

University of New Mexico-Valencia Campus
English 110: Accelerated Composition
Policy Syllabus

Fall 2015
English 110-506
Accelerated Composition
T/TH 10:30-11:45 AM
CRN: 51181 (16 Week Course)
Classroom: C113
Dates: 8/17/2015-12/2/2015

Dr. Heather Wood
Office Location: A105
Phone: (505) 925-8514
E-mail: hdwood@unm.edu
Office Hours: M 10:00A-2:00P,
T 3:00-6:00P, and by
Appointment.

Course Description

Welcome to English 110: Accelerated Composition. To succeed in college and beyond, students need to become agile writers who can adapt their writing to a wide variety of audiences, contexts, purposes, media, and technologies. In the world at large, students will need to analyze new situations and respond to them with appropriate and effective written communication. This course helps teach students how to communicate for a variety of audiences. Instead of teaching one right way of writing, the course makes students flexible writers who can transfer what they've learned in English 110 to new contexts and new genres. A variety of modes may be utilized within this course, including: Academic Essays, Blog Posts, Book Reviews, Annotated Bibliographies, PowerPoint Presentations, Videos, Podcasts, Websites and more.

Student Learning Outcomes

Throughout the semester in English 110, students will progress toward the following student learning outcomes:

Rhetorical Situation and Genre

A. 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

Writing as a Social Act

B. Describe the social nature of composing, particularly the role of discourse communities at the local, national, and international level

Writing as a Process

C. 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

Grammar and Usage

D. Improve your fluency in the dialect of Standard Written American English at the level of the sentence, paragraph, and document

E. Analyze and describe the value of incorporating various languages, dialects, and registers in your own and others' texts

Reflection

F. 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

Research

G. 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

H. Integrate others' positions and perspectives into your writing ethically, appropriately, and effectively in various mediums and technologies

Library Information Literacy Outcomes

1. Students will access Libros library database software and find a book relevant to the writing project. Students will learn how to skim the book and find quotations that are both relevant and appropriate for the paper.
2. Students will be able to identify what type of database source they have found, e.g. magazine, journal, newspaper, website.
3. Students will write a correctly formatted Works Cited page.
4. The UNM Valencia Campus library contact info is as follows: <http://www.unm.edu/~unmvclib/> and (505) 925-8990.

Instructor Information

For assistance with course-related questions, I am available to meet with you during regular office hours. (See office hours above.) If you cannot meet during these times, let me know and we can schedule an appointment. You can also reach me by e-mail at hdwood@unm.edu during normal business hours from 8:00 AM to 5:00 PM, M-F. Please allow 24 hours for a response. I am not online on the weekends, so please send in your queries during normal business hours from 8:00 AM to 5:00 PM, M-F.

Biography: Dr. Heather Wood has been teaching undergraduate English and Writing for over ten years, motivating her students with a true passion for the written word. She teaches all levels of college writing, including English as a Second Language, Developmental English, Rhetoric, Composition, American Literature, Multi-Cultural Literature, and Technical Writing. Heather has held previous academic appointments at University of Texas at Dallas, Collin College, Santa Fe Community College, and Dallas County Community College. Her fiction and non-fiction writing has been presented recently at The American Popular Cultural Association Annual Conference, Dallas Institute of Humanities and Culture, Borders Books Poetry in Motion Series, and The Undermain Theatre. She has won several grants, including The Texas Public Educational Grant Award, The Armstrong Fellowship, and the Brettell Travel Grant for Art Historical Research.

Required Texts and Materials

- Kirsznier, Laurie G., and Stephen R. Mandell. *Practical Argument*. Short 2nd Edition. Boston: Bedford / St. Martin's, 2015. (ISBN-13: 978-1457683886; ISBN-10: 1457683881)
- Hacker, Diana. *A Pocket Style Manual*. Boston: Bedford / St. Martin's, 2008. (ISBN-13: 978-1-4576-0293-9; ISBN-10: 1-4576-0239-3)

- Access to Internet, Blackboard Learn, and Microsoft Office (available on UNM-VC computers).
- UNM e-mail address.
- Flash Drive.

Attendance Policy

Attendance will be taken at the beginning of class. Missing class is not an excuse for being unprepared. If you are absent, it is your responsibility to keep up with reading, get class notes from a fellow student, and /or see me during office hours if you have questions about the material. Students who miss the first week of classes will be dropped. Students who miss more than 4 classes will be dropped. Arriving 10 minutes after class starts counts as an absence. Excused absences include documented hospitalization or other documented, unexpected extreme emergencies. If excessive absenteeism that falls under the purview of “excused absences” continues, I reserve the right to drop students from the course. Please note: doctor’s appointments, child-care, court dates, and job scheduling conflicts do not count as excused absences.

Plagiarism

Any form of plagiarism is unacceptable and the paper in question will receive a failing grade. Plagiarism means using language and/or ideas without acknowledging their source. Plagiarism includes such activities as copying another student’s papers or ideas, downloading and turning in papers from the Internet, or copying passages from outside sources without proper documentation. Plagiarism may also result in failure of the entire course or disciplinary action by the University. To learn how to avoid plagiarism, students can speak to me, consult a tutor, or refer to <http://library.acadiau.ca/tutorials/plagiarism/>.

Classroom Behavior

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

- 1) Students must treat one another and the instructor with respect. Derogatory remarks or name-calling is prohibited.
- 2) Students should not interrupt classroom lectures or discussion with non-related comments.
- 3) Students may discuss complaints about the course with their instructor; however, the students must do so in the proper environment, such as the instructor’s office during office hours. Constant complaining in class may result in the student being asked to leave for the day’s lesson; continued complaining after the first warning may result in the student being dropped from the course.
- 4) Students should not yell or curse at other students or at the teacher. Class time is a professional learning environment. Obscene language 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 will be asked to leave for the day and may be dropped from the course. Security will be called. Intoxication, physical assault and or battery, violence, stalking, or threats fall into this category.
- 7) Students must not threaten the instructor concerning their grades. This type of behavior is considered harassment and/or verbal assault. Security will be called.

- 8) If you ever feel unsafe on campus, please call security at (505) 925-8570.
- 9) No food or drink is allowed in class.

Students violating any of these rules will be reported to the Division Head of CHESS and to the Chair of the English Department. Students will be asked to leave the class for the day and will be asked to meet with the instructor and the Chair of the English Department or the Division Head of CHESS concerning the behavior.

Computer and Technology Policies

Students must arrive at class on the scheduled class time with materials and a flash drive in hand. Save your work often and have a back-up file so as to avoid losing your work. Using computers during class time for entertainment, social networking, or personal e-mailing is strictly forbidden. Students who violate this policy will be asked to leave and counted absent for the day. The same rule applies for cell phones. Cell phones must remain off and stored away from work areas. No texting or phone calls are allowed. This is an hour and fifteen minute period where you are devoted to English.

E-Mail Etiquette

A handout that introduces students to professional etiquette for electronic communications will be furnished to students. In this handout, instructions for professional e-mail writing will be offered. In general, e-mails that you write to me during the semester should include professional language, addressed with a subject heading including the type of question you are asking. For example, "Essay 1" would be an appropriate subject heading for a question regarding the first essay. E-mails should also include a salutation. For example, "Dear Professor Wood" would be an appropriate salutation for an electronic message. Be sure to sign your first and last name, and proofread your e-mail for grammatical errors. Please avoid text-speak. Learning to write professional e-mails early on is a skill you need as you progress to higher academic levels and further career pursuits.

Equal Access

Accessibility Services, located in Student Services, provides academic support to students who have disabilities. Their phone number is 925-8560 and their website is <http://www.unm.edu/~vcadvise/equalaccess.htm>. If students have a disability, they should contact this service right away to ensure their needs are met in a timely manner. Students are responsible for getting all documented forms to me within the first two weeks of class. I cannot accommodate any special needs without the proper authorization from UNM Valencia Campus Accessibility Services. Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs cases.

Academic Support

Free tutoring is available at the Learning Resources Center (L Building). Please call 925-8907 for an appointment. I am also available to help you with individual writing issues during my office hours or by appointment. Students who seek tutoring regularly improve their grades.

Assignment Policy

Unless otherwise specified, all formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font. Essay length requirements are

750-1000 words each, or 3-4 pages. MLA specifications are clearly laid out in Diana Hacker's *Pocket Style Manual*.

Required Work and Grading

• 3 Major Projects: 100 points each	300 pts (30%)
• Weekly Writing Assignments	150 pts (15%)
• 5 Online Writing Posts: 20 points each	100 pts (10%)
• Grammar Exam	100 pts (10%)
• Grammar Presentation	50 pts (5%)
• Portfolio	300 pts (30%)

There are 1000 points possible. Grades will be determined on a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (1000-900 points); 89-80% = B (899-800 points); 79-73% = C (799-700 points); 69-60% = D (699-600); and below = F. You need a "C" (73% or 730 points) to pass this course.

Late Policy

No late work is accepted in this course. In-class writing assignments cannot be made up if a student is absent.

PowerPoint Grammar Presentation

In groups, students will be responsible for presenting a grammar presentation on one of the following features of grammar and mechanics: 1) fragments, 2) comma splices/run-on sentences, 3) pronoun reference, 4) point of view, 5) capital letters and italics, 6) commas, 7) apostrophes, 8) pronouns, or 9) parallelism. Students should deliver a professional presentation to the class (no longer than 10 minutes) that defines their assigned term, explains key concepts that the text highlights, and provides original examples that will prepare the class for a short quiz. Before students present, we will go over the features of successful presentations. Acceptable formats for the presentation include: Powerpoints, Prezis, blogs, collages, video or audio essays, comic strips, and storyboards. Presentations cannot be made up if a student is absent. If a group member is absent they will not receive points for the assignment. Make sure that everyone has copies of the presentation so that you can still present if one group member is absent.

Online Writing Posts

Students are responsible for posting responses to discussion questions/prompts that I have posted on our course page via Blackboard Learn. These questions are designed to generate class discussion and promote further inquiry into our topics. BB Learn posts are due before we meet as a class on the assigned due date. Late posts are not accepted.

Participation

Participation is mandatory in this course. Participation means actively participating in your education, including class discussions, in-class writing workshops, and other exercises. Make sure to bring course materials and take notes during every class meeting. In the case of absence, in-class writing assignments cannot be made up regardless of the reason.

Final Portfolio

A final portfolio will be turned in for this course to be judged by a group of outside professor reviewers. It will include a collection of your best work and the professor will provide the guidelines to students ahead of time. Please keep a copy of all graded work and rubrics for this purpose. Part of the portfolio grade is based on revision abilities. Panel graders look to see

whether students have responded to instructor comments and whether students have made substantial changes. The panel graders will determine student readiness for English 120.

Please Note: You need a “C,” at least 73%, to pass the course

A “C-” means that the student has failed the course and must retake the course. Attending class, trying hard, and turning in work does not always ensure a passing grade. Students must write at an acceptable level of competency and meet the student learning outcomes of the course. Students must turn in all major writing projects, take the grammar competency, and submit a Final Essay and Evaluation to pass the course. The panel of evaluators will determine whether students have met this level of competency.

Grade Disputes

If you feel a mistake has been made with the final evaluation of your portfolio and you wish to challenge the grade, you must follow a set procedure for doing so. You should start by reading about how to dispute a grade, which is in the University of New Mexico Student Handbook. Below is a brief outline of some of the policies:

1. You must discuss the grade concerns with your instructor of record first.
2. If you have discussed the problem with your instructor and the problem has not been solved, then you may discuss the problem with the Coordinator of the English Department.
3. If you have discussed the problem with the Coordinator and the problem has not been solved, then you may discuss the grade dispute with the Chair of Communications, Humanities, Education, and Social Sciences. (CHESS)

Student Privacy

Student privacy is strongly protected by professors at UNM VC. In fact, a federal statute called FERPA strictly prohibits the instructor or administrators from talking to anyone but the student about his/her progress. If a student has questions about a grade on an assignment or about the final grade for the course, FERPA dictates that the student is the ONLY ONE who may speak to the instructor regarding their grades. In sum, parents, relatives, or friends will not be allowed access to information about student performance. All other outside requests for information release must be sent to and approved by the UNMVC registrar: (505) 925-8580 <http://www.unm.edu/~unmvc/Admissions/admiss.htm>

Incompletes (I grade)

Incompletes are rarely assigned in this course. Incompletes is reserved for students who have completed all of the coursework, but due to some unforeseen emergency (the instructor may ask for documentation concerning the emergency), are unable to complete the Final Essay and Evaluation. Students must complete the work by the end of the following semester, or the University automatically converts the “I” to an “F.”

Technical Assistance

Computer Technicians: If you have questions about computer-related 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. For Blackboard Learn Assistance consult the tab on the left hand menu of our Blackboard Learn page for English 110.

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Assignment Syllabus

- The assignment syllabus is a tentative schedule of assignments. The professor reserves the right to make changes, add assignments, or delete assignments from this syllabus. Changes will be announced in class. Regular attendance is crucial for success in this course.
- All assignments must be read by the date indicated.
- Please bring all class materials, books, etc. to each meeting date, as well as a flash drive.
- For computer-related issues, call 277-5757.
- The following abbreviations are used to identify our texts:
 - *PA* = *Practical Argument*
 - *APSM* = *A Pocket Style Manual*

Required Work and Grading

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Calendar

Week 1
T 8/18

Introduction to English 110, Syllabus Overview, Student Introductions

Assignments: Read Syllabus, Purchase Books and Flash Drive, Secure Internet/E-Mail Access;
Read Ch. 1: "The Four Pillars of Argument" (*PA* 24-50)

TH 8/20

Introduction to Blackboard Learn, Diagnostic Essay-Literacy Narrative

Assignments: Read Ch. 7: "Planning, Drafting, and Revising Argumentative Essays" (*PA* 241-272)

Week 2

T 8/25

Essay 1 Introduction (Definition Essay), Intro to MLA Format Requirements, Sample Works Cited Page, Purdue Online Writing Lab Tutorial

Assignments: Read Ch. 12 "Definition Arguments" (*PA* 397-438); Read *APSM* PP. 42-46, 58-65, & 159-162; Take-home Quiz; Review core rules of Netiquette-
www.albion.com/netiquette/corerules.html

TH 8/27

Discussion of Thesis Writing, Five-Paragraph Essay Format, Thesis Writing Exercise

Assignments: Quiz 1 Due; Read "Documenting Sources: MLA" (*PA* 329-349); Complete Thesis Statement and Introductory Paragraph for Definition Essay; Collect three outside sources for Definition Essay

Week 3

T 9/1

Introduction to Valencia County Library Offerings, Source Citation Workshop

Assignments: Read Ch. 9 "Summarizing, Paraphrasing, Quoting, and Synthesizing Sources" (*PA* 313-327); Read *APSM* PP. 91-98

TH 9/3

Due: First Draft Essay 1, Group Peer Review Session

(Please bring three printed copies of your paper to class)

Assignments: Make Revisions to Definition Essay; Work on Discussion Post #1 on Blackboard Learn; Review Blackboard Learn Links on Comma Usage

Week 4

T 9/8

Grammar Review-Comma Splices, Run-on Sentences, and Sentence Fragments; Synthesizing Research PowerPoint; Plagiarism Presentation

Due: Discussion Post #1, Blackboard Learn; Continue Work on Definition Essay; Read Chapter 11 "Avoiding Plagiarism" (*PA* PP. 351-392)

TH 9/10

Due: Final Draft Definition Essay. Assign Group Grammar Presentations. Demonstrate Successful PowerPoint Presentations.

Assignments: Meet with Groups to Work on Grammar Presentations, Review Grammar Presentations on Blackboard Learn

Week 5

T 9/15

Group Work-Grammar Presentations

Assignments: Finalize Presentations; Read *APSM* PP. 107-116

TH 9/17

Group Grammar Presentations

Assignments: Reading Assignments TBA

Week 6

T 9/22

Return Definition Essays; Review MLA format, Discuss Rubric Scores and Student Learning Outcomes; Quoting and Summarizing Exercise

Assignments: Subject-Verb Agreement Exercise; Read: Ch. 6 “Rogerian Argument, Toulmin Logic, and Oral Arguments” (PA 185-212)

TH 9/24

Introduce Charity Service Blog Project, View tutorials on Blogger and WordPress, discuss requirements of Blog Project

Assignments: Discussion Post #2, Blackboard Learn; Set-Up Blog, Determine Service Organization, Contact Charity

Week 7

T 9/29

Blog Workshop

Assignments: Due: Discussion Post #2, Blackboard Learn; Read “How Writing Works” PP 133-137 (provided online in Blackboard Learn);

TH 10/1

Student Mid-Term Conferences

Assignments: Read *APSM* PP. 122-128; Read “Considering Arguments: Is Online Education as Good as Classroom Education” (PA 213-238)

Week 8

T 10/6

Presentation of Blogs, Blog Links Due

Assignments: *APSM* PP. 130-136 (MLA Format-Works Cited); *APSM* P. 119

TH 10/8

Introduce Web Profile Project

Assignments: Read “How Writing Works” PP 74-97 (provided online in Blackboard Learn);

Read *APSM* PP. 107-116 & *APSM* PP. 118-121, Integrating Quotations; Work on Web Profile, Write Abstract of your Project

Week 9

T 10/13

Web Design and Profile Writing: Intro to Wix and WordPress

Assignments: Discussion Post #3, Blackboard Learn; Write Visual and Written Communication elements of Web Profile

TH 10/15

Writing Workshop

Due: Discussion Post #3

Assignments: Finalize Web Profile Project; Reading Assignments TBA

Week 10

T 10/20

Presentation of Web Profiles

Due: Web Profile Project

Assignments: Reading Assignments TBA

TH 10/22

Introduce Literary Analysis Essay

Assignments: Begin Writing Literary Analysis; Read *How Writing Works* PP. 153-159, 199-201 (provided online in Blackboard Learn)

TH 10/22 – Extra Credit Opportunity

Reading New Mexico Presentation, Student Community Center 1:30P-3:00PM

Week 11

T 10/27

Literary Analysis Writing Workshop

Assignments: Read *APSM* PP. 122-128; Read Online Poetry Selections by Ana Castillo

TH 10/29

Grammar Review

Assignments: Online Review/Quizzes-Sentence Fragments & Comma Usage, Subject-Verb Agreement, and Parallelism

<http://grammar.ccc.commnet.edu/grammar.htm> (see Weblinks-Blackboard Learn)

Week 12

T 11/3

Peer Review Literary Analysis Essay

Due: First Draft Literary Analysis (Please Print 3 Copies)

Assignments: Online Review/Quizzes-Sentence Fragments & Comma Usage, Subject-Verb Agreement, and Parallelism

<http://grammar.ccc.commnet.edu/grammar.htm> (see Weblinks-Blackboard Learn)

TH 11/5

Literary Analysis Workshop

Assignments: Online Product Review; Additional Readings TBA

F 11/6

Reading New Mexico Field Trip to Santa Fe (Optional Extra Credit Opportunity)-See Handout for Details

Week 13

T 11/10

Online Product Review

Due: Final Draft Literary Analysis Essay

Assignments: Continue review of grammatical rules relating to run-on sentences, subject-verb agreement errors, and parallelism in *APSM* and on Blackboard Learn; Additional Readings TBA

TH 11/12

Student Conferences

Due: Online Product Review

Week 14

T 11/17

Overview of Portfolio Requirements, Portfolio Workshop

Assignments: Revise student papers for portfolio; Review *APSM* readings; Discussion Post #4, Blackboard Learn; Do final prep for Grammar Exam

TH 11/19

Grammar Examination

Due: Discussion Post #4

Assignments: Review of Source Citation and Documentation Chapters; Work on Portfolio; Work on Discussion Post #5-Blackboard Learn

Week 15

T 11/24

In-Class Essay Exam; Due: Discussion Post #5

Assignments: Work on Portfolio Revisions; Additional Readings TBA

TH 11/26

Thanksgiving Holiday-No Class

Week 16

T 12/1

Final Day of Class

Final Portfolio Workshop: Final Portfolios Due