Welcome to English 6325! The official course description reads, “Advanced study of composition theory and techniques and methods of teaching composition, with special emphasis on teaching English composition to college freshmen. Required of all English teaching assistants. May be repeated for credit when the topic varies.”

Our main goal for this class is help you learn how to teach writing. That's a complicated goal. It involves reading, critical thinking, writing, rhetoric, and understanding how those things work in university contexts. Beyond an introduction to those teaching situations, we’re dedicated to helping you develop habits of adaptation. ¿Que pasa? To be an effective writing teacher, we believe you have to be rhetorical; you need to develop habits for adapting . . . to your students, to the languages in play, and to the spectrum of rhetorical situations you will face both as a teacher and writer.

This is the first semester we co-teach this course, and we decided to journey on this adventure with you because we believe in collaboration and creating knowledge across pedagogical and linguistic differences. As writing teachers, we each bring a unique set of values based on our personal background and professional training. These values inform how we see the teaching of writing and how we respond and assess student writing. In recent years, there has been an increase in the international student population at institutions of higher education. Additionally, we find ourselves in a unique region and University context that aims toward bilingual, biliterate, and bicultural practices. For these reasons, we want to engage in collective conversations with you as we think about the teaching of writing in linguistically inclusive ways. The following are some of the questions we will explore as a class:

• Why do we write? How do we learn to write? (SLO 2-4)
• What do we know about writing and how it works? (SLO1-4)
• What roles can and do first-year writing classes, including “developmental” reading/writing classes, serve (for the individual, the program, the larger institution, and the larger community)? (SLO 2-4)
• What do we value as writing teachers, and how can we create a course that honors those values? For instance, how can we design first-year writing classes to help students see writing as purposeful and meaningful? How can we help them achieve their own purposes in writing while also achieving our own pedagogical goals? (SLO 1-4)
• What is the role of language diversity and multilingual writing in the teaching of first-year writing classes? (SLO 1-4)
• What are useful and effective strategies for assessing and responding to student writing? How do we respond to and assess second language and multilingual writers? How can our
assessment practices be just and equitable? Which strategies will work for you given your own context? (SLO 1-4)

These questions will guide our discussions throughout the semester. Our role in class as co-teachers is that of collaborators and facilitators; we want to think of our relationship as one focused on discovering new knowledge, ideas, and possibilities in the teaching of writing and multilingual writing based on our unique perspectives. In order to engage in collaborative learning, we expect you to remain committed to course readings, discussions, and projects throughout the semester. Collaborative thinking entails rhetorical listening and engaging in cross-linguistic conversations and negotiation of meaning; therefore, we also expect that each one of you will attentively and respectfully listen to other’s personal and disciplinary perspectives. Feel free to ask questions or express concerns openly as we more than happy and willing to work with you, especially when we see an equal commitment to learning and thinking on your part. We look forward to a learning-enriching semester full of cross-linguistic dialogues about the teaching of writing in a multilingual world! The following consists of specific activities, learning expectations, and policies that will guide our learning, writing, reading, and thinking.

To a successful semester,
Alyssa G. Cavazos and Colin Charlton

Course Expectations
Our focus is on how we can teach first-year writing through linguistically inclusive pedagogies. Multilingual/translingual writing is an area of study in composition studies that has received much attention due to the increasingly diverse student population in higher education. We designed the course in a way that will help us engage with the questions we identified on the first page. Because our goal is to help you become critical readers, scholars, and teachers of writing, the following is what we hope you gain by the end of the semester aligned to SLOs:

• Knowledge of and ability to interpret, analyze, and evaluate texts in a variety of mediums.
• Strategies to respond and assess student writing through a linguistically inclusive lens.
• Engagement with scholarly texts and conducting original research on the teaching of writing.
• Awareness of and commitment to language difference in first-year writing.
• Experience designing a professional portfolio where you display your knowledge and theory(ies) of writing and teaching writing.

In order to achieve the above-mentioned expectations, you will engage with diverse in and out of class activities, responses, and projects. Many of you in this class plan to become writing teachers; however, I also know that some of you may have taken this class for other reasons, in this case, we can adjust the two major course projects to fit your educational and professional goals as they relate to writing. If this applies to you, please set up an appointment with me immediately so we may begin brainstorming potential project ideas.

Course Projects
Below you will find a short overview and description of the major course projects and learning expectations this semester. A detailed assignment sheet for each major project will be posted on Blackboard.

Rhetorical Responses (and participation) 8@ 5% (40%)
This section encompasses written rhetorical responses and participation in in-class and online discussions. Throughout the semester, we will read a variety of academic articles. You will be expected to write approximately 8 one to one and a half pages singled spaced rhetorical responses based on
assigned texts. In each rhetorical response, you will briefly summarize the main research questions, arguments, and supporting data in the course readings, and you will focus your response on inquiry-based analysis and exploration through theoretical, rhetorical, and personal perspectives. Your analysis can focus on implications of the main arguments in the teaching of writing based on theoretical, personal, and/or pedagogical experiences (see formal assignment on Blackboard). While you can make connections to your professional and personal experiences in each of the RRs, your focus is on engaging in a close rhetorical analysis of each of the readings and making connections among the readings due that week. Additionally, as the semester progresses, you will be expected to conduct your own research on the teaching of writing based on a theory, concept, or idea that is of interest to you. Therefore, you will also be expected to engage your own research in conversation with course readings in each of your RRs. Think about your RRs as the medium you are using to build your teaching philosophy, strategies in responding to and assessing student writing, and where you are developing ideas for how you wish to implement those theories to specific assignments. In other words, RRs will assist you in designing your Teaching Portfolio.

Your RRs should be completed by class time, so you can participate in a variety of individual, collaborative, and reflective activities. In class discussion and activities will of are also a part of your RR grades and will often consist of you and your peers designing activities, identifying values in the teaching of writing, and creating artifacts. These in-class projects will also eventually assist you in creating your Teaching Portfolio. When a reading is due, you are expected to annotate the text, write notes, and respond to questions even when an RR is not due. Rhetorical responses are critical to your success in the course, as they will provide you with the opportunity to analyze ideas, concepts, and issues in the field as well as engage in thoughtful and critical conversations with the readings and your peers’ responses to the readings.

Teaching Portfolio 60%

The Teaching Portfolio is a major component of this course. This is where you will have the opportunity to showcase your values, theories, and practices in the teaching of writing informed by your personal experiences as well as scholarly research. One of the major objectives of the portfolio is for you to articulate how you see the teaching writing and what role language inclusivity plays in your approach to teaching writing. The portfolio consists of four main components:

- **Teaching Philosophy Statement**: A one-page, single-spaced document where you illustrate your values and beliefs about teaching writing.
- **Writing and Reading Assignment Design**: A one to two-page document where you explain the purpose, goals, and expectations of the reading/writing assignment for your students. This assignment should respond to students’ language and literacy resources.
- **Feedback and Assessment Strategy**: A one to two-page document where you describe your approach to providing feedback to students and assessing students' writing that will ensure students' academic success.
- **Reflective Memo**: In your reflective memo, you analyze your Teaching Philosophy, Reading/Writing Assignment Design, and Feedback/Assessment Strategy by exploring how your choices where informed by course readings and your own secondary research.

In order to successfully complete each of the components in your Teaching Portfolio, you will be expected to conduct secondary research based on an area of teaching writing that is of interest to you that will inform your philosophy, assignment design approach, and assessment strategy. In your Reflective Memo, you will discuss how your secondary research and course readings informed your
choices and pedagogical approaches in the teaching of writing. Note: A detailed assignment sheet is posted on Blackboard.

**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 become acquainted with major conversations in writing studies in order for you to not only make contributions but also inform your theoretical and pedagogical views of the discipline. The readings in this course are challenging. However, I know you will engage with these readings by questioning, challenging, and joining the conversation about our discipline. When I read challenging texts, I usually have a pen or pencil, highlighters, and a dictionary immediately available. 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 a list of course readings. All readings are free and located on Blackboard. Please print these readings in advance or have them as electronic versions with your annotations the day we are scheduled to discuss them in class (see course tentative calendar for readings due dates).

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<th>Course Readings</th>
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<tr>
<td><strong>Introduction to Teaching Writing</strong></td>
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<td>• (Land), Preface (Yancey), and “Project of This Book” (Adler-Kassner and Wardle) in <em>Naming What We Know</em></td>
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<td>• “The Content of Composition, Reflective Practice, and Transfer of Knowledge and Practice in Composition” Yancey, Robertson, and Taczak</td>
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<td>• &quot;Introduction Crossing Divides: Exploring Translingual Pedagogies and Programs&quot; Horner and Tetreault</td>
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<td><strong>Second Language Writers</strong></td>
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<td>• Students Rights to Their Own Language. CCCC 1974</td>
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<td>• Christina Ortmeier-Hooper “English May Be My Second Language, but I’m Not ‘ESL’” &quot;Bilingual Minorities and Language Issues in Writing: Toward Profession-Wide Responses to a New Challenge&quot; Guadalupe Valdés</td>
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Translingual Writing
- Horner, Bruce, Smantha NeCamp, and Christine Donahue. “Toward a Multilingual Composition Scholarship: From English Only to a Translingual Norm”
- “Language Difference in Writing: Toward a Translingual Approach” Horner and et. al.

Collaborative Writing
- “Collaborative Writing” Kennedy and Howard
- "Challenging Our Labels: Rejecting the Language of Remediation" Tejada et al.
- "Collaboration and Collaborative Writing: The View from Here" Ede and Lunsford

Multilingual Writing Assessment
- Matsuda, Paul Kei. “Let’s Face It: language Issues and the WPA”
- Lee, Jerry Won “Beyond Translingualism”
- Severino, Carol. "The Sociopolitical Implications of Response to Second Language and Second Dialect Writing"

Assessment & Responding Strategies
- Conners, 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."

Rhetorical Technology & Multimodal Writing Assignments
- "Supporting Multimodal Literacy" from Sweetland Center for Writing
- Readings from *Writer/Designer: A Guide to Making Multimodal Projects*
- *Toward A Mestiza/o Consciousness: Translingualism and Working-Class Students*

Writing Assignment Design
- “Designing Writing Assignments” Traci Gardner
- "Writing Assignment Framework and Overview" National Writing Project

Teaching Philosophies
- Sample Teaching Philosophies on BB

*Additional readings might be announced. Please check Tentative Schedule on Blackboard regularly.*

Self-Assessment: Criteria on Assessment
One of the pedagogical approaches to assessment that we both value in the teaching of writing is: self-assessment. We designed the course in such a way where we are constantly engaging in reflection and self-assessment of our own writing and values as a current or future writing teacher. These reflections occur throughout the semester through your rhetorical responses, in-class activities, online discussions, and final course reflections. Most importantly, you will have opportunities to engage in cross-linguistic dialogue with your peers. We are interested in learning how your thinking changes, evolves, and develops throughout the semester and what influence your views toward writing and the teaching of writing in linguistically inclusive ways.
**Course Grades & Performance:** The evaluation of your performance is based on Rhetorical Responses/Participation 40% and Teaching Portfolio 60% and each consist of a variety of assignments and thoughtful self-reflections. In order to earn the grade you deserve, you must submit all required components and engage in thoughtful and critical self-reflection and assessment.

**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, explanation, 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**

**Multilingual/Translingual Statement**

Our ability to speak, read, and write in more than one language and/or dialect is a strength both in our personal and professional lives. As we are a part of a University that aims to become bilingual, bicultural, and biliterate, I encourage you to engage in conversation, conduct research, and write in any language and/or dialect that fit your goals and expectations. As rhetorical users of language, we also want to ensure we are mindful and aware of who is our intended audience and what is our intended purpose as we make language and rhetorical choices. Drawing on multiple languages and/o dialects as we conduct research, engage in conversation, and write not only increases our access to existing knowledge but also increases our ability to make new knowledge. I look forward to learning from you and your use of diverse languages/dialects.

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 biletrado, 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.

**Classroom Atmosphere**

I envision our classroom as a place where all of us can share our 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. 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. Rhetorical Responses are due at the beginning or before class 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**

Because this is an institution of learning, iPods and cell phone use is **not permitted** in the classroom unless for specific educational purposes related to our course. If you need to take a call, please excuse yourself from class. Text messaging during class is not permitted. When you walk in to class, your cell phone should be completely OFF (not on silent or vibrate). **Please respect your professor and peers.** Additionally, you are encouraged to bring your laptop to class, especially during peer workshop and research days. Your use of laptops is a privilege in class, and they can prove to be a learning-enriching instrument; however, you want to limit use of your computer to our classroom activities and assignments **only.** 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.

**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, 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](http://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 in an environment free from sexual misconduct and discrimination.

**Course 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](http://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 assist 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.

Online Readings & Assignment Submission
I understand that you may or may not have reliable access to the Internet at home. For this reason, I expect you to plan in advance in order for you to print the required course readings by the time we meet for class. Additionally, please plan ahead when an assignment must be submitted online by a certain time or when you are expected to participate in an online discussion. Lack of access to the Internet is NOT an excuse in your failure to complete and annotate course readings or your failure to submit assignments on Blackboard.

The Writing Center
The University Writing Center is an excellent resource at any level in your college career. Please consider visiting the Writing Center in order to receive feedback on your projects. The Writing Center is located in the Student Academic Center building (STAC) 3.119.

Accommodating Students with Disabilities
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. 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 accessibility@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 accessibility@utrgv.edu.

Calendar of Activities
Include in this section a table or list that provides information for students regarding important dates, assignments or 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 2017 include:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28</td>
<td>First day of classes</td>
</tr>
<tr>
<td>August 31</td>
<td>Last day to add a course or register for fall 2017</td>
</tr>
<tr>
<td>September 4</td>
<td>Labor Day – NO classes</td>
</tr>
<tr>
<td>November 15</td>
<td>Last day to drop a course; will count toward the 6-drop rule</td>
</tr>
<tr>
<td>November 23 – 26</td>
<td>Thanksgiving Holiday – NO classes</td>
</tr>
<tr>
<td>December 6</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 7</td>
<td>Study Day – NO class</td>
</tr>
</tbody>
</table>
**December 8 -14**         Fall 2017 Final Exams  
**December 15-16**        Commencement Ceremonies  

**MANDATORY COURSE EVALUATION PERIOD:** Required on all syllabi. Do not modify.  
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account ([http://my.utrgv.edu](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:  
- **Fall 2017 Module 1**                        Oct. 5 – Oct. 11  
- **Fall 2017 Module 2**                        Nov. 29 – Dec. 5  
- **Fall 2017 (full semester)**             Nov. 15 – Dec. 6  

**Additional Course Resources**  
Additional course resources can be found on Blackboard. Please check Blackboard regularly.  

**Course Evaluations:** Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account ([https://my.utrgv.edu/home](https://my.utrgv.edu/home)); 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:  
- **Feb 15 – Feb 21** for Module 1 courses  
- **Apr 12 – Apr 18** for Module 2 courses  
- **Apr 12 – May 3** for full spring semester courses  

**Additional Course Resources**  
Additional course resources can be found on Blackboard. Please check Blackboard regularly.  

**Departmental Goals: Student Learning Outcomes**  
- SLO1: Students will demonstrate a graduate-level understanding of literary, rhetoric and composition, or linguistic theory.  
- SLO 2: Students will demonstrate the ability to interpret literary texts, understand the predominant debates and issues related to rhetoric and composition theory and practice as well as writing in society, or analyze various patterns of language usage.  
- SLO 3: Students will demonstrate the ability to conduct rigorous research that involves the evaluation of scholarly arguments as well as the logical organization of evidence, and which leads to the composition of documented, graduate-level research papers, the presentation of such papers at academic conferences, or the production of significant projects relevant to their programs of study.  

**Course Goals for English 6325 (not necessarily in order of importance)**  
Upon completion of this course:  
1. Students will demonstrate a graduate-level understanding of rhetorical theories, including the history of rhetoric, as these relate to the field of rhetoric and composition.  
2. Students will demonstrate a graduate-level understanding of contemporary composition theory, such as core issues, debates, research, history, ethics and technology.  
3. Students will demonstrate graduate-level understanding of contemporary composition pedagogy, such as core issues, debates, research, history, ethics, and/or technology.  
4. Students will demonstrate a graduate-level understanding of larger disciplinary issues surrounding writing (for example, the myriad theoretical, pedagogical, and research implications of the “social turn” in writing, and the role of theory or theorizing in the field), not just about the teaching of writing.