



ENGLISH 1301: Composition I

Tuesday & Thursdays from 12:30pm – 1:45pm
Room: Classroom Hall 303

Professor Tajé Gabbedon (He/Him)
Office Hours: 11:30 am T/Th by appointment
Email: tgabbedon@tamusa.edu

Course Description

ENGL 1301 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

Here are some of the ways your FYC course might help you to achieve these outcomes:

- **Communication** – I will go over "rhetorical agency," which is the ability to make intentional choices when composing texts for different audiences and contexts
- **Critical Thinking** – I will 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 language is intended to affect
- Purpose: the intended effect or impact of language
- Genre: a specific form of language that is shaped by social convention and audience expectation
- Context: the situation in which language occurs
- Rhetorical Agency: the ability to assess context and to make intentional choices when language
- Critical Language Awareness: the ability to examine and critique how language functions in society
- Standard Language Ideology: the belief that a language has an ideal, consistent, and “correct” form that should be privileged

Required Course Material

All materials needed for this course are available through Open Education Resources and links will be provided on blackboard. I encourage you to look through these resources because there might be topics you are interested in learning about that we do not cover in class. Reading assignments will also be made available as pdf copies on blackboard before the assigned dates.

- “How to Read Like a Writer” by Mike Bunn:
<https://wac.colostate.edu/docs/books/writingspaces2/bunn--how-to-read.pdf>
- “Workin’ Languages: Who We Are Matters in our Writing” by Sara P. Alvarez, Amy J. Wan, and Eunjeong Lee: <https://writingspaces.org/past-volumes/workin-languages-who-we-are-matters-in-our-writing/>
- “How to Tame a Wild Tongue” by Gloria Anzaldúa:
https://english.washington.edu/sites/english/files/documents/ewp/teaching_resources/anzaldua_how_to_tame_a_wild_tongue.pdf (Audio version:
<https://www.youtube.com/watch?v=oT-TaQcGKMA>)
- “Words” by Rita Ortiz
- “(Un)furbished History de Mi Lengua” by Michelle R. Garza
- “3 Ways to Speak English” by Jamila Lyiscott:
https://www.youtube.com/watch?v=k9fmJ5xQ_mc
- “How San Antonio’s Murals are About More Than Just Beautifying City Streets,” KENS 5:
<https://www.youtube.com/watch?v=vxDviU4fc6g>
- “Reimagining How to Represent Black Lives through Art”:
<https://www.youtube.com/watch?v=QVDK3Wx9ikM>
- “Pan Dulce” by Jose Hernandez Diaz:
<https://www.poetryfoundation.org/poetrymagazine/poems/154216/pan-dulce>
- “Pan Dulce for Breakfast” by Priscilla Celina Suarez

- “English, Español, or Los Dos” by Isabel Baca
- “Tex-Mex Code-Switching” by Jacinto Jesus Cardona
- “Beyond Language Difference in Writing: Investigating Complex and Equitable Language Practices” by Cristina Sánchez-Martin: <https://writingspaces.org/wp-content/uploads/2021/09/sanchez-martin.pdf>
- Nobel Lecture, Toni Morrison: <https://www.nobelprize.org/prizes/literature/1993/morrison/lecture/>
- “Beyond Black on White: Document Design and Formatting in the Writing Classroom” by Michael J. Klein and Kristi L. Shackelford (pgs. 333-340): <https://writingspaces.org/wp-content/uploads/2021/03/Beyond-Black-and-White.pdf>

Blackboard

This course uses Blackboard extensively; most writings will be submitted as attachments, as will much of the assignments. While some instruction will be provided, it is the student’s personal responsibility to learn how to attach files and submit work on Blackboard. There may occasionally be problems submitting work. In that case, try again. Try with a different browser. Contact the help desk. When all else fails, contact me via email and attach your assignment.

Attendances

I will consider you “absent” if you are not physically present for a designated class meeting and you have not communicated with me about the circumstances. Please note that I will excuse absences for documented instances of sickness or hospitalization, including those for whom you are a caregiver; a death in the family; court-related issues; religious holidays; and any reasonable issues that may occur. I understand we live in a climate where access to fundamental human rights such as mental and physical healthcare is a scarce resource. All I ask is to try and communicate your delays as best as possible as attendance is a mandatory grading criterion for this class. You will not be able to pass the class if you miss more than two weeks.

Incomplete, Missed, and Ignored Assignments

Assignments will be given on specific days and expected to be submitted by 11:59 pm on the days they are due. I will consider your assignments in this class “incomplete” if you submit them by a given deadline, but they fail to meet labor expectations (e.g., you didn’t meet a minimum word count, you didn’t provide required information, and so on). Your assignments will be “late” if you submit them within two days (48 hours) of an initial deadline. If you submit an assignment at any point in the semester after 48 hours of the initial deadline, I will consider it “missed.” If you do not submit an assignment at all, I will consider it “ignored.” Please note that I do not respond to “missed” assignments.

Open Revision Policy

This class is done as a labor-based assignment where all your assignments are graded as a pass/fail option. Since that is the case, there is no option for an improvement of grade based on a revision policy. However, I will offer open revision for your own personal improvement on assignments that I may consider extra-credit work based on the assignment. If you turn in a paper and you do not feel like it was your best work, you can request a meeting with me. I will give you suggestions for revision so that you can achieve the type of writing you are aiming for. We will agree on a timeframe for revisions, and I may award you extra credit for the work done. NOTE: missed or ignored assignments won't qualify for the extra-credit option.

Your Grade in Blackboard

I will assign your grade in blackboard as follows:

Full credit	If the work was complete and submitted on time (even if several revisions were necessary or you had to ask for a deadline extension)
Zero	These are for missed or ignored assignments. A "missed" assignment is one in which you did not turn in any work, and you did not contact me. An "ignored" assignment is one where we made contact and you said you would turn something in, but you never did.
Examples of what you will see in blackboard	1 = Full Credit (even if student needed to ask for an extension or a revision) 0 = ignored

Final Grade

There is a column in blackboard to gives you your course average, this is an estimate of your grade. Your grade is automatically determined in blackboard as an averaged percentage based off all the assignments you have submitted and missed. Extra assignment is graded as 1/1, and extra credit will be 1/0.

Incompletes (IN)

You will only be eligible for a grade of incomplete (IN) in this class (a) if you can demonstrate documented medical hardship or personal trauma (e.g., extended hospitalization, the death of a family member, divorce, etc.) and (b) if you have completed the labor to earn a passing grade at the time you request an incomplete.

Folder of the Course Content

Your labor journal will contain the labor you are doing for the week, including the time you are spending on each task. It should include ALL LABOR. For example, you might spend 20 minutes reading a text for a history class and 10 minutes talking about it with your friend. You would record both forms of labor. Maybe you spent 30 minutes surfing the internet looking for more information, record that as labor. Maybe you spent 2 hours writing Fan Fic about your favorite anime or video game because we discussed it in class, record that, because it is labor. If you have to care for others, siblings, parents, or children. Record that because it is labor. If you

spend 2 hours cleaning your room so you didn't have to study, record it, it is labor. If you couldn't get to your ENGL 1301 work because you were swamped with Math and had to ask for an extension, record that, because it is labor. If you freaked about college, called home, then slept for 2 days before your friend came by to visit and you felt better, record that because it is labor! I hope you are getting the idea. Record everything. I will respond to each of these.

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 located 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.

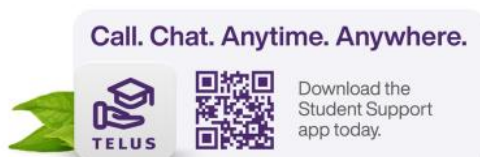
While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

	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](#)

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

No Use of Generative AI Permitted

ENGL 1301 assumes that all work submitted by students will be generated by the students themselves, working individually or ingroup. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content 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>.

Final Note

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