Welcome to Composition Theory and Pedagogy! The official course description states: “A study of advanced composition techniques, including theories and methods of teaching composition skills.” The course focuses on exploring theories and pedagogies on the teaching of writing through a translanguaging lens. ¿Qué es translanguaging? Vamos a explorar su significado en relación a la escritura en esta clase pero el link nos ofrece una idea inicial. I structured the class around five questions aligned to the Student Learning Outcomes (SLOs):

◊ How do we learn to write? Why do we write?
◊ What is writing? What purpose(s) does it serve?
◊ What theories and pedagogies exist in writing instruction?
◊ What is the role of multilingualism and translingualism in writing instruction?
◊ How do we teach and respond to student writing and translingual writing?
◊ How do we study writing instruction and the presence of language difference in writing instruction?
◊ How do we design writing assignments responsive to students’ linguistically and culturally diverse backgrounds?

These questions will guide our discussions. My goal is to collaborate with you as you become critical writing teachers and scholars and as you identify your own theories and pedagogies in teaching writing through a linguistically inclusive perspective. I want to think of our relationship as one focused on discovering new knowledge, ideas, and possibilities about writing, writing research, and teaching writing together. In order to engage in collaborative learning, I expect you to remain committed to and engage with course readings, discussions, and projects throughout the semester. Collaborative thinking entails critical listening; therefore, I also expect that each one of you will attentively and respectfully listen to other’s perspectives. The course readings will, at times, be challenging and complex. I have high expectations of your abilities and performance. Feel free to ask questions or express concerns openly as I am more than happy and willing to work with you, especially when I see an equal commitment to learning and thinking on your part.

Student Learning Outcomes (SLO)
1. Students will analyze and interpret a variety of texts and patterns of language, using a range of theoretical approaches and disciplinary modes of inquiry.
2. Students will demonstrate a broad and foundational knowledge of the traditions of American, British, Ethnic and/or World literatures by critically situating specific works of literature within these traditions.
3. Students will write coherently and demonstrate a consistent use of the conventions of a variety of genres, including, but not limited to, the academic essay.
4. Students will apply appropriate research methodologies, including appropriate use of electronic media, to understand and/or illuminate specific research questions about language and literature.
5. Students in certification tracks will demonstrate knowledge and skills in the areas of writing, literature, reading, oral communication, media literacy, and English language arts pedagogy.
Linguistic Inclusivity Statement

La habilidad de poder hablar, leer y escribir en más de un lenguaje o dialecto es una ventaja en nuestras vidas personales y profesionales. Somos parte de una Universidad que tiene como meta el bilingüismo, biculturalismo, y biletarismo y vivimos en una comunidad donde el bilingüismo es parte de nuestra cultura y vida diaria. Por lo tanto, yo los invito a escribir, leer y desarrollar investigaciones en cualquier lenguaje o dialecto que este alineado a sus metas y expectativas. Como usuarios retóricos del lenguaje, también tenemos que asegurarnos de ser consientes sobre nuestra audiencia y propósito para que así podamos tomar decisiones sobre cómo usar el lenguaje. Usar diferentes lenguajes o dialectos mientras hacemos investigaciones, conversamos, y escribimos no solo incrementa nuestro acceso a conocimientos diversos, pero también incrementa nuestra habilidad de crear nuevos conocimientos. Así que me entusiasma el poder aprender con ustedes y de sus habilidades con diversos lenguajes. If you know languages other than English or Spanish, I encourage you to engage in conversation, conduct research, and write in any language and/or dialect that fit your goals and expectations. I look forward to a learning-enriching semester and sharing with you my experiences with writing, reading, and translanguaging.

I designed the course in a way that will help us collaboratively explore what building socially just, equal, and quality translanguaging writing pedagogies means as we engage with guiding questions, readings, and your own experiences with writing. Because my goal is for us to become collaborators, critical readers, scholars, and teachers of writing, the following consists of what you will achieve by the end of the semester aligned to SLOs:

- Interpret, analyze, and evaluate a variety of writing theories and pedagogies
- Collaborate with peers to develop inclusive and just writing feedback and assessment practices.
- Engage with scholarly texts and conduct original research.
- Design linguistically inclusive writing pedagogies.
- Create a professional writing pedagogy portfolio

Course Projects

In order to achieve learning expectations, you will engage with diverse in and out of class activities, responses, reflections, and projects. As you continue with your college education, you will be expected to write extensively, and your professors will expect you to know how to write in a variety of situations. Each of the minor and major course projects is designed to help you become aware of a variety of writing strategies; most importantly, each response and project will help you become critical readers, writers, and users of language.

Rhetorical Responses & Activities 20% (SLO 1, 3)

Throughout the semester, we will read a variety of academic articles and other documents. You will be expected to write four RRs (3-4 pages double spaced) based on assigned texts. In each RR entry, you will summarize the main research questions, arguments, and supporting data, and you will engage in rhetorical dialogue regarding the implications of the main arguments presented based on personal experiences and/or personal research you conducted. Additionally, you will be asked to create, design, and/or imagine a unique
“thing” (assignment, activity, strategy) that you would implement as a future educator informed by the course readings that week (see formal assignment on Blackboard). RRs are NOT eligible for revision. Each RR is 5% of your grade. SLO 1, 3

**Engagement Reflection 15% (SLO 1, 3, 4, 5)**

Engagement in the course and by extension attendance are essential to your success as a student and future professional. One of the primary objectives of the course is our ability to engage in collaborative dialogue, reflect, question, and create new meanings on and about the teaching of writing. For this reason, the purpose of each class is not to lecture or review; instead, each class is dedicated to reflecting on and discussing your annotations, writing, and questions and creating, designing, drafting, and imagining new ideas in writing studies and the teaching of writing. Throughout the semester, I will not only keep track of your attendance (check mark, tardy, absent), but I will also make a note of your engagement (plus, minus) in class via individual reflections, small group discussions, and whole group discussions. Additionally, about every two weeks, I will ask you to self-assess your engagement in the course both inside and outside by responding to reflective questions and making a plan for future engagement. Ultimately, these metacognitive reflections will provide you with opportunities to reflect on your learning, writing process, and meaning-making in order to adjust how you learn and engage in the course. In turn, your metacognitive reflections will also provide me with insights on how I can revise my teaching practices to ensure all students can engage in the course.

**Writing and Translanguaging Events Reflection 15% (SLO 1, 3, 5)**

In this project, you will reflect on your experiences with writing and language difference as a student and future educator. In particular, you will reflect on key literacy and translanguaging events (Heath; Alvarez 2015) in your education journey where writing played a critical role to your personal and academic growth. By identifying key literacy and translanguaging events, you will note the strategies, activities, feedback, and actions that significantly impacted your relationship with writing. Ultimately, you will use these reflections as a catalyst and resource for the work you will engage with in this course, such as your responses to course readings, your inquiry-based research project, and your teaching/professional portfolio.

**Inquiry-Based Research Project 25% (SLO 1, 3, 4)**

The inquiry-Based research project consists of devising a research question you have about writing or teaching writing. This question might arise from our course readings, perhaps your question is connected to something the scholars failed to take into account or your question builds on these scholars’ work. The main purpose of the research project is to provide you with an opportunity to conduct research on a question you have about writing or the teaching of writing that is important to you. The project will consist of both primary and secondary research. Primary research will consist of your choice of personal interviews, surveys, observations, analysis of primary texts. Secondary research consists of journal articles, books, book chapters, websites, among many others. In the end, you will analyze your primary and secondary research.
and make a specific argument or proposal based on your findings. Specific details about the diverse components of this project are located in the formal assignment sheet on Blackboard.

**Teaching/Professional Portfolio 25% (SLO 1, 3, 5)**

The professional portfolio is designed to provide you with the opportunity to represent your knowledge and experience of writing and teaching writing through purposeful writing situations. If you will pursue a teaching career, you will be required to present a teaching portfolio where you outline your beliefs about teaching writing and provide sample projects. The teaching portfolio will consist of the following: a teaching philosophy, a set of writing projects and activities, feedback rationale with feedback to students, and a reflective rationale explaining your choices by drawing on course readings and your own research findings. A detailed assignment sheet will be posted on Blackboard. If you will not pursue a teaching profession, you will have the opportunity to create a professional portfolio equally as valuable as a teaching portfolio. However, as mentioned above, you need to speak with me soon so we may discuss what your Professional Portfolio will entail. We need to discuss what type of projects and “real” writing situations you will engage with in a rhetorically meaningful manner. The main objective of the Professional Portfolio assignment is representing your knowledge, experiences, and theoretical understanding of writing in a meaningful way that will be beneficial to you and others in the near future.

**Course Readings**

The majority of course readings will be available to you via PDF or Website link on Blackboard. Please ensure you have reliable computer and Internet access to ensure you are able to download and read all course readings. The main goal of these readings is to help you analyze how reading, writing, learning, and language difference is discussed in the field of rhetoric, composition, and literacy studies. Additionally, these readings will also help you engage in reflection, research, and analysis of your own literacy experiences and literacy research. The following are a few tips to help you engage with course readings in a meaningful way:

- As you read, write on the margins of the text whether you are reading a hardcopy or an electronic version. Often, in iAnnotate (an app) or other PDF files, you can make notes on the margin.
- Make connections to your own personal experiences as a writer or other readings.
- Ask questions to the authors as if you could engage in conversation with them. Often, these questions are ideal for class discussion.
- Write notes when we “frame the reading” in class. In preparation for course readings, I will provide you with a brief overview of the readings and will pose questions to help guide your reading experience.
- Read the discussion questions and activities on Blackboard for each course reading; these can help you read the text with a specific focus in mind.
- Discuss your thoughts on the readings with your peers, family, friends and, of course, me. Verbalizing your thoughts, questions, or concerns often leads to a better understanding of arguments within a text.

Below you will find the tentative scheduled readings for the semester.

*Photo by Kyle Glenn on Unsplash*
Tentative Course Readings

Course Readings

Brandt, Deborah. “Remembering Reading, Remembering Writing.” Wonderful Faison. *Reclaiming my Language: The (Mis)education of Wonderful*

Introduction
“What is Composition Pedagogy? An Introduction” Amy Rupiper Taggert, H. Brooke Hessler, and Jurt Schick from *(A Guide to Composition Pedagogies)*

Writing Processes & Transfer

Translingual Writing Pedagogies
Horner, Bruce, Min-Zhan Lu, Jacqueline Jones Royster, and John Trimbur “Language Difference in Writing toward a Translingual Approach”
Medina, Cruz. “Decolonial Potential in a Multilingual FYC”
Esther Milu. *What Does it Take to Compose and Read a Translingual Text?*
Shapiro, Shawna, Michlle Cox, Gail Shuck, and Emily Simnitt. “Teaching for Agency: From Appreciating Linguistic Diversity to Empowering Student Writers”
Gonzalez, Laura. *Multimodality, Translingualism, and Rhetorical Genre Studies.*
Cristina Sánchez-Martín. “A Conceptualization of Transfer for L2 Multilingual Writing from a Translingual Lens: Codemeshing as Evidence of Transfer”
Sara P. Alvarez. Multilingual Writers in College Contexts

Responding to and Assessing Student Writing
Connors, Robert and Andrea Lunsford. “Teacher’s Rhetorical Comments on Student Papers”
Inoue, Asao. "Writing Assessment as the Conditions for Translingual Approaches: An Argument for Fairer Assessments."
Matsuda, Paul Kei. “Let’s Face It: Language Issues and the Writing Program Administrator”

Position Statements and Student Learning Outcomes
Inoue, Asao. “*How Do We Language So People Stop Killing Each Other, Or What Do We Do About White Language Supremacy?*”
“Framework for Success in Post-Secondary Writing” CWPA
“Supporting Linguistically and Culturally Diverse Learners in English Education” NCTE

Developing a Teaching Portfolio
Readings TBA
**Self-Assessment**: Criteria on Assessment

**Course Grades & Performance**: The evaluation of your performance is based on the projects noted above. In order to earn the grade you deserve, you must submit all required components. Excel Sheet & Grade Performance: On Blackboard, you will find an Excel Sheet with the above-mentioned percentages, so you can keep track of your grades; I do not use the Blackboard Grade section. In addition to this “formal” Sheet, below you will find specific criteria for specific grades. In addition to formal assessment of projects, you will also submit a Self-Reflective Memo at the end of the semester where you will self-assess your performance and knowledge making throughout the semester based on major course projects. Thoughtful and critical reflections are a part of your grade. A note on grades: Simply fulfilling the course requirements warrants an average grade, as in “C,” not an “A.” Coming to class every day and doing assignments is not something that earns “extra credit” or an automatic A, as it is expected by you enrolling in the course. A higher grade will be based on the distinctive quality, development, and reflective nature of your work as well as your ability to guide a piece of writing through the various stages of revision and your willingness to peer review and explore new readings, genres, and techniques.

**Standards for Learning Expectations and Performance**

(Adapted from Doug Hesse’s Language and Composition I Course Guide and revised by Dra. Alyssa G. Cavazos)

A Outstanding Performance The work student produces is outstanding as it demonstrates rhetorical and critical awareness that extends beyond intellectual expectations by offering insightful contributions, self-reflections, and thoughtful revisions. The student is always prepared for class (i.e., completes and annotates readings and brings materials). The student participates frequently and thoughtfully in discussions (orally/electronically), making comments and asking questions that lead to deeper understanding or multiple perspectives. The student makes detailed, insightful, clear, and accurate contributions to peer response activities (written & oral). The student uses class time wisely and productively—working with partners, writing or revising, consulting with the professor.

B Advanced Performance The work student produces is advanced as it demonstrates rhetorical and critical awareness of intellectual expectations; at times, further elaboration/clarification and/or revision is needed and self-reflections are often thoughtful. Student is always prepared for class (i.e., completes and annotates course readings and brings materials). The student participates frequently in class, orally/electronically, making comments/asking questions leading to deeper understanding. If the student participates infrequently, he/she makes valuable contributions. The student makes generous, detailed, and clear contributions to peer response activities; the student makes insightful comments but lacks clarity and detail. The student uses unstructured time productively in most cases, but he/she may benefit from further guidance and practice.

C Expected Performance The work student produces is expected as it demonstrates a general rhetorical and critical awareness of intellectual expectations; often times, further elaboration, clarification, and revision is necessary. Self-reflection is general rather than specific and often requires further details on their learning, thinking, writing, and reading processes. The student is prepared for class (i.e., completes and annotates readings and brings materials). The student seldom takes part in discussion, though attentively follow discussions and react to what others said. The student performs peer response work willingly; often, he/she does not offer commentary that is generous, detailed, and insightful. The student uses unstructured time adequately, although they do not fully demonstrate initiative and fail to ask questions for further guidance.

D Weak Performance The work student produces is weak in quality as it fails to demonstrate rhetorical and critical awareness of the intellectual expectations. Regularly, the student fails to explain, elaborate, clarify, revise, and/or complete all activities, assignments, and requirements. Self-reflections are vague, lack specificity and depth, or are missing. The student is sometimes unprepared for class (i.e., does not complete and annotate the readings and does not bring materials). The student is inattentive (not following the discussion or taking part in it), disinterested, and/or disrespectful (reading the paper, texting, chronically absent, offering little if any commentary on peers’ work). The student rarely uses unstructured time in a productive fashion.

F Unacceptable Performance The work student produces is unacceptable as it may severely contain “D-Weak Performance” qualities OR is not submitted on time or at all. Lack of preparation, lack of engagement, or disruption in class is severe.
Course Policies

Classroom Atmosphere
I envision our classroom as a place where all of us can share ideas, thoughts, and questions without fear of being made fun of or embarrassed. We all have different beliefs and perspectives and we do not need to agree with each other on everything we discuss in class; we do, however, have to respect each other at all times, provide constructive feedback, and believe we can all learn from one another. I envision peaceful and learning enriching discussions for all. Our classroom interaction will be based on respect for all of the writers and readers we encounter this semester. Because our writing classroom will be a community of writers and readers, you are expected to help your peers succeed in all course writing projects and in the process you will also succeed. Below you can find additional policies that will help us construct a positive learning environment.

Attendance & Drop by Instructor Policy
Students are expected to attend all scheduled classes and as noted in the Engagement Reflection assignment, attendance is crucial in your engagement in the course. Failure to attend classes may result in failing the course. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. I do understand that unexpected issues may develop during the semester. If you are absent more than two times, you should make an appointment with me as soon as possible so we may discuss whether dropping the course is a better option for you or continuing with the course is a possibility in order to enable you to earn the best possible grade. Please do not hesitate to contact me. Keep in mind that chronic absences adversely affect your grade. I will not drop you from the course if you simply stop coming to class. It is your responsibility to make an appointment with me to discuss your absences, dropping the course, or discuss any personal issues that may prevent your full engagement. I am open to discuss specific issues with you, and I am willing to work with you as much as possible to help you gain as much as possible from the course. Please be aware of the following: According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

Punctuality
As per UTRGV policy, you are expected to be on time to each class meeting. Walking in late to class is a distraction to me and your peers and it impedes the learning atmosphere. Most importantly, if you come in late to class, you will miss important course information that I usually cover within the first few minutes of class, and I will not repeat myself to each student who walks in late. I consider lack of punctuality an absence. Also, in your future professional career you will be expected to be on time; please practice this skill in all your college classes. Finally, please discuss with me any issues I might need to be aware of regarding your punctuality to class.

Late Work
Work is due at the beginning or before class, it will be considered late thereafter, and will NOT be accepted late. If you know you will miss a class, you need to submit the assignment ahead of time. Journals are due before class time if they are submitted on Blackboard. I do not accept them late. Also, all major research projects will require you to complete activities and assignments throughout the duration of the semester (including process work); therefore, it is imperative for you to submit each component of each major course project by the due date in order to receive feedback from your peers and teacher. If you do not submit these
components on time, your grade on the major projects will be severely affected. Most importantly, I will NOT read or comment on drafts or other components for major projects if they are submitted late unless a) the student has an official university absence and contacted me well in advance and b) the instructor has agreed to late submission in advance of the due date. If you know you will miss class, you need to submit the assignment ahead of time or come meet with me well in advance of the due date for us to discuss the issue. Note: This course relies heavily on technology, so you will need to have reliable access to the internet, which is always available in several places (including the library) on campus. Problems with technology (i.e., computer crash, printer malfunction, internet connectivity issues, etc.) are not acceptable excuses for late work. Plan ahead to avoid last minute crises related to submittal of your assignments. Also, often, assignments will be due on Blackboard, and you are expected to post the assignment by the time and due date specified. If you are absent and you DID NOT inform me of your absence or made contact with me in the case of an emergency, you will not be allowed to make up in-class activities and assignments. Missing in class activities and assignments can severely affect your performance on other projects, such as the major research project and professional portfolio.

Phones, Computers, and Electronic Devices
Electronic devices, such as cell phones, computers, tablets, etc. are permitted for educational and learning enhancement purposes, especially when engaging in small group discussions, collaborative projects, and presentations. If you need to take a call or send a text message, please excuse yourself from class. If you use your computer to complete homework for other courses, check your e-mail, facebook, or text message (not related to course learning), you will kindly be asked to leave class and will receive an absence for the day; we might also need to discuss if you are fully committed to this course. As soon as you arrive to class, you should login to our Blackboard website.

Materials in Class
You are expected to bring course readings and assignments to class. You may choose to print course readings or you may choose to have them as electronic versions on an electronic device (such as, an iPad or Computer; this excludes cell phones). Most importantly, your course readings MUST be annotated on the margins whether you choose to print them or annotate digitally. Additionally, please print course assignments in advance and bring them to class regularly in order to address questions or concerns.

University Policies
Academic Integrity Statement
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students. If you have any questions about how to properly cite sources or any concerns about giving credit to other’s ideas, please do not hesitate to ask me. I assume that you are familiar with a variety of citation styles, such as MLA (Modern Language Association) and APA (American Psychological Association), and I assume you know how to provide parenthetical citation for all quoted or paraphrased work and how to create a Works Cited page; however, if you are NOT familiar with documenting sources accurately, please ask me and I am happy to help you.

Sexual harassment, Discrimination, and Violence
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which
she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

**Student Accessibility Services:**
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**Pregnancy, Pregnancy-related, and Parenting Accommodations**
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

**Course & University Resources**

**Blackboard**
We use Blackboard as our course website for various activities throughout the course: discussion threads, sharing resources and links, accessing handouts or assignments for the course, assigned readings, discussion questions, activities, and submitting course assignments. You can access Blackboard via www.my.utrgv.edu.

Please make sure you have regular access to Blackboard or if you do not have access to the Internet at home, please plan ahead in order to complete readings and submit assignments on time. If you experience any technical difficulties with Blackboard, you should contact the COLT² Helpdesk:
- Education Complex-(EDCC) 2.202 (2nd Floor)
- 1201 W University Dr.
- Edinburg TX, 78401
- email: colthelp@utrgv.edu
- P: 956.665.2979 F: 956.665.5276

A technical difficulty with Blackboard, unless officially approved by COLT² staff as a campus wide issue, is not considered an excuse for not completing readings or assignments on time.

**Peer Assistance**
Please find fellow classmates who can provide you with assistance throughout the duration of the semester. These peers can remind you of something I said in class; they can also help you find information in Blackboard. As the instructor, I am here to help you think through readings, respond to your writing, and assistant in the content of the course. I cannot recount what you missed if you fail to come to class or explain what homework is due as this information is located on the course calendar on Blackboard. However, your peers can provide you with help in this area should you be absent or unable to locate a file on Blackboard. You may also use the Blackboard Discussion Board for questions about finding assignments or due dates; this is a place where you and your peers can help each other with technical and other issues. A word of caution: Your peer will NEVER supplement your presence and participation in class. Your peer is not expected to answer their phones or email and should NEVER be used as an excuse for your failure to complete assignments. I also do not expect your peers to share class notes and/or report in for you.
E-mail
University policy states that all communication should occur via UTRGV e-mail addresses. I will not respond to e-mails sent from e-mail addresses other than the e-mail address provided to you by the university. My e-mail address is alyssa.cavazos@utrgv.edu. I usually check my e-mail early mornings and late afternoons during weekdays. You can expect a response from me within 24 hours from the time you send an e-mail, except on weekends and holidays. If you have a question or concern about a homework assignment or reading, DO NOT wait until the night before to ask me a question. You need to e-mail me well in advance if you have any questions or concerns regarding course objectives, readings, or assignments.

Office Hours
During the office hours posted on the first page of the syllabus, I will be in my office and available to talk with you about any questions, comments, or concerns you have about the course. Please stop by and see me during these hours—that time is YOURS. If the stated office hours do not work with your schedule, e-mail me or ask me in person to make an appointment. Keep in mind that the stated office hours are dedicated to you; I may be in my office during other times, but I might not be able to help you outside of my office hours given my other responsibilities as a university faculty member, such as research, meetings, and committees. Please plan in advance.

Course Calendar
The course calendar is a tentative schedule or a plan for course readings, discussions, assignments, and deadlines. This means that the tentative course schedule may change at any time; it is imperative that you remain current with the most updated course calendar on Blackboard as this is where I will update the schedule of assignments, readings, and deadlines.

Student Services
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising Center</td>
<td>BMAIN 1.400</td>
<td>ESWKH 101</td>
</tr>
<tr>
<td><a href="mailto:AcademicAdvising@utrgv.edu">AcademicAdvising@utrgv.edu</a></td>
<td>(956) 665-7120</td>
<td>(956) 665-7120</td>
</tr>
<tr>
<td>Career Center</td>
<td>BCRTZ 129</td>
<td>ESSBL 2.101</td>
</tr>
<tr>
<td><a href="mailto:CareerCenter@utrgv.edu">CareerCenter@utrgv.edu</a></td>
<td>(956) 882-5627</td>
<td>(956) 665-2243</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>EUCTR 109</td>
<td>BSTUN 2.10</td>
</tr>
<tr>
<td><a href="mailto:Counseling@utrgv.edu">Counseling@utrgv.edu</a></td>
<td>(956) 665-2574</td>
<td>(956) 882-3897</td>
</tr>
<tr>
<td>Learning Center</td>
<td>BMSLC 2.118</td>
<td>ELCTR 100</td>
</tr>
<tr>
<td><a href="mailto:LearningCenter@utrgv.edu">LearningCenter@utrgv.edu</a></td>
<td>(956) 882-8208</td>
<td>(956) 665-2585</td>
</tr>
<tr>
<td>Writing Center</td>
<td>BUBLB 3.206</td>
<td>ESTAC 3.119</td>
</tr>
<tr>
<td><a href="mailto:WC@utrgv.edu">WC@utrgv.edu</a></td>
<td>(956) 882-7065</td>
<td>(956) 665-2538</td>
</tr>
</tbody>
</table>

Summer 2019 Calendar of Activities
The UTRGV academic calendar can be found at https://my.utrgv.edu/home at the bottom of the screen, prior to login. Some important dates for Fall 2019 include:
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>First day of classes</td>
</tr>
<tr>
<td>August 29</td>
<td>Last day to add a course or register for Fall 2019</td>
</tr>
<tr>
<td>September 2</td>
<td>Labor Day Holiday – NO classes</td>
</tr>
<tr>
<td>November 13</td>
<td>Last day to drop a course; will count toward the 6-drop rule</td>
</tr>
<tr>
<td>November 28 - 29</td>
<td>Thanksgiving Holiday – NO classes</td>
</tr>
<tr>
<td>December 5</td>
<td>Study Day – NO classes</td>
</tr>
<tr>
<td>December 6 - 12</td>
<td>Final Exams</td>
</tr>
<tr>
<td>December 13 - 14</td>
<td>Commencement Exercises</td>
</tr>
</tbody>
</table>

**Mandatory Course Evaluation**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

- **Module 1**: October 2nd – 8th
- **Module 2**: November 27th – December 3rd
- **Full Fall Semester**: November 14th – December 4th

**Additional Course Resources**

Additional course resources can be found on Blackboard. Please check Blackboard regularly.
State and Departmental Goals: Student Learning Outcomes

THECB Exemplary Objectives for Communication:

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive in written, visual, and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
6. To develop the ability to research and write a documented paper and/or to give an oral presentation.

Student Learning Outcomes for the Writing Program:

Texas Higher Education Coordinating Board Student Learning Outcomes for Communication

English 1301 and 1302 are in the communication area of UTRGV’s core curriculum. Courses in this area focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses also involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience. The following four student-learning outcomes should be met in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Teamwork, and Personal Responsibility.

- Critical Thinking (CT). Students will demonstrate comprehension of a variety of written texts and other information sources by analyzing and evaluating the logic, validity, and relevance of the information in them to solve challenging problems, to arrive at well-reasoned conclusions, and to develop and explore new questions.
- Communication skills (COM). Students will demonstrate the ability to adapt their communications to a particular context, audience, and purpose using language, genre conventions, and sources appropriate to a specific discipline and/or communication task.
- Teamwork (TW). Students will collaborate effectively with others to solve problems and complete projects while demonstrating respect for a diversity of perspectives.
- Personal responsibility (PR). Students will demonstrate an awareness of the range of human values and beliefs that they draw upon to connect choices, actions, and consequences to ethical decision-making.

Student Learning Outcomes for the First Year Writing Program Sequence

The following statements describe what we want our students to know, think/value, and do when they finish the First Year Writing Program and successfully complete 1302 with a "C" or better.

1. The student improves his/her writing by engaging in processes of inventing, drafting, organizing, revising, editing, and presentation (CT, COM, PR).
2. The student writes with a purpose and composes texts in genres appropriate to his/her purpose and audience (CT, COM).
3. The student productively interacts with his/her peers, engaging in small group activities regularly and in which students give one another feedback on their writing (COM, TW, PR).
4. The student thinks critically about his/her position in the context of a larger ongoing conversation about the issue he/she is investigating (CT, COM, PR).
5. The student is aware of the choices that writers have to make and feels confident in his/her ability to use that awareness to engage in a variety of future writing tasks (CT, COM).
6. The student finds, evaluates, and uses appropriate sources for research (CT, COM, PR).
7. The student meaningfully integrates and correctly documents information from sources (CT, COM, TW)
8. The student is aware of the ways technology affects writing (CT, COM).

English 1301 is designed to help you become a more effective and confident writer, a more active and engaged reader of complex texts, and a discerning researcher with increased written, visual, oral, and aural literacies. To do this, you will engage in a variety of writing projects that will help you become a more rhetorical writer, one who is better able to compose and revise your work to meet the needs of a given writing situation.

English 1301 is designed to help students:

1. see that writing is an opportunity for learning (CT, COM; WPSLO 1-8);
2. develop an understanding of writing as an interactive and recursive process (CT, COM; WPSLO 1, 3);
3. become reflective writers, aware of the rhetorical choices writers make (CT, COM, PR; WPSLO 2, 5-8);
4. identify their own purposes for writing (CT, PR; WPSLO 2);
5. develop their abilities to write in a variety of genres appropriate for their audience and purpose (CT, COM; WPSLO 2);
6. become actively engaged readers, able to use multiple reading strategies for a variety of complex texts, including their own (CT, COM; WPSLO 4, 6);
7. learn how to interact productively with their peers throughout the writing process (CT, COM, TW; WPSLO 3);
8. know how to use various types of feedback (teacher, peer, self-assessment) to revise their texts effectively (CT, COM, PR; WPSLO 1, 3);
9. gain more confidence in their abilities to engage in future writing tasks successfully (PR; WPSLO 5);
10. use technology in their writing in rhetorically effective ways (CT, COM; WPSLO 8);
11. learn about and effectively use the conventions of writing that govern a given writing situation (CT, COM; WPSLO 2, 5); and
12. understand the rhetorical implications of writing style and grammatical conventions for a given writing situation (CT, COM; WPSLO 1, 5).

Course Evaluations: Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions.