

ENGL 1301 Spring 2026 Course Syllabus

ENGL 1301_020 | MW 9:30-10:45 AM | CH 321

ENGL 1301_021 | MW 11:00-12:15 PM | CH 321

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Office Hours: Mondays and Wednesdays 8-9 AM, Tuesdays and Thursdays 1-3 PM, or by appointment in-person or via Zoom.

Course Description

ENGL 1301: Composition I supports students in their belonging as writers. The course validates, celebrates, and explores students' languaging while introducing concepts and practices essential for success in writing. Students examine and explore their language practices and develop a digital writing portfolio.

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.

Course Structure

Writing and communication are fundamental to who you are: you’re always doing it, both with words and with other forms of communication. Because you’re always communicating, it’s important that you do it well, especially as a college student (you’re going to do a lot of communicating in college and beyond in various forms). This class helps you establish your understanding of writing and “languaging,” generally.

Languaging is messy, complex, and individual, which means that what you learn will depend on where you are in your language use right now and what you and I think you need to learn to take the next step in your journey. Our course is divided into four units that ask you to do the following:

- 1) Begin asserting yourself as reader, writer, and language user.
- 2) Consider *all* of the ways you “language” and what that understanding means.
- 3) Document how your languaging was formed or developed.
- 4) Inform others how to use your chosen language.

Course Assignments

We’re going to do a lot of writing this semester. You will mostly do what’s called “low stakes” writing, by completing various class activities and homework throughout the semester. However, there will also be several “high stakes” projects that will ask you to draw upon what you’ve learned each unit. You will also spend the semester creating a digital portfolio that you will use to present your work as a writer for your Final. Overall, you will complete the following assignments this semester:

- In-class and out-of-class writing activities as assigned
- 9 Reading Responses
- 4 Labor Journals
- 3 Unit assignments
- 1 Writer’s Portfolio

Required Materials

- All required readings will be provided to you for free on Blackboard. Readings may consist of academic or online articles, book chapters, short stories, essays, poetry, videos, or images.
- Please bring to each class a notebook and writing instrument for handwritten notes. I encourage you to take notes throughout the semester to develop your understanding of course content.
- If you are able, I encourage you to bring to each class an electronic device and charger. Most assignments will be due online on Blackboard; therefore, connection to internet is essential. Please let me know if you think this may be an issue at any point.

Grades

This course uses a type of assessment called labor-based grading. I’ll describe this form of grading when we review our grading contract. For now, it’s enough to know that labor-based grading assesses you on your ability to complete your work as expected. You earn full credit if your assignment meets all required components; you do not earn full credit if it does not. You will also receive formative feedback to help you improve, but this feedback has no bearing on whether your work is “complete” or “incomplete.” That designation is determined by you and the work you do to complete assignment requirements.

Writing Groups

This semester, you and your peers will work together in writing 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.

Attendance

Given the emphasis this course places on writing as a collaborative form of communication, your presence and engagement in the course are vital. 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 also depend on your active participation within your writing groups. Consistent attendance is crucial and is graded. You will earn up to 1 attendance point each week for your attendance in class.

FYC Course Policies

All faculty in the FYC program follow a specific set of policies of which you should be aware. 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

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.

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 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 in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at 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, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

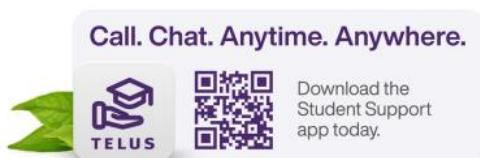
While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

	Appointments available	Walk in Tutoring – No appointment needed
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: <https://tamusa.bbcportal.com/>. More information about Emergency Operations Plan and the Emergency Action Plan can be found [here](#). Download the SafeZone App (<https://safezoneapp.com/>) 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 realtime 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.

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 report](#) 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; click [here](#) for hours and contact information.

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 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@tamus.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@tamus.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@tamus.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@tamus.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](#)

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools, including ChatGPT, to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Spring 2026 Schedule

Important Spring 2026 Dates

- February 4: Census date
- February 23–March 6: Midterm grading period
- March 9–March 14: Spring Break
- April 3: Study Day, No classes
- April 17: Last day to drop with an automatic “W”
- May 1: Last day to drop a course or withdraw from the University
- May 4: Last day of classes
- May 5: Study Day, No classes
- May 6–May 12 Final exams

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

Course Calendar

You are expected to come to class prepared to engage in class activities by completing assigned readings and homework that appear on this schedule. This calendar is subject to change; however, I will provide an updated copy on Blackboard at all times.

Here are some notes that may help you understand the course calendar:

- Our four unit is identified by a color: Unit 1: Why Language? (yellow), Unit 2: What Are My Languages? (blue), Unit 3: Where Do My Languages Come From? (green), and Unit 4: How Do I Language? (orange).
- Reading Responses are due by 11:59 PM the day BEFORE a reading is assigned (For instance, Sunday for reading due for Monday classes and Tuesday for readings due on Wednesday classes).
- Assignments other than Reading Responses are due by 11:59 PM on that date indicated in parentheses.
- If homework is listed as “Assignment AND Assignment (Due Date,)” both assignments are due together at 11:59 PM on the date indicated.
- If homework is listed as “Reading Response, Assignment (Due Date),” the Reading Response is due the night before by 11:59 PM, and the other assignment is due by 11:59 on the listed date.

Week/Date	Daily Class Activities, Readings and Homework
Week 1: Getting Started (1/19 – 1/24)	<p>Wednesday (1/21) - Syllabus Day</p> <ul style="list-style-type: none"> • Class Activity: Introduction to Course Expectations • Class Reading: None • Homework Due: Introductory Response AND Q+A Discussion Post (Due 1/25)

Week/Date	Daily Class Activities, Readings and Homework
Week 2: Language Helps Us Understand (1/25 – 1/31)	Monday (1/26) - Critical and Rhetorical Reading Strategies <ul style="list-style-type: none"> Class Activity: Applying Critical and Rhetorical Reading Strategies Class Reading: None Homework Due: None Wednesday (1/28) - Language is Rhetorical <ul style="list-style-type: none"> Class Activity: Conducting RLW Analyses with Media Class Reading: Dove and Axe Commercials Homework Due: Reading Response #1
Week 3: Language Help Us Compose (2/1 – 2/7)	Monday (2/2) - The Myth of the Writing Process <ul style="list-style-type: none"> Class Activity: Modeling the Writing Process Class Reading: None Homework Due: None Wednesday (2/4) - You Are a Language Architect <ul style="list-style-type: none"> Class Activity: Distinguishing Yourself as a Writer Class Reading: “Workin’ Languages” by Sara P. Alvarez, Amy J. Wan, and Eunjong Lee Homework Due: Reading Response #2, Labor Journal #1 (Due 2/8)
Week 4: Language Helps Us Define Ourselves (2/8 – 2/14)	Monday (2/9) - Writer’s Portfolio Assignment <ul style="list-style-type: none"> Class Activity: Portfolio Workshop #1 Class Reading: Sample Student Portfolios Homework Due: Reading Response #3 Wednesday (2/11) - Writer’s Portfolio Assignment <ul style="list-style-type: none"> Class Activity: Portfolio Workshop #2 Class Reading: None Homework Due: Writer’s Portfolio Homepage AND Unit 1 Reflection (Due 2/15)
Week 5: Your Languages Are More Than One (2/15 – 2/21)	Monday (2/16) - The Languages You Speak <ul style="list-style-type: none"> Class Activity: Mapping Your Languages Class Reading: None Homework Due: None Wednesday (2/18) - Your Languages Are Contextual <ul style="list-style-type: none"> Class Activity: Identifying Your Contexts Class Reading: “What is Code-Switching” by Gen Z Homework Due: Reading Response #4

Week/Date	Daily Class Activities, Readings and Homework
Week 6: Your Languages Have Meaning (2/22 – 2/28)	Monday (2/23) - Language is Conceptual <ul style="list-style-type: none"> • Class Activity: Examining Language Metaphors • Class Reading: "My Greatest Inheritance? A Peanut Butter Taco" by Sandra Cisneros • Homework Due: Reading Response #5 Wednesday (2/25) - Your Languages Are Artifacts <ul style="list-style-type: none"> • Class Activity: Ascribing "Value" to Your Languages • Class Reading: None • Homework Due: Labor Journal #2 (Due 3/1)
Week 7: Your Languages Are Derived (3/1 – 3/7)	Monday (3/2) - Your Languages Are Visual <ul style="list-style-type: none"> • Class Activity: Analyzing Visual Languaging • Class Reading: "San Antonio Murals are About More" by KENS5 • Homework Due: Reading Response #6 Wednesday (3/4) - Languages are Communal <ul style="list-style-type: none"> • Class Activity: Engaging In Visual Languaging • Class Reading: None • Homework Due: None
Week 8: Spring Break (3/8 – 3/14)	Spring Break Week, No Classes <ul style="list-style-type: none"> • No Activities, Readings, or Homework Due
Week 9: Unit 2 Assignment Workshops (3/15 – 3/21)	Monday (3/16) - Brainstorming/Drafting <ul style="list-style-type: none"> • Class Activity: Unit 2 Assignment Workshop #1 • Class Reading: None • Homework Due: None Wednesday (3/18) - Drafting/Revising <ul style="list-style-type: none"> • Class Activity: Unit 2 Assignment Workshop #2 • Class Reading: None • Homework Due: Unit 2 Assignment Draft AND Unit 2 Reflection (Due 3/22)

Week/Date	Daily Class Activities, Readings and Homework
Week 10: Language Comes from Learning (3/22 – 3/28)	<p>Monday (3/23) - Conventions of Narrative Writing</p> <ul style="list-style-type: none"> • Class Activity: Practicing Descriptive Writing • Class Reading: None • Homework Due: None <p>Wednesday (3/25) - The Influence of Culture</p> <ul style="list-style-type: none"> • Class Activity: Analyzing Narrative Conventions in “Mother Tongue” • Class Reading: “Mother Tongue” by Amy Tan • Homework Due: Reading Response #7, Labor Journal #3 (Due 3/29)
Week 11: Language Comes from History (3/29 – 4/4)	<p>Monday (3/30) - The Influence of Others</p> <ul style="list-style-type: none"> • Class Activity: Developing Your Angle • Class Reading: “Every Family Has Stories to Tell” by Sylvie Douglas and Simran Sethi • Homework Due: Reading Response #8 <p>Wednesday (4/1) - Mining Your Language History</p> <ul style="list-style-type: none"> • Class Activity: Practicing Interview Techniques • Class Reading: None • Homework Due: None
Week 12: Unit 3 Assignment Workshops (4/5 – 4/11)	<p>Monday (4/6) - Brainstorming/Drafting</p> <ul style="list-style-type: none"> • Class Activity: Unit 3 Assignment Workshop #1 • Class Reading: None • Homework Due: None <p>Wednesday (4/8) - Drafting/Revising</p> <ul style="list-style-type: none"> • Class Activity: Unit 3 Assignment Workshop #2 • Class Reading: None • Homework Due: Unit 3 Assignment Draft AND Unit 3 Reflection (Due 4/12)
Week 13: Language is Observable (4/12 – 4/18)	<p>Monday (4/13) - The Measure of Our Lives</p> <ul style="list-style-type: none"> • Class Activity: Analyzing Toni Morrison’s Nobel Lecture • Class Reading: Nobel Lecture by Toni Morrison • Homework Due: Reading Response #9 <p>Wednesday (4/15) - Observing Language in Action</p> <ul style="list-style-type: none"> • Class Activity: Synthesizing Language Observations in Context • Class Reading: None • Homework Due: Labor Journal #4 (Due 4/19)

Week/Date	Daily Class Activities, Readings and Homework
Week 14: Unit 4 Assignment Workshops (4/19 – 4/25)	<p>Monday (4/20) - Brainstorming/Drafting</p> <ul style="list-style-type: none"> • Class Activity: Unit 4 Assignment Workshop #1 • Class Reading: None • Homework Due: None <p>Wednesday (4/22) - Drafting/Revising</p> <ul style="list-style-type: none"> • Class Activity: Unit 4 Assignment Workshop #2 • Class Reading: None • Homework Due: Unit 4 Assignment Draft (Due 4/26)
Week 15: Publishing Your Writer's Portfolio (4/26 – 5/2)	<p>Monday (4/27) - Making Selections</p> <ul style="list-style-type: none"> • Class Activity: Final Writer's Portfolio Workshop #1 • Class Reading: None • Homework Due: None <p>Wednesday (4/29) - Finalizing Choices</p> <ul style="list-style-type: none"> • Class Activity: Final Writer's Portfolio Workshop #2 • Class Reading: None • Homework Due: Final Writer's Portfolio (Due 5/3)
Week 16: Publishing Your Writerly Self (5/3 – 5/9)	<p>Monday (5/4) - Writer's Portfolio Presentations</p> <ul style="list-style-type: none"> • Class Activity: Writer's Portfolio Gallery Walk • Class Reading: None • Homework Due: None <p>Wednesday (5/6) - Study Day, No Class</p> <ul style="list-style-type: none"> • No Activities, Readings, or Homework Due
Week 17: Final Exams (5/10 – 5/12)	<p>Alternate Class Schedule, No Classes</p> <ul style="list-style-type: none"> • No Activities, Readings, or Homework Due