English 6324: Pedagogy in Rhetoric, Composition, and Literacy Studies
Traslanguaging in the Teaching of Writing

Dra. Alyssa G. Cavazos
Office: Edinburg ELABS 270-A | Brownsville BMAIN 1.212B
Office Hours: Monday (E) 9:00-11:00 | Wednesday (B) 10:00-11:00 and 1:00-2:00 or by appt.
e-mail: alyssa.cavazos@utrgv.edu

Course Overview
Welcome to English 6324: Pedagogy in Rhetoric, Composition, and Literacy Studies. The official course description reads: “Explore issues related to teaching of rhetoric, composition, and other literacies, with emphasis on a theoretically informed practice.”

While the official course description accentuates the teaching of writing from a theoretical perspective, I’d like for us to explore the teaching of writing from researched, theoretical, rhetorical, and personal viewpoints, particularly through a translanguage lens. The way I teach writing is not only informed by theory and research, but also by my own personal experiences with writing and language and the rhetorical contexts where I teach. As you can see from the image above, I was in tears because I had to say a few words in English using the microphone; my parents and I had just immigrated from Mexico and I didn’t know English yet I was expected to speak out loud in a foreign language.

When my seventh grade English teacher told my parents I would “never earn an ‘A’ in an English class because I learned English as a second language,” I was, naturally, devastated and hurt, but this experience helped me identify a critical research question I investigated throughout my graduate and academic career: how can I develop fair and equitable assessment tools that will ensure all my students, regardless of language background or any other marker of “difference” have the opportunity to succeed and achieve? While there is ample research in the area of second language writing and translingual writing that supports students’ linguistic experiences in the writing classroom, my personal experiences as an English language learner and an academic in the field of rhetoric and composition teaching at a Hispanic Serving Institution on the Mexico/U.S. border have equally shaped my desire to teach writing through linguistically inclusive approaches.
I invite each of you to explore the researched, theoretical, personal, and rhetorical contexts that shape or will shape your translanguaging writing pedagogies. We will focus on writing pedagogies in relation to translingual realities in a variety contexts. The purpose of course readings and your own primary and secondary research is to explore and create translingual writing pedagogies in contexts that are meaningful to your current academic and/or professional context. In order to engage writing pedagogies in these ways, writing will be critical in your inquiry process and development of linguistically inclusive practices in the teaching of writing. Through course readings, writing projects, and class discussions, you will notice how my own pedagogy is informed by personal inquiry and reflective practices as well as theoretical and rhetorical knowledge. In the end, the goal of the course is to create collaborative inquiry-based, reflective and exploratory viewpoints on the role of language difference in writing instruction.

My role in class is that of a collaborator and facilitator; I want to think of our relationship as one focused on discovering new knowledge, ideas, and possibilities in the teaching of writing. In order to engage in collaborative learning, I expect you to remain committed to course readings, discussions, and projects throughout the semester. Collaborative thinking entails rhetorical 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. As educators, we are in a unique position to create change—the type of change that challenges dominant, hegemonic structures in the educational system and in society. I want to work with you this semester to create the type of change that leads toward inclusivity and equity in learning for all, so we can all learn from each other as we create a more just community of teaching and learning. I look forward to a learning-enriching semester!

**Guiding Questions:** These questions will guide our discussions throughout the semester. My goal is to collaborate with you as you become critical writing teachers and writing scholars and as you identify your own theories and pedagogies in teaching writing through a linguistically inclusive perspective.

- How do we learn to write? Why do we write?
- What is writing? What purpose(s) does it serve?
- How do our personal experiences with writing inform our views toward the teach of writing?
- How does the rhetorical context of where we teach writing and with who shape our writing pedagogies?
- What is the role of language diversity and linguistic inclusivity in writing instruction?
- How is translingual writing defined and enacted in diverse contexts?
- How do we teach and respond to writing fairly?
- How do we design writing assignments responsive to students’ linguistically and culturally diverse background?

The guiding questions will assist you in accomplishing the following by the end of the course:

1. Apply theories and practical strategies for teaching writing that will engage students in rhetorically compelling and linguistically inclusive writing;
2. Productively give and receive feedback from peers on teaching activities, materials, and theories; and
3. Design a translanguaging pedagogical approach within a specific professional context.
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 6324 (not necessarily in order of importance)

Upon completion of this course:

- Goal 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.
- Goal 2: Students will demonstrate a graduate-level understanding of contemporary composition theory, such as core issues, debates, research, history, ethics and technology.
- Goal 3: Students will demonstrate graduate-level understanding of contemporary composition pedagogy, such as core issues, debates, research, history, ethics, and/or technology.
- Goal 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.

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.

iRR: Interactive Rhetorical Responses 30% | 6iRRs @ 5% each (SLO 2; Goal 1, 2, 3, 4)

This section encompasses written interactive rhetorical responses and participation in in-class and online discussions. Throughout the semester, we will read a variety of academic articles and online sources. You will be expected to write approximately 6 one to one and a half pages singled spaced interactive rhetorical responses based on assigned texts. In each interactive 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. Interactive 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.
Project 1-iRA: Interactive Rhetorical Analysis of Translanguaging Website 20% (SLO 2, 3; Goal 1, 2, 3)
You will write an interactive rhetorical analysis of a website that explores translanguaging, translingual, and/or multilingual writing practices and/or pedagogies. Your objective is to 1. explore how they define linguistic diversity and its relation to writing instruction within the specific institutional context, 2. assess the usability of the approach(es) presented in writing instruction in relation to the scholarship we’ve read in class, and 3. identify drawbacks, gaps, or challenges to the form of linguistic diversity they advocate as it relates to writing instruction, and 4. present potential research or practice consideration to respond to those issues. As defined earlier, this interactive rhetorical analysis can include links to relevant sides, pictures/images that represent and idea or claim, relevant audio files, and pose questions to peers/instructor. You are welcome to write/create your iRA in mediums other than traditional Word files. This interactive rhetorical analysis will inform your research process and choices for the following two assignments.

Project 2-Translanguaging in Community and Academic Contexts 20% (SLO 3; Goal 2, 3)
For this project, you will analyze the language practices in an academic, social, personal, professional, and/or work environment that you are a part of on a regular basis. Through field notes, observations, interviews, and short surveys, you will collect data on the language practices within and across this space with an emphasis on how language differences are negotiated among various stakeholders, including yourself. Informed by course readings and your own secondary research, you will use translanguaging as a theoretical lens to analyze translanguaging practices in action with an emphasis on how language is used in the space to communicate meaning, how the main stakeholders negotiate and navigate language choices, and different languages to achieve specific ends. Ultimately, you will explore what your findings might suggest for how we teach writing in public school and in institutions of higher education as we consider the linguistic realities of the day-to-day.

Project 3-Taking Translanguaging Public 30% (SLO 1; Goal 2, 3, 4)
Informed by your previous two projects and the readings and discussions in our class, you will partner with an office or program at UTRGV to investigate their roles and expectations within the University context, learn about the role of writing/writing instruction in their objectives, and collaborate with them to create a meaningful document, tool, or guidelines that advocates for translanguaging in writing and/or the teaching of writing as a tool for responding to UTRGV’s mission, vision, values, and goals articulated in the Strategic Plan. Particularly, that of UTRGV as a “premier Hispanic-serving institution, and a highly engaged bilingual university, with exceptional educational, research, and creative opportunities that serve as catalysts for transformation in the Rio Grande Valley and beyond.”

Course Readings: I will provide you with most of the readings via PDF files on Blackboard while others I will ask you to access via reserved books in the library. These details will be provided on Blackboard; however, please see a general overview of our assigned readings. In addition to course readings, you will also conduct original research for each of the major projects for the class.

- Canagarajah, Suresh. “Translingual Writing and Teacher Development in Composition.”
- Selfe, Cynthia and et al. Chapter 2: Narratives as a way of knowing and digital media & transnational connections
- Horner, Bruce Horner and Trimbur, John. “English Only and U.S. College Composition”
• Lu, Min-Zhan and Horner, Brice. “Language Difference in Writing: Toward a Translingual Approach”
• Lu, Min-Zhan, and Bruce Horner. “Translingual Literacy, Language Difference, and Matters of Agency.”
• Matsuda, Paul Kei. “The Lure of Translingualism”
• Gonzales, Laura. “Multimodality, Translingualism, and Rhetorical Genre Studies”
• Garcia, Ofelia. “Translanguaging in Schools: Subiendo y Bajando, Bajando y Subiendo as Afterword”
• Rivera, Adrian and Mazak, Catherine. “Analyzing Student Perceptions on Translanguaging : A Case Study of a Puerto Rican University Classroom”
• De los Rios, Cati and Seltzer, Kate. “Translanguaging, Coloniality, and English Classrooms: An Exploration of Two Bicoastal Urban Classrooms”
• Lee and Jenks. “Doing Translingual Dispositions.
• Gonzales, Laura. “Multilingual/Multimodal Methods and Methodologies: Research Sites: Translation Moments in and across Latinx Communities and Method”
• Alvarez, Steven. “Translanguaging Tareas: Emergent Bilingual Youth as Language Brokers for Homework in Immigrant Families”
• Ayash, Nancy Bou “Unpacking Local Language Representations and/as Practices: Postmonolingualism in Seattle”
• Barry, Hawisher, and Selfe. “A Note on Methods” from Transnational Literate Lives in Digital Times
• Chapter 3 “Cultural designs for writing digitally: from Urbana, Illinois, and afar” from Transnational Literate Lives in Digital Times
• Vershawn Ashanti Young. “Should writers use they own English?”
• Flowers, Katherine S. “Resisting and Rewriting English-Only Policies: Navigating Multilingual, Raciolinguistic, and Translingual Approaches to Language Advocacy”

Criteria on Assessment

Course Grades & Performance: The evaluation of your performance is based on Interactice Rhetorical Responses 30%, Project 1 20%, Project 2 20%, Project 3 30% and each consists of a variety of assignments and thoughtful self-reflections. 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, 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.

**Online Classroom Atmosphere:** I envision our online classroom environment 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. Please ensure you read and review our Blackboard course on a regular basis and submit all assignments, drafts, revisions, peer discussions by the due date. 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 course 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.

**Late Work:** Because this is an online course, to an extent, you set your pace for how you respond and complete all assignments. For this reason, please ensure you have a set schedule for completing the readings, writing, responding, and submitting all work. All work is due by the time noted on Blackboard and late work will not be accepted. If you know you have an event or will need additional time to submit an assignment, please ensure you send an e-mail to your instructor at your earliest convenience. Also, I understand emergencies happen, please ensure you communicate with me as soon as possible to determine next steps. 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 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.

**Scholastic Dishonesty:** 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, STU 02-100, and UTRGV Academic Integrity Guidelines). **All scholastic dishonesty incidents will be reported to Student Rights and Responsibilities.**

**Sexual Misconduct and Mandatory Reporting:** In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (oie@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and 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 that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at (956) 665-8287, (956) 882-8282, or OVAVP@utrgv.edu.

**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:

Brownsville Campus | Edinburg Campus
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. As the instructor, I am here to help you think through readings, respond to your writing, and assist in the content of the course. 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. Because this is an online course, I expect you to plan in advance in order for you to engage with the course material, expectations, discussions, and projects. 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 submit assignments on Blackboard.

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 Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, counseling services, critical thinking, study skills, degree planning, and student employment. In addition, services such as the Food Pantry are also provided. Locations are listed below.

<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>BSTUN 2.10</td>
<td>EUCTR 109</td>
</tr>
<tr>
<td><a href="mailto:Counseling@utrgv.edu">Counseling@utrgv.edu</a></td>
<td>(956) 882-3897</td>
<td>(956) 665-2574</td>
</tr>
<tr>
<td>Counseling and Related Services</td>
<td>List</td>
<td></td>
</tr>
<tr>
<td>Food Pantry</td>
<td>BCAVL 101 &amp; 102</td>
<td>EUCTR 114</td>
</tr>
<tr>
<td><a href="mailto:FoodPantry@utrgv.edu">FoodPantry@utrgv.edu</a></td>
<td>(956) 882-7126</td>
<td>(956) 665-3663</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>

**Students with disabilities:** 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)** for additional information. In order for accommodation requests to be considered for approval, the student is responsible for providing sufficient documentation of the disability to SAS and participating in an interactive discussion with SAS staff. Accommodations may be requested at any time but are not retroactive. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

**Student Accessibility Services:**

**Brownsville Campus:** Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 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 parent 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.
UTRGV Academic Calendar: 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 Spring 2020 include:

January 13    First day of classes
January 16    Last day to add a course or register for Spring 2020
January 20    Martin Luther King Jr. Holiday – NO classes
March 9-14    Spring Break – NO classes
April 9       Last day to drop a course; will count toward the 6-drop rule
April 10-11   Easter Holiday – NO classes
April 30      Study Day – NO classes
May 1-7       Final Exams
May 7         Spring classes end; Official last day of the term
May 8-9       Commencement Exercises

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. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

Module 1 February 19-25, 2020
Module 2 April 15-21, 2020
Full Spring Semester April 10-29, 2020

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

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