ENGL 1301L- COMPOSITION I (Co-Req model)
SPRING 2026

ENGL1301L.001 MW 8:00-9:15 AM CH 206

ENGL1301L.018 MW 12:30-1:45 PM CH 221

INSTRUCTOR: Petra Baruca

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OFFICE: CH 320

STUDENT HOURS:

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

Virtual: Monday through Friday by appointment

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

Course Description

ENGL 1301L supports students in their belonging as writers. The course validates, celebrates, and explores students' language while introducing concepts and practices essential for success in writing. Students examine and explore their language practices and develop a digital writing portfolio. This course offers the same content at ENGL 1301: Composition I, but it does not have a TSI restriction and is co-requisite with ENGL 1300.

Course Structure

ENGL 1301L generally features four units, each focused on a specific question. The first unit asks "Why Language?" This unit introduces language/languaging as the focus of ENGL 1301/L and the FYC program. It explores what students already know and understand about language/languaging, and it offers three ways of thinking about the importance of language: (1) that language helps us to understand other people, (2) that language helps us to compose texts and engage in the world, and (3) that language can help us to define and understand ourselves.

The unit also introduces students to key terms and practices essential for success in the class, in the FYC program, and in students' lives as language users.

The second unit begins the semester's exploration of students' languaging. This unit asks the question "What Are My Languages?," and it invites students not only to identify and catalog the languages with which they communicate but also to articulate what those languages mean to them. Students examine the relationship between language and identity, identify the multitude of languages they "speak," and consider the possibility that "languaging" can include multimodal forms of communication such as imagery, sound, and even aspects of culture such as food.

The third unit asks students to consider where their languages come from. Asking the question, "Where Do My Languages Come From?," the unit invites an exploration of how students learned their languages, including the influence family and culture have on how we acquire and learn our languaging.

ENGL 1301L concludes with a fourth unit that asks, "How Do I Language?" This unit asks students to consider how they language in their daily lives, that is, the unit asks students to explore what their languaging looks like in practice. The unit invites examination of topics such as codeswitching/codemeshing and translanguaging and asks students to articulate whether and how they engage in those linguistic practices.

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. In this course, students learn about rhetorical agency, which is the ability to make intentional choices when composing texts for different audiences and contexts.
- **Critical Thinking** – Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. In this course, students analyze a variety of texts, with particular attention to both the choices the authors/artists made and to the way language functions in society.
- **Personal Responsibility** – The ability to connect choices, actions, and consequences to ethical decision-making. Students will fulfill this outcome mostly through reflection on writing practices and processes.
- **Teamwork** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal. In this class, students form "Writing Communities," and engage in small-group discussions and other collaborative activities.

FYC PROGRAM GOALS, COMMITMENTS, AND KEY TERMS

Goals we are 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

Our **commitments**:

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.

FYC Program **key terms** and their definitions:

- 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

REQUIRED COURSE MATERIALS

- **A composition book/journal:** This will be used for freewriting activities and reflections. You can also use it for note-taking, recording ideas, song lyrics, drawing pictures, and reading and writing analysis. 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: C**omputer 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. All readings 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	GRADE 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

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.

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

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

In addition to the FYC policies, I have a few additional course policies 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 are accessible and ADA compliant. If you have a disability, medical condition, or learning difference and need additional accommodations or adjustments, please contact me as soon as possible so we can address your needs promptly.

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

Unit	Week	Day	ENGL 1301	READINGS	ASSIGNMENTS
UNIT 1: Why Language?	**Week 1 (Jan 19–Jan 25) GETTING STARTED**	—	—	--	--
		Wednesday, 1/21	Getting Started with ENGL 1301		**Writing Tasks, Labor Journal Week 1**
	Week 2 (Jan 26–Feb 1) WHY LANGAUGE?	Monday, 1/26	Single Story	"The Danger of a Single Story" by Chimamanda Ngozi Adichie	**Writing Tasks**
		Wednesday, 1/28	AI Literacy		**Writing Tasks, Labor Journal Week 2**
	Week 3 (Feb 2–Feb 8) LANGUAGE HELPS YOU TO COMPOSE	Monday, 2/2	You are a Langauge Architect	"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	My Composing Proecess	"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	RLW in Action	"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 Introduction	Portfolio Samples	**Writing Tasks**
		Wednesday, 2/18	Unit 1 reflection		**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	The Englishes You Speak	"3 Ways to Speak English" by Jamila Lyiscott	**Writing Tasks, Reading Notes**
		Wednesday, 2/25	Your Languages and Their Meaning	"My Spanish" by Melissa Lozada-Oliva	**Writing Tasks, Reading Notes, Labor Journal Week 6**
	Week 7 (Mar 2–Mar 8) YOUR LANGUAGES ARE NOT JUST LANGAUGE	Monday, 3/2	Your Languages Are Visual	"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	Your Langauges Are Culture	"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	Project workshop		**Writing Tasks, Reading Notes, Project draft**
		Wednesday, 3/18	Portfolio workshop		**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	The Influence Of Family and Culture	"Words" by Rita Ortiz	**Writing Tasks, Reading Notes**
		Wednesday, 3/25	The Influence of Society		**Writing Tasks, Reading Notes, Labor Journal Week 9**
	Week 10 (Mar 30–Apr 5) WRITING STUDIO	Monday, 3/30	Writing Interviews		**Writing Tasks**
		Wednesday, 4/1	Project workshop		**Writing Tasks, Labor Journal Week 10**
	Week 11 (Apr 6–Apr 12) CODESWITCHING/ CODEMESHING	Monday, 4/6	Codeswitching/Codemashing	"What is Code Switching?" by Benamin Abiola, "Shursheees!" by Armando X. Lopez	**Writing Tasks, Reading Notes**
		Wednesday, 4/8	Project Peer Review		**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	Translingual Realities	"Beyond Language Difference in Writing: Investigating Complex and Equitable Language Practices" by Christina Sánchez-Martin	**Writing Tasks, Reading Notes**
		Wednesday, 4/15	Amy Tan	"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 Drafting		**Writing Tasks, Project draft**
		Wednesday, 4/22	Individual Conferences		**Writing Tasks, Labor Journal Week 13**
	Week 14 (Apr 27–May 3) END-OF-SENMESTER REVIEW AND REFLECTION	Monday, 4/27	ENGL 1301 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	Portfolio Workshop		**Final Reflection, Final Portoflio**
		5/5-5/12	Finals Week		