

**ENGL 1302: Composition II**  
**Texas A&M University–San Antonio**

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**Course Description (Catalog-Aligned)**

This course builds on the reading and writing skills developed in ENGL 1301 and invites students to enter academic discourse through research. Students will synthesize and respond to a variety of perspectives on a topic of their choosing and will read and compose a variety of texts—oral, written, and visual. Emphasis is placed on rhetorical awareness, argumentation, research practices, revision, and reflection.

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**Welcome to ENGL 1302**

Welcome to Composition II! This course is designed to help you better understand how arguments work, how language shapes meaning, and how writers enter conversations that matter—academically, socially, and professionally.

You do not need to be a “perfect” writer to succeed here. You do need to be present, curious, and willing to revise.

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**Land Acknowledgment**

Hi, everyone! Welcome to our class. Before we get started, I want to share with you the College of Arts and Science’s land acknowledgment. If you aren’t familiar with them, land acknowledgements are formal statements that both recognize and show respect for the Indigenous Peoples who are the traditional stewards of the land you are on.

Here’s the statement. Please read it with compassion, open-mindedness, and respect:

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.

Thank you all for taking the time to read the land acknowledgement. I appreciate it.

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## **Instructor Introduction**

Hello all, and welcome to ENGL-1302!

I'm excited to be seeing you in this class! This semester, we'll explore the art of persuasion, the structure of effective arguments, and the power of rhetoric in shaping ideas. Whether you're passionate about writing or find it challenging, we'll work together to sharpen your analytical skills, develop your voice, and craft compelling arguments.

In this course, you'll engage with a variety of texts, participate in discussions, and practice applying rhetorical strategies in your own writing. Collaboration is key, so be ready to share your thoughts, engage with your peers, and give and receive constructive feedback during workshops.

Remember, I'm here to support you every step of the way. If you have questions, ideas to share, or need guidance, don't hesitate to reach out.

Let's make this a dynamic and enriching semester. I look forward to seeing how you'll grow as critical thinkers and skilled communicators!

See you in class,  
Professor Franke

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## What Is This Course?

ENGL 1302 is part of the First-Year Composition (FYC) program. Building on ENGL 1301, this course focuses more explicitly on **rhetoric, argument, and research**. Rather than memorizing definitions, you will learn by *doing*—analyzing texts, composing arguments, and revising your work over time.

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## How This Course Is Organized

This course is organized into **four units**, each lasting approximately **four weeks**. Each unit builds toward a **final writing portfolio**, which serves as your final exam. Instead of isolated essays, you will create **connected writing projects** that develop across the semester.

## Unit Overview

- **Unit 1:** Rhetorical Inquiry & Analysis
  - **Unit 2:** Research Question & Conversation Mapping
  - **Unit 3:** Argument in Multiple Genres
  - **Unit 4:** Revision, Reflection, & Portfolio Curation
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## **Major Course Projects**

### **Unit Projects (Portfolio-Based)**

Each unit includes:

- Short analytical or research-based writing
- In-class writing and workshops
- Reflection on learning and rhetorical choices

These materials will be revised and curated into your final portfolio.

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### **Final Exam: Writing Portfolio & Presentation**

The final exam consists of two parts:

#### **1. Digital Writing Portfolio**

Your portfolio will be organized by unit and include:

- Selected writing artifacts
- Substantive revisions
- Unit reflections
- A final writer's reflection

#### **2. Portfolio Presentation**

During the final exam period, you will present your portfolio to the class (5–7 minutes), reflecting on:

- Your research focus
  - Your rhetorical growth
  - Key revision decisions
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### **Low-Stakes Writing & Ongoing Work**

You will complete frequent low-stakes writing, including:

- Reading Journals
- In-class writing exercises
- Research notes and annotations
- Peer review workshops
- Weekly Labor Logs

These assignments support your portfolio and are essential to your success.

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### **Grading Philosophy: Labor-Based Grading**

This course uses **labor-based grading**, which emphasizes:

- Consistent effort
- Engagement with feedback
- Completion of assigned work
- Willingness to revise

We will review and agree upon a grading contract early in the semester.

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### **Required Materials**

- No textbook
  - All readings provided via Blackboard
  - Reliable internet access required for digital composing and portfolio work
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### **FYC Program Commitments & Goals**

*(Your full commitments, goals, and key terms section remains intact and unchanged.)*

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### **Course Policies**

All university and FYC policies regarding:

- Plagiarism
- Classroom environment
- Generative AI
- Attendance
- Communication
- Late work
- Student rights and responsibilities

remain **exactly as written** in your original syllabus.

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### **Student Support Resources**

*(All student support services remain included and unchanged for compliance.)*

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### **Final Note**

This course is designed to help you see yourself as a writer who belongs in academic spaces. Writing is not about perfection—it's about choices, practice, and growth.

If you ever feel stuck, overwhelmed, or unsure, please reach out. I want you to succeed, and I'm here to help.