



## ***A Quality Education –A Lifetime of Success***

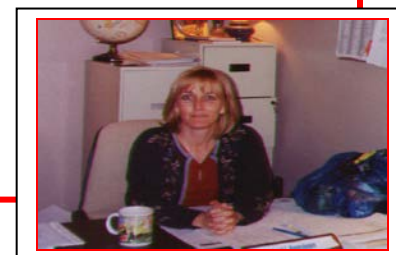
**Professor:** Dr. Jami L. Huntsinger ; **Course Title:** Composition II: Exposition

**Office Hours :** TR 8-9 :00 PM, online ; MW 9 :00-10 :15 AM ; TR 1 :00-1 :15 PM ; by appointment

**Course CRN:** 51180 ; 08/17/15-12/12/15

**Course No and Section, Dates and Times:** 110.505

**Prerequisites:** English 100 or ACT 19-25 or Compass 75-100



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### ***Course Description***

Welcome to Composition II: Exposition (English 110)! In this course, you will write four essays, which may include summary analysis, exemplification, process, cause and effect, comparison /contrast, classification/division, definition, argumentation, or combined pattern essays. These essays (which may be written in-class or out-of-class), require your developing good writing habits, including prewriting, drafting, revising, and editing, which will help create a unified focus, strong development, and clear organization. You will also be required to integrate quotations from primary readings and web sources, to avoid plagiarism, and to evaluate web sources. Essays must demonstrate correct grammar and strong sentences. If you learn these writing skills, you will become a more successful communicator in college courses and a more thoughtful professional in your careers.

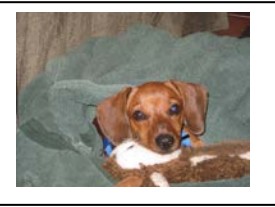
## **Your Professor**

I am Dr. Jami L. Huntsinger (pronounced Hun-singer). I grew up in South Dakota (I am Lakota French), and I moved to New Mexico in 1989. After graduating from the University of New Mexico in 1997, with a Ph.D. in English, I chose to work at a two-year college because I enjoy teaching. In 1997, I accepted a position as an assistant professor at Valencia Campus. I am now a tenured professor, who enjoys teach such classes as Composition 101/110 (face-



to-face and online), 102/120 (face-to-face and online), Composition 220, Grammar 240 (face-to-face and online), Introduction to Literature 150 (face-to-face and online), Southwest Literature 211, and Native American Literature 264 (face-to-face and online). I am a resident of Belen, New Mexico. I love my life in the valley; I especially enjoy hearing the braying of the burro, Chelsea, who lives next door. She is my 6:00-am alarm clock. To make my life complete, I have four

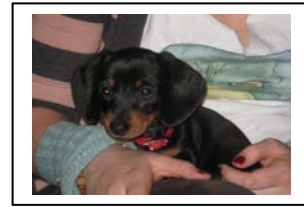
special animal friends – Heidi, a four-year-old Dachshund who loves to eat socks, and Mia, a Dachshund cross who loves to race about the yard. The newest addition to the family is Dawn Noel, a dachshund who Santa Claus dropped down the chimney last Christmas.



**Heidi**



**Mia**



**Dawn Noel**

## **Learning Outcomes for Composition I: Exposition**

### **The University of New Mexico's Learning Outcomes for Composition I: Exposition**

**All students** registered at any of the University of New Mexico campuses must meet the following goals and objectives to pass Composition II: Exposition. These learning outcomes are part of the grading matrix used to grade your writing. If your writing meets these learning outcomes, you will have successfully passed the course. By the end of the semester, you should be able to,

#### ***Students should be able to do the following:***

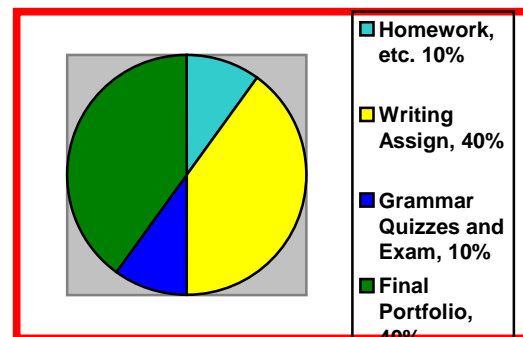
- 1. Use the appropriate rhetorical situation and genre** – You should be able to analyze, compose, and reflect on arguments in a variety of genres, considering the strategies, claims, evidence, and various mediums and technologies that are appropriate to the rhetorical situation.
- 2. Use writing as a social act** -- You must be able to describe the social nature of composing, particularly the role of discourse communities at the local, national, and international level.
- 3. Approach writing as a process** – You will use multiple approaches for planning, researching, prewriting, composing, assessing, revising, editing, proofreading, collaborating, and incorporating feedback in order to make your compositions stronger in various mediums and using multiple technologies.
- 4. Use Standard Written American English grammar and usage** – You will improve your fluency in the dialect of Standardized Written American English at the level of the sentence, paragraph, and document and analyze and describe the value of incorporating various languages, dialects, and registers in your own and others' texts.
- 5. Reflect on your progress** – You will evaluate your development as a writer over the course of the semester and describe how composing in multiple genres and mediums using various technologies can be applied in other contexts to advance your goals.
- 6. Employ research responsibly** – You will 1) use writing and research as a means of discovery to examine your personal beliefs in the context of multiple perspectives and to explore focused research questions through various mediums and technologies, and 2) integrate others' positions and perspectives into your writing ethically, appropriately, and effectively in various mediums and technologies.

To meet these objectives at the 110 level, these are the skills we will focus on this semester.

1. Create essays using the appropriate genres required for writing tasks. Genres are types of rhetorical strategies, or ways you present information, such as summary analysis, exemplification, process, cause and effect, comparison /contrast, classification/division, definition, argumentation, or combined pattern essays (see *Patterns for College Writing*). You need to address the requirements of the questions asked.
2. Organize your essay. Organization includes employing a number of skills, such as writing strong thesis statements and topic sentences, using transitions, organizing sentences within focused paragraphs, and ordering paragraphs in logical way.
3. Develop your paragraphs. Development includes using examples and support to help illustrate your points. Personal examples and/or quotations from readings and/or web sources are also required in your essays. Essays need to be 3-4 pages in length.
4. Read texts accurately. To be successful writers and thinkers, you should **read critically, summarize accurately, and/or analyze insightfully.** You will also be required to analyze and evaluate web sources that you use to support your points.
5. Revise and edit papers. Using good writing strategies, including prewriting, drafting, revising, and editing, will help you create strong essays. You will be required to demonstrate an ability to **revise and edit** in the final portfolio and in papers submitted during the semester.
6. Write good, well-crafted sentences and use correct grammar. Awkward sentences and grammatical errors make writing hard to read and result in bad communication. In English 110, you must demonstrate **competency** in these areas: **1) fragments, 2) comma splices/run-ons, 3) pronoun reference and point of view (second person), 4) punctuation, focusing on commas, apostrophes and quotation marks, and subject verb agreement.** You need to demonstrate this competency by passing a final examination with a 72% or higher and by writing correctly edited papers.
7. Use MLA for formatting papers and citing sources. This learning outcome includes using **MLA formatting** for presenting papers citing sources to avoid plagiarism. You will focus on learning **MLA documentation** to cite primary readings and web sources.

## Grading Scale

**Not all assignments and their grades are equal in value.** At UNM VC, you can earn a course grade of **A, B, C, D (fractionated), F, W, or I** (See Incomplete section for more details about this grade). **C- or lower is failing,** and if you earn a C- or lower, you must retake the course. Some of your assignments are worth more than others are. For example, **homework and participation** are worth **10%**. Grammar Quizzes and the Grammar Examination are worth **10%**. Major **writing assignments**, which you submit during the semester, are worth **40%**. Finally, the **Final Portfolio** is worth **40%**. (You must pass this Final Portfolio to pass the course so major revision is expected.) These assignments meet the learning outcomes and measure your readiness for 120.



## Grading Criteria

**The following outline is the criteria used to grade your writing. Knowing these criteria will help you know what you need to strive for to improve your writing. To earn an "A," (Excellent, Pass):**

This type of paper demonstrates a compelling, original, and thoughtful thesis that is supported by accurate details, examples, and explanations. The paper is easy to follow because it is clearly organized and has transitional markers. Paragraphs are unified and well supported. In addition, precise and lively word choices are combined into balanced, varied, and clear sentences. There are few, if any, deviations from standard usage, grammar, and mechanics,

especially. The paper has very few sentence boundary errors, such as comma splices, run-ons, and fragments. This paper addresses the question asked clearly and imaginatively.

**To earn a "B," (Good, Pass):**

This paper is also strong, but it is less polished than the "A" paper based on the quality of the thesis, diction, or the sentence variety. However, the essay is still focused and interesting. Its organization is correct, but transitions are sometimes strained. While developed, the paper needs some additional support to explain points more fully. Paragraphs are typically unified. The paper is generally correct mechanically, though there may be problems with complex grammar and punctuation, such as apostrophes or subject/verb agreement. There are few, if any, sentence boundary errors: comma splices, run-ons, and fragments. The paper addresses the question well.

**To earn a "C," (Average, Pass):**

Although the paper contains good thought and interesting ideas, the essay's focus, while there, is not well written or maintained. The organization is acceptable, though some parts may be awry. The essay needs further development, but it contains a few well-placed examples or details. Some paragraphs are unified, but some need the focus of a strong topic sentence. Sentences in paragraphs may need organization. Though the paper contains few major errors, there are some mistakes in spelling, grammar, and punctuation. The paper contains some sentence boundary errors, such as comma splices, run-ons, and fragments, but overall reflects a strong understanding of sentence structure. The paper addresses the question.

**To earn a "D," (Inadequate, Failing):**

This type of essay too often seems an unfocused exercise, even though there may be good ideas throughout. Usually, there is no thesis, but if there is one, it is too general to be effective. Some principle of organization is apparent, but the principle is not successfully followed or lacks consistency and coherence. Development is weak, and paragraphs are not unified and sometimes not used. Errors in spelling, grammar, and punctuation are frequent enough to distract and confuse the reader. Sentence level errors abound: too many comma splices, run-ons, or fragments exist. The paper often does not address the question asked.

**To earn an "F," (Unacceptable, Failing):**

The essay seems a mechanical exercise without purpose or audience. There is no apparent principle or organization. Paragraphs do not exist. Development is weak, often indicated by a one-page essay. There are frequent sentence structure errors of the gravest sort. Sentences often do not make sense. Errors indicate failure to understand the basic grammar of the sentence. The paper does not address the question or is very hard to read.

**To earn a "0," (Unacceptable, Failing):**

The "0" grade is distinguished from the "F" paper in that the student has not turned in any work to be graded. (Important: Portfolios are not accepted late.) If the paper has been turned in, it is plagiarized.

## **Writing Requirements**

You will a minimum of 3 essays of 3-4 pages in length. You must submit all essays to be able to submit a portfolio; if you do not submit all essays, you will earn a 65% for the course, which will require you to retake English 110.. To receive full credit for your writing, you must follow the directions for each of the assignments and pay special attention to organization, focus, development, MLA formatting and documentation, and length guidelines. You need to word process writing assignments using MLA formatting rules. Writing is graded with a matrix.

1. **Submitting Your Writing Assignments --** Submit your writing assignments in Word or RTF file format using 12 point font. If you are unsure how to "save as" a Word or RTF file, consult Blackboard Learn help desk (277-5757) or The Learning Center for help converting files wps or wks files to Word or RTF documents.
2. **Writing First Drafts --** First drafts used for peer editing must meet length requirements to receive full credit. First drafts are graded as follows: 1) complete and on time -- 100 points, 2) On time but short -- 75 points, 3) Late, but complete -- 50 points, 4) short and late -- 25 points, 5) submitted after the final draft -- 0 points. IMPORTANT: Concerning 3 and 4 -- you cannot peer edit, and you lose comments and points for peer editing.

3. **Due Dates for Homework and Essays** --The due dates for work in the class are noted in the Assignment Syllabus or posted in Blackboard Learn. Late work is not accepted. Work completed during class cannot be made up – do not miss class.
4. **Plagiarism** --Your writing assignments must not be plagiarized, or copied. Plagiarism means using words and/or ideas in your writing without acknowledging their source. Plagiarism includes copying another student's papers or ideas, downloading and turning in papers from the Internet, copying passages from sources without proper documentation, or rephrasing an author's ideas and then presenting them as your new, original thoughts.



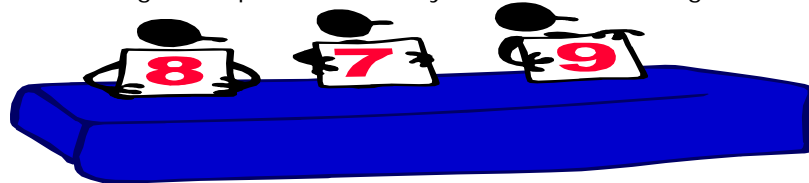
To learn how to avoid plagiarism, you can talk to me, e-mail me, consult a tutor, or complete the Plagiarism Tutorial in Course Materials in Blackboard Learn or at <http://library.acadiau.ca/tutorials/plagiarism>. (Pick Dylan in the tutorial.) If you would like more reading about plagiarism, The Owl at Purdue website offers sage advice: <http://owl.english.purdue.edu/owl/resource/589/01>.

Facing high stress, busy schedules, and ample resources on the Internet, you may be tempted. Ignore that temptation! Because . . . if you do plagiarize, you will face one or more of the following consequences: failing the assignment, failing the course, or facing disciplinary action taken by the University. Your actions may also be reported to the Division Chair of CHESS. Further disciplinary action, in addition to the actions taken for the plagiarism, may be taken based on the severity of the behavior. The University considers plagiarism a serious form of academic dishonesty – stealing.

### **Portfolio Requirements**

During the semester, you will need to submit a Final Portfolio. You must pass the Final Portfolio to pass the class. The following are the requirements for the portfolio.

**Final Portfolio** – The Final Portfolio is a collection of your writing that will determine whether you pass/fail the course. Submitted portfolios receive a pass/fail from the 110 English Panel, who will use the learning outcomes to determine the effectiveness of your overall writing accomplishments and your readiness for English 120.



If the portfolio fails the 110 Panel Evaluation, you will fail the course and earn a 65% for the course; you must then retake English 110. If the portfolio passes the 110 Panel Evaluation, your instructor will grade the content of your Final Portfolio and then average it with the other work you have completed during the semester. (See Grading Scale). If you earn a 73% (C) on all work completed in the course during the semester, you will pass English 110.

The following are things you must do to prepare to submit the Final Portfolio.

1. A table of contents
2. A self-evaluation, **including the Final Grammar Examination score and the grades on all four papers written during the semester.**
  - a. One essay revised
  - b. The first draft of the essay with the instructor's comments
  - c. A copy of the questions asked with the question selected circled
  - d. A second revised essay (2 sources required)
  - e. The first draft containing instructor's comments
  - f. A copy of the questions asked with the question selected circled





### Additional Information about the Portfolio

1. All final drafts must be word-processed. No handwritten essays will be accepted.
2. You **MUST KEEP THE FIRST DRAFTS THAT YOU WRITE WHICH CONTAIN INSTRUCTOR'S COMMENTS.** If you do not, the final portfolio grade will be adversely affected; part of the grade is based on your ability to revise; panel graders look to see whether you have responded to matrix and internal comments to improve the essays that you submit.
3. For the final portfolio, you must use a paper folder with pockets.

## Revising and Editing Your Writing

### Revising Your Essays

All revisions you do throughout the semester should illustrate substantial work done on the essay, such as working on organization, structure, or development. To revise, review peer editors' comments, ask your instructor questions, or get help from face-to-face or online tutors at The Learning Center (<http://www.unm.edu/~tutor>). Revising means making large changes (see Example of Global Revisions below.)

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#### EXAMPLE OF GLOBAL REVISIONS

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Sports on TV--A Win or a Loss?

Team sports are as much a part of American life as Mom and apple pie, and they have a good tendency to bring people together. They encourage team members to cooperate with one another, they also create shared enthusiasm among fans. Thanks to television, this togetherness now seems available to nearly all of us at the flick of a switch. *We do not have to buy tickets, and travel to a stadium, to see the World Series or the Superbowl, these games are on television. We can enjoy the game in the comfort of our own living room. After Thanksgiving or Christmas dinner, the whole family may gather around the TV set to watch football together.* It would appear that television has done us a great service. But is this really the case?

*Although television does make sports more accessible, it also creates a distance between the sport and the fans and between athletes and the teams they play for.*

*The advantage of television is that it provides sports fans with greater convenience.*

[insert] ← *We can see more games than if we had to attend each one in person, and we can follow greater varieties of sports.*

### Editing Your Essay: Running the Spell and Grammar Checker

Before you submit any writing, run the spell/grammar check. While this is not a full "revision," it is a type of revision called line-by-line editing, a necessary step that will help you get a better grade.

In Word, you can set the spell and grammar check to catch more errors. (If you need additional help, type "settings for spelling and grammar" in the help box.) The following are the directions for **Word 2007**:

- 1) In the 2007 version of Word, click on the circle in the upper left-hand corner of the screen. In the new window that opens, select "Word Options" located at the bottom.
- 2) In Word 2007, click on "Proofing."
- 3) In the section that reads, "When correcting spelling and grammar in Word," change "Writing Style" from "Grammar Only" to "Grammar and Style."
- 4) Next, click on "Settings," which is right next to "Writing Style."

- 5) In "Grammar and Style Options" section under the word "Require," set the boxes to "Always," "Inside," and "2." Click on "Ok." The window will disappear. Then, click on "Ok." The second window will disappear.
- 6) Note: in "Proofing" (Word 2007), you can also reset your spell checker if you want to recheck a document on which you have previously run the spell or grammar checker. Click on "Recheck Document."

You are now ready to spell and grammar and spell check your document. To actually spell check, click on the tab called **"Review"** and then click on **"Spelling and Grammar,"** on the upper left hand side of that screen. Also, read your document carefully to catch any errors grammar and spell check may have missed – e.g. form/from. You may also want to consult your Bedford Pocket Style Handbook or helpful grammar sites, like "Grammar Girl" if you have questions about usage.



Grammar Girl, <http://grammar.quickanddirtytips.com/>

The following example illustrates the type of editing you should be doing:





#### EXAMPLE OF SENTENCE-LEVEL REVISIONS

~~Televised~~  
Sports on TV--A Win or a Loss?


Team sports, ~~are~~ as much a part of American<sup>^</sup> life as Mom and apple pie. ~~and they have a good~~<sup>tend</sup> tendency to bring ~~people~~<sup>us</sup> together. They encourage team members to cooperate with one another. ~~they also create~~<sup>and</sup> shared enthusiasm among fans. ~~Thanks to~~<sup>Because of</sup> television, this togetherness now seems available to nearly all of us at the flick of a switch. ~~It would appear that television has done us a great service.~~ But is this really the case? Although television ~~does make~~<sup>makes</sup> sports more accessible, it also creates a distance between the sport and the fans and between athletes and ~~the teams.~~<sup>their</sup> ~~they play for.~~

The advantage of television is that it provides sports fans with greater convenience. We do not have to buy tickets/ and travel to a stadium/ to see the World Series or the Super Bowl/ ~~these~~<sup>but</sup> ~~games are on television.~~ We can enjoy the game in ~~the comfort of our own living room.~~<sup>any</sup> ~~We can see~~<sup>rooms.</sup> more games than if we had to attend each one in person. and we can follow ~~greater varieties of~~<sup>a</sup> sports. ~~sports.~~<sup>variety</sup>

## Support for Student Success

<p><b>Begin with Dr. Huntsinger</b></p> 	<p>My office hours for this course are held online, face-to-face, or by appointment. You may contact me anytime with "Mail" in Blackboard LEARN. In Course Tools, click on "<b>Mail</b>" to send me a message. I will respond within 24 hours. Please do not wait for responses on Sunday – I rest. ☺</p>
<p><b>UNM Valencia Bookstore</b></p> 	<p>You will need the proper supplies to be successful. The bookstore number is 925-8801. For directions, see <a href="http://www.unm.edu/~unmvc/Map/vcmap.htm">http://www.unm.edu/~unmvc/Map/vcmap.htm</a>. The books required are,</p> <ul style="list-style-type: none"> <li>• Kirszner, Laurie and Stephen Mandell. <i>Practical Argument</i>. Boston: Bedford St. Martin's, 2015. ISBN: 978-1-4576-8388-6.</li> <li>• Hacker, Diana and Nancy Summers. <i>A Pocket Style Manual</i>. 6<sup>th</sup> ed. New York: Bedford St. Martin's, 2012. ISBN No.'s 13: 978-0-312-54254-2 OR 10: 0-312-54254-2.</li> </ul> <p>Other materials needed are a paper folder with pockets, a memory stick, stapler, pens, UNM Net ID.</p>
<p><b>Blackboard LEARN Support Services</b></p> 	<p><b>Computer Technicians:</b> Password problems? Trouble with files opening? Can't figure out why your browser doesn't work? What is a browser, anyway? If you have questions about computer problems, call 277-5757, M-F, 8:00 am-12:00 noon and M-F, 1:00 pm-5:00 pm MST. Computer technicians are available and happy to help you solve those difficult problems.</p> <p><b>Tutorials:</b> Having problem with one of the Course Tools in Blackboard LEARN? If you do not know how to use one of the tools, try one of the tutorials available on the Blackboard LEARN information page. <a href="http://Blackboard_LEARNinfo.unm.edu/student/">http://Blackboard_LEARNinfo.unm.edu/student/</a>.</p> <p><b>Tutors:</b> At The Learning Center at UNM Valencia Campus, tutors are available to help you navigate Blackboard LEARN. Call for an appointment: 925-8900.</p>
<p><b>Library Resources</b></p> 	<p>The UNM Valencia Campus library is a resource for articles and books. Go to <a href="http://www.unm.edu/~unmvclib/">http://www.unm.edu/~unmvclib/</a> to search remotely (from home). You will need passwords. Call (505)-925-8990 to ask for passwords available to UNM students.</p>
<p><b>Equal Access Services/ADA</b></p> 	<p>Equal Access Services, phone (505) 925-8560 and website <a href="http://www.unm.edu/~vcadvise/equalaccess.htm">http://www.unm.edu/~vcadvise/equalaccess.htm</a>, provides academic support to students with disabilities. If you need alternative formats for completing coursework, you should contact this service immediately to ensure your success.</p> <p>Once you have been with Equal Access, I will receive your documented forms. I cannot accommodate any special needs without the proper authorization from UNM Valencia Campus Accessibility Services, who tell me how to help you best. Once I receive your paperwork, pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs. I encourage students to discuss their concerns with me.</p>



<p><b>The Learning Resource Center's Tutoring</b></p> 	<p>Face-to-face and online tutoring is available at The Learning Resources Center. You may call 925-8900 for information, or you may visit <a href="http://www.unm.edu/~tutor/">http://www.unm.edu/~tutor/</a>. Either Lucille Farrington, Director of the Learning Center, or any of the tutors will be happy to arrange tutoring sessions.</p> <p>Several workshops are available for students who want more information about the following topics. These workshops are listed on the home page in Blackboard Learn.</p>
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## **General Policies for English 110**

### **Reasons Students Can Be Dropped**

You may be dropped if,

- You do not turn in any one of the assigned major writing assignments. Since you are given one week to submit your essays, no late papers are accepted.
- You have not submitted 50% of the course work which will be checked any time after midterm (Week 8).
- You do not attend the first week of class.
- You miss more than 4 classes.
- You have excessive tardiness. 2 tardies is 1 absence. Coming to class late or leaving a class early is a tardy. Leaving class and returning during the same class period is a tardy. If a student leaves a class period twice in one day, he/she is absent and need not return to class. Each student gets one free pass from me to leave class without being tardy. NOTE: If you have a medical reason that requires you to leave the class, I will honor a physician's note.
- You are disrespectful to me or other classmates in class or in correspondence, such as discussions, e-mails, or peer editing sessions. This behavior includes rude comments, swearing, or threats. Students will get one warning only; there is no second warning.
- Students who threaten the mental or physical safety or well-being of any member of the class will be dropped immediately. This includes stalking, cyber stalking, or threats of/actual physical violence. The student will be reported to Security, and may be dropped immediately.
- You will receive an e-mail notifying you that you will be dropped.

### **Reasons for Failing**

**The sad fact is that some students will fail the course.** Trying hard or turning in work does not guarantee a passing grade. You must write at an acceptable level of competency, and if you do not, your writing fails. The panel of 110 evaluators will determine if you have met this level of competency. (See Final Portfolio Essay section.)

### **Incompletes**

If you earn an "I," or incomplete, you have neither passed nor failed the course. I assign an "I" only if you have completed all of the coursework, but due to some unforeseen emergency, you are unable to complete the final portfolio. I will ask for documentation. You must submit the work the next semester, or the University automatically converts the "I" to an "F."

### **Grade Disputes**

- Because a panel of 110 instructors reads, evaluates, and passes or fails students' portfolios, it is rare that your writing has been miscalculated. However, if you wish to challenge your final grades, you must follow a set procedure for doing so, which is included in the University of New Mexico Student Handbook.
- When disputing a grade, you must speak to your instructor first. If the problem is not resolved, then speak with the Division Chair of CHES.
- The Student Privacy Act, a federal statute called **FERPA**, strictly prohibits the instructor or administrators from talking to anyone but the student about his/her grades, progress, or work. (No relatives or friends). I **WILL NOT** make any exceptions to this policy.

## Student Behavioral Code

While I do not expect problems when working with adult learners, these policies ensure a safe and productive classroom environment. These policies are also in University of New Mexico Student Handbook:

1. Students must treat one another and the instructor with respect. Nasty remarks and name-calling are prohibited.
2. Students should not post non-related comments or questions about matters that are not a part of course curriculum.
3. Students may discuss complaints about the course with their instructor; however, they must do so in the proper environment, e.g. in the instructor's office.
4. Students should use appropriate, polite language. Class time, e.g. discussion postings, is a professional learning environment, so obscene or offensive language, such as cursing, will NOT be tolerated.
5. Sexual harassment will not be tolerated.
6. Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. The offending student may be dropped from the course. Threats, cyber stalking, or stalking fall into this category.
7. Threatening the instructor to get a change of grade is prohibited. This behavior is harassment and/or verbal assault. Grades can be disputed; students should use the process outlined in the UNM Student Handbook.
8. Students violating any of these rules will be given a written warning and may be dropped from the class. They may be required to meet with the Chair of CHESS and the Dean of Instruction.

**E-mail Netiquette** – Please keep the following in mind when you write e-mails:

- **Send messages to me through Blackboard LEARN e-mail, not through my UNM e-mail account.** Please use UNM e-mail for emergencies ONLY. If you must use UNM e-mail, type "**\_\_\_ (Your Name) \_\_\_ from English 110: E-mail Concerning\_\_\_ (fill in blank) \_\_\_**" in the subject line. I am not expecting e-mails from you in the general account, and I do not want to delete your message as spam.
- **Include an informative subject line.** In **every e-mail you write to me**, the subject line should contain a descriptive phrase specifically about the problem. For example, **"Problems with Nouns Worksheet in Lesson 5, question 4"** is clear and helpful, but **"Homework"** is not. Unclear subject lines slow my response because I do not have enough information without having to asking you for clarification.
- **Include a salutation.** E-mails do not usually include "Dear," as a letter does, but they do include titles and last names. When you write to me, call me **Dr. Huntsinger or Professor Huntsinger**. Informal words of address, such as **"Hey,"** are never appropriate and are often rude.
- **Include a closing.** Please close with an appropriate phrase and sign your e-mail with your name. Signatures help me; I may not recognize your e-mail address. Some examples of appropriate phrases are "Sincerely" or "Thank you for your help."
- **Capitalize only the first word of a complimentary close.** If you close your e-mail with a multi-word phrase such as "Thank you," only the first word takes an initial capital letter.
- **Use short paragraphs.** Because legibility on the screen is not as good as legibility on paper, use short paragraphs (3-4 lines maximum) to make the e-mail easy to read. In addition, be sure to skip lines between paragraphs.
- **Do not use instant-messaging spelling.** If u want 2 b treated like a pro, write like 1Ⓢ.
- **Adhere to the conventions of Standard English.** Please edit and proofread for spelling errors and grammatical mistakes. Use your spell/grammar check in Blackboard Learn, located above the right hand side of the text box. Also, the computer does not catch all errors (form/from), so give your document one final read before submitting or sending it.
- **DO NOT SEND ALL CAP MESSAGES.** All capital letters means you are screaming at me. This is inappropriate behavior. To emphasize a point, underline it or put it in bold font.

## Computer Policies

### Technical Safeguards

Please save all of your work. First, save all assignments on your hard disk and then save copies to memory sticks. For even better protection, print out hard copies of your work.

**Important Note:** At UNM Valencia, losing a file is not an excuse for late work.

### Getting Computer Help

If you experience computer difficulties, you must call **(505) 277-5757** for help and fix the problem. These computer technicians can answer questions you may have concerning specific software, hardware, and other procedural issues related to this course.

### Computer Policies in a UNM VC Lab

If you use the computers on campus, you must adhere to all policies set forth by the University of New Mexico at Valencia Campus.

### Using Printers at UNM VC

If you print this syllabus at the UNM VC campus, please set the printer to print on both sides of the paper.



# Assignment Syllabus Composition 110

Fall 2015

**Note: This document contains the major assignments.**

**Additions or corrections to this syllabus can be expected.**

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## Abbreviations

**PW means *Practical Writing*.**

**PM means *A Pocket Style Handbook*.**

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## Diagnostic: Writing from Experience, Fragments, and Quotation Marks

### Week One, 8/18-8/20

**T Topics:** Introduction to class, syllabus, mail ("It Was the Best of Times, It Was the Worst of Times"), discussions (Introduce Yourself)

**Assignment:** Bring thumb drive to class

**R Topics:** Writing Workshop – MLA formatting; Directions for Diagnostic (Martin Luther King)

**Assignment:** Write your diagnostic. Write for 1 hour and stop. Answer this question: Diagnostic Question: "Let us all hope that the dark clouds of racial prejudice will soon pass away and the deep fog of misunderstanding will be lifted from our fear drenched communities, and in some not too distant tomorrow the radiant stars of love and brotherhood will shine over our great nation with all their scintillating beauty." To what extent has his dream come true?; Bring your thumb drive and print the diagnostic you wrote as soon as you get to class, or bring a hard copy read to submit; Read "Freewriting" by Peter Elbow: <http://faculty.buffalostate.edu/wahlstrl/eng692/692%20pdf%20files%20ej/Freewriting.pdf> ; Read PW 243-245

## Week Two, 8/25-8/27

- T** **Topics:** Submit Diagnostic; Review the Process of Writing; Prewriting Strategies (PW 243); Freewriting Exercise; Introduction to fragments and self-studies  
**Assignment:** **Complete Fragments Self-Study and Fragments Quiz (Blackboard Learn)**; Read PW “Drafting,” 257-260; Read “Shitty First Drafts,” (handout)

## Process Argument Essay #1, Quoting and Using Sources, and Comma Splices/Run-ons

- R** **Topics:** Topics for Process Argument Essay #1; Discussion of “Shitty First Drafts”; Defining Drafting  
**Assignment:** Read PW 313-326 (Quoting basics); Read “The Maker’s Eye: Revising Your Own Manuscripts,” (handout); Read PW, “Revising,” 261-264; Read PW, “Polishing Your Essay,” 265-267

## Week Three, 9/1-9/3

- T** **Topics:** Discussion “The Maker’s Eye: Revising Your Own Manuscripts”; basic quoting rules; Discuss essay structure, focusing on introductions  
**Assignment:** Read “Introductions,” (handout)
- R** **Topics:** Intros and thesis, In-class Writing Workshop  
**Assignment:** Read “Paragraphs” and “The Conclusion,” (handout); Find internet sources with quotations/graphics

## Week Four, 9/8-9/10

- T** **Topics:** Essay Structure (focusing on topic sentences and body paragraphs); Group Work – quotation/graphics exchange; In-class Writing Workshop (Write topic sentences)  
**Assignment:** Write 1<sup>st</sup> draft of Definition Argument Essay #2; Review revising and editing in syllabus
- R** Peer editing of Process Argument Essay #1, Introduction to CS/R-ons  
**Assignment:** Complete Essay #2: Revise and Edit; **Complete CS/R-on Self Study (Blackboard Learn) and take CS/R-on Quiz**; Read “Letter from Birmingham Jail,” handout

## Rhetorical Analysis In-class Essay #2, Apostrophes, and Pronouns

## Week Five, 9/15-9/17

- T** **Submit Process Essay #2**; Topics for Rhetorical Analysis Essay #2; Discuss “Letter from Birmingham Jail”  
**Assignment:** Read “Rhetorical Analysis,” PW, 89-102; Write 1-paragraph summary of “Letter from Birmingham Jail” – use template
- R** **Topics:** Discuss “The Art of Summarizing”; Discuss “A Letter from Birmingham Jail”  
**Assignment:** Read “The Black Death,” handout; Write 1-paragraph summary of “The Black Death”; **Complete Apostrophes Self-study (Blackboard Learn) and take Apostrophe Quiz**

## Week Six, 9/22-9/24

- T** **Topics:** Discuss “The Black Death”; Lecture -- ethos, pathos, logos; Categorize examples  
**Assignment:** Read PW, 9-12; Look up definitions for ethos, pathos, and logos in dictionary
- R** Groups – find examples of ethos, pathos, and logos in “The Black Death” or “Letter from Birmingham Jail”  
**Assignment:** Complete ethos, pathos, and logos worksheet for reading chosen

### Week Seven, 9/29-10/1

- T** **In-class writing Workshop – write first draft of essay**  
**Assignment:** Bring completed draft of essay to class; Read “Distinguishing What You Say from What Others Say,” TSIS, Chapter Five, handout; Read “The Art of Quoting,” Chapter Three, TSIS (handout); Read “Integrating Sources and Avoiding Plagiarism,” PW, 351-358
- R** **Topics:** Structure Workshop; Easybib.com -- create a Works Cited page for essay – in class writing; Lecture --information on integrating quotations
- Week Eight, 10/6-10/8**
- T** **Topics:** Plagiarism Tutorial; Groups – integrating quotation worksheet  
**Assignment:** Bring materials (formatting/citation/summary) to write in-class essay; Work on Rhetorical Analysis Essay #2
- R** **Topics:** **Rhetorical Analysis Essay #2, due at end of period**  
**Assignment:** **Complete Pronoun Self-Study (Blackboard Learn)**; Read “Modes of Development” (handout); Read The Ways We Lie,” handout

## Explaining Argument (NM) Essay #3, Apostrophes and Subject/Verb Agreement

### Week Nine, 10/13-10/15

- T** **Topics:** Explaining Essay; Topics for Explaining Essay #3; Review of modes of development (patterns); Groups: “The Ways We Lie” -- identifying patterns;  
**Pronouns Quiz**  
**Assignment:** **Complete Subject/Verb Agreement Self-Study (Blackboard Learn)**
- R** **Topics:** **Subject/Verb Agreement Quiz**; Inventing Strategies: finding a topic  
**Assignment:** Read “Evaluating Sources” (Web Sources), PW, 275-276

### Week Ten, 10/20-10/22

- T** **Topics:** Finding and evaluating two sources to support; Writing a thesis; Organizing  
**Assignment:** Write an outline
- R** **Topics:** **Groups:** In-class Writing: Explaining Essay #3  
**Assignment:** Finish 1<sup>st</sup> draft of Explaining Essay #3

### Week Eleven, 10/27-10/29

- T** **Topics:** Peer Editing Explaining Essay #3  
**Assignment:** Finish Explaining Essay #3; Read Maxine Hong Kingston’s “No Name Woman” (handout); Read “Definition,” PW, 397-438
- Definition Essay #4 and Commas**
- R** **Topics:** **Submit Explaining Essay #3**; Topics for Definition Essay #4; Discuss “No Name Woman” – what is family; identifying definition/characteristics

**Assignment:** Read N. Scott Momaday's "The Way to Rainy Mountain," (handout)

**Week Twelve, 11/3-11/5**

**T Topics:** Discussion "The Way to Rainy Mountain" – what is family; Cluster or outline

**Assignment:** **Complete Commas Self-Study (Blackboard Learn);** Review "Documenting Sources: MLA," PW, 329-349 sources

**R Topics:** **Complete Commas Worksheet Quiz;** Finding journal sources

**Assignment:** Work on draft of Definition Essay #4

**F Santa Fe Field Trip: Optional**

**Week Thirteen, 11/10-11/12**

**T Topics:** Finding Documentation Worksheet/Editing (eagle handout); Edit essay #4 for documentation errors; **Submit Definition Essay #4**

**Assignment:** Read "Transitional Paragraphs," 377 (handout); Read PCW "Transitional Sentences," 389 (handout); Read PCW "Transitions," 56-58 (handout); Read TSIS "Typing It All Together," Chapter 8 (handout)

**R Topics:** Transition Worksheet; Conference -- Choose Final Portfolio essays

**Assignment:** Begin revising essays

**Portfolio and Grammar Examination**

**Week Fourteen, 11/17-11/19**

**T Topics:** Introduction to Portfolio, Review of organization

**Assignment:** Work on Portfolio

**R Topics:** Final Grammar Examination review, Write self-evaluation for Final Portfolio

**Assignment:** Work on Portfolio

**Week Fifteen 11/24 -11/26**

**T Grammar Examination**

**R Thanksgiving**

**Week Sixteen, 12/1-12/3**

**T Topics:** Amnesty Day

**Assignment:** Work on Portfolios

**R Work on Portfolio, Submit Portfolios**

**Portfolios due (No late portfolios accepted)**