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Hours available on campus: generally, after 12 noon on Mondays and Wednesdays, and after 10:30 a.m. on Tuesdays and Thursdays, in my office or in our class room or in the Writing Center or in the cafeteria or by the fountain...Please make an appointment for time *and* location.

Spring 2016

16 week course, January 19, 2015 – May 5, 2016

ENGLISH 112: Composition II

Section 501, CRN: 52766
Room: Health Sciences 105
Tuesdays and Thursdays, 9 to 10:30

Course Description

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, mediums, and technologies. You must learn to analyze new situations and respond to them appropriately. Instead of teaching one right way of writing, we seek to make students flexible writers who can transfer what they've learned in 111 and 112 to new contexts and new genres.

Course Objectives

Throughout the semester in English 112, you 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 Standardized 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 and find a book relevant to the writing project. Students will learn how to skim that 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.

Course Materials

The following texts are required and may be purchased at the UNM-Valencia Bookstore:

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.

Patterns for College Writing, 13th Edition. Eds. Laurie G. Kirszner and Stephen R. Mandell. New York: Bedford/St. Martins, 2015.

Grading Policy

Attendance, Participation, and Completion of assignments that lead in to the major papers, including related multimodal projects and multimodal grammar presentation	20%
Average of major papers (must include first drafts)	20%
Final Collected Works (additional to major papers)	20%
Final Portfolio	40%.

Students may not pass this course without earning a final grade of C or higher. Students who fail to turn in a final portfolio will not pass this course.

Formal Writing and Cover Letters

Writing assignments are due at the ***beginning of class*** on the date due. Late assignments are subject to having their final grade reduced. Absence from class on the due date does *not* excuse the lateness of your assignment. Allow plenty of time for printing your paper in the computer lab, and/or keep an extra ink cartridge handy if using your own printer.

You will write two formal essays in this class. ALL formal essays and homework assignments must be typed on a word processor or computer-generated and saved as a separate document in order to best facilitate revision. Use a reasonable font and point size (12 pt. Times New Roman is standard). ALL documents should be double-spaced with one-inch margins. Be sure to proofread every paper you turn in. Drafts—early and final—will usually be accompanied by a self-assessment and reflection: a cover letter or answered questions on the back or in Learn. Papers which are handwritten or lack this reflection, when requested, will not be graded.

NOTE: Save ALL the writing you do during the semester. You never know what may prove useful during a revision or what I may require you work with or turn in. When you compose and revise major papers on a computer, periodically print out (in addition to saving electronically) versions of your drafts so that you have a record of its progress. Keep copies for yourself of all major assignments handed in to me. In addition, it is your responsibility to keep *all* drafts that I have commented on for the Final Portfolio.

Final Portfolio

The end-of-semester portfolio consists of writing revised especially for the portfolio review, including a Self-Assessment and final revisions of two of the formal writing assignments. We will spend a considerable amount of time discussing portfolio requirements and working on revision during the latter half of the semester so please stay tuned.

Participation

Participation is dependent on thorough preparation. Preparation requires thoughtfully reading the texts, writing down key points and/or questions, and being willing to share your thoughts and reactions during class discussion. Discussions become difficult and quite boring when all members of the class have not read the assigned texts. **Respect yourself as a necessary member of this community, as well as your fellow classmates, by being prepared every day.** Please note that many in-class writing exercises assume (and depend upon the fact that) you have read the assigned material. Review your syllabus frequently, and plan your workload accordingly.

Drop Policy

Dropping or being dropped from a course can affect your GPA, enrollment status and financial aid/award status. Always talk to your instructor before it's too late about the possible consequences of a drop and opportunities for avoiding it.

A few things to consider:

- A drop before the end of the third week in a sixteen week semester session will not appear on your transcript, and you will not earn credit hours or a grade in the course.
- Your instructor can drop you from the course at any point in the semester before finals for violating the attendance policy.
- If you, your instructor, or the Dean of Students initiates a drop after the third week, you will receive W.
- If no drop is initiated by the end of the semester by any party, then based on your performance and attendance your instructor will use his/her discretion to decide whether to assign you a grade from A+ to F or a W.

In Core Writing, a C or above is passing. When deciding whether or not to drop a course, consider the outcomes of earning a grade below C as opposed to a W, and vice versa. For grades

C- to D-, you will earn credit hours, but you will have to repeat the course, and the grade will appear on your transcript and factor into your GPA.

Plagiarism

“Plagiarism” is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source. Every first-year writing class covers plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result.

Types of Plagiarism

Plagiarism can include any of the following:

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.

Possible Consequences

The instructor decides the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:

- Adequately redo or revise the assignment in question;
- Fail the assignment in question;
- Be dropped from the class with a W; or
- Fail the class.
- Be subject to more severe sanctions.

All students suspected of plagiarism will be reported to the Dean of Instruction. The UNM Student Code of Conduct also addresses Academic Dishonesty at <http://pathfinder.unm.edu/policies.htm>.

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.

Attendance Policy: Attendance is 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 do this assignment, 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 week 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 some 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, especially for one now in Valencia County. 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 and Drink: 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 bring food near our computers in our computer lab classrooms. You may, however, bring drinks with screw caps—but take care to keep them away from keyboards.

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 Hank Vigil in Student Services, phone 925-8910.

Office Hours/Writing Consultation: I am happy to meet with you to discuss your work when I am on campus and our schedules coincide. Free writing consultation (tutoring) is also available on campus through the Writing Center.