



University of New Mexico at Valencia Campus

A Quality Education –A Lifetime of Success

Professor: Dr. Jami L. Huntsinger ; Course Title: Composition I

Office Hours: M-R, 1 :00-2 :15, and T, 8 :00-9 :15 PM online

Course CRN: 52765; 01/19/2016-05/13/2016

Course No and Section, Dates and Times: 111.501, MW, 9 :00-10 :15 AM, MW

Prerequisites: COMPASS <59

Course Description

Welcome to Composition 1 (English 111)! In this course, you will develop skills that improve the writing you do for a variety of situations, especially in your fields of study. Early in the semester, you will learn about audience and purpose; understanding these concepts will improve the ways you summarize, analyze, or interpret nonfiction texts and the ways in which you write about those texts. At times, you may be asked to conduct research using primary sources (e.g. observations, surveys, or interviews) or secondary sources (e.g. books, websites, or library articles) to deepen your understanding of an assigned concept. You will also write in multiple genres, such as analytical responses, professional documents, or essays, making decisions that will help you address your chosen audience and clarify the purpose of your communication. To fulfill the requirements of the course, you must write at least 6 short writing assignments (1-2 page) and 2 essays (2-3 page). (No pre-requisite required.) Successful completion of English 111 and 112 will earn you credit for English 110.

Student Learning Outcomes

By the end of the semester, you will be able to meet the learning objectives below.

Rhetorical Situation and Genre

Students will be able to organize and develop arguments in a variety of genres, such as analytical responses, essays, and professional documents that are appropriate to the writing situation.

Writing as a Social Act

Students will develop an appreciation for cultural diversity [and various discourse communities] as they explore contemporary regional, national, and global issues.

Writing as a Process

Students will be able to use multiple approaches for prewriting, writing, revising, editing, and incorporating feedback into various composition media. Students will engage in peer editing to refine their work.

Grammar and Usage

Students will improve their fluency in the dialect of Standardized Written American English at the sentence, paragraph, and document level. Students will be able to write solid, well-crafted sentences and use correct grammar. They will learn the rules associated with such concepts as sentence fragments, comma splices/run-on sentences, punctuation, parts of speech, and parallelism.

Organization and Development

Students will be able to develop well-organized written works that include a thesis statement, proper introduction and conclusion, topic sentences, and transitions that express their arguments in a logical manner. They will be able to write well-developed paragraphs and essays, using examples and support from outside sources.

Research

Students will be able to use research to enhance their writing in the context of focused research questions through various media and technologies. They will be exposed to library research techniques, MLA format, and parenthetical citation methods, writing at least one essay requiring a Works Cited page.

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.

Required Texts and Materials

1. Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. Bedford/St. Martin's, New York, 12th Edition.
2. Hacker, Diana. *A Pocket Style Manual*. Boston: Bedford / St. Martin's, New York, Copyright, 6th Edition.
3. Graff, Gerald, and Cathy Birkenstein. *They Say, I Say*. Second Edition. W.W. Norton & Company, New York, 2nd Edition.
4. UNM e-mail address.
5. Access to Internet, Blackboard Learn, and Microsoft Office (available on UNM-VC computers).
6. Flash Drive; staple, paper

Grade Distribution

▪ Daily Writing Assignments, Quizzes, Attendance	10%
▪ 6 Short Writing Assignments	30%
▪ 2 Major Essays	20%
▪ Final Portfolio	40%
▪ Total	100%

Grades will be determined on a traditional percentage system, with the appropriate plus or minus sign: 97-100% = A+, 93-96 =A, 90-92% A-, 88-89= B+, 83-87 = B, 80-82% = B-, 78-79 = C+, 73-77 = C, 70-72% C-, 68-69% = D+, 63-67%= D, 60-62% = D-, Lower than 60% = F or W. You need a “C” (73% or higher) to pass this course. Students must submit two major essays and the final portfolio in order to pass the course and move on to English 112.

Attendance Policy

Your attendance at every class meeting is crucial. Students with more than four absences will be dropped from the class. Failure to attend class does not exempt you from assignment deadlines. Students will be notified if they will be dropped.

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.

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

E-mail Netiquette

1. 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 102: 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.
2. ***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 “**Nouns Worksheet**” is not. Unclear subject lines slow my response because I do not have enough information without having to asking you for clarification.
3. ***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.
4. ***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.”
5. ***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.
6. ***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.
7. ***Do not use instant-messaging spelling.*** If u want 2 b treated like a pro, write like 1 ☺.
8. ***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. In addition, the computer does not catch all errors (form/from), so give your document one final read before submitting or sending it.
9. ***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 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.

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. I cannot accommodate special needs without the proper authorization from UNM Valencia Campus Accessibility Services. Pursuant to the American with Disabilities Act (ADA), I accommodate documented special learning needs.

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

This course will include several writing assignments, including one final portfolio. All formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font. Length requirements for Major Writing Assignments are approximately 3 pages. Length requirement for shorter writing assignments is 1-2 pages. MLA specifications are clearly laid out in Diana Hacker's *Pocket Style Manual*.

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.

Final Portfolio

A final portfolio will be assembled at the end of this course and will be graded by a panel of English Professors to determine your admission to English 112. The portfolio is a collection of your best work created in English 111. Because of this, students must keep all graded essays, including instructor comments. 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 that improve the essay. A panel of 111 instructors will determine the effectiveness of students' overall expository writing ability and readiness for English 112. Portfolios will be evaluated using the learning outcomes listed above. In the portfolio, students should staple the final and first drafts of the papers together. They should place the final draft on top. Underneath the final draft, they should place the first rough draft with instructor comments. Please use a paper, pocket folder and be sure to type all drafts. Any portfolio that is incomplete or plagiarized will fail the panel evaluation. Paraphrasing and quoting must be cited. Works Cited pages must be present when required.

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 two writing assignments and submit a Final Portfolio with a

reflective evaluation to pass the course. The panel of 101 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 good sentences, 6) use Standard English, and 7) follow directions. (See course objectives for full descriptions.) Because a panel of 101 instructors evaluates students' final essays, it is rare that their writing has been miscalculated.

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 grade dispute with the Chair of Communications, Humanities, English, 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. There are no exceptions to this policy.

Incompletes (I grade)

Students may earn an "I," or incomplete, which is neither a passing nor a failing grade. An "I" is assigned if students 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 Course webpage.

Assignment Syllabus

This part of the syllabus outlines the lessons and their objectives. It also identifies paper due dates. Reading, quizzes, and daily work assignments are in the lessons. This Assignment Syllabus is subject to change to meet student needs.

Module One: Building Community of Writers and Readers, 1/20-2/2

In Module One, you will,

- Be introduced to the course, your instructor, and other students,
- Define audience and purpose to learn about their importance,
- Properly format an essay using MLA formatting, and
- Distinguish between a **sentence and a fragment** to avoid using fragments in your writing.

Module Two: Writing Definition Paragraphs Using Ancient Tales, 2/4-2/15

In this module, you will,

- Create strong, coherent paragraphs using focused topic sentences,
- Write a definition paragraph on myths, legends, or tales, and
- Identify and fix **comma splices and run-ons**.

Definition Paragraph due 2/15.

Module Three: Writing Contemporary/Narrative Stories, 2/17-2/29

In this module, you will,

- Write a narrative essay
- Use description and proper structure to enhance your story, and
- Learn proper uses of **commas**.

Narrative Essay is due 2/29.

Module Four: Writing an Exemplification Paragraph, 3/2-3/9

In this module, you will,

- Write a paragraph on one college pressure you have faced,
- Carefully read “College Pressures” and use ideas from the essay,
- Summarize a writer’s ideas,
- Quote from a primary source, and
- Use **quotation marks** correctly.

Exemplification Paragraph is due 3/9.

Spring Break, 3/14-3/18 -- There is no class this week at Valencia Campus!

Module Five: Writing a Classification/Division Interview Essay, 3/21-4/6

In this module, you will,

- Write strong introductions and thesis statements,
- Use **parallel structure**,
- Research by interviewing,
- Cite sources properly,
- Write solid e-mails, and
- Give presentations about essays.

Classification/Division Essay is due 4/6.

Module Six: Writing a Short Summary, 4/11-4/20

In this module, you will,

- **Use the** steps in the Process of Writing,
- Identify main ideas and minor details in "Grant and Lee: A Study of Contrasts,"
- Employ strong transitions to help readers,
- Write a strong conclusion.

The short summary is due 4/20.

Module Seven: Preparing and Submitting Your Portfolio, 4/25-5/4

In this module, you will,

- Revise and edit thoroughly, and
- Submit the Final Portfolio.

The Final Portfolio is due 5/4.

Final's Week, 5/2-5/8 -- We have no class and no finals this week. Have a nice summer!