Welcome to Rhetoric & Composition I! 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 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 esté alineado a sus metas y expectativas. Como usuarios retóricos del lenguaje, también tenemos que asegurarnos de ser conscientes 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.

The course is designed to help you become rhetorical users of language in a variety of contexts; particularly, the course focuses on writing about writing through translanguaging perspectives. ¿Que es translanguaging? Vamos a explorar su significado en relación a la escritura en esta clase pero el link nos ofrece una idea inicial. The following questions, aligned to Student Learning Outcomes, will guide our reading, thinking, and writing:

- How do we learn to write and read?
- What is the purpose(s) of writing? In what genres do we write?
- How do rhetorical situations influence language and writing choices?
- How do we move between/among different language or writing situations?
- How does our knowledge of languages other than English function as strengths when writing academically in college and future careers?
• How can we use translingual writing to think, learn, connect, and positively impact the world around us (university, community, nation)?
• How can we use our translingual writing abilities to conduct research and develop community partnerships?

My goal is to collaborate with you, as you become critical translingual writers and scholars who navigate diverse linguistic contexts by using your full linguistic repertoire. My role in class is that of a collaborator and facilitator; I think of our relationship as one focused on discovering new knowledge, ideas, and possibilities about writing, reading, revising, and thinking. To engage in collaborative learning, I expect you to remain committed to 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 openly as I am more than willing to work with you, especially when I see an equal commitment to learning, writing, and thinking on your part. I look forward to a learning-enriching semester and sharing with you my experiences with writing, reading, and translanguaging.

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 30%
RRs encompasses in and out of class activities, responses to readings, collaborative assignments, and reflections. Throughout the semester, we will read a variety of academic articles, personal narratives, and other documents. You will also be expected to identify a variety of linguistically diverse artifacts. You will be expected to write three journal entries (3-4 pages double spaced) based on assigned texts, your research, and events you attended. 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 (see formal assignment on Blackboard). RRs are NOT eligible for revision. Each RR is 10% of your grade.

Writing Portfolio 70%
The Writing Portfolio consists of three major writing projects throughout the semester and a final reflective letter. Each of the three major projects entails an author’s note/reflective letter, writing plans, drafts, peer response, and revisions. Throughout the semester, you will receive feedback from your peers.
and me, and you will have the opportunity to revise your projects in order to submit a final, revised version for each stage at the end of the semester in your Writing Portfolio. Please see the assessment section for details on how your work on the portfolio will be assessed. The following consists of a brief description of the three stages you will produce this semester (please see Blackboard for a detailed assignment sheet for each project):

**Project 1: Translingual Literacy Autobiography**

Es conocido, como lo señala la profesora Parra, que nuestros conocimientos de diferentes lenguajes contribuyen a nuestra identidad de diversas formas. Este narrativo se trata de explorar sus propias experiencias en el aprendizaje de lectura y escritura en todos los lenguajes que ustedes usen en diferentes ocasiones y cómo estos lenguajes reflejan su identidad. You will examine your personal and public history as a reader, writer, and speaker, which includes your history regarding your knowledge of language(s) and dialects other than English and/or alternative literacies (i.e., video games, sports, dance, etc.) and how you developed your knowledge of these multiple languages and literacies. For example, who helped shape your literacy encounters (literacy sponsors, such as su familia, friends, institutions, teachers). Think about a specific story or stories that illustrate your historical literacy(ies) development. As you reflect on your past, you also discuss how your past experiences have shaped your present experiences as a writer and reader in multiple contexts. Based on your reflections and detailed examples, you will make a controlling argument, usando lenguajes que lo reflejen, about your literacy and language experiences in order to narrate your story in an appropriate form. You will also submit a self-reflection about your narrative.

**Project 2: Translingual Inquiries through Rhetorical Reading**

After reflecting on your literacy/language experiences, you will reread Project 1 to analyze and reflect on el signifiado de sus experiencias—what do these literacy/language experiences mean? For Project 2, you will identify a research question related to language learning, multiple literacies, literacy development, negotiating language practices in different contexts, multilingual writing that emerge from your personal experiences. Perhaps, you can identify a specific concept from your early experiences that you wish to investigate (e.g., How does being bilingual/bi-literate contribute to successfully writing academically in English?). Think about asking a research question that emerges from your lived literacy and language experiences similar to how Laura Gonzalez explains her research process in her blog post titled, “Translanguaging/Transmodal(ing?) in Practice: What we can Learn from Listening to Multilinguals.” Once you identify your research question, you will conduct secondary research (journal articles, credible online sources, or books among others); you can also draw on your own experiences to analyze sources. You will identify at least three different perspectives or viewpoints on your research question (a total of at least 6 sources). Your main objective is to place the sources in conversation with one another by considering
their arguments, how they make their arguments, how they prove their arguments, what they propose, and what might they have ignored. The purpose of the second project is for you to identify a controlling argument regarding how authors engage in a conversation about a topic that you have first-hand experience with and how they communicate their respective arguments. In the process, as Kate Seltzer argues, you can engage in the research process from a translanguaging perspective, which means you can conduct research, draft, write, and revise using all your linguistic and literacy resources.

**Project 3: Translanguaging in the Community: Writing for Change**

After analyzing your literacy/language experience and negotiating sources that disagree, Project 3 intends to link both Project 1 and Project 2. Based on your personal experiences with literacy (Project 1) and your analysis of various sources (Project 2), you will ask yourself: What do my experiences and sources reveal? What argument(s) or claim(s) do you want to make and why? Why does it matter? Why is it important? Who does it matter to and why? What can be done? The purpose of this project is to reach out to specific people in our community who will benefit most from your experience and expertise with language and literacy to create change. Based on the audience or community you select and your intended purpose, your project can be delivered in an appropriate genre based on what your audience reads (i.e., website, blog, letter to state representative, a series of images, cartoon, video, etc.). Additionally, you will use language that will best fit your purpose, audience, and context. For instance, former English 1301 student, Lesley Chapa, engaged both English and Spanish para desarrollar su argumento in her writing for change project, “What is translanguaging?” Think about the people you know within your school, work, and neighborhood. Are they your intended audience? What specific genres do they use? The purpose of this assignment is for you to create a blend of both your personal experiences and research findings in order to make an argument that will have an impact on your intended audience. For this reason, it is imperative that you create something you will actually share with your audience and/or community.

**Writing Portfolio Final Reflection**

When you submit the final writing portfolio with your revised Project 1, 2, and 3, you will also submit a self-reflection rhetorical analysis piece where you will reflect and analyzed how you negotiated (what strategies you used) your language resources in each project. You will also reflect on in-class and outside of class activities, sessions, and events. Because peer response is an essential component of this class, you will also reflect on how you revised your project based on feedback you received from peers and teachers and your own realizations as you provided feedback to your peers in class. Peer response is a part of your grade. Finally, you will provide references to course readings, your own projects, and any other relevant material to accurately and effectively describe your translingual negotiation processes.

**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 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).

<table>
<thead>
<tr>
<th>Course Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing, Reading, Revising, Thinking, Challenging</td>
</tr>
<tr>
<td>Translanguageing in Schools through Literacy Narratives</td>
</tr>
<tr>
<td>Anzaldua, Gloria. “How to Tame a Wild Tongue”</td>
</tr>
<tr>
<td>Canagarajah, Suresh. “Codemeshing in Academic Writing: Identifying Teachable Strategies of Translanguageing”</td>
</tr>
<tr>
<td>Chapa, Lesley. “A Change in Thought, A Change in pensamiento”</td>
</tr>
<tr>
<td>García, Ofelia. “Translanguageing in Schools: Subiendo y Bajando, Bajando y Subiendo as Afterword”</td>
</tr>
<tr>
<td>Medina, Cruz. “Decolonial Potential in a Multilingual FYC”</td>
</tr>
<tr>
<td>Translingual Inquiries through Rhetorical Reading</td>
</tr>
<tr>
<td>Horner, Bruce, NeCamp Samantha, Donahue, Christine. “Toward a Multilingual Composition Scholarship: From English Only to a Translingual Norm”</td>
</tr>
<tr>
<td>Gonzalez, Laura. “Translanguageing/Transmodal(ing?) in Practice: What we can Learn from Listening to Multilinguals.”</td>
</tr>
<tr>
<td>Greene, Stuart. “Argument as Conversation.”</td>
</tr>
<tr>
<td>Young, Vershawn Ashanti. “Should Writer’s Use They Own English?”</td>
</tr>
<tr>
<td>Translanguageing in the Community: Writing for Change</td>
</tr>
<tr>
<td>Cavazos, Alyssa. “Stories of Transiciones: ¿Que nos enseñan sobre overcoming challenges?” Guest Speaker Speech National Honor Society Banquet, Mercedes High School</td>
</tr>
<tr>
<td>Gonzalez, Laura. “Multimodality, Translingualism, and Rhetorical Genre Studies”</td>
</tr>
<tr>
<td>Migliaccio, Cristina. “Toward A Mestiza/o Consciousness: Translingualism and Working-Class Students”</td>
</tr>
<tr>
<td>Sanchez-Martin, Cristina. “Language Variation Across Genres: Translingualism Here and There”</td>
</tr>
<tr>
<td>Readings &amp; videos from Multilingual Literacy Landscapes and The Digital Archive of Literacy</td>
</tr>
</tbody>
</table>

Please ensure you review the tentative schedule regularly as additional course readings will be announced and posted on Blackboard. Videos will be played during class and occasionally will be due for homework.
**Self-Assessment: Criteria on Assessment**

**Course Grades & Performance:** The evaluation of your performance is based on Rhetorical Responses/Participation (30%) and the Writing Portfolio (70%). 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/or 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. 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
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 OFF (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.

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:
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.
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:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)

Summer 2019 Calendar of Activities
The UTRGV academic calendar can be found at http://my.utrgv.edu at the bottom of the screen, prior to login. Some important dates for Summer 2016 include:

- Jun. 3 (Mon.) Summer I classes begin Last day to withdraw (drop all classes) and receive an 80% refund
- Jun. 4 (Tues.) Last day to add a class or register for Summer I classes Last day to withdraw (drop all Summer I classes) and receive a 50% refund
- Jun. 6 (Thurs.) Census Day (last day to drop without it appearing on the transcript)
- Jun. 27 (Thurs.) Last day to drop (DR grade) a class or withdraw (grade of W)
- July 4 (Thurs.) Independence Day. No classes.
- July 8 (Mon.) Study Day. No classes.
- July 9 (Tues.) Final Exams; Official last day of the Summer I term
- July 10 (Wed.) Grades Due at 3 p.m.

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).
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.