



A Quality Education –A Lifetime of Success

Professor: **Dr. Jami L. Huntsinger**

Course Title: **Composition III : Argumentation and Analysis**

Semester: **Fall 2015 (10/12/15-12/12/15)**

Course Number and Time: **120.506, Online**

Prerequisites: **English 110 (C or higher), ACT 26-28,
Compass 75-100, or SAT 610-640**



Course Description

Welcome to Composition III: Analysis and Argumentation (English 120)! In this course, you will investigate interesting issues and write summary analysis, definition, causal, rebuttal, evaluation, or proposal arguments. To write these essays, you will need to read critically, to research carefully, and to evaluate evidence objectively. You must also develop good writing habits, including prewriting, drafting, revising, and editing, to create essays with a strong sense of purpose, focus, development, and organization. Another skill you will learn is respect for your audience (including your fellow classmates and your instructor) who may have differing views or opinions, answering their objections logically and persuasively, avoiding purely emotive responses. Finally, you must use correct grammar, formal diction, and strong sentences, and you must cite your sources responsibly and accurately. If you learn these writing skills, you will become a more successful communicator in college courses and a more thoughtful professional in your careers.

Click on the musical note to hear a recording of the Course Description:



Comp II Audio Recording of Course Description.wma

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 a professor at Valencia Campus. I am now a tenured full professor, who enjoys teaching such classes as Composition 110 (face-to-face and online), 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, Expository Writing 220 (face-to-face) 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





The University of New Mexico's Learning Outcomes For Composition III: Argumentation and Analysis

All students registered at any of the University of New Mexico campuses must meet the following goals and objectives to pass Composition III: Argumentation and Analysis.

The Learning Outcomes for Composition II: Argumentation and Analysis

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, 2) integrate others' positions and perspectives into your writing ethically, appropriately, and effectively in various mediums and technologies, 3) compose a research-based academic argument in one of various mediums and technologies by identifying, analyzing, evaluating, and synthesizing sources, which must include secondary sources, and 4) analyze and describe the writing and research conventions of an academic field in order to understand the different ways of creating and communicating knowledge.

To meet these goals at the 120 level, we will focus on,

- 1. Read and analyze difficult texts accurately.** **Reading critically**, summarizing accurately and **analyzing** insightfully, help you to interpret a variety of interesting texts that you or famous authors create. When reading critically, you find thesis statements, topic sentences, main ideas, and premises that reveal the writer's point of view and ensures your presenting ideas accurately in quotations and in analysis. Developing this skill gives you a keen eye for revising and editing (**analyzing**) your own work, which will make you a more successful writer.
- 2. Establish organization in your analysis or argument essays.** You establish **organization** when you answer one central question throughout the essay. **Organization** is evidenced by a maintained focus (a strong thesis statement, good topic sentences, and solid transitions). Importantly, **organization** must help your audience understand easily what you are accomplishing in your writing.
- 3. Choose a rhetorical strategy.** For writing tasks, you need to choose the appropriate **type of argument**. You can choose several **rhetorical strategies**, such as definition, cause and effect, proposal, rebuttal, reflection, comparison/contrast, and evaluation arguments. These structures are evident in the overall **organization** or your paragraph structure. You can also reveal a strong **rhetorical strategy** by providing transitions, which create unity – these signal words tell your reader how your ideas are connected and related.
- 4. Develop and support your argument.** When writing, you need to consider **development**, which means supporting your ideas. You need to meet length requirements, but more importantly, you must provide appropriate quotations and examples to illustrate your assertions. To do so, you make choices about what and how much information your audience needs to understand your points. Additionally, you must consider how that information should be presented to convince readers and to answer their objections.
- 5. Research effectively and use sources properly and ethically.** For your essays, you need to gather information by conducting **research** in the library and on the internet. After you gather information, you must integrate quotations from these credible sources throughout your essays to support your arguments. Using proper **MLA** in-text citations and Works Cited or Consulted pages are important when writing argument or analysis essays.

6. Employ the conventions of Standard English by expressing ideas clearly, writing sentences well, and using good grammar.

To be good writers, you need to express yourself clearly, to write well-constructed **sentences**, and to use good **grammar**; mastering these skills will result in your communicating with your audience well. In English 120, you are required to focus on five grammar competencies, all of which address complex sentence structure used for writing sophisticated arguments: **1) fragments, 2) comma splices/run-ons, 3) passive voice, 4) parallelism, and 5) wordiness.** Good grammar also includes **voice, tone, and accurate word choice.** You will be tested on these competencies in both quizzes and a final examination, all of which are worth 10% of your final grade. Hint: If you have problems with **grammar** or with any of the areas in the **grammar competency**, seek tutoring immediately, use grammar/spell check often, and practice on recommended websites.

7. Use revision to improve writing. Donald M. Murray describes the process of **revision** and its importance, noting that, "A piece of writing is never finished. It is delivered to a deadline, torn out of the typewriter on demand, sent off with a sense of accomplishment and shame and pride and frustration. If only there were a couple more days, time for just one more run at it, perhaps then. . . (86). To improve your writing, you need to peer edit papers and to **revise** drafts repeatedly before you turn them in for credit. You will also be required to **revise** (one more time) the essays that you wrote during the semester, which becomes the Final Portfolio that determines whether you pass the course.

Materials and Supplies Needed



Books are available at UNM Valencia's bookstore. For directions, please see the map:
<http://www.unm.edu/~unmvc/Map/vcmap.htm>




Textbooks and Supplies Required



- **Text:** Kirsner, Laura G. and Stephen R. Mandell. *Practical Argument*. Boston: Bedford St. Martin Press, 2015. 978-1-4576-8388-6.
- **Other Supplies Needed** A computer memory stick, a UNM Net ID and password, pens and paper, and an available computer.

Support for Student Success: Getting Help

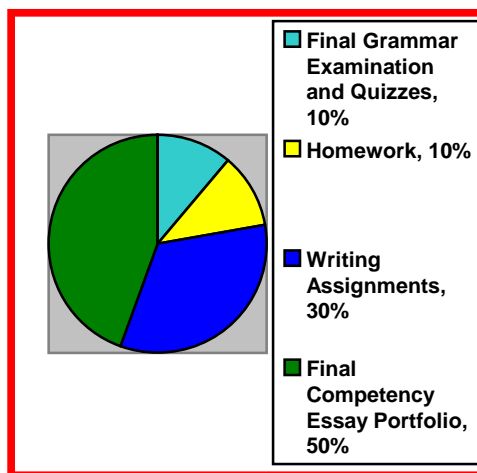
<p>Begin with Dr. Huntsinger</p> 	<p>My office hours for this course are held MW, 9:00-10:15, TR, 1:30-2:45, and TR, 8:00-9:15 online. You may contact me anytime with "Mail" in Blackboard LEARN. In Course Tools, click on "Mail" to send me a message. I will respond within 24 hours. Please do not wait for responses on Sunday – I rest. ☺</p>
<p>Blackboard LEARN Support Services</p> 	<p>Computer Technicians: 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>Tutorials: 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. http://BlackboardLEARNinfo.unm.edu/student/.</p> <p>Tutors: At The Learning Center at UNM Valencia Campus, tutors are available, both face-to-face and online, to help you navigate Blackboard LEARN. Call for an appointment: 925-8900.</p>

<p>Library Resources</p> 	<p>The UNM Valencia Campus library is a resource for articles and books. Go to http://www.unm.edu/~unmvclib/ to search remotely (from home). You will need passwords. Call (505)-925-8990 to ask for passwords available to UNM students. These passwords are also posted in my Blackboard learn class. Be sure to visit the UNM Valencia Library page → http://www.unm.edu/~unmvclib/.</p>
<p>Equal Access Services/ADA</p> 	<p>Equal Access Services, phone (505) 925-8560 and website http://www.unm.edu/~vcadvise/equalaccess.htm, 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. Once you have been to UNM Valencia Campus Accessibility Services and I have received your paperwork, I can accommodate your needs. I cannot accommodate any special needs without the proper authorization from UNM Valencia Campus Accessibility Services, which tells 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>The Learning Resource Center's Tutoring</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 http://www.unm.edu/~tutor/. Either Lucille Farrington, Director of the Learning Center, or any of the tutors will be happy to arrange tutoring sessions.</p>

Grading Scale



Not all assignments are equal in value. Some are worth more than others are, or have more weight. For example, grammar quizzes and the Grammar Examination, which are over grammatical competencies, are worth **10%**; these multiple choice tests cover fragments, run-ons/CS comma splices, parallelism, passive voice, and wordiness. Another type of assignment, which has a different weight, is homework, which includes, but is not limited to, reading quizzes, reading worksheets, online discussions, rough drafts, peer editing, and template assignments; homework is worth **10%**. Writing assignments, final revised drafts of essays and short formal multimodal writing assignments, are worth **30%**; I expect more when grading major essays because you have the benefit of peer and teacher comments to help you and you have revised your writing. The Final Portfolio is worth **50%**. You submit this portfolio to the English Panel Evaluators, who determine if you are ready to pass 120. You must put effort into this essay because if you fail this revision evaluation, you fail the course with a 72% or less. (See the section called "The Final Portfolio.")



Types of Grades

You can earn **A, B, C, D (fractionated), W, F, or I**. **C through A+** is passing, and **C- or lower** is failing. Students who are failing at a 60% or lower or who are not submitting work earn a **W or F**. If you earn an **I**, you have neither passed nor failed the course; you must complete the missing portfolio during the following semester or the University automatically converts the **I** to an **F**.

Reasons for Failing

The sad fact is that some students will fail the course. Logging in, trying hard, and/or turning in work does not ensure you a passing grade. You must write at an acceptable level of competency, and if you do not, your writing will fail. The panel of 120 evaluators will determine if you have met this level of competency.

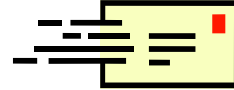
1. **If The Final Portfolio does not pass the panel evaluation, you will fail the course.**
2. **If you have an average of 72% or less on work completed, you will fail the course.**
3. **If you do not submit all major essays assigned, take the Grammar Examination, or submit the Final Portfolio, you will fail the course.**

To avoid failing, you must be able to, 1) identify purpose, 2) address audience, 3) choose the best genre for writing assignment, 4) read and analyze critically, 5) write good sentences, 6) use Standard English, and 7) follow directions. (See "Course Objectives and Learning Outcomes" for full descriptions of these requirements.)

Reasons Students Are Dropped

Students may be dropped from the course **if they . . .**

1. **Have more than two weeks they do not post assignments.**
2. **Do not turn in any one of the major essays assignments.** Please remember, **no late papers are accepted.**
3. **Have a 50% grade average at the Midterm** (end of Week 4).
4. **Threaten the mental or physical safety or well-being of any member of the class.** This includes stalking, cyber stalking, or threats of/actual physical violence.
5. **Are disrespectful to me or other classmates** in correspondence, such as discussions, e-mails, or peer editing sessions. This behavior includes rude comments, swearing, or threats.
6. **You will receive an e-mail informing you that you will be dropped.**



Grade Disputes

Because at least two 120 instructors evaluate and pass/fail The Final Portfolio, it is rare that your writing has been misevaluated. However, if you wish to challenge your final grade, follow the procedure in **The Student Handbook**. Always discuss grade concerns with your instructor first. If an error has been made, the problem can often be solved quickly. For example, if you had B in Blackboard LEARN in the Final Grade column and you receive an F for the course, contact me immediately to fix the error -- jamilynn@unm.edu.

General Policies for Grade Disputes

You should be familiar with one very important rule regarding disputes: 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. Therefore, if you have questions about a grade on an assignment or about the final grade for the course, FERPA dictates that **you** are the **ONLY ONE** who may speak to me regarding grades, work, or progress. In other words, a UNM VC instructor or administrator cannot speak to parents, relatives, or friends of the student about student grades, progress, or work.

Writing Requirements: Major Essays and Writing Assignments

You must write two essays, which are 4-5 pages in length. These essays must include outside sources, use parenthetical documentation, and have Works Cited pages. You will also complete several smaller, multimodal writing assignments. All of these writing assignments are worth 30% of your grade. The longer and more difficult assignments will be a worth more. (Plagiarized papers will not be accepted—see the section in this syllabus on plagiarism for more information.)

Avoiding Plagiarism

Your writing assignments must not be plagiarized. Plagiarism means using or copying language and/or ideas without acknowledging where you got them. 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 own original thoughts. To learn how to avoid plagiarism, talk to me, e-mail me, or consult a tutor. To learn more, 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 even more information about plagiarism, The Owl at Purdue website offers sage advice: <http://owl.english.purdue.edu/owl/resource/589/01>. In addition, talk to me about methods of quoting that will help you avoid plagiarizing. In a world of high stress and busy schedules, coupled with ample resources on the Internet, you may be tempted to plagiarize. Stop! Ignore that temptation! Why? If you do plagiarize, you will face one or more of the following consequences: being dropped from the course, failing the assignment, failing the course, or facing disciplinary action taken by the University. Your actions may also be reported to the Dean of Instruction. 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 or stealing.

Due Dates

- Due dates for work will be posted in Blackboard LEARN folders. I do not accept late homework or essays.
- Your essays are due during a 3-day period and are not accepted after that period. Students who submit essays on the first day of the 3-day period will earn 1% extra credit (89% becomes a 90% for example). Those who do not submit an essay in the submission period will be dropped from the class.

Revising Your Essays

All revisions you do throughout the semester should illustrate substantial work done on a writing assignment, such as working on organization, structure, or development. To revise, review peer editors' comments, ask your instructor questions, read comments on the assignment, 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.)

EXAMPLE OF GLOBAL REVISIONS

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 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 online 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 ~~in~~ life as Mom and apple pie. ~~and they have a good~~ ^{tend} tendency to bring ^{us} people together. They encourage team members to cooperate with one another, ~~and they also create~~ ^{and} shared enthusiasm among fans. ~~Thanks to~~ ^{Because of} 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~~ ^{makes} sports more accessible, it also creates a distance between the sport and the fans and between athletes and ~~the teams.~~ ^{their} ~~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~~ ^{but} games are on television. We can enjoy ~~the~~ ^{any} game in the comfort of our own living ~~room.~~ ^{rooms.} We can see more games than if we had to attend each one in person, and we can follow ^a greater ^{variety} ~~varieties~~ of sports.

Assessment: Passing 120

The Final Portfolio

The final assessment, which determines **if you pass or fail the course**, is **The Final Portfolio (worth 50%)**. For this assessment, revise two essays you have written during the semester thoroughly and carefully. In these essays, you must demonstrate that you have met the learning outcomes listed at the beginning of this syllabus. You will be evaluated on organization, rhetorical strategy, reading, research, development, grammar and expression, and revision.



The Final Portfolio essays must be at least 4 to 5 pages in length (minimum), and one should contain **at least three sources** (minimum). Works Cited pages are required for both essays. **The Final Portfolio essays** must not be plagiarized and must use MLA for formatting and documentation. (See section on "Plagiarism.")

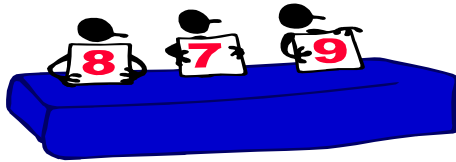
Submitting the Final Portfolio

The Final Portfolio must be submitted online as Word documents in Assignments. In the folder, you will include your Grammar Examination Score, a final reflection essay, and two revised essays.



Final Portfolio: 120 Panel Evaluation

A **panel of 120 instructors** determines whether your Final Portfolio passes or fails. "Passing" means your writing meets expectations and has earned a C through A+. They also consider your The Grammar Examination Score into account when making their decision.



Passing or Failing the Panel Evaluation

First, if at least two graders mark your Final Portfolio as passing (C or higher), I can pass you for the course. The

portfolio is then graded and can earn 73%-100%.

Second, you must have an average of 73% to pass Composition 120. **This is important** → If your total average for the course is not above a 73%, you will have to take the course over again even if you passed the panel. (Turning in work throughout the semester is important.)

Third, if two graders fail your portfolio, you must retake the course.

General Policies for English 120: Student Responsibilities

While I do not expect problems when working with adult learners, these policies ensure a safe and productive online 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 or in a private e-mail to the instructor.
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 120: 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 may not have enough information to help you 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. Check with the person who oversees the lab for a copy of the policies.

Printing Syllabus at UNM Valencia

To save money if you use computers at UNM Valencia Campus to print your syllabus, print on both front and back sides of the paper.



Assignments Syllabus

Fall 2015

Dr. Jami L. Huntsinger

Note: The outlines here will appear again in each lesson as labeled. These are the major assignments to complete (this section does not including reading or practice exercises). Major assignments are listed in the order that they should be completed.



Assignments

Week One

1. Write and post your Essay Diagnostic in Assignments, "A1: Essay Diagnostic." (Do not post in Blackboard Learn Mail.) (6/3, 11:59 PM)
2. Post an introduction of yourself in "Blogs, B1: Intro." (6/3, 11:59 PM)
3. Take the "Grammar Diagnostic," located in Assessments, GR Q1: Grammar Diagnostic 2015. (6/3, 11:59 PM)
4. Post an answer in "D1: Analysis and Analyze" in Discussions. (6/6, 11:59 PM)
5. Complete Blog posting "B2: Evaluation of Essay Diagnostic." (6/6, 11:59 PM)

Week Two

6. Take "GR Q2 Parallelism" quiz in Assessments. (6/10, 11:59 PM)
7. Complete "D2: Informal Writing" in Discussions. (6/10, 11:59 PM)
8. Complete "A2: Introduction for Analysis Essay" in Assignments. (6/13, 11:59 PM)

Week Three

9. Complete "A3: MLA Formatting" in Assignments. (6/17, 11:59 PM)
10. Complete "D3: Defining Ethos, Pathos, and Logos" in Discussions. (6/17, 11:59 PM)

A completed list of assignments will be added as lessons are prepared.