

**Spring 2026 – ENG 1302
COMPOSITION 2
English Department
Texas A&M University-San Antonio**

Instructor: Dr. Victoria Ramirez Gentry

Office Hours: Wednesdays and by appointment via Zoom.

E-mail: vgentry@tamusa.edu

Course Format: This course is an asynchronous online course which means everything that we do in this class is completely online. It is your responsibility to check the class schedule and modules in Blackboard to make sure to keep up and ask me questions whenever you need guidance.

COMMUNICATION PLAN

There are several ways you can communicate with me:

- ✓ Email me directly at vgentry@tamusa.edu. **This is my preferred way of communicating and emailing me through my TAMUSA address will guarantee I see your email.** Please use your official TAMUSA email account rather than a personal email account.
- ✓ I do not always see Blackboard messages so use email.
- ✓ I respond to all messages within 24 hours on business days.

INSTRUCTOR BIO

I am Dr. Gentry (she/her/ella). I'm excited to be a part of your academic journey this semester. I have been teaching at the university level since 2018. I earned my B.A. in English with a minor in technical writing from Texas A&M University-Corpus Christi in 2016 where I then continued my degree path and obtained my M.A. in English in 2019. In Spring 2024, I defended my dissertation, "Navigating Multiracial Latinx Identity: A Hybrid Rhetorical Redefinition Through Counter-Narratives," and earned my doctorate in English and a certificate in Rhetoric and Composition from The University of Texas at San Antonio. I enjoy living here in San Antonio with my husband, our two sons, and two rescue dogs.

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.
- ✓ **Teamwork** – You’ll do a lot of group-based work this semester including discussion board posts and peer review workshops.

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:

- ✓ collaborating with you with care and compassion,
- ✓ emphasizing your learning and growth,
- ✓ encouraging you to take risks and embrace failure,
- ✓ honoring variations in your reading and languaging, and
- ✓ centering and sustaining your cultural and linguistic identity.

And here are the goals we're trying to achieve:

- ✓ cultivating your sense of belonging as a writer,
- ✓ increasing your rhetorical awareness,
- ✓ strengthening your critical language awareness,
- ✓ deepening your introspection and self-awareness as a writer,
- ✓ increasing your skills and engagement as a reader,
- ✓ inspiring creativity, risk-taking, and versatility in your writing,
- ✓ increasing your self-determination and resilience as a writer,
- ✓ helping you to see yourself as a writer,
- ✓ increasing your confidence as a writer, and
- ✓ 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 DESCRIPTION

This course builds on the reading and writing skills developed in ENGL 1301 and invites students to enter into academic discourse through research wherein they will be asked to synthesize and respond to a variety of perspectives on a topic of their choosing. Students will also read and compose a variety of texts oral, written, and visual. Prerequisites: ENGL 1301.

COURSE MATERIALS

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 continuing to revise your 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.

COURSE REQUIREMENTS & ASSIGNMENTS

Course Assignments involve linguistic exploration, examination of rhetorical situations, and research. Your major writing assignments include a Language Literacy Narrative, a Research Proposal, a Recommendation Report over your chosen research, and a semester Final Portfolio Reflection (a continuation of your Digication Portfolio from 1301). In addition to these major assignments, you will complete Peer Review Workshops, Discussion Board Posts, Reading Responses, and Research Journals.

- ✓ Participation (Discussion Posts, Peer Reviews, Reading Responses) 25%
- ✓ Literacy Narrative 20%
- ✓ Research (Proposal, Research Journals) 20%
- ✓ Recommendation Report 25%
- ✓ Final Reflection 10%

ASSIGNMENT 1: LITERACY NARRATIVE

Assignment 1 invites you to examine your experiences with language. For this assignment I ask you to write a literacy narrative that describes your experiences with language and/or culture. You might describe and analyze one important memory, experience, or other person who significantly influenced your development as a speaker/writer/ reader.

ASSIGNMENT 2: PROPOSAL

For your research proposal, I ask that you think about a topic, problem, or concept that you want to know more about. You will eventually write a report suggesting recommendations on how to improve or find solutions for this problem, so this proposal is meant to present your initial ideas.

ASSIGNMENT 3: RECOMMENDATION REPORT

For your recommendation report, you present the research you have gathered throughout the semester and illustrate how your data supports the recommendations you have determined need to be implemented to solve the problem you presented in your proposal.

FINAL REFLECTION

The final reflection will be completed in connection to your digital portfolio on Digication. I would like you to build on and revise the portfolio you first created in ENGL 1301 and to publish a final version of your writing portfolio at the end of the semester.

DISCUSSION POSTS & PEER REVIEW WORKSHOPS

We will have regular group discussion on various topics through the discussion board in Blackboard. I will pose a question in the discussion board, and you will respond by creating your own thread and replying to two of your classmates' threads as well.

Peer Review Workshops involve regular collaborative work in small groups to provide constructive criticism to classmates. Please be courteous and respectful of your classmates' writing, even as you share ideas and suggestions for improvement. Constructive criticism is more valuable to writers than vacuous praise. *Do observe the deadlines for submitting essays and communicate with me if something comes up BEFORE the due date. Please save all drafts, pre-writing, brainstorming, and drafts that demonstrate your work-in-progress.*

READING RESPONSES

You will write Reading Responses throughout the semester in response to the readings we do for class. I will give you specific prompts, but the basic requirements of reading responses will be as follows: An effective Reading Response will be about one to two pages, single-spaced, but the page length will depend on how much you feel needs to be written to answer the prompt for the specific RR. Some of your RRs may be longer as you engage more with the readings.

Your purpose for writing these Reading Responses is to demonstrate the following:

- ✓ That you have read (or viewed) the assignments carefully
- ✓ that you are making connections among the specific readings for each week with the readings you have done in previous weeks in the course (in other words, response content accumulates)
- ✓ and that you are connecting the information in the readings with your past experiences and your future work in this course and beyond.

RESEARCH JOURNALS

The Research Journal assignment will provide you with opportunity to develop the habits that will help you engage in successful research and inquiry in the future. I will expect to see regular updates (weekly or more frequently), dated and explained fully enough to show that you are engaging in this part of the assignment sequence. Here you will keep track of the questions you are developing and are trying to answer with your research.

CHANGES & COURSE SCHEDULE

The syllabus is subject to change at the discretion of the instructor. Any changes/corrections to the course materials, assignment dates, or other updates will be communicated to the students ahead of time. It is your responsibility to check Blackboard for corrections or updates to the syllabus and course schedule.

COURSE POLICIES

LATE WORK

Yes, I accept late work! But please email me requesting extensions before the due date so that I can best accommodate your needs.

ATTENDANCE

Your success and development as a writer depends upon your active participation within a community of writers. The health and success of that community, in turn, depends upon the active participation of all of its members. Consistent attendance in your FYC classes is, therefore, crucial. If you are struggling to attend class this semester, we urge you to communicate with your FYC instructor, who will work with you to negotiate a plan for attending, participating in, and completing the class.

Since this class is online, attendance will not be in-person, but I will count your participation in the class through your participation in Blackboard weekly and keeping in contact with me through email or office hours when you need assistance or when I require check-ins.

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.

UNIVERSITY POLICIES AND RESOURCES

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 <https://www.tamusa.edu/Disability-Support-Services/index.html> 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 disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: 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.

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, call 210-784-1331 or visit Madla 120.

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. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, 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. 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: <https://www.tamusa.edu/about-us/emergency-management/>.

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. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. 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. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

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 referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

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 diversity 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 within our state, nation, and world. All decisions and actions involving students and employees should 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, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

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- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, 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 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.

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

- ✓ 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.
- ✓ 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, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
- ✓ 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.
- ✓ Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

- ✓ A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
- ✓ 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.
- ✓ A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
- ✓ A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
- ✓ 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, sexual orientation, 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 (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

STUDENT SERVICES AND SUPPORT

Being a college student is hard. You're taking a bunch of different classes that are asking you to complete a bunch of different work, often at the same time. You're trying to balance that work with other responsibilities you might have like a job (or two or three), like family. And you're doing all of that while you may be struggling with some real issues involving mental health, food insecurity, academic success, etc. It's not easy, I know. Thankfully, you don't have to handle all of that on your own. The university provides important services that can help you make it as a student. Please check out the list below, and *please* reach out to any that you might need. There's no shame in getting help.

Academic Learning Center

- ✓ Assistant Director: mercedes.torrez@tamusa.edu
- ✓ Location: CAB 202
- ✓ Phone: 210-784-1332

- ✓ Email: tutoring@tamusa.edu
- ✓ Website: <https://www.tamusa.edu/student-resources/academic-success-center/tutoring-services/index.html>

Disability Support Services

- ✓ Director: kimele.carter@tamusa.edu
- ✓ Assistant Director of Assistive Technology: sherry.patrick@tamusa.edu
- ✓ Location: CAB 210
- ✓ Phone: 210-784-1335
- ✓ Website: <https://www.tamusa.edu/disability-support-services/index.html>

General's Store

- ✓ Location: Patriot's Casa, Room 110
- ✓ Tuesday: 12:00-4:00 p.m.
- ✓ Wednesday: 10:00 a.m.-2:00 p.m.
- ✓ Thursday: 8:00 a.m.-12:00 p.m.
- ✓ By appointment (Call the Mays Center at 210-784-1356)
- ✓ Email: foodpantry@tamusa.edu
- ✓ Website: <https://www.tamusa.edu/mays/students/generals-store.html>

Office Of Military Affairs

- ✓ Location: Patriot's Casa, Room 202
- ✓ Hours: 8:00 a.m.-5:00 p.m. M-F
- ✓ Phone: 210-784-1397
- ✓ Website: <https://www.tamusa.edu/student-resources/military-affairs/index.html>

Student Academic Success Center

- ✓ Staff Information: <https://www.tamusa.edu/student-resources/academic-affairs/meet-your-team.html>
- ✓ Website: <https://www.tamusa.edu/student-resources/academic-success-center/index.html>

Student Counseling Center

- ✓ Location: Modular C, Room 166 (rear entrance)
- ✓ Phone: 210-784-1331 (available 24 hrs.)
- ✓ Email: stucounseling@tamusa.edu
- ✓ Website: <https://www.tamusa.edu/student-resources/support/student-counseling-center/index.html>

WLDCC

The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. 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. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

- ✓ Director: Dr. Katherine Bridgman (katherine.bridgman@tamusa.edu)
- ✓ Assistant Director: Sam Garcia (samuel.garcia1@tamusa.edu)
- ✓ First-Year Liaison: Sthefany Garcia (sgarcia1@tamusa.edu)
- ✓ Locations: CAB 208 and CH 304
- ✓ Email address: wldcc@tamusa.edu
- ✓ Website: <https://www.tamusa.edu/WLDCCenter>

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.