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 a reminder, this is a hybrid face-to-face and online class. On Monday, I meet with Edinburg students face-to-face and on Wednesday, I meet with Brownsville students face-to-face. On the day, I do not meet with you all in person, you will engage in online activities, designs, and discussions.

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. 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 translingual 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.

One way to meet the student learning outcomes set by the Texas Higher Education Coordinating Board, this course is designed as an experiential course, which means we will engage in hands-on activities and collaborate with community entities focused on educational, environmental, political, immigration, and
many other social issues. We will collaborate with them to learn more about our and their 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. This course focused on experiential learning will provide 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/translingual 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**

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 online and physical environments negotiate languages and literacies to achieve objectives?
- How do we establish reciprocal and meaningful relationships in the community?
- 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. 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 both in class and online environments.

**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 demonstrate comprehension 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.
- **SLO 2 Communication Skills:** Students will demonstrate the ability to adapt their communications to a particular context, audience, and purpose using language, genre convention, and sources appropriate to a specific discipline and/or communication task.
- **SLO 3 Teamwork:** Students will collaborate effectively with others to solve problems and complete projects while demonstrating respect for a diversity of perspectives.
- **SLO 4 Social Responsibility:** Students will recognize and describe cultural diversity, the role of civic engagement in society, and the link between ethics and behavior.
- **SLO 5 Personal Responsibility:** 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.

**Course Projects**

**Weekly Cross-linguistic activities 30% (SLOs: critical thinking, communication skills, personal responsibility):** Each week you will engage in face-to-face and online activities, designs, and discussions as informed by class readings, personal experiences, and outside research and analysis. There will be a total of about six online posts (each post counts 5% of your grade) and you will receive credit during each face-to-face class for the in-class activities we do based on the readings due that day. For each online post, you will respond to the prompt, which will usually ask you to make connections to course readings, peers’ experiences/discussions, videos and podcasts on language diversity. 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. 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.

**Project 1: Multilingual Writing: Reflective Linguistic Profile 20% (SLOs: critical thinking, communication skills, personal responsibility, experiential learning)** For this project, you will self-reflect on your language and literacy history by exploring key literacy and translanguaging events (Heath; Alvarez) in your life that help illustrate the relationship between language and identity and language and power in diverse situations. In the end, you will create a visual, multimodal, or oral representation of your language and literacy experiences in diverse contexts (e.g., academic, personal, social, professional, technological, community-based, etc.) for a specific audience and a specific purpose. The main objective of the assignment is for you to explore your identities in relation to language and power to represent how you shuttle among languages as you shift contexts.
Project 2: Online Community Presence: User Experience Multilingual Analysis 20% (SLOs: critical thinking, teamwork, communication skills, personal responsibility, experiential learning) For this project, you will identify a local community organization that advocates for social justice and social rights, such as education access, literacy rights, language access immigration, environment, LGBTQ rights, human rights, gender equity. Once you identify your community partner, you will analyze their online presence (e.g., facebook, website, Instagram, twitter, etc.) through a user localization model and translingual/multilingual lens. Your objective is to explore how the organizations’ user experience dimension of their online presence is inclusive, accessible, and responsive to their audience(s) and the social justice issues they advocate. Through your analysis, you will develop a proposal that responds to your user experience interpretations, which will inform the following major project.

Project 3: Online Community Project: A Translingual Approach 30% (SLOs: critical thinking, teamwork, communication skills, personal responsibility, experiential learning) Informed by your analysis of your community organization’s online presence, you will connect with the community organization via a two-part series. Part I: you will conduct primary research (observations, interviews, analysis of artifacts) on “translation moments” within the organization. Specifically, you will explore the following: 1) their goals, purpose, and audience, 2) the tools and strategies they use to communicate with their various audiences or stakeholders, and 3) the challenges they encounter when communicating with their respective audiences. Part II: informed by your online user experience analysis and your primary research, you will partner with the community or organization to design a document, guidelines, or a set of solutions that may build further transparency and empathy between the organization and their respective audience. In the end, you will present your work to the community partner and write an analysis of your choices. You will also submit a final self-assessment reflection for the course where you explore your learning, writing process, and meaning-making throughout the semester for each course project.

Grades & Self-Assessment: The grade in this course is determined based on two major course projects: Online Weekly Cross-Linguistic Activities (30%), Multilingual Writing: Reflective Linguistic Profile (20%), Online Community Presence: User Experience Multilingual Analysis (20%), and Online Community Project: A Translingual Approach (30%). In order to earn the grade you deserve, you must submit all required components and actively participate in in-class and online class discussions and activities. 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 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 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 community partners. 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. 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. In addition to course readings, you will also conduct secondary research and primary research, which will inform your major projects in the course.

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*

- *Transnational Literate Lives in Digital Times* Chapter 4: acts of translation in the academy and across national boundaries
- Agosin, Marjorie. “Always Living in Spanish: Recovering the Familiar, through Language”
- Balderrama, Maria V. “Border Literacies: Con-Textos Bilingues
- Chapa, Lesley. *A CHANGE IN THOUGHT. A CHANGE IN PENSAMIENTO*
- Gonzales, Laura and Zantjer, Rebecca. Translation as User-Localization Practrice.
- Beyond Compliance: Participatory Translation of Safety Communication for Latino Construction Workers Carlos Evia and Ashley Patriarca
- The universality of empathetic design
- Design Thinking: Getting Started with Empathy
- Driscoll, Dana Lynn. “Introduction to Primary Research: Observations, Interviews, and Surveys”
- Gonzales, Laura. “*Translation as Technology: From Linguistic “Deficit” to Rhetorical Strength by Laura Gonzales*
- 30 Untranslatable Words From Other Languages Illustrated By Anjana Iyer
- 11 untranslatable words from other cultures.

Videos:

- Untranslateable,
- A Few Things to Know about American Sign Language
- Three ways to speak English.
- Denice Frohman “Accents”
- 8 Confessions of My Tongue

*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.

Online Readings & Assignment Submission
I understand that you may or may not have reliable access to the Internet at home. Because this is a face-to-face and an online course, 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.

Attendance & Drop by Instructor Policy: Students are expected to attend all scheduled classes. Failure to attend classes may result in failing the course. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. I do understand that unexpected issues may develop during the semester. If you are absent more than two times, you should make an appointment with me as soon as possible so we may discuss whether dropping the course is a better option for you or continuing with the course is a possibility in order to enable you to earn the best possible grade. Please do not hesitate to contact me. Keep in mind that chronic absences adversely affect your grade.

I will not drop you from the course if you simply stop coming to class. It is your responsibility to make an appointment with me to discuss your absences, dropping the course, or discuss any personal issues that may prevent your full engagement. I am open to discuss specific issues with you, and I am willing to work with you as much as possible to help you gain as much as possible from the course. Please be aware of the following: According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

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

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

Phones, Computers, and Electronic Devices: Because this is an institution of learning, all electronic devices are to be used for learning and 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. 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 and Online: You are expected to bring course readings and assignments to class, particularly, you are expected to have the course readings completed by the time you arrive 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. For all online assignments and submissions, please ensure you verify the tentative schedule and the weekly online activities links on Blackboard to ensure you submit work on time.

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 (oe@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, 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.

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
Office: Casa Bella 613 | Education (EDUC) 2.202
Submit a Ticket: UTRGV.edu/colthelp
Phone: (956) 882-6792 | (956) 665-5327
Fax: (956) 882-6751 | (956) 665-5276

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

Peer Assistance: Please find fellow classmates who can provide you with assistance throughout the duration of the semester. These peers can remind you of something I said in class; they can also help you find information in Blackboard. As the instructor, I am here to help you think through readings, respond to your writing, and assistant in the content of the course. I cannot recount what you missed if you fail to come to class or explain what homework is due as this information is located on the course calendar on Blackboard. However, your peers can provide you with help in this area should you be absent or unable to locate a file on Blackboard. You may also use the Blackboard Discussion Board for questions about finding assignments or due dates; this is a place where you and your peers can help each other with technical and other issues. A word of caution: Your peer will NEVER supplement your presence and participation in class. Your peer is not expected to answer their phones or email and should NEVER be used as an excuse for your failure to complete assignments. I also do not expect your peers to share class notes and/or report in for you.

E-mail: University policy states that all communication should occur via UTRGV e-mail addresses. I will not respond to e-mails sent from e-mail addresses other than the e-mail address provided to you by the university. My e-mail address is alyssa.cavazos@utrgv.edu. I usually check my e-mail early mornings and late afternoons during weekdays. You can expect a response from me within 24 hours from the time you send an e-mail, except on weekends and holidays. If you have a question or concern about a homework assignment or reading, DO NOT wait until the night before to ask me a question. You need to e-mail me well in advance if you have any questions or concerns regarding course objectives, readings, or assignments.

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

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

**Spring 2020 Calendar of Activities:** The UTRGV academic calendar can be found at [https://my.utrgv.edu/home](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

**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](mailto: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](mailto: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.

**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](mailto: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><a href="mailto:AcademicAdvising@utrgv.edu">AcademicAdvising@utrgv.edu</a></td>
<td>BMAIN 1.400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(956) 665-7120</td>
</tr>
<tr>
<td>Career Center</td>
<td><a href="mailto:CareerCenter@utrgv.edu">CareerCenter@utrgv.edu</a></td>
<td>BCRTZ 129</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(956) 882-5627</td>
</tr>
<tr>
<td>Counseling Center</td>
<td><a href="mailto:Counseling@utrgv.edu">Counseling@utrgv.edu</a></td>
<td>BSTUN 2.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(956) 882-3897</td>
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<tr>
<td>Counseling and Related Services List</td>
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</tr>
<tr>
<td>Food Pantry</td>
<td><a href="mailto:FoodPantry@utrgv.edu">FoodPantry@utrgv.edu</a></td>
<td>BCAVL 101 &amp; 102</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(956) 882-7126</td>
</tr>
<tr>
<td>Learning Center</td>
<td><a href="mailto:LearningCenter@utrgv.edu">LearningCenter@utrgv.edu</a></td>
<td>BMSLC 2.118</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(956) 882-8208</td>
</tr>
<tr>
<td>Writing Center</td>
<td><a href="mailto:WC@utrgv.edu">WC@utrgv.edu</a></td>
<td>BUBLB 3.206</td>
</tr>
<tr>
<td></td>
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<td>(956) 882-7065</td>
</tr>
</tbody>
</table>

**Mandatory Course Evaluation Period:** 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.