

ENGL 1301.030

Composition I

Instructor: Curt Meyer

MW 9:30 – 10:45 Classroom Hall 204

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Student Hours: MW 11:00 – 2:00; TTR 12:30 – 2:00, or by appointment

Welcome to 1301!

Hi folks, my name is Curt Meyer. I've been teaching first year composition in one or another for twenty-six years. I grew up in North Texas but left when I was around thirty. I travelled the country, moving around every two years, for about a decade. I've been here at TAMU-SA for nine years. I enjoy spending time with my wife Elissa and our cat Prince Kitty Kitty Zig Zag Zig Krishna "Kit Kit". I like vegetarian food, comics, D&D, Eddie Murphy, Chris Rock, KRSOne, Chuck D, George Strait, Bobby Hill, George Lucas, and Ian Anderson.

Course FAQ

There are a lot of questions you probably have about our course right now, so let me do my best to answer them. If I don't answer a question you have, and/or if I don't answer a question in a way that's helpful, please let me know.

What am I reading here?

This is called a syllabus, or a course policy sheet. You'll get one of these for every college course you take. Basically, a syllabus describes the course you're about to take and outlines what you can expect from the course and your professor. (It also outlines what your professor will expect from you.) One way of thinking about a syllabus: it's an agreement between you and your professor. Another way of thinking about it: it's a guide to the course. If you ever have questions about a class you're taking, you can always ask your professor. You can also check the syllabus.

What is this class?

Good question. ENGL 1301* is the first of two courses you'll take in the First-Year Composition (FYC) program. This class is intended to help you transition as a writer from high school to college. It does so in a particular way: it explores your language practices to help you find belonging as a writer at TAMU-SA.

Why do I have to take this class?

Another good question. In short: it's a requirement. But why is it a requirement? Writing and communication are fundamental to who you are: you're always doing it, both with words and with other forms of communication. (This, by the way, means you are a writer.)

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 in various forms). This class helps you to be a better in your writing and in your languaging more generally.

What will I learn?

This one's a little hard to answer. 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. While your learning this semester may be a bit individual to you, there's one thing I hope you and your classmates will learn: you are a writer with specific strengths that you can draw from both to succeed and to belong as a writer at TAMU-SA.

What work will I have to do?

We're going to do a lot of writing this semester. Mostly what's called "low stakes" writing. But there is one "high stakes" project you'll need to complete: a digital writing portfolio. We'll talk more about that in class. For now, you should know that's the one big project you'll work on all semester. You should also know you'll complete a lot of smaller writing assignments to build your portfolio. Specifically, I'll ask you to write the following:

- 3 unit assignments
- 4 labor journals
- in-class writing exercises as assigned

I'll also ask you to complete weekly Labor Logs, Writing Tasks, and Reading Notes. I'll give you all more information about these assignments later.

In addition to writing a lot, we're also going to read a lot. Each week I'll ask you to "read" one, sometimes two, pieces. These pieces may be academic articles, they may be spoken word performances, they may be visual images, etc. The readings will inform and support the work we do as writers.

Is there a textbook?

No, there's no textbook for this class. I'll provide all of the readings through Blackboard.

Because we're using Blackboard, and because you're creating a digital portfolio, you'll need to make sure you have reliable Internet access. If that's a problem for you, let me know (if you feel comfortable letting me know), and we can figure out some solutions.

How will I be graded?

I have a lot of concerns about the "conventional" ways students' writing gets graded. I won't get into all of that now (but I will soon). In the meantime, you should know that I use what's 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 grades you on how hard you work.

What is a "Writing Community," and why do I need to join one?

This semester I'm asking you and your classmates to work together in groups I'm calling "Writing Communities." Sure, you may write on your own. For example, you might sit down and put words on the page or screen on your own. But you don't succeed as a writer on your own. For that to happen, you need an audience who cares about you and your work to read and to respond to your work. That's how you learn as a writer. That's how you make improvements as a writer/language user. And that's how you make something you're composing the best it can be. Your Writing Community will be that audience. They'll read your work, give you helpful feedback, and support you along the way. They'll also work with you to understand our readings and to complete in-class exercises.

To succeed as writers—and, honestly, to succeed as students—we need a group of supportive people behind us. Your Writing Community is one of those groups.

Again, if there are any questions you have that I didn't answer, and/or if any of my answers don't make sense, please let me know as soon as you can. Thanks, y'all!

Dear Class,

I'd like us to take a moment to consider three issues with the conventional grading of student writing. First, using conventional classroom grading can risk leading you to think more about acquiring grades than about your writing and learning, to worry more about meeting some standard than about figuring out what you really want to learn about writing or what you really want to say as a writer. If learning is ultimately what we're here for, then conventional grading can sometimes get in the way since it presents you with goals and motivations that may differ from the goal of writing or of learning. How can we make sure that our goals this semester aren't about grades but are about your learning and growth as a writer?

Second, conventional grading may cause you to be reluctant to take risks with your writing; it may not allow you to fail at writing. Sometimes conventional grading even leads to the feeling that you cannot make a mistake, or that you have to hide some part of yourself from your teacher and/or peers. Rather than shy away from risk and failure, I believe we have to embrace both because they show us the places where we can learn and improve. In fact, risk and failure are primary ways in which we learn since they present opportunities to examine and to grow from our practices and experiences. How can we make sure that you are free to take risks and to embrace failure as you complete work for our class this semester?

Third, conventional grading can risk harming students. For example, when conventional grading of essays sets Standard Academic English (SAE) as the only "correct" way to write, it risks punishing students who may be effective writers and communicators but whose languaging may not be privileged, or even accepted, within the university. Setting SAE as a standard against which your writing and communication are graded can, unintentionally or not, devalue your knowledge, experiences, and languaging; prevent me from engaging meaningfully with you as an individual learner; and create a classroom environment in which success is easier for some than others. How can we make sure that our class honors variations in skills and languaging and gives more of you the opportunity to be successful both as students and as writers?

To be fair, there is value in conventional grading. Also, classrooms that use alternatives to conventional grading are not automatically freed from inflicting harm or from creating classroom spaces that undermine learning, nor are they guaranteed to solve the issues I've described here. Although such alternatives are not cure-alls, I'd still like us to pursue a different approach than conventional grading, and I'd like us to do so because I want us to try our best this semester to foster an environment that encourages learning, embraces risk, and celebrates the linguistic and rhetorical differences each of us brings to the classroom. I believe that a labor-based grading contract can best help us build this environment.

In general, labor-based grading grades you on the quality of your labor rather than the quality of your writing. That is, labor-based grading grades you (1) on the amount of work you complete and (2) on the effort you make to be a working writer. Don't worry. You'll get lots of feedback on the quality of your writing this semester. I ask that you use those assessments to rethink ideas, to take risks, and to make improvements both in your writing and in your writing practices. I also ask that you use my assessments to develop strategies for evaluating your own work. But while you'll receive feedback on the quality of your writing, that feedback won't determine your grade; your labor will determine your grade.

I offer this contract to clearly outline how I'll grade your labor this semester.

Grading Contract

I'll ask you to complete 53 assignments this semester:

1. 14 Labor Logs
2. 4 Labor Journals
3. 14 sets of Reading Notes (subject to change)
4. 14 sets of Writing Tasks (subject to change)
5. 3 Unit assignments
6. 4 drafts of a digital writing portfolio

You'll earn 1 point for every assignment you submit that is "complete," 0.5 points for every assignment that is "partially complete," and 0 points for every assignment that is "incomplete."

Every assignment sheet that I share with you will describe what makes that assignment "complete," "partially complete," or "incomplete."

Two important notes:

1. You can make "partially complete" and "incomplete" assignments "complete" if you revise the assignment so that it meets the criteria for being "complete." You can revise and resubmit "partially complete" and "incomplete" assignments as many times as you need in order to make them "complete," and you may do so until Week 15.
2. You have until Week 15 to submit any assignments you failed to submit by their deadlines. Submitting late assignments doesn't make them "complete," though. The assignment still needs to meet the criteria for completion outlined on the assignment sheet.

So, yes, I accept late work, but I strongly urge you to submit all required assignments by their deadlines, and I encourage you to do so for the following reasons:

1. 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.
2. 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.
3. Meeting deadlines will keep you from being in the position of trying to rush and complete assignments at the last minute.

In addition to the required assignments, I'll grade you this semester on 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.

Please note that attendance is some of the most important labor you'll complete for our class this semester. We only learn and grow as writers when we belong to a community of writers. Our classroom will give you time and opportunity to have that community. We'll work on your writing and your assignments together in class, we'll create opportunities for you to talk with your classmates about writing, we'll give you time to revise your work and get feedback on it, and so on. If you're not present, you won't have access

to that kind of community, which means you won't be giving yourself the chance to learn as much about writing as you would if you were in class. You'll also affect your classmates' abilities to learn and grow as writers if you're not attending class. A community of writers needs its members to be there if everyone is going to benefit. So, yes, attendance in class is vital labor.

I'll award you 1 point every time you are present for all classes on a given week. If you miss one class, I'll award you 0.5 points for the week. If you're absent the entire week, you'll earn 0 points.

Two important notes:

1. You can make up for an absence by attending an appointment in the Writing, Language, and Digital Composing Center (WLDCC). For every appointment you attend, I'll give you 0.5 points back to your attendance grade for that given week. You'll need to have your tutor send me a session report in order for you to receive the 0.5 points.
2. I can excuse absences 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.

Between the required assignments and attendance, you may earn a total of 67 points this semester. I'll determine your final grade by the total points you earn from the labor you complete.

Contract Amendments

If you're unable to meet the conditions of our contract, you must contact me immediately so we can discuss your situation and negotiate whether the contract requires an amendment. Any amendments to the contract will be equitable to all in the class. Official individual ADA accommodations do not require contract amendments.

Contract Agreement

By remaining enrolled in this course, you accept this contract and agree to abide by it. I also agree to abide by the contract and to administer it fairly and equitably.

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.

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.

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.

In addition to the FYC policies, I have a few additional policies you need to know about.

Community Agreement

The materials and activities in this class were developed based on the instructor's subject-matter expertise and align with norms and best-practices in the discipline you are learning. As the Student Handbook states, "students will be free to take reasoned exception to the data or views in any course of study and to withhold judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled."

As an instructor, I will respect the rights enumerated in the handbook: "These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with Texas A&M University-San Antonio, and conditions allowing them to make the best use of their time and talents toward the objectives which brought them to this University." I ask that you respect the rights of your classmates to learn and have a positive experience in this class.

As the handbook further explains, "students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education." I ask that you, accordingly, respect my intellectual property and not share materials from our class with those outside of the university community and that you respect academic freedom, which presumes that "teachers are entitled to freedom in the classroom in discussing their subject."

Should you have a problem with any of the materials in this course, please reach out to me for an explanation of why these materials are disciplinarily legitimate and to discuss strategies for completing the work in a manner that is acceptable to you and that meets course objectives. I ask that

you do so before or after class and not disrupt the learning experiences of others if you have any objections

All materials should be submitted as .docx or pdf files, or links to YouTube videos, etc., using the submission pages provided.

I will not accept Google docs or .pages.

I do not accept SharePoint links, or Google links, unless access securities are removed. Set to “anyone with the link can edit.”

I do not accept work via email.

As a general policy I do not assign incomplete grades (I).

Please check your official TAMUSA email address linked to Blackboard at least once a day Monday through Thursday for the duration of the course.

Please make sure that emails from Blackboard do not go to your clutter folder.

I will not drop students for non-submission once census date roster is confirmed.

Any Late Work should be submitted by April 25.

Course Schedule

- Week 1: Why Language?
 - Day 1: Getting Started
 - Introduce course
 - Form Writing Communities
 - Watch and Discuss “Only Daughter” by Sandra Cisneros
 - In-class Writing Community exercises
 - Review Course Syllabus
 - Review Labor Contract
 - Review Labor Log assignment sheet
 - Review Reading Notes assignment sheet
 - Review Writing Tasks assignment sheet
- Week 2: Language Helps You Understand Others
 - Day 1: How to Read Like a Writer
 - Relationship-building exercises
 - Discuss “How to Read Like a Writer” by Mike Bunn
 - In-class Writing Community exercises
 - In-class Writing Tasks workshop
 - Day 2: Understanding Others
 - Review the previous class
 - In-class Writing Community exercises
 - In-class Writing Tasks workshop
 - In-class reflection Pre-reading workshop
 - Readings
 - [“How to Read Like a Writer”](#) by Mike Bunn
 - Assignments

- Week 2 Labor Log
- Week 2 Writing Tasks
- Week 3 Reading Notes

- Week 3: Language Helps You to Compose

- Day 1: You are a Language Architect
 - Relationship-building exercises
 - Discuss “Workin’ Languages: Who We are Matters in Our Writing” by Sara P. Alvarez, Amy J. Wan, and Eunjeong Lee
 - In-class Writing Community exercises
 - In-class Writing Tasks workshop
- Day 2: Your Composing Processes
 - Review the previous class
 - In-class Writing Community exercises
 - In-class Writing Tasks workshop
 - In-class reflection
 - Pre-reading workshop
- Readings
 - [“Workin’ Languages: Who We are Matters in Our Writing”](#) by Sara P. Alvarez, Amy J. Wan, and Eunjeong Lee
- Assignments
 - Week 3 Labor Log
 - Week 3 Writing Tasks
 - Week 4 Reading Notes
 - Labor Journal 1

- Week 4: Language Helps Us to Define Ourselves

- Day 1: Portfolio Workshop*
 - Review Unit 1 Portfolio assignment sheet
 - In-class Writing Tasks workshop
- Day 2: Portfolio Presentations*
 - In-class Writing Tasks workshop
 - In-class portfolio presentations
 - In-class unit reflection
- Readings
 - Sample student portfolios
- Assignments
 - Week 4 Labor Log
 - Week 4 Writing Tasks

- Week 5: Conferences

- Days 1-2: Conferences

- Individualized conferences with students
 - Readings
 - N/A
 - Assignments
 - Unit 1 Portfolio
 - Week 5 Labor Log
 - Week 6 Reading Notes
- Week 6: Your Languages Are Your Identity
 - Day 1: Language and Identity
 - Relationship-building exercises
 - Review Unit 2 Assignment
 - Review Unit 2 Portfolio assignment sheet
 - Discuss Readings
 - In-class Writing Community exercises
 - In-class Writing Tasks workshop
 - Day 2: Your Languages and Their Meanings
 - Review the previous class
 - Watch “My Spanish” by Melissa Lozada-Oliva
 - In-class Writing Community exercises
 - In-class Writing Tasks workshop
 - In-class reflection
 - Pre-reading workshop
 - Readings
 - [“Mother Tongue”](#) by Amy Tan
 - [“My Spanish”](#) by Melissa Lozada-Oliva
 - Assignments
 - Week 6 Labor Log
 - Week 6 Writing Tasks
 - Week 7 Reading Notes
- Week 7: Your Languages Are More Than One
 - Day 1: The Englishes You Speak
 - Relationship-building exercises
 - Watch “3 Ways to Speak English” by Jamila Lyiscott
 - In-class Writing Community exercises
 - In-class Writing Tasks workshop
 - Day 2: Writing Studio*
 - Review the previous class
 - Discuss student writing samples
 - In-class Writing Community exercises
 - In-class Writing Tasks workshop
 - In-class reflection

- Pre-reading workshop
- Readings
 - [“3 Ways to Speak English”](#) by Jamila Lyiscott
 - Student writing samples
- Assignments
 - Week 7 Labor Log
 - Week 7 Writing Tasks
 - Week 8 Reading Notes
 - Labor Journal 2
- Student To-Do List
 - Attend and engage in class
 - Submit Week 7 Labor Log
 - Submit Week 7 Writing Tasks
 - Submit Week 8 Reading Notes
 - Submit Labor Journal 2

Week 8: Spring Break

- Week 9: Your Languages Are Not Just Language
 - Day 1: Your Languages Are Visual
 - Relationship-building exercises
 - Watch “How San Antonio’s Murals are About More Than Just Beautifying City Streets” by KENS 5
 - Discuss “Jaguar Spirit” by Suzy González
 - In-class Writing Community exercises
 - In-class Writing Tasks workshop
 - Day 2: Your Languages Are Culture
 - Review the previous class
 - Discuss “My Greatest Inheritance? A Peanut Butter Taco” by Sandra Cisneros
 - In-class Writing Community exercises
 - In-class Writing Tasks workshop
 - In-class unit reflection
 - Pre-reading workshop
 - Readings
 - [“How San Antonio’s Murals are About More Than Just Beautifying City Streets”](#) by KENS 5
 - [“Jaguar Spirit”](#) by Suzy González
 - [“My Greatest Inheritance? A Peanut Butter Taco”](#) by Sandra Cisneros
 - Assignments
 - Unit 2 Assignment draft
 - Week 9 Labor Log
 - Week 9 Writing Tasks
 - Week 10 Reading Notes
- Week 10: Your Languages Come From Your “Family”*

*Please use the term “family” to be inclusive of any person or group of people a student may identify as family

- Day 1: The Influence of Your “Family”
 - Relationship-building exercises
 - Review Unit 3 Assignment
 - Review Unit 3 Portfolio assignment sheet
 - Discuss “Words” by Rita Ortiz
 - In-class Writing Community exercises
 - In-class Writing Tasks workshop
- Day 2: Writing Studio
 - Review the previous class
 - Discuss student writing samples
 - In-class Writing Community exercises
 - In-class Writing Tasks workshop
 - Pre-reading workshop
- Readings
 - “Words” by Rita Ortiz (.PDF file)
- Assignments
 - Unit 2 Portfolio
 - Week 10 Labor Log
 - Week 10 Writing Tasks
 - Week 11 Reading Notes
- Week 11: Your Languages Come From Your Culture
 - Day 1: The Influence of Your Culture
 - Relationship-building exercises
 - Discuss “The Unexpected Lessons of Mexican Food” by Armando Montano
 - In-class Writing Community exercises
 - In-class Writing Tasks workshop
 - Day 2: Writing Studio*
 - Review the previous class
 - In-class Writing Community exercises
 - In-class Writing Tasks workshop
 - In-class unit reflection
 - Pre-reading workshop

*Consider scheduling a circulating tutor from the WLDCC. You need to do so at least two weeks prior to this class meeting.

- Readings
 - [“The Unexpected Lessons of Mexican Food”](#) by Armando Montano
- Assignments
 - Week 11 Labor Log
 - Week 11 Writing Tasks
 - Week 12 Reading Notes

- Labor Journal 3

- Week 12: Codeswitching/Codemeshing

- Day 1: Codeswitching

- Relationship-building exercises
- Review Unit 4 Assignment
- Review Final Portfolio assignment sheet
- Discuss Readings
- In-class Writing Community exercises
- In-class Writing Tasks workshop

- Day 2: Codemeshing

- Review the previous class
In-class Writing Community exercises
- In-class Writing Tasks workshop
- Pre-reading workshop

- Readings

- [“You’re Judged by Your Language”](#) by Ryan Bloom
- [“We Must Help Students Master Standard English”](#) by Rob Jenkins

- Assignments

- Unit 3 Assignment draft
- Week 12 Labor Log
- Week 12 Writing Tasks
- Week 13 Reading Notes

- Week 13: On Being Translingual

- Day 1: Translingual Realities

- Relationship-building exercises
- Discuss Reading
- In-class Writing Community exercises
- In-class Writing Tasks workshop

- Day 2: Writing Studio

- Review the previous class
- In-class Writing Community exercises
- In-class Writing Tasks workshop
- In-class reflection.

- Readings

- “I Passed First Year Writing” by Amy Chiccino

- Assignments

- Unit 3 Portfolio
- Week 14 Labor Log
- Week 14 Writing Tasks

- Week 14: Writing Studio

- Day 1-Day 2: Writing Studio
 - Relationship-building exercises
 - In-class Writing Community exercises
 - In-class Writing Tasks workshop
 - In-class reflection
 - Pre-reading workshop
- Readings
 - N/A
- Assignments
 - Unit 4 Assignment draft
 - Week 14 Labor Log
 - Week 14 Writing Tasks
 - Week 15 Reading Notes
- Week 15: The Measure of Our Lives
 - Day 1: The Measure of Our Lives
 - Relationship-building exercises
 - Discuss Toni Morrison's Nobel lecture
 - In-class Writing Community exercises
 - Day 2: Portfolio Presentations
 - In-class portfolio presentations
 - In-class reflection on the course
 - Readings
 - [Nobel Lecture](#), Toni Morrison
 - Assignments
 - Labor Journal 4
- Week 16: Conferences & Finals
 - All Week: Conferences
 - Individualized conferences with students
 - Readings
 - N/A
 - Assignments
 - Final Portfolio

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.

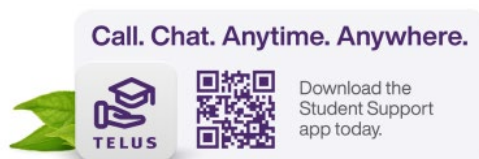
While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

	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@tamusa.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@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. 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@tamusa.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>

Important Spring 2026 Dates

Dates	Event
January 13	Tuition & Fee Payments deadline
January 19	Martin Luther King, Jr. – No Classes
January 20	First day of class
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"

Dates	Event
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
May 19	Commencement

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

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 this semester, and I'm going to do what I can to help make that happen.