

ENGL 1302: Composition II

TR 11am-12:15 pm

Classroom Hall 309

Hello and welcome to 1302!

I'm looking forward to our time together this semester! Before we get into the meat and potatoes of the course, I'd like to take a moment to share the College of Arts and Science's land acknowledgement – this is just a formal statement that recognizes and shows respect for the Indigenous communities for the injustices those communities have experienced. Please take a moment to read the statement with compassion, respect, and open-mindedness:

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.

Thanks! Let's get started...

Course Description & Professor Info

Hello and welcome to Composition II! My name is Professor Bravo and I'm looking forward to working with you all this semester! Before we get into the nitty gritty of the course, please let me give you a bit of background information. My name is Samantha Bravo, I was raised in San Antonio, graduated from McCollum HS in 2017, got my Bachelor's from TAMUSA in 22, then continued on to get my Master's in 25. I have been teaching for a handful of years now, and always look forward to getting to know my students each and every semester. I also teach color guard at Edison HS and have for the past 5 years now! This is just a quick snapshot into my life and doesn't truly capture every aspect of what I do, but enough about me, let's get into the course...

ENGL 1302 supports students' continued development of language. 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.

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 Working Journals.

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 Reading Journals, Labor Journals, in-class 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 Reading Journals, 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 during one-on-one conferences. Students also submit their final Labor Logs, Labor Journals, and Reading Notes.

Assessment & Attendance

Your grade in this course will lie entirely in your hands in the way that it will be up to you to engage and interact with the content. The more work you put into the course, the more likely you are to pass the class. This, however, looks different to many people as we all have our own situations to deal with outside of school. Assessment for this class is based on labor. I will be using labor-based grading this semester. Labor-based grading is student invested, student driven, and student focused. The more work you are willing to put into this class, the higher your grade is likely to be.

Attendance is crucial. While I understand things happen, and we have to miss class from time to time, do not make it a habit. Part of labor for this class is actually showing up to engage with the content. If you choose to consistently not show up, you are choosing to not do labor for the class. Please keep this in mind as we go through the semester. If you miss class, you miss out on important discussions from your peers.

Labor Contract

We will be utilizing a “labor contract” to layout the expectations from both students and instructors. This is going to be a way for students and professors to create a sense of community within the classroom by creating the guidelines for which labor is considered “labor.” This labor contract will layout the minimum guidelines to earn a C, B, or A letter grade for the class. Usually, students will talk amongst themselves about what the attendance policy looks like, missing/makeup work, how many assignments they are allowed to miss before taking a penalty, and other things that play a role in how you get graded. It’s very crucial that you take this time to negotiate any terms you may not be too keen on. During negotiations, professor and students will talk about the terms to the labor contract and make any necessary adjustments. We will re-visit negotiations for the labor contract shortly into the start of the semester.

Course Outcomes

All First-Year Composition (FYC) courses are part of the Texas Core Curriculum. They are specifically designated as “Core 10” courses, which focus on communication. According to the

Texas Higher Education Coordinating Board, “Core 10” courses “involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.” These courses are expected to achieve the following Core Curriculum outcomes:

- **Communication** – The effective development, interpretation, and expression of ideas through written, oral, and visual communication
- **Critical Thinking** – Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Personal Responsibility** – The ability to connect choices, actions, and consequences to ethical decision-making
- **Teamwork** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Here are some of the ways your FYC course might help you to achieve these outcomes:

- **Communication** – Your instructor will likely teach you “rhetorical agency,” which is the ability to make intentional choices when composing texts for different audiences and contexts
- **Critical Thinking** – Your instructor will likely ask you to analyze a variety of texts, with particular attention both to the choices the authors/artists made and to the way language functions in society. This is called Critical Language Awareness
- **Personal Responsibility** – You’ll fulfill this outcome mostly through reflection on your writing practices and processes. This could take the form of “labor logs” and “labor journals.”
- **Teamwork** – You’ll do a lot of group-based work this semester. This could look like the formation of “Writing Communities,” but it could also look like small-group discussions and collaborative activities.

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

FYC Program Commitments, Goals, and Key Terms

Faculty in the FYC program help you to achieve the Core Curriculum outcomes through a specific set of commitments and goals. Our commitments guide what we teach, how we teach, and how we interact with you, and our goals support your growth and development as a writer. In short, our commitments and goals give us focus and direction and stand as a representation of what we value and believe in. If you’re ever unsure of what you’re doing for this course, you can always refer to this part of the syllabus for context.

Here are the things FYC faculty are committed to in our teaching:

1. collaborating with you with care and compassion,
2. emphasizing your learning and growth,
3. encouraging you to take risks and embrace failure,
4. honoring variations in your reading and languaging, and

5. centering and sustaining your cultural and linguistic identity.

And here are the goals we're trying to achieve:

1. cultivating your sense of belonging as a writer,
2. increasing your rhetorical awareness,
3. strengthening your critical language awareness,
4. deepening your introspection and self-awareness as a writer,
5. increasing your skills and engagement as a reader,
6. inspiring creativity, risk-taking, and versatility in your writing,
7. increasing your self-determination and resilience as a writer,
8. helping you to see yourself as a writer,
9. increasing your confidence as a writer, and
10. increasing your appreciation of your languaging

FYC faculty promise to work toward each of those goals in everything we do with and for you this semester.

Key Terms

In addition to the commitments and goals, there's a set of key terms that inform all that FYC faculty do in the classroom. These terms guide the work FYC faculty do with you, and they help us all to deepen our understanding of writing specifically and of languaging generally. If you ever need a reminder of what FYC faculty are trying to teach you, please refer to the list of terms below.

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

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

Course Policies

All faculty in the FYC program follow a specific set of policies you should be aware of. One of the policies involves plagiarism, one involves our classroom environment, and one involves GenAI programs such as ChatGPT.

Assignments

Most of your assignments will be based in reading and responding critically. This semester I am going to be asking you for weekly, low-stakes writing assignments. These are going to be called working journals. A working journal is your chance to tell me about your week, the work you had to do, planned to do, or didn’t do. My goal is to get students into the habit of writing more often, which is what made me want to incorporate weekly working journals. On top of the weekly writing, you will have two major unit assignments. These are more high-stakes assignments. These are the assignments you will get feedback for and work on multiple times throughout the semester. There are also going to be unit reflections for each unit for a total of 4. Any in-class writing assignments will be assigned the day of, and expected to be submitted by the end of that week. Your final, major project, that we will be building up throughout the semester is your digital writing portfolio. All major assignments and the final portfolio will be discussed via assignment sheets.

While I personally will not be allowing electronic devices during class time, I understand that many, if not ALL, of your assignments will be turned in digitally via Blackboard. If this is something that’s going to be an issue for you, please get with me personally to make the necessary arrangements.

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 Environment

We are committed to fostering welcoming classroom environments where all students 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 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.

Course Breakdown

Unit 1 How Do You Language?

- Week 1 Course Introduction and 1301 Review
- Week 2 How Do You Language?
- Week 3 Primary Conferences

Unit 2 How Is Language Judged? Pt. 1

- Week 4 Standard Language Ideology
- Week 5 “Broken English”
- Week 6 Code Switching/Meshing
- Week 7 Workshop

Unit 3 How is Language Judged? Pt. 2

- Week 8 Spring Break
- Week 9 SLI in the Writing Classroom
- Week 10 Grades and Grammar
- Week 11 Writin’ Rite
- Week 12 Workshop

Unit 4 How Do I Apply What I’ve Learned?

- Week 13 Languaging in your Discipline
- Week 14 Transferring What You Know
- Week 15 Final Conferences

University Policies

The following are other policies that are upheld by the university.

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 the first week of class. Any student receiving federal financial aid who does not attend 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.

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>).

Student Services and Support

Listen, being in college is tough. You're balancing a bunch of classes that are all asking you to do different kinds of work, and it all happens all at once. It's hard to balance all that work from school on top of other outside responsibilities, like a job (or multiple), family, or other life events. And, you may be doing all of that while also struggling with other personal issues like, mental health, food insecurity, academic success, homelessness, you name it. It is not easy, trust me, I've also been there, I am still there, **I KNOW**. Fortunately, you do not have to go through everything alone.

The university provides important services that can help you make it as a student. Please explore the university's resources as you see fit. You don't have to announce your struggles to the whole university, but if you ever need anything ***please REACH OUT***. There's nothing wrong with asking for a little help here and there. I can provide all links to the university's resources on our Blackboard page should you need them.

Final Note

I want you all to know that I am committed to supporting you every step of the way. You can reach out to me with any questions or concerns, and I will do everything I can to help you resolve your problem if it is within my means. I find feedback very important and would love to hear from you all throughout the semester. If there is anything I can do to help make the class more enjoyable or exciting, please let me know and I'll do my best to make it happen. I'm looking forward to helping you all grow as writers, and I'm excited to get to know you all as we spend time in the classroom together.