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Hours Available on Campus:

Mondays 12 to 3

Tuesdays and Thursdays 3 to 3:30

Wednesdays 12 to 3 (except 3rd and 4th Wednesdays of the month)

--and by arrangement.

Please make an appointment for time *and* location (sometimes we will meet in the classroom)

Fall 2015

16 week course, August 17 –December 3

ENGLISH 298: Intensive Writing

Section 501, CRN: 50189

Room: Health Sciences 103

Tuesdays and Thursdays, 11:00 to 11:50

Section 502, CRN 54998

Room: Learning Resource Center 119

Tuesdays and Thursdays, 11:00 to 11:50

Course description:

This course is designed to support your writing and your success in English 110. You will learn strategies for reading difficult college-level texts, especially texts you will be writing about and quoting, and you will become more aware of your own writing processes and effective approaches to composing writing.

Objectives:

In order to support your successful achievement of English 113 objectives, you will:

- practice strategies for successful active reading
- demonstrate that you can plan reading, writing, and study time effectively
- negotiate multiple academic demands
- identify what revision processes are most useful for you, and implement those processes:
- identify and implement multiple strategies for editing your own writing
- demonstrate initiative in your own learning and take responsibility for your own learning
- demonstrate awareness of campus resources for success in writing classes, and make extensive and judicious use of them
- identify areas as writers which you wish to improve, and take steps toward improvement

Required Texts

Graff, Gerald, and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*, 2nd Edition. New York: W. W. Norton and Company, 2010. Print.

NOTE: I will accept ANY edition you have or can get of this book, no matter how old: the chapters relevant to us are early and do not change significantly from edition to edition.

Hacker, Diana. *A Pocket Style Manual*. Boston: Bedford/St. Martin's, 6th ed. 2012. Print.

Practical Argument, Short Second Edition, Eds. Laurie G. Kirschner and Stephen R. Mandell. New York: Bedford/St. Martins, 2015. ISBN-13: 978-1457683886; ISBN-10: 1457683881

Required Materials

- A lightweight folder with pockets specifically for this class
- Loose-leaf paper
- A UNM e-mail address
- A paperback college dictionary to be brought to class for in-class writing
- USB flash drive to save your writing

The Importance of Mistakes: Informal writing you do in this course—and you will do a lot of it!—is PRACTICE, and will be evaluated accordingly. You need to and are expected to make many different kinds of mistakes in this writing. Why? I can think of at least three reasons: first, you and I need to know what sorts of mistakes you make, so you can then know what you need to learn in order to revise and edit final drafts of formal papers; second, you want to get many of your mistakes out of your system before you do the formal papers; third, and most important, making mistakes is how you learn. If you never make any mistakes, you'll never learn from them. All of us have many, many things to learn about writing, and so we have lots of mistakes to make.

This means I do NOT grade informal in class writings for spelling, usage, grammar, structure, paragraph unity, or even whether they make any sense. I do ask that you do them, and that you try to make them readable. You may want to read them later to use in formal papers.

If you do the work of the course and turn it all in on time, and if you participate in figuring out what it is you need to learn, talk with me and your tutors about that, and work to learn it, you have a strong chance of completing this class successfully. The course is designed so that by doing the work, you practice what you need to learn.

Evaluation and contract grading:

In this course, you get to decide what grade you want to earn.

If you want to earn an **A** then do the following:

- **Attend** at least 28 of the approximately 30 class days we meet. If an **emergency** or illness prevents you from attending, and you keep in touch with me, keep up with regular assignment due dates, AND do the Make Up assignment for that days in a timely fashion, then I will excuse the absence. I don't require a detailed explanation, justification, or even documentation of why you miss class, just some sense that you are still alive and still willing to do the work to be part of the class.

- **Participate** fully in class, and **prepare** thoroughly for class (readings, writings, and group contributions). You don't have to be an outgoing person, and you aren't required to share everything that you write for the class (see "Respect and Classroom Community"). However, I ask that you do the work I ask you to do in class, respect other students, support them as learners and writers, accept support from them, and refrain from doing homework for other classes or other things that don't have anything to do with English 298 or English 113.
- **Complete** all inside and outside of class work I ask you to do on time and following directions, and keep a record of all this work you do. Don't throw ANYTHING away!

If you want to earn a **C** grade, then do the following:

- **Attend** at least 25 of the 30 class days that we meet—that's missing over two full weeks of class.
- **Participate** in class, and **prepare** more or less for class. Also to earn the C, you'll be supporting other students' learning, and you won't be interfering in that learning.
- **Complete, turn in on time, and follow directions** on **more than 80 percent** of all inside and outside of class work I ask you to do.

To earn a **D or F**, refrain from achieving the requirements of C. A D or F is likely if you stop showing up for class or if you fail to do the work of the class.

In other words...

I am hoping that, having read the above, you will see that it is worth going for the A in this class. If you are willing and can take the time to do all that this course asks of you, *you can earn an A in this class*—I'm rigging the game in your favor, and I have full confidence in your abilities.

Class Policies:

Deadlines: I expect to receive written assignments on or before their due dates. If you arrange with me in advance, alternate assignments and/or due dates are possible; however, expect replacement and/or rescheduled assignments to be more challenging and more lengthy than the original assignments.

CAUTION: Late papers will receive some end comments but little to no internal comments, and internal comments are important to your revision process. If you know that you are not going to attend class on a day that a rough draft is due, you may make arrangements with me to turn it in early so that you avoid late penalties.

Lost Paper Policy: You are responsible for keeping a copy of ALL papers you turn in. This is a wise policy, in fact, for any class you take. Also, for papers that you word process, always save the document on disk and/or on the hard drive or student folder (and make a back-up). Also, it's much easier to revise a paper that's already on the screen than one you have to completely retype.

Attendance and Participation Policy: Attendance and participation are extremely important: if you want to pass this course, you must attend class regularly, prepare for class, and participate fully in class activities.

If you miss class, you are responsible for keeping in touch with me, and finding out about and making up missed work. I may drop students who miss a class session without being in touch with me, or who do not keep up with the work, or who fail to do the make up assignments (see below). Similarly, if you consistently fail to participate in the class by not turning in a significant number of assignments or not contributing to group work, or by not doing silent in class work, you will be dropped.

Make Up Work: Attendance is crucial to your success. While you cannot “get back” the learning you miss out on when you miss class, I want you to get the most out of your semester. I am therefore requiring that, for each class session you miss, you do a Make Up assignment. If you know about the absence ahead of time, talk with me and we can negotiate alternate Make Up assignments. You will have to turn in this paper, in addition to other regular assignments, within one week of the day you miss; **if the absence occurs within the third week of class, however, noon on Friday of that third week of class is the very latest you can turn in this assignment, or you will be dropped.** If you miss two days, you’ll be doing two additional assignments, and so on. This requirement stands whatever the reason for the absence, and I do not require notes from physicians, though other instructors may need such notes.

“Extra Credit” or ALTERNATE Credit I once had a colleague who said, “It’s not an extra credit world.” That may be true, but in this class I am open to your earning credit in alternate ways. You **must** make a complete, well-revised portfolio that passes the assessment panel, no matter what, but if your grade looks likely to suffer because of missing too many classes/practice writings, I would like to offer two ways to make up that credit to all of you. First, you may attend, and write about, a cultural event on this campus or in Albuquerque. I especially recommend slam poetry events: ask me for details. Second, and for even more credit, you may *perform* at an open mike at a cultural event, in a coffeehouse, or in another venue. You will also need to write about this event—and tell me about it ahead of time, so I can come cheer you on! Additional events on campus—career workshops, study skills workshops, special presentations—can also count: ask me.

Tardiness: Arriving to class late or departing early can count as an absence.

Children on Campus: According to the Catalog, at UNM-Valencia, “Parents must not bring children to University classes or leave children unattended while at campus activities or conducting business on campus.” This is an insurance issue and cannot be waived. If you experience an emergency involving a child in your care that prevents you from attending class, please be in touch with me.

Respect and Classroom Community: We are all going to write together and get to know each other fairly well, and so the following is particularly necessary: the class will be conducted on the basis of respect. This means that, while we might disagree (and in fact discussion and debate are part of the university experience, part of our education) we will do so courteously and with care for each other as human beings. We will all be learning from each other, and we all have things to learn from each other.

I would ask especially that we respect each others' writing, offering encouragement and specific positive response before constructive criticism, making a place where we can write what we need to and share it when we write together. Part of this respect is your right *not* to share what you write. If we are writing and reading aloud, you may opt to pass. If you have written a rough draft for workshop and do not wish to share that draft with other classmates, let me know and I will look at it myself and return it directly to you.

Technology and Food: I ask you also to respect this classroom space appropriately. This includes turning off cell phones in the classroom and refraining from social media—on our classroom computers and on hand-held devices—during class time, except when needed for academic purposes. (Cell phones may be set to vibrate if you expect an urgent call, which you may take after stepping outside of the classroom.) I also ask you not to have food near the computers.

Academic Honesty: According to the UNM-VC Catalog, “Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.”

The catalog continues, “Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; and misrepresenting academic qualifications within or outside the University.”

Plagiarism: Since this is a writing class, plagiarism is the type of dishonesty most important for us to address. It is academically dishonest to present someone else's ideas or writing as your own. This includes copying words someone else has composed into your own papers without making clear to the reader that the words are not yours through accurate quotation marks. It is also academically dishonest to submit your own previously written work for a current assignment or to submit an assignment in more than one class without previous knowledge and permission by the instructors. You may be asked to provide all sources and preliminary work (notes, rough drafts) that you use in preparation for written assignments. Plagiarism may cause you to fail this course and may result in further disciplinary action by the University.

Special Needs: If you have a documented disability, please provide me with a copy of your letter from Equal Access services as soon as possible to ensure that your accommodations are provided in a timely manner. Pursuant to the Americans with Disabilities Act (ADA), I accommodate special needs and encourage students to discuss their concerns/needs in confidence with me. It is your responsibility to be tested and to provide the appropriate paperwork. To learn more about your rights and responsibilities, you may contact the Equal Access Office, phone 925-8910.

Office Hours/Tutoring: During my office hours (or by appointment), I am happy to meet with you to discuss your work. Free tutoring is also available on campus through The Learning Center and through Learning Communities/Highway to Success. Call the Learning Center number at 925-8907.