Introduction

¡Bienvenidos! Welcome to WRLS 2301: Multilingual Writing. This is a new course in the Core Curriculum, and I am happy you decided to join us on this semester-long multilingual journey. As the class title suggests, all languages and language varieties are welcome in this space. In fact, they are integral to our course goals and objectives because we will explore how multilingual writers enact translanguaging practices in multilingual and/or translanguaging texts and contexts. We will learn about how we can draw on all our language resources as we engage with course and outside readings and as we write documents for a variety of audiences.

As one way to meet the student learning outcomes set by the Texas Higher Education Coordinating Board, this course is designed as an experiential and community engaged course, which means we will work closely with non-profit community organizations focused on educational, environmental, political, immigration, and many other social issues. We will collaborate with them to learn our collective diverse languages and literacies, conduct primary and secondary research, and design projects that will be beneficial to both the organization and those who benefit from services provided by the organization. Community engaged courses focus on responding to the needs of a community organization by establishing a reciprocal and mutually beneficial learning experience between students and community partners. Community engaged courses provides you with opportunities to build critical thinking, teamwork, communication and personal responsibility skills—critical characteristics that will ensure your success at the University and in your future profession.

My goal is to collaborate with you and our community partners as critical language users and writers. I want us to create collaborative and linguistically inclusive spaces both in the classroom and outside of the classroom with a strong foundation in respect for difference, teamwork building, and inquiry. 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 about writing, multilingual/translanguaging writing, and language diversity. 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 critical listening; therefore, I also expect that each one of you will attentively and respectfully listen to other’s perspectives. The course readings and outside required community engagement 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. I look forward to a learning-enriching semester!
Course Expectations

This semester, the course is focused on investigating multilingual community writing contexts and enacting diverse translanguaging strategies to counter linguistic, racial, and cultural disparities in our communities, thereby building inclusive academic and community spaces for all. In line with the Sustainable Development Goals to Transform Our World, I invite you to engage in collaborative partnerships with peers, faculty, and community partners as we think critically and deeply about what just, equal, and quality educational experiences look like in multilingual communities.

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/or 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 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.

As linguistically diverse writers, you possess a variety of languages and literacies that you can use as you engage with writing in multiple situations. Una de las maneras que podemos saber como usamos diversos lenguajes en diferentes ocasiones es investigando por medio de observaciones, entrevistas y fuentes textuales primarias y secundarias. In this course, you will explore how to navigate and shuttle among a variety of linguistically diverse communities and what strategies you can use as you draw on all your language resources to make meaning and achieve specific aims. The following questions aligned to student learning outcomes will guide our course discussions, activities, and projects:

- What language and literacy practices do you use in diverse communities (personal, educational, professional, recreational, community-based, etc.)?
- How do you adjust your language and literacy practices based on goals, values, and resources of diverse communities? What strategies do you use, consciously and/or subconsciously?
- How do writers in linguistically diverse environments negotiate languages and literacies to achieve objectives?
- How do we establish reciprocal and meaningful relationships between the university and community through our language and literacies choices?
- How can we use our languages and literacies to communicate across differences, create new knowledge, and make a lasting impact on our university and community?

Course readings, activities, individual and collaborative projects, and community engagement projects are designed to provide you with opportunities to explore, through ethnographic methodologies, how different languages and language variations are used and negotiated through writing in a variety of academic and community-based environments. You will not only study the use of language and literacy in different academic and community situations but you will also have the opportunity to use language and literacy practices to convey meaning for specific purposes appropriate for the audience and circumstance. Through guided course
readings and feedback on how to write collaboratively with peers, you will develop the strategies and rhetorical skills needed to learn through collaboration across linguistic and cultural differences. Most importantly, you will have the opportunity to engage in collaborative learning and writing experiences as you engage in cross-linguistic conversations with peers and community members. We will be in constant conversation with the community partner to ensure we are meeting their needs. In particular, I will request a written reflection and evaluation from the community partner where they will evaluate their collaboration with us with specific attention to evaluating your unique contributions to their organization.

Student Learning Outcomes (SLOs)
This course addresses the development of the following core SLOs for the Integrative/Experiential Learning option in the Core Curriculum as outlined by the Texas Higher Education Coordinating Board:

◊ **SLO #1 Critical Thinking:** Students will analyze and synthesize linguistically diverse complex academic and non-academic sources to make meaning and create new knowledge.

◊ **SLO #2 Communication skills:** Students will identify how they can use all their language resources to compose texts in a variety of genres and make critical language negotiation choices as they respond the needs of the community and diverse contexts, audiences, and purposes, respectively.

◊ **SLO #3 Teamwork:** Students will write collaboratively and engage in peer response feedback as they examine language negotiation strategies in a variety of situations, particularly within the community they study.

◊ **SLO #4 Personal responsibility:** Students will reflect on their language negotiation strategies and language strengths to develop a sense of curiosity, engagement, and responsibility instrumental for success across linguistic and cultural difference.

◊ **SLO #5 Experiential Learning:** Students will investigate language and literacy practices in a variety of academic and non-academic contexts as they create new knowledge through reciprocal community engaged practices.

Course Projects
**Cross-linguistic Reflective Responses 40% (SLOs: critical thinking, communication skills, personal responsibility):** You will write almost bi-weekly cross-linguistic reflective response where you will explore your translanguaging dispositions at the beginning and end of the semester. In particular, you will respond to course readings and podcasts on language diversity of your choice. Through your reflective responses, you will note how the speaker/writer uses languages and how they negotiate language and literacy choices to convey meaning across difference (gender, ethnic, linguistic, racial, socioeconomic class, etc.) through a variety of composing strategies. You will also be asked to synthesize and make connections between your observations, assigned course readings, and podcasts. The purpose of the reflective response is to ignite your curiosity, openness, and metacognitive/metalinguistic abilities that will eventually lead you to identify a research question related to a specific academic and/or community context you are interested in investigating. Eventually, the reflective response will serve as a space where you will collect and analyze your primary and secondary research related to your research question.

**Navigating & Negotiating Languages: Ethnographic Research Portfolio 60% (SLOs: critical thinking, teamwork, communication skills, personal responsibility, experiential learning):** Because this is a community engaged course, you will be expected to participate in at least nine direct (in person) hours with ARISE through presentations, interviews, research practices, feedback, and collaborative conversations. Much of the collaboration with ARISE will also take place via OneDrive and other document sharing systems. The portfolio consists of the following three critical documents that you will have the opportunity to draft and revise throughout the semester.

◊ **Collaborative Multilingual Linguistic Profile (SLOs: teamwork, critical thinking, communication skills, personal responsibility):** In this assignment, you will work collaboratively in small groups (3-4) to interview each other about your language and literacy practices in different school, home, and community situations. You will identify peer group members based on your linguistic history in order to create a diverse group of students who possess different linguistic backgrounds and histories. I will
provide you with feedback and we will read about effective collaborative learning and writing experiences to create meaningful collaboration across difference. You will collaborate to negotiate meaning, knowledge, and language and literacy practices based on your combined experiences. In the end, with your collaborative group, you will create a “document” for a specific audience at MultiLingua Fest with the aim of representing new knowledge on negotiating languages and assisting them in exploring their own linguistic profiles. You will choose the form or medium of communication. You will submit a self-assessment reflection with this assignment where you will self-assess your contributions to this project as well as the contributions of your peers. In particular, you will draw on course readings to analyze how you negotiated meaning and language practices as a team to develop your unique Linguistic Profile.

◊ **Multilingual Ethnographic Research Study (SLOs: teamwork, critical thinking, communication skills, experiential learning):** You will critically analyze how ethnographic methodologies and multilingual theories are applied in a variety of linguistically diverse academic and community texts and studies to achieve communicative goals and reach a specific audience. You will proceed to conduct original ethnographic research within a linguistically diverse community and use a theoretical lens to analyze language negotiation strategies in the language and literacy practices of the community. You will identify a research question related to the language and literacy practices used within the community. You will conduct primary (e.g., field observations, interviews/surveys, documents) and secondary research related to the community partner and the issues the community partners address in their work. In the end, you will write an academic ethnographic research study based on your findings where they convey an original claim. Because reciprocity is a critical component in developing sustainable and meaningful collaboration, you will design and create a reciprocity artifact useful to their respective communities. You will be able to draw on your language repertoire (e.g., different languages and dialects, oral, written, visual, aural literacy literacies) as you negotiate language choices to communicate effectively and persuasively to convey claims and reach an intended audience. Through your research study and the document, you will have the opportunity to draw on all their language resources as you negotiate language choices to convey a message to your intended audience and fulfill your purpose.

◊ **Metalinguistic Awareness Self-Reflection (SLOs: personal responsibility, critical thinking, communication skills):** Reflective writing is integral to integrative and experiential learning. In this piece you will reflect on your learning and writing experiences throughout the semester. First, you will reflect on your pre- and a post-semester translingual dispositions questionnaire. The purpose of the questionnaire is for you to self-assess your openness to language difference and enactment of language difference (as writers and future teachers/professionals). After you take the pre-semester questionnaire, you will reflect on your responses and analyze why you responded the way you did by referencing specific examples related to your previous experiences with literacy and language. You will share your responses and reflections with classmates to identify larger narratives about the implications, meaning, and significance about your responses related to how we see writing and the teaching of writing. After you take the same questionnaire near post-semester, you will reflect on your responses by drawing connections to your initial responses/reflections and by drawing connections to the work you designed in this semester in the course. Similarly, you will engage in collaborative reflections where you articulate the meaning and significance of your post-semester response/reflections to create larger narratives related to what it means to engage in community writing and community collaborations. Ultimately, you will explore how you became aware of your literacy and language choices and how you use, negotiate, and navigate through all your languages in multilingual writing environments, especially in your interactions and collaboration with the community partner. You will analyze how course readings, theories on language negotiation strategies, your ethnographic research, and reciprocity artifact influenced your multilingual writing choices as they collaboratively created meaning and new knowledge with peers, instructor, family, and communities they studied.
Grades & Self-Assessment: The grade in this course is determined based on two major course projects: Cross-Linguistic Reflective Responses (40%) and the Negotiating Languages: Ethnographic Research Portfolio (60%). In order to earn the grade you deserve, you must submit all required components and actively participate in in-class and outside of class discussions and activities. Your research and collaboration with the ARISE Youth Program is integral to your grade. 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.

Learning Expectations and Performance (Adapted from Doug Hesse’s Language and Composition 1 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 throughout their reading, writing, thinking, and learning processes. The student is always prepared for class (i.e., completes and annotates readings and brings assignments). The student participates frequently and thoughtfully in discussions (orally/electronically), makes comments and asks questions that lead to deeper understanding and multiple perspectives. The student makes detailed, insightful, clear, and accurate contributions to peer response activities (written & oral) and is also open and receptive to new ideas and perspectives informed by teacher and peer feedback. 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. Self-reflections are often thoughtful and engages, and at times, specific examples could strengthen their claims. Student is always prepared for class (i.e., completes and annotates course readings and brings assignments). The student participates frequently in class, orally/electronically, makes comments, and asks questions leading to deeper understanding. While the student may participate infrequently, he/she makes valuable contributions. The student makes generous, detailed, and clear contributions to peer response activities, but may lack specific details or examples in their response. While the student considers feedback received from peers and professor, revisions may not always represent or align with feedback received. The student uses unstructured time productively in most cases.

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 and examples on their learning, thinking, writing, and reading processes. The student is prepared for class (i.e., completes and annotates readings and brings materials) but work may be lackluster and/or incomplete. The student seldom takes part in discussion, though attentively follow discussions and reacts to what others said. The student performs peer response work willingly; often, he/she often offers commentary that is generous, detailed, and insightful while consistency may strengthen this area. While the student reads peer and professor feedback, they rarely apply the feedback in subsequent revisions. 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 does not revise work based on peer or teacher feedback. 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 Readings:
This is a list of our course readings. Please check the tentative schedule regularly on Blackboard in case there are changes or revisions to course readings. The purpose of the course readings is to assist you in thinking about and creating your own projects in collaboration with your peers and the youth and leaders at ARISE. Please note that the course is designed in such a way that you will apply what you read for homework when you arrive to class. In other words, the purpose of our class sessions is not to “go over the readings;” rather, the purpose of the class is to engage in creating charts, outlines, visuals, timelines, and other tangible materials informed by the readings that will facilitate and strengthen your collaboration with your peers and the ARISE Youth Program.

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 the course calendar 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).
COURSE READINGS

On reading and writing in multilingual contexts
Agosin, Marjorie. “Always Living in Spanish: Recovering the Familiar, through Language”
Balderrama, Maria V. “Border Literacies: Con-Textos Bilingues
Castillo, Mayra. “Yo Estoy Tratando de Encontrar Un Punto Medio de Ambas Culturas”
Liu, Jun. “Writing from Chinese to English: My Cultural Transformation”
Lorimer, Rebecca. “Writing across Languages: Developing Rhetorical Attunement”

On conducting ethnographic studies and theories on language negotiation strategies
Kahn, Seth. “Putting Ethnographic Writing in Context”
Turcotte, Karin. “Literacy studies as linguistic ethnography”
Driscoll, Dana Lynn. “Introduction to Primary Research: Observations, Interviews, and Surveys”

Alvarez, Steven. “Translanguaging Literacies and Community Ethnographies”
Kimball, Elizabeth. “Translingual Communities: Teaching and Learning Where You Don’t Know the Language”

On the implications of community partnerships
Flower, Linda. “Partners in Inquiry: A Logic for Community Outreach”
Parks, Steven. “Community Partnerships”
Alexander, Kara Poe. “Reciprocal Literacy Sponsorship in Service-Learning Settings”

* Students bring at least two sample texts from the communities they are studying.
** Additional course readings will be posted on Blackboard and announced in class
Course Policies

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.
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.

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.

Fall 2018 Calendar of Activities: The UTRGV academic calendar can be found at https://my.utrgv.edu/home at the
bottom of the screen, prior to login. Some important dates for fall 2018 include:

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>August 27</td>
<td>First day of classes</td>
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<tr>
<td>August 30</td>
<td>Last day to add a course or register for fall 2018</td>
</tr>
<tr>
<td>September 3</td>
<td>Labor Day – NO classes</td>
</tr>
<tr>
<td>November 14</td>
<td>Last day to drop a course; will count toward the 6-drop rule</td>
</tr>
<tr>
<td>November 22 - 24</td>
<td>Thanksgiving Holiday – NO classes</td>
</tr>
<tr>
<td>December 6</td>
<td>Study Day – NO classes</td>
</tr>
<tr>
<td>December 7 - 13</td>
<td>Final Exams</td>
</tr>
<tr>
<td>December 14 – 15</td>
<td>Commencement Exercises</td>
</tr>
</tbody>
</table>

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

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          | October 4 – 10                        |
| Module 2          | November 29 – December 5              |
| Full Fall Semester| November 15 – December 5              |

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 Writing Center is dedicated to assisting UTRGV students in all stages of the writing process with the ultimate goal of helping students to be more efficient communicators, critical thinkers, and independent learners. Trained, interdisciplinary peer tutors actively engage students to: generate ideas at all stages of the writing process, gain a better understanding of content and structure, effectively research topics by using reliable resources and correctly formatting citations, provide convenient access to writing tutoring (face-to-face, Skype, or online), implement revision strategies for independent learning, and raise confidence in student writing. The Writing Center can be found on both UTRGV campuses: BLIBR 3.206 (Brownsville) and ESTAC 3.119 (Edinburg). More info can be found at: https://www.utrgv.edu/en-us/student-experience/student-academic-success/writing-center/index.htm

Accomodating 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.

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