade for the day. Students that are absent and fail to notify the Professor will receive a 0 for their attendance grade for the the day. Students are encouraged to notify the Professor prior to class via email, if they know or anticipate that they will be late to class. Notifying the Professor beforehand will ensure that the tardy is excused. As with the attendance policy, communication with the Professor is essential.

Please remember that my ultimate goal for this class is for all my students to succeed. If you have any questions or concerns, please do not hesitate to email me or arrange a time to meet. Whether you need assistance with an assignment or just need someone to talk to as you adjust to college life, know that I am always happy to help.

### Structure and Assignments

ENGL 1302 generally features four units, each focused on a specific question. The first unit asks, "How Do You Language?" This unit introduces students to ENGL 1302 and prepares students for the course. It also bridges ENGL 1302 and ENGL 1301. It does so both by reviewing key terms and concepts from ENGL 1301 and by asking students to articulate what they learned from 1301 (or what they've learned from previous writing instruction or from previous experiences with writing if students did not take 1301). Students answer the unit's primary question through in-class presentations of their writing portfolios. Students also receive formative feedback on their Unit 1 portfolios in one-on-one conferences. In addition to publishing their Unit 1 portfolios, students participate in exercises related to readings, engage in reflective writing and discussion with their Writing Communities, and submit weekly Labor Logs.

The same question anchors the next two units: "How is Language Judged?" However, each unit addresses the question from a different perspective. Unit 2 generally examines Standard Language Ideology (SLI), its impact on human communication and relationships, and its production of linguistic judgment and prejudice. The unit also asks students to consider rhetorical strategies for responding to the presence and influence of SLI, including, but not necessarily limited to, code switching and codemeshing. Students 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. This part of the assignment invites students (1) to analyze the linguistic choices an "author" makes in the production of a text or (2) to archive and reflect on their experiences with SLI and linguistic judgment. Students receive

feedback on their assignments and develop revision plans. Students 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. The unit invites students to examine and debate the ways SLI shapes and informs writing instruction in the United States. Students 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. Students publish their Unit 2 portfolios at the beginning of the unit, and they submit Part 2 of the How is Language Judged? assignment at the end. This part of the How is Language Judged? assignment invites students (1) to make an argument either about the teaching of writing or about the ways students should write in academic contexts or (2) to research the standards and expectations for writing and communication in their academic disciplines. Students continue to submit Labor Logs, Labor Journals, weekly Writing Tasks, and Reading Notes.

The final unit asks, "How Do I Apply What I've Learned?" Students engage this question first by reviewing, reflecting on, and articulating the key concepts and practices they've learned both from ENGL 1302 and from their previous experiences with writing and/or with writing instruction. Next, students develop plans for transferring and applying what they've learned to future contexts involving writing and communication, especially classes they'll take in their majors. Students publish their Unit 3 portfolios at the beginning of the unit and then publish their Final Portfolios at the end. Students receive summative feedback on their Final Portfolios in one-on-one conferences. Students also submit their final Labor Logs, Labor Journals, and Reading Notes.

### Assessment

The assessment of student writing in ENGL 1302 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 1302 include, but are not limited to, labor-based grading and gamification.

### *Labor Journals*

Five times throughout the semester, you will be required to submit a journal discussing what form of labor you have done for this course. This can pertain to any readings you may have completed and your thoughts on them, discussion boards, major assignments, etc. Labor journals should be at least a page long.

### *Labor Logs*

I'd like all of you to maintain a labor log that will track all of the work you do this semester. Every time you sit down to complete work for our class, I'd like you to log that work using the labor log file you can download from Blackboard. You'll submit your labor log to me each week.

### *Reading Notes*

I'd like all of you to take notes on every assigned reading you complete this semester. When I say "take notes," I mean that I'd like you to show me (1) that you completed the reading and (2) that you were active while reading. By "active," I mean that you highlighted or underlined important passages, made in-text notes or comments, wrote brief summaries of what you read, and so on. However you take notes is up to you. What matters is that you take notes and share those notes with me.

### *Writing Assignments*

There will be low-stakes writing assignments given throughout the semester that will allow you to creatively express yourself and share your story.

### *Writing Tasks*

Throughout the semester, students will be assigned tasks that will ask the student to expand on the material covered in class.

### *Unit Assignment*

In this course students will continue with the study of language by completing the, "How is Language Judged?" unit assignment. I will provide more information about this unit later.

### *Writer's Portfolio*

All assignments, revisions, edit and reflections will be uploaded to your digication portfolio. I will review your portfolio throughout the semester and provide feedback.

## **University Policies**

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](mailto: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](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

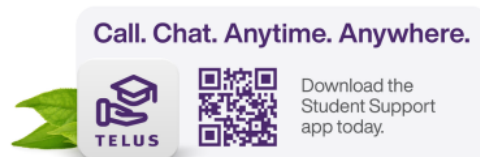
Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily

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](https://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](mailto: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](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

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>).

## Course Schedule and Overview

### Unit 1: A Review

- Week 1 1/20-1/24: Getting Started

Goals for the week: Introduction of the course, arranging students into their writing communities, re introduce the WLDCC, review ENGL 1301 previous experiences with writing instruction and introduction of course assignments and projects.

Assigned readings for the week: All assignments sheets for the course. “How to Read Like a Writer” by Mike Bunn:

<https://wac.colostate.edu/docs/books/writingspaces2/bunn--how-to-read.pdf>

Assignments due: Week 1 Labor Log

- Week 2 1/27-1/31: How Do You Language?

Goals for the week: In class portfolio presentations.

Assignments due: Labor Log

- Week 3 2/3-2/7: Conferences

Goals for the week: Professor will meet individually with students and provide feedback on student’s portfolios. Students will complete Performance Prediction Inventory

Assignments due: Labor Log and Unit 1 Portfolio.

### Unit 2: How is Language Judged? Part 1: Standard Language Ideology (SLI)

- Week 4 2/10-2/14: Standard Language Ideology

Goals for the week: Students will review the How is Language Judged? Part 1 assignment sheet. Students will develop ideas for the How is Language Judged? Part 1 assignment. Professor will introduce, define, and examine/explore “standard language ideology” (SLI)

Assigned readings for the week: “Language Ideology and Language Prejudice,” by Rosina Lippi-Green: [Language Ideology and Language Prejudice\\_Lippi-Green.pdf](#)

Assignments due: Reading Notes, Labor Log, Writing Tasks, and Labor Journal 1.

- Week 5 2/17-2/21: Broken English

Goals for the week: Examine/explore the impact of SLI on lived human experience. Make measurable progress on the How is Language Judged? Part 1 assignment

Assigned readings for the week: “Mother Tongue” by Amy Tan:

<https://openlab.citytech.cuny.edu/iddings-eng1101-d335-fa2017/files/2017/08/Mother-Tongue-by-Amy-Tan-original-format.pdf>

“Breaking the Shame of Broken English” by Angela Chen:

<https://thelowell.org/10276/opinions/columns/breaking-the-shame-of-broken-english/>

“Broken English” by Rupri Kaur: <https://www.youtube.com/watch?v=I--Z5ahW08Y>

“Broken English: When Our Mother Tongues Take the Back Seat” by Priscilla Takondwa Semphere: [https://www.huffpost.com/entry/broken-english-mother-tongues\\_b\\_7698634](https://www.huffpost.com/entry/broken-english-mother-tongues_b_7698634)

Assignments due: Reading Notes, Labor Log and Writing Tasks.

- Week 6 2/24-2/28: Code Switching/ Code Meshing

Goals for the week: As a class we will define, examine/explore “code switching” and “code meshing.” As a class we will examine arguments for/against code switching and code meshing.

Assigned readings for the week: “What is Code Switching?” by Benjamin Abiola:

<https://www.youtube.com/watch?v=bq2mlaYFzAw>

“Codeswitching” by Zaire Krieger:

<https://www.youtube.com/watch?v=gHnkjn02Arc&t=314s>

Assignments due: Writing Tasks, Labor Log, Labor Journal 2.

- Week 7 3/3-3/7: Feedback and Revision Workshop

- Goals for the week: Students will complete and submit a draft of the How is Language Judged? Part 1 assignment and develop a revision plan for the How is Language Judged? Part 1 drafts. Students will also complete in-class peer review workshops.

Assignments due: How is Language Judged? Part 1 draft, Reading Notes and Labor Logs.

- Week 8 3/10-3/14: Spring Break

No class, no readings, no assignments.

### **Unit 3: How is Language Judged? Part 2: Standard Language Ideology in the Writing Classroom**

- Week 9 3/17-3/21: SLI in the Writing Classroom

Goals for the week: Class will examine the ways SLI operates in the writing classroom and its impact on student writers. Class will review How is Language Judged? Part 2 assignment sheet and develop ideas for the How is Language Judged? Part 2 assignment.

Assigned readings for the week: “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: <https://writingspaces.org/wp-content/uploads/2023/09/5DeMint-Bailey-Ha-Outlar.pdf>

Assignment due: Labor Log, Reading Notes, Unit 2 Portfolio, and Writing Tasks.

- Week 10 3/24-3/28: Grades and Grammar

Goals for the week: Class will examine and explore grading and grammar as forms of linguistic judgement. Students will continue to make measurable progress on the How is Language Judged? Part 2 assignment.

Assigned readings for the week: “Where Does Grading Come From?” by Asao B. Inoue: <https://asaobinoue.blogspot.com/2021/05/where-does-grading-come-from.html>

“Does Grammar Matter?” by Andreea S. Calude: [https://www.youtube.com/watch?v=Wn\\_eBrIDUuc](https://www.youtube.com/watch?v=Wn_eBrIDUuc)

“Dear Pedants: Your Fave Grammar Rule is Probably Fake” by Chi Luu: <https://daily.jstor.org/grammar-rule-is-probably-fake/>

“Punctuation’s Rhetorical Effects” by Kevin Cassell, pgs. 3-13: [https://writingspaces.org/wp-content/uploads/2021/03/cassell-punctuation-rhetorical-effects\\_0.pdf](https://writingspaces.org/wp-content/uploads/2021/03/cassell-punctuation-rhetorical-effects_0.pdf)

Assignments due: Labor Log, Writing Tasks, Labor Journal 3 and Reading Notes.

- Week 11 3/31-4/4: Writin Rite

Goals for the week: Class will examine/explore/debate writing instruction in the United States. Students will continue to make measurable progress on the How is Language Judged? Part 2 assignment.

Assigned readings for the week: “Should Writers Use They Own English?” by Vershawn Ashanti Young: [Should Writers Use They Own English\\_Young.pdf - All Documents](#)

“We Must Help Students Master Standard English,” by Rob Jenkins: [- We Must Help Students Master\\_Jenkins.pdf](#)

“Inescapably, You’re Judged By Your Language,” by Ryan Bloom: [You’re Judged By Your Language\\_Bloom.pdf -](#)

Assignments due: Labor Log and Writing Tasks.

- Week 12 4/7-4/11: Feedback and Revision Workshop

Goals for the week: students will complete in-class peer-review workshops. Students will complete and submit a draft of the How is Language Judged? Part 2 assignment and develop a revision plan for the How is Language Judged? Part 2 drafts.

Assignments due: Reading Notes, Labor Log, and How is Language Judged? Part 2 draft.

#### **Unit 4: How Do I Apply What I’ve Learned?**

- Week 13 4/14-4/18 : Languaging in Your Discipline
- Goals for the week: Students will identify and define key terms and concepts from FYC. Students will also examine/explore disciplinary language practices.

Assigned readings for the week: “I Passed First-Year Writing—What Now?": Adapting Strategies from First-Year Writing to Writing in the Disciplines” by Amy Cicchino, pgs. 168-181: <https://writingspaces.org/wp-content/uploads/2023/09/11Cicchino.pdf>

“What Can I Add to Discourse Communities? How Writers Use Code-Meshing and Translanguaging to Negotiate Discourse” by Lisa Tremain, pgs. 87-98: <https://writingspaces.org/wp-content/uploads/2023/09/6Tremain.pdf>

Assignments due: Reading Notes, Labor Log, and Unit 3 Portfolio

- Week 14 4/21-4/25: Transferring What You’ve Learned

Goals for the week: Students will be asked to articulate what they have learned from FYC. As a class students will develop a plan to aid them in transferring what they have learned from their FYC classes.

- Assigned readings for the week: “The Importance of Transfer in Your First Year Writing Course” by Kara Taczak, pgs. 301-311: <https://writingspaces.org/wp-content/uploads/2021/09/taczak.pdf>



Assignments due: Labor Log and Labor Journal 4.

- Week 15 4/28-5/2: Conferences

Goals for the week: Complete final conferences and provide feedback on all writing portfolios. Students will complete the Performance Prediction Inventory.

Assignments due: Completed version of the Writer's Portfolio project.

- Week 16 5/5-5/13: Final Exams Week