Summer 2015   Dr. Heather Wood
English 110-502   Office Location: A105
Accelerated Composition   Phone: (505) 925-8514
Online Course   E-mail: hdwood@unm.edu
CRN: 23920 (8 Week Course)   Office Hours: Available
Dates: 06/01/2015-07/25/2015   online and by appointment.

Course Description

Welcome to English 110-Accelerated Composition. In this course, you will write three essays, which may include summary analysis, exemplification, process, cause and effect, comparison /contrast, classification/division, definition, argumentation, or combined pattern essays (see *Patterns for College Writing*). These essays require you to develop good writing habits, including prewriting, drafting, revising, and editing, which will help create a strong sense of focus, strong development, and clear organization. You will also be required to integrate quotations from primary readings and web sources, avoid plagiarism, and evaluate web sources. Finally, you will need to use correct grammar and to write strong sentences to produce polished essays. To help you create well-edited essays, you can expect to learn five grammar competencies (comma splices/run-ons, fragments, pronoun agreement and reference, punctuation, and subject/verb agreement). If you learn these writing skills, you will become a more successful communicator in college courses and a more thoughtful professional in your careers.

Course Objectives

By the end of the semester, you will be able to:

1. **Create essays using the appropriate genres required for writing tasks**. **Genres** are types of rhetorical strategies, or ways you present information. Your teacher will ask you to respond to questions that require a specific **genre**. These may include 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 ways.
3. **Develop your paragraphs**. Development includes using examples and support to help illustrate your points. You may use some personal examples; however, quotations from readings and/or web sources are also required in two essays. You will be required to produce essays of 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 solid, well-crafted sentences and use correct grammar.** Awkward sentences and grammatical errors make writing hard to read and result in bad communication. Because this is a college course, the inability to use correct grammar is one reason for failing papers or the course. Therefore, in English 111, 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 an assessment 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 papers in which you cite sources and avoid plagiarism. You will focus on learning to cite properly and on finding web sources.

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

I am available to meet with you during regular office hours for assistance with course-related questions. (See office hours above.) If you cannot meet during these hours, let me know and we can schedule an appointment. You can also reach me by e-mail at hdwood@unm.edu.

Biography: Dr. Heather Wood has been teaching undergraduate English and Writing for over fifteen 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

- Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide.* Bedford/St. Martin's, New York, Copyright, 2012.

- Hacker, Diana. *A Pocket Style Manual*. Boston: Bedford / St. Martin's, New York, Copyright, 2008.
- Graff, Gerald, and Cathy Birkenstein. *They Say, I Say*. Second Edition. W.W. Norton & Company, New York, Copyright, 2010.
- UNM e-mail address.
- Access to Internet, Blackboard Learn, and Microsoft Office (available on UNM-VC computers).
- Flash Drive.

Navigating Your Online Course

Because this class is administered fully online, it is important to have a high level of skill in operating computers. It is not recommended for students with limited computer skills to take an online course. The following tips will help students navigate the course. If you have computer problems, including log in or technical issues call 277-5757. For issues with Blackboard Learn, tutors in the Learning Center can advise you at 925-8907. Please:

- Be familiar with your Course and Assignment Syllabi. These documents are located on the Blackboard Learn Course home page for English 110-502. Refer to both documents throughout the semester when you have questions. Feel free to stop by my office hours, as well, for personal attention regarding essay requirements or e-mail for an appointment if the hours do not fit into your schedule.
- Become familiar with Blackboard Learn software. Click on all of the Course Tools to discover what is available to you in your online course. You may want to visit The Learning Center at UNM Valencia Campus if you need additional help learning how to navigate.
- Keep copies of all of your work. Saving all writing is necessary. Learn how to save Word or RTF files to your desktop or a flash drive. If you do not know how to save files, go to The Learning Center or call 277-5757.
- Be proficient in Mail in Blackboard Learn. If you need to send me a message, do the following: 1) click on "Mail" in Course Tools, 2) then click on "Browse for Recipients," 3) choose my name, 4) follow guidelines for writing e-mails (see the section on E-mail Netiquette, and 5) type your message and click on "Send." It is important to send e-mails following the netiquette guidelines and standards of professionalism. If you begin your e-mail with text speak or informal language like, "Hey Professor," I will not respond.
- Create a routine—here is a suggested routine to help you get started.
    1. **Log on!** Lessons open on Monday morning and close the following Sunday night at midnight. On Monday, log in and read the list of assignments for the week. Make sure you have all materials you need to complete the assignments, such as page numbers or links. Jot down due dates and print out assignments.
    2. **Read** the assignments actively, highlighting important ideas. Use any resources (dictionaries, asking questions, etc.) to help you acquire the information the session is trying to relay. Be pro-active and disciplined in your study habits.
    3. **Log on** periodically throughout the week to check course e-mails and review new threaded discussions or blog responses. Watch for new announcements.

4. **Check Discussions.** Read questions I have posted for the week, your classmates' and my responses, and enter your own answers. Your responses are an important part of your grade, so please take these exercises seriously. In responses, respect others. Finally, run spell and grammar check on your postings.

5. **Importantly**, give yourself ample time to submit work well before the deadline. You are allowed to submit work right at 11:59 PM MST, but this practice is very, very risky. For example, computer failures, corrupted discs, and Blackboard Learn outages are no excuse for work not completed (UNM VC policy). Plan for problems like these because meeting deadlines will help you successfully complete the course.

E-Mail Etiquette

Please adhere to the rules of "Netiquette" provided on our Course Content page. The professor will not respond to informal and unprofessional e-mails. E-mails should be 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 as soon as possible. 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

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 Essays: 100 points each	300 pts (30%)
• Weekly Writing Assignments	100 pts (10%)
• 5 Online Writing Posts: 20 points each	100 pts (10%)
• Grammar Final	100 pts (10%)
• Portfolio	400 pts (40%)

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.

Essays

You are required to turn in three formal essays written specifically for this class. Each essay requires outside sources to be incorporated into the text. Students receiving a "D" or below on an essay have the option to revise. Revisions will not be accepted after two class periods. A Final Portfolio that is panel graded will be assembled for this class integrating the student's two best, revised essays. Final Portfolios cannot be revised.

Late Policy

No late work is accepted in this course, regardless of the excuse.

Online Writing Posts

Students are responsible for posting responses to discussion questions/prompts that are posted on our course page via Blackboard Learn. These questions are designed to generate discussion and promote further inquiry into assigned topics. Late posts are not accepted.

Final Portfolio

The portfolio is a collection of your best work created in English 110. Because of this, students must keep all graded essays, including instructor comments. A panel of 110 instructors judges student portfolios based on their overall expository writing ability and readiness for English 120. Revision is a key part of the portfolio. For this reason, please be sure to revise your chosen essays thoroughly with specific attention to instructor comments.

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.

Some students may fail the course: Coming to class, trying hard, and turning in work does not ensure a passing grade. Students must write at an acceptable level of competency, and if they do not, they fail. You must turn in all three writing assignments, take the grammar competency, and submit a Final Essay and Portfolio to pass the course. The panel of 110 evaluators will determine if you have met this level of competency. If a student's Final Essays and Evaluations do not pass the panel evaluation, the student fails 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 solid sentences, 6) use Standard English, and 7) follow directions. (See course objectives for full descriptions.) Because a panel of 110 instructors evaluates students' final essays, it is rare that their writing has been misevaluated.

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. There are no exceptions to this policy.

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 in an online course, these policies ensure a safe and productive college 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.

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 Course webpage.

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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. Participation and regular log-ins are crucial for success in this course. Students not turning in 75% of the work or missing one major essay will be dropped. Students who fail to turn in the first assignment by the deadline will be dropped. No late work is accepted in this course.
- All assignments must be read by the date indicated.
- Computer literacy is necessary for this course as well as access to a working internet connection and PC.
- For computer-related issues, please call (505) 277-5757.
- The following abbreviations are used to identify our texts:
  - *P = Patterns for College Writing*
  - *TSIS = They Say I Say*
  - *APSM = A Pocket Style Manual*

Required Work and Grading

3 Essays: 100 points each	300 pts (30%)
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Portfolio	400 pts (40%)

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Calendar

Week 1
Assignments: Read Assignment and Policy Syllabus (Course Content Page), Purchase Books and Flash Drive, Secure Internet/E-Mail Access; Write Diagnostic Essay (Submit Under Assignments); Complete Assigned Readings Below
Readings: *Patterns* Introduction & Chapter 1, PP. 1-26; *Patterns*, Invention PP. 29-47 & Exemplification, PP. 211-225; *TSIS* Chapter 2, "The Art of Summarizing," PP. 30-41; *APSM* PP. 42-46, 58-65, & 159-162; MLA Format Requirements (Course Content Page); Netiquette (Course Content Page); Grammar Editing Codes (Course Content Page); How to Write a Great Essay (Course Content Page)

Week 2
Assignments: Weekly Writing Assignment; First Draft Essay 1
Readings: *Patterns*, Invention PP. 29-47 & Exemplification, PP. 211-225; Thesis
Writing; Five-Paragraph Essay Format; *TSIS* Chapter 3, "The Art of Quoting," PP. 42-51;
Patterns, Cofer's "Myth of the Latin Woman," P. 232; *Patterns,* Kirby's "Inked Well," P.
685; *APSM* PP. 91-98

Week 3
Assignments: Weekly Writing Assignment; Final Draft Essay 1; Online Writing Post 1
Readings: *Patterns*, Rhode's "Why Looks are the Last Bastion of Discrimination," P.
246; Staples' "Just Walk on By," P. 240; Synthesizing Research Powerpoint; Plagiarism
Presentation

Week 4
Assignments: Weekly Writing Assignment, First Draft Essay 2, Online Writing Post 2
Readings: *TSIS* Ch. 3, "The Art of Quoting," PP. 42-53; *Patterns* PP. 466-471, Tan's
"Mother Tongue;" *TSIS,* Chapter 4 "Three Ways to Respond," PP. 55-67; *APSM* PP. 107-
116; *Patterns* Chapter 9, Process, PP. 263-279

Week 5
Assignments: Final Draft Essay 2, Online Writing Post 3
Readings: *Patterns* PP. 281-298; *TSIS,* Chapter 7, "Saying Why It Matters," PP. 92-10;
Quoting and Summarizing; *Patterns* PP. 298-320; *TSIS,* Chapter 8, "Connecting the
Parts," PP. 105-120

Week 6
Assignments: Weekly Writing Assignment, First Draft Essay 3, Online Writing Post 4
Readings: *APSM* PP. 122-128; *Patterns* Malcolm X's "My First Conk" PP. 281-283;
APSM PP. 130-136 (MLA Format-Works Cited); *APSM* P. 119

Week 7
Assignments: Weekly Writing Assignment, Final Draft Essay 3, Online Writing Post 5
Readings: *APSM* PP. 130-136 (MLA Format-Works Cited); *APSM* P. 119; *APSM* PP.
107-116, *Patterns* PP. 399-401, Rubin's "Environmentalism as Religion"; *Patterns* PP.
404-407, Mukherjee's "Two Ways to Belong in America"; *APSM* PP. 118-121,
Integrating Quotations

Week 8
Assignments: Final Portfolio, Grammar Final
Readings: *Patterns* Chapter 13, PP. 489-524; *Patterns* PP. 507-509, Burciaga's
"Tortillas;" *Patterns* PP. 559-566, Stanton's "Declaration of Sentiments and
Resolutions;" *Patterns* PP. 566-578, King's "Letter from Birmingham Jail"