

# **Spring 2026 Composition II Syllabus**

ENGL 1302-011 | MW 9:30-10:45 am | BLH 152A  
Texas A&M University-San Antonio

Professor Robert J. Cavazos, MFA

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Office: HALL 314C | Office Hours: Mondays and Wednesdays from 12-2 pm

## **Course Description**

This course builds on the reading and writing skills developed in ENGL 1301 and invites students to enter into academic discourse through research wherein they will be asked to synthesize and respond to a variety of perspectives on a topic of their choosing. Students will also read and compose a variety of texts oral, written, and visual. Prerequisites: ENGL 1301.

## **Course Structure**

ENGL 1302 features three units, each focused on different writing genres. Unit 1 focuses on critical language awareness, rhetorical awareness, and languaging. This unit introduces you to and prepares you for ENGL 1302. It also bridges ENGL 1301 and 1302 by reviewing key terms and concepts from ENGL 1301. To begin the unit, you will create a personalized, AI-generated Wellness & Success Plan, which we will revisit later in the semester. Each week, you will complete assigned readings, take handwritten notes, and take grammar quizzes. To conclude the unit, you will deliver a Group Presentation analyzing a text of your choosing, and then publish your presentation materials in your Unit 1 Portfolio.

Unit 2 introduces you to the database research process. We will discuss ethical research and AI use, writing style guides, and formatting best practices. Each week, you will take handwritten notes, conduct scholarly research, and take grammar quizzes. You will find, cite, read, and annotate scholarly journal articles through the University Library's Database System. You will choose an original research topic, develop research questions, and submit a topic proposal. This unit culminates with a writing workshop leading up to the publication of an Annotated Bibliography in your Unit 2 Portfolio. I will also hold Midterm Conferences in my office with each of you to discuss your midterm grade and AI Wellness & Success Plan.

Unit 3 focuses on entering a scholarly conversation through the synthesis of scholarly research and your own languaging and analysis within an original research paper. Each week, you will take handwritten notes, make progress on your research paper, and take grammar quizzes. To that end, you will draft, workshop, and publish a Research Paper in your Writer's Portfolio alongside a Final Reflection. I will also hold Final Conferences in my office with each of you to discuss your final grade and progress as a university-level writer.

## **Required Materials**

- All course readings will be provided for free on Blackboard.
- Bring to each class a notebook and pen for handwritten notes.
- Bring to each class a laptop and charger, and maintain reliable home internet.

## **Writing Workshop**

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

## **Digital Tools**

This course uses Blackboard and Digication. While instruction will be provided, it is your responsibility to submit assignments on time. If you experience technical difficulties with Blackboard or Digication, please try a different browser, contact me, or contact the ITS Help Desk: (210) 784-4357 or [helpdesk@tamusa.edu](mailto:helpdesk@tamusa.edu). Please note that you may only upload PDF files or Word documents to Blackboard and Digication. Links to Google Docs or SharePoint files will not be accepted, as I am often unable to view those files due to sharing permissions.

## **Course Assignments**

This course is reading and writing-intensive, and will also include a lot of group discussion. Throughout the semester, you will publish major assignments to your Writer's Portfolio.

- Weekly Notes
- Grammar Quizzes
- Group Presentation
- Annotated Bibliography
- Synthesis Research Paper
- AI Wellness and Success Plan
- Midterm and Final Conferences
- Writing Workshop Peer Reviews
- Final Portfolio with Final Reflection

## **Grades**

I use labor-based grading, which assesses the quality of your labor. Your grade in this course depends on the amount of work you submit, your ability to meet deadlines and fulfill expectations, and the time and effort you put toward growing as a university-level writer over the course of the semester. I grade assignments each week with written feedback. You can check your total grade at any time in Blackboard. Your assignments are incomplete if you submit them on time, but fail to meet expectations. Your assignments are late if you submit them after the deadline, and missing if not submitted. Please email me or visit my office to request an extension (in advance) or a revision on a previously submitted assignment.

<b>Score</b>	<b>Description</b>
100	On-time and complete
75	Late or incomplete
50	Late and incomplete
0	Missing or plagiarized

## **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 plagiarize, copy, or otherwise cheat on an assignment, you will receive a permanent zero on that assignment without the opportunity for revision.

## **Generative AI**

The FYC program expects you to generate your own content this semester. Relying on generative AI to write content for you prevents you from growing as a university-level writer and critical thinker. 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 or incorrect information, and to generate writing that lacks human imagination. For these reasons, the FYC program discourages you from using GAI technology to generate content **for you**. If you have reason to use GAI to generate content **with you**, consult with your professor before doing so. If your professor approves your use, you should acknowledge the GAI program you have used and identify which portions of the text you submitted were produced by GAI. Using GAI content without your professor's permission and/or without proper attribution qualifies as plagiarism.

## **Attendance**

You are absent if you are not present for class and late if you arrive after attendance has been taken. You must communicate the circumstances with me in advance to be excused for an absence or late arrival. Your success and development as a writer depend on your active participation within your writing workshop group. Consistent attendance is crucial and is graded. You will receive a 75 for an unexcused late arrival and a 0 for an unexcused absence.

## **Respect**

I am committed to fostering a respectful classroom environment in which different backgrounds and perspectives are acknowledged. While working with classmates and instructors, you will respectfully listen to others' experiences and perspectives, share your own experiences and perspectives, and value the opportunity to learn from each other. Demonstrating respect for those different from you not only prepares you for success in the classroom, but also prepares you for success as citizens and professionals. 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.

## **FYC Faculty Commitments**

- Emphasize students' learning and growth
- Collaborate with students with care and compassion
- Encourage students to take risks and embrace failure
- Honor variations in students' reading and languaging
- Center and sustain students' cultural and linguistic identities

## **FYC Program Goals**

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

## **FYC Key Terms**

- Context: the situation in which languaging occurs
- Purpose: the intended effect or impact of languaging
- Audience: the person or the group of people a text is intended to affect
- Belonging: the feeling of being valued, respected, and included as you are
- Genre: specific languaging shaped by social convention and audience expectation
- Rhetorical Awareness: ability to assess context and make choices when languaging
- Languaging: ongoing process of developing and communicating meaning and ideas
- Critical Language Awareness: ability to examine how language functions in society
- Standard Language Ideology: belief that language has ideal/consistent/correct form
- Translanguaging: process of using full linguistic repertoire to interpret, understand, and communicate meaning and ideas

## Important Policies And Resources

University Email Policy and Course Communications: All correspondence between professors and students must occur via University email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at [helpdesk@tamusa.edu](mailto:helpdesk@tamusa.edu) or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

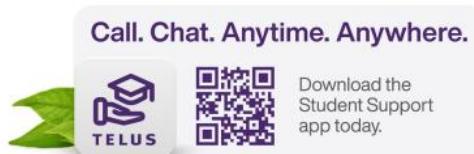
Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at our website 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 academic accommodations with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance. While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

	<b>Appointments available</b>	<b>Walk-in Tutoring – No appointment needed</b>
Monday	8 am – 6 pm	9 am – 5 pm
Tuesday	8 am – 6 pm	9 am – 5 pm
Wednesday	8 am – 6 pm	9 am – 5 pm
Thursday	8 am – 6 pm	9 am – 5 pm
Friday	8 am – 5 pm	11 am – 4 pm

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM. All mental health services provided by the SCC are free and

confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.* The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



**Emergency Preparedness:** JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: [this website](#). More information about Emergency Operations Plan and the Emergency Action Plan can be found online. Download [the SafeZone App](#) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

**Financial Aid and Verification of Attendance:** According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

**Jaguar Writing, Language, and Digital Composing Center (WLDCC):** The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the Student Services tab. Click on "Writing, Language,

and Digital Composing Center" to make your appointment. Students wanting to work in real time with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website. The Writing Center can also be reached by emailing [writingcenter@tamusa.edu](mailto:writingcenter@tamusa.edu).

**Meeting Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE Referral for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus.

**Military Affairs:** Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

**Religious Observances:** Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

**The Six-Drop Rule:** Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

**Statement of Harassment and Discrimination:** Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or [titleix@tamusa.edu](mailto:titleix@tamusa.edu).

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

**Pregnant/Parenting Students:** Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K). Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources. Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at [youngjaguars@tamusa.edu](mailto:youngjaguars@tamusa.edu) or call (210) 784-2636.

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

*Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

*Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated. Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct or visit the resources available in the OSRR website.

## Course Calendar

Each week's assignments are due Friday by 11:59 pm.

### Important Dates:

Jan. 19 <sup>th</sup>	Martin Luther King, Jr. Day
Jan. 20 <sup>th</sup>	First Day of Classes
Mar. 9 <sup>th</sup> -14 <sup>th</sup>	Spring Break
May 4 <sup>th</sup>	Last Day of Classes
May 6 <sup>th</sup> -12 <sup>th</sup>	Final Exams

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

### **Unit 1: Rhetoric and Language**

#### **Week 1: Introducing Composition II**

Readings – Syllabus, *Man's Search for Meaning* by Viktor Frankl (excerpt)

Assignments – Weekly Notes, AI Wellness and Success Plan

#### **Week 2: Rhetorical Awareness**

Readings – *Discourses* by Epictetus, Book II, Chapter II: “Starting Philosophy”; *Grammar for Grown-Ups* by Mark Peters (textbook), Chapter I: “Rules and Conventions”

Assignments – Weekly Notes, Chapter I Grammar Quiz

#### **Week 3: Critical Language Awareness**

Readings – *Democracy in America* by Alexis de Tocqueville, Chapter XVI: “The Effect of Democracy on Language”; *Grammar* Chapter II: “Writing with Style”

Assignments – Weekly Notes, Chapter II Grammar Quiz

#### **Week 4: Sociolinguistics**

Readings – *The Wordhord* by Hana Videen, Chapter I: “The Language You Thought You Knew”; *Grammar* Chapter III: “Parts of Speech”

Assignments – Weekly Notes, Chapter III Grammar Quiz, Presentation Materials

#### **Week 5: Group Presentations (No Class Monday)**

Readings – No readings this week

Assignments – Group Presentation, Unit 1 Portfolio

### **Unit 2: Research and Ethics**

#### **Week 6: The Research Process**

Readings – [College Writing](#) by Susan Oaks (textbook), Chapter: “Research Writing”; “The Impact of Artificial Intelligence on Students’ Academic Development” (scholarly article); *Grammar* Chapter IV: “Parts of a Sentence”

Assignments – Weekly Notes, Chapter IV Grammar Quiz

### **Week 7: Midterm Conferences**

Readings – “[Student Guide to AI Literacy](#)” by the Modern Language Association

Assignments – Topic Proposal, AI Wellness and Success Plan

### **Week 8: Spring Break (No classes)**

Readings – No readings this week

Assignments – Complete any pending assignments

### **Week 9: Database Research**

Readings – [College Writing](#) chapters: “Finding Sources” and “Evaluating Sources”; *Grammar*

Chapter XI: “The Seven Cs of Good Writing”

Assignments – Weekly Notes, Chapter XI Grammar Quiz, Works Cited Page

### **Week 10: Annotated Bibliographies**

Readings – [College Writing](#) chapters: “Using Sources” and “Citing Sources”

Assignments – Weekly Notes, Peer Reviews, Unit 2 Portfolio

## **Unit 3: Synthesis and Reflection**

### **Week 11: Structure and Organization**

Readings – [College Writing](#) chapters: “Common Essay Structures”; *Grammar* Chapter XIII: “Maintaining Parallel Structure”

Assignments – Weekly Notes, Chapter XIII Grammar Quiz, Annotated Bibliography

### **Week 12: The Drafting Process**

Readings – [College Writing](#) chapter: “Writing the Essay Draft”; *Grammar* Chapter XIV: “Avoiding and Fixing Common Errors”

Assignments – Weekly Notes, Chapter XIV Grammar Quiz

### **Week 13: The Revision Process**

Readings – [College Writing](#) chapter: “Revising”; *Grammar* Chapters XVII and XIX

Assignments – Weekly Notes, Chapters XVII and XIX Grammar Quiz

### **Week 14: Editing and Publishing**

Readings – *Grammar* Chapter XX: “Spelling Rules, Tips, and Tricks”

Assignments – Weekly Notes, Chapter XX Grammar Quiz, Peer Review

### **Week 15: Final Portfolio Reflection**

Readings – No readings this week

Assignments – Weekly Notes, Synthesis Research Essay

### **Week 16: Final Conferences**

Readings – No readings this week

Assignments –Final Portfolio (with Final Reflection)