

ENGL 1300- INTEGRATED READING AND WRITING (CoREQ 6)

SPRING 2026

ENGL 1300.001 MW 9:30-10:45 am CH 206

ENGL 1300.002 MW 2:00-3:15 pm CH 221

INSTRUCTOR: Petra Baruca

EMAIL: pbaruca@tamusa.edu

OFFICE: CH 320

STUDENT HOURS:

In person: Mondays and Wednesdays 11:00-12:30 pm

Virtual: Monday through Friday by appointment

TEXTBOOK: Starkey, David. Hello, Writer: An Academic Writing Guide. Bedford/St. Martin's, 2022.

Course Description

This course helps students improve their reading comprehension of college-level texts and their writing effectiveness. This course is corequisite with ENGL 1301L, and is a skilled-based course designed to support students in achieving their reading and writing goals. Successful completion of this course with a C or better fulfills INRW TSI requirements (TSI, 2002). Credit earned for this course does not count toward any degree offered by the university.

ENGL 1300 Course Goals

We will work with you this semester to:

- understand different forms of reading (e.g., academic reading, reading for entertainment, rhetorical reading)
- read texts as a rhetorical act, requiring knowledge of audience, purpose, and context
- activate your prior knowledge to help you articulate your identity as a reader and writer
- transfer your knowledge of reading and writing across genres and modalities
- understand the writing process and develop a writing practice that works for you
- understand and critique the conventions, origin, and purpose of ASE
- use translanguaging as a method to interpret texts
- sharpen your ability to engage in the reciprocal relationship between reading and writing (i.e., strategies to use writing to engage in reading and to use reading to engage in writing)
- examine the ethical responsibilities of readers/writers

Required Course Materials

- **Textbook:** Hello, Writer: An Academic Writing Guide (2022) by David Starkey.
- **A composition book/journal:** This will be used for freewriting activities and reflections. Keeping a writer's notebook is part of your grade for this class.
- **Blackboard:** This course uses Blackboard extensively; all work will be turned in exclusively through Blackboard. 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.
- 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 please let your instructor know. There is a limited number of supplies that are distributed on a first-come, first-served basis.

ASSIGNMENTS

This course includes a lot of reading, writing, and group work. The vast majority of readings and assignments will be completed in class, so consistent attendance is crucial for success in this course. Any readings not in the textbook will be provided on Blackboard.

This semester, you will complete:

- 1 Final Reflection
- 3 Unit Reflections
- Weekly Writing Tasks
- Weekly Reading Notes
- 3 Unit Projects
- Individual Conferences
- Various Class activities

GRADING

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 or oral feedback. You can check your total grade at any time in Blackboard. Your assignments will be marked as **(a) complete, (b) partially complete, (c) late, (d) late and partially complete, or (e) incomplete/missing**, and will be graded using labor points as outlined in the table below. These categories reflect the level of labor completed rather than the quality of the work.

LABOR POINTS	CATEGORY	DESCRIPTION
100	COMPLETE	the assignment completely meets expectations and is completed on time
75	LATE	the assignment completely meets expectations, but is submitted late
50	PARTIALLY COMPLETE	the assignment meets between 50 and 99% of the expectations
0	INCOMPLETE/MISSING	the assignment meets less than half of the expectations or is not submitted

Please note:

- **OPEN REVISION POLICY:** You can make “partially complete” assignments “complete” if you revise the assignment so that it meets the criteria for being “complete.” You can revise and resubmit “partially complete” assignments as many times as you need in order to make them “complete.”
- **LATE SUBMISSIONS:** If you submit an assignment late without communicating with me, you will receive 75% of the labor points for it. In the event of an emergency, please contact me as soon as possible to make arrangements to complete the assignment.
 - **Exceptions:** An extension will be granted in the following situations: mandatory military service, mandatory court date, a religious holiday, a documented chronic illness or disability, a serious illness or crisis involving yourself or the person for whom you are the primary caregiver, and death in the family. If you have a different situation and need an extension, please talk to me about it before the assignment deadline.
- I strongly urge you to submit all required assignments by their deadlines, and I encourage you to do so for the following reasons:
 - i. I don’t provide feedback on late assignments (I only check them for completion), so if you submit your assignments after a deadline, you’re missing the opportunity to receive my feedback, to learn from it, and to apply it in your writing.
 - ii. Submitting assignments by their deadlines will help you to stay current with the course and will help you to have a richer and more meaningful experience this semester.
 - iii. Meeting deadlines will keep you from being in the position of trying to rush and complete assignments at the last minute.
- **EXTRA-CREDIT OPPORTUNITIES:** These are additional writing opportunities that will help you develop as a writer and earn additional labor points to help you boost your grade. These are self-initiated opportunities and can include submitting extra revisions, working with a tutor at the WLDCC center, attending

online WLDCC workshops or events, attending student/office hours with me to work on your assignments, etc. You will need to report the work you have done to earn points.

ATTENDANCE

I understand attendance as a form of labor, and since I'm grading you on your labor this semester, I'm going to include attendance as part of your overall grade. You will receive **100 labor points** every time you are present for a class, and **50** if you arrive late or leave early without notifying me. You will receive 0 points for every unexcused absence.

Please note:

1. If you are struggling to attend class this semester, we urge you to communicate with your instructor, who will work with you to negotiate a plan for attending, participating in, and completing the class.
2. I can excuse absences and or tardiness at my discretion, but I need you to communicate with me about why you're not attending. **IMPORTANT:** You do not need to disclose specific details about your situation when talking with me about your attendance.
3. Per university policy, I'll excuse absences for military service, for any religious holy days you may be observing per your individual faith, and for documented participation in university-sponsored events.

COURSE POLICIES

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

GAI Technology

The INRW program expects you to generate your own content this semester. However, there are situations and contexts within our courses where you may use generative artificial intelligence (GAI) tools to support your work as a writer. For example, GAI technologies such as ChatGPT can work well as a starting point for written assignments, assisting you with brainstorming, outlining, generating ideas, and collecting basic information about a topic/idea. Note that the emphasis here is on “support.” GAI programs have been shown to provide biased information, to circulate misinformation, and to generate writing that is, at best, mediocre. For these reasons, FYC discourages you from using GAI technology to generate content **for you**. If you have reason to use GAI to generate content **with you**, then we ask that you consult with your professor before doing so. If your professor approves your use, you should acknowledge the GAI program you have used, and you should identify which portions of the text you submit were produced by GAI. Using GAI content without your professor’s permission and/or without proper attribution qualifies as plagiarism.

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

- All assignments must be posted in Blackboard via the designated submission pages. I do not accept hard copy assignments or assignments submitted via email, unless pre-approved.
- If an assignment is submitted late, I am not obligated to provide feedback on it.
- You should check your official TAMUSA email and our course in Blackboard daily. You will receive class announcements and personal emails from me and other professors there. Make sure that emails from Blackboard are not sent to Clutter or Junk.
- Please use the official TAMUSA email to communicate with me.
- Because a lot of work will be completed in class, you need to ensure you bring a laptop or a tablet with you to every class. You won’t be able to complete and submit all work by

using your phone only!

- You are always welcome to come see me during my student/office hours. If you would like to meet with me online, you need to send me an email to schedule an appointment.

Final Note

I really am committed to you and your success, so please know that I'm part of the team rooting you on. This means you can reach out to me any time you have a question or a concern. It also means you can reach out to me if you ever feel like you're falling behind. Let me know if that's happening as soon as you can, and we can work together to figure out how to get you where you want to be. You can also let me know if you're finding any parts of our class exciting or interesting. In other words, you don't just have to reach out if you're having trouble. I want you to succeed as a writer this semester, and I'm going to do what I can to help make that happen.

***Accessibility Statement (ADA)**

I have made every effort to ensure that this syllabus and all course materials ~~and ADA~~ are ADA compliant. If you have a disability, medical condition, or learning difference ~~had additional~~ accommodations or adjustments, ~~please contact me as soon as possible~~ so

I am committed to creating an inclusive learning environment and welcome communication about accessibility at any point during the course.

TENTATIVE CALENDAR

Unit	Week	Day	ENGL 1300	READINGS	ASSIGNMENTS
UNIT 1: Why Language?	Week 1 (Jan 19–Jan 25) GETTING STARTED	—	—	--	--
		Wednesday, 1/21	Getting Started with ENGL 1300		Writing Tasks, Labor Journal Week 1
	Week 2 (Jan 26–Feb 1) WHY LANGUAGE?	Monday, 1/26	Becoming a College Reader (Reading with a Purpose)	"The Danger of a Single Story" by Chimamanda Ngozi Adichie	Writing Tasks
		Wednesday, 1/28	Becoming a College Reader (Reading Repertoire)		Writing Tasks, Labor Journal Week 2
	Week 3 (Feb 2–Feb 8) LANGUAGE HELPS YOU TO COMPOSE	Monday, 2/2	WLDCC visit	"Workin' Languages: Who We are Matters in Our Writing" by Sara P. Alvarez, Amy J. Wan, and Eunjeong Lee	Writing Tasks, Reading Notes
		Wednesday, 2/4	Writing Shitty First Drafts	"Shitty First Drafts" by Ann Lamott	Writing Tasks, Reading Notes, Labor Journal Week 3
	Week 4 (Feb 9–Feb 15) LANGUAGE HELPS YOU UNDERSTAND OTHERS	Monday, 2/9	How to Read Like a Writer	"How to Read Like a Writer" by Mike Bunn	Writing Tasks, Reading Notes
		Wednesday, 2/11	Writing Tiny Love Stories	"How to Read Like a Writer" by Mike Bunn	Writing Tasks, Reading Notes, Labor Journal Week 4
	Week 5 (Feb 16–Feb 22) LANGUAGE HELPS US TO DEFINE OURSELVES	Monday, 2/16	Portfolio Workshop and Peer Review	Portfolio Samples	Writing Tasks
		Wednesday, 2/18	Individual Conferences		Writing Tasks, Labor Journal Week 5, Unit 1 Reflection, Portfolio submission 1
UNIT 2: What Are My Languages?	Week 6 (Feb 23–Mar 1) YOUR LANGAUGES ARE MORE THAN ONE	Monday, 2/23	Individual Conferences	"3 Ways to Speak English" by Jamila Lyiscott	Writing Tasks, Reading Notes
		Wednesday, 2/25	Writing Metaphors	"My Spanish" by Melissa Lozada-Oliva	Writing Tasks, Reading Notes, Labor Journal Week 6
	Week 7 (Mar 2–Mar 8) YOUR LANGAUGES ARE NOT JUST LANGAUGE	Monday, 3/2	Archivies visit	"How San Antonio's Murals are About More Than Just Beautifying City Streets" by KENS 5 "Jaguar Spirit" by Suzy González	Writing Tasks, Reading Notes
		Wednesday, 3/4	Archives workshop	"My Greatest Inheritance? A Peanut Butter Taco" by Sandra Cisneros	Writing Tasks, Reading Notes, Labor Journal Week 7
	Spring Break (Mar 9–Mar 15)	No Class			
	Week 8 (Mar 16–Mar 22) YOUR LANGAUGES ARE YOUR IDENTITY	Monday, 3/16	Peer Review		Writing Tasks, Reading Notes, Project draft
		Wednesday, 3/18	Unit 2 Reflection		Writing Tasks, Unit 2 Reflection, Portfolio submission 2
UNIT 3: Where Do My Languages Come From?	Week 9 (Mar 23–Mar 29) YOUR LANGUAGES COME FROM YOUR FAMILY AND YOUR CULTURE	Monday, 3/23	Research as Inquiry (Secondary Research)	"Words" by Rita Ortiz	Writing Tasks, Reading Notes
		Wednesday, 3/25	MLA vs APA, annotated bibliography		Writing Tasks, Reading Notes, Labor Journal Week 9
	Week 10 (Mar 30–Apr 5) WRITING STUDIO	Monday, 3/30	Database research (library presentation)		Writing Tasks
		Wednesday, 4/1	Project workshop		Writing Tasks, Labor Journal Week 10
	Week 11 (Apr 6–Apr 12) CODESWITCHING/ CODEMESHING	Monday, 4/6	Synthesizing Sources	"What is Code Switching?" by Benamin Abiola, "Shurshees!" by Armando X. Lopez	Writing Tasks, Reading Notes
		Wednesday, 4/8	Unit 3 Reflection		Writing Tasks, Project Draft, Labor Journal Week 11
UNIT 4: How Do I Language?	Week 12 (Apr 13–Apr 19) ON BEING TRANSLINGUAL	Monday, 4/13	Writing Informative Texts	"Beyond Language Difference in Writing: Investigating Complex and Equitable Language Practices" by Christina Sánchez-Martin	Writing Tasks, Reading Notes
		Wednesday, 4/15	Writing Narratives	"Mother Tongue" by Amy Tan	Writing Tasks, Reading Notes, Labor Journal Week 12
	Week 13 (Apr 20–Apr 26) WRITING STUDIO	Monday, 4/20	Project Revision		Writing Tasks, Project draft
		Wednesday, 4/22	Individual Conferences		Writing Tasks, Labor Journal Week 13
	Week 14 (Apr 27–May 3) END-OF-SEMESTER REVIEW AND REFLECTION	Monday, 4/27	ENGL 1300 Review		Writing Tasks
		Wednesday, 4/29	Final Reflection workshop		Writing Tasks, Labor Journal Week 14
	Week 15/16 (May 4–May 12) FINAL PRESENTATIONS	Monday, 5/4	Final presentations		Final Reflection, Final Portoflio
		5/5-5/12	Final Reflection -5/11		