

Composition III: Analysis & Argumentation

Spring 2015
English 120:507
T/R 12:00-1:15 PM
CRN: 52779
Location: A124 (Comp Lab C111)
Dates: Jan 18-May 14, 2016

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or by appointment

Course Description

Welcome to English 120 (Composition III)!

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 correct way of writing, we seek to make students flexible writers who can transfer what they've learned in 110 to new contexts and new genres.

Course Objectives

Throughout the semester in English 120, 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 Literacy Outcomes

- 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.
- Students will be able to identify what type of database source they have found, e.g. magazine, journal, newspaper, website.
- Students will write a correctly formatted Works Cited page.

Instructor Information

My office hours are T/R, 1:30-2:30, in Academics Affairs. You can also make appointments for office visits or can email me between 8:00 am and 5:00 pm. I am not online after 5:00 pm and before 8:00 am. Please give me at least 24 hours to respond, Monday through Friday. I am offline during the weekend.

Tutoring

Free tutoring is available at the Learning Center (505) 925-8907 <http://www.unm.edu/~tutor/>. Writing Lab tutoring sessions are scheduled weekly for all English classes. Students may receive up to 30 points (5 points each session) for attending tutoring sessions or Writing Labs.

Required Texts and Materials

- *Practical Argument*, Second Edition, Eds. Laurie G. Kirszner and Stephen R. Mandell. ISBN-13: 978-1457683886; ISBN-10: 1457683881
- *The Pocket Style Manual*, Sixth Edition (another edition is fine), Diana Hacker. ISBN-13: 978-1-4576-0293-9; ISBN-10: 1-4576-0239-3
- UNM email address and access to UNM Blackboard Learn
- Access to Internet and Microsoft Office (available on UNM-VC computers)

Attendance Policy and Overall Participation:

Attendance will be taken at the beginning of class. Missing class is not an excuse for being unprepared; if you are absent, it is your responsibility to keep up with reading, get class notes from a fellow student, and/or see me during office hours or by appointment if you have questions about the material. Students who miss the first week will be dropped. Students who miss more than 4 classes will be dropped. Two instances of arriving 10 minutes after class begins, or before it ends, count as an absence.

Excused absences include documented hospitalization or other documented, unexpected extreme emergencies; if excessive absenteeism that falls under the purview of "excused absences" continues, I reserve the right to drop students from the course. *Please note:* doctor's appointments, child-care, court dates, and job scheduling conflicts do not count as excused absences.

Students who miss the first week will be dropped (those registered at the immediate start of the semester).

Plagiarism

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 sources without proper documentation, or rephrasing an author's ideas and presenting

them as the student's new, original thoughts. Plagiarism in this course may result in one or more of the following consequences: failure of the assignment, failure of the 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.

- Students must treat one another and the instructor with respect. Derogatory remarks or name-calling is prohibited.
- Students should not interrupt classroom lectures or discussion with non-related comments.
- 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.
- Class time is a professional learning environment. Obscene language will not be tolerated.
- Sexual harassment will not be tolerated.
- Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. Intoxication, physical assault and or battery, violence, stalking, or threats fall into this category.
- Students must not threaten the instructor concerning their grades. This type of behavior is considered harassment and/or verbal assault.
- If you ever feel unsafe on campus, please call security at (505) 925-8570.
- Food and beverages (except for water) are not permitted in the classroom.

Students violating any of these rules will be asked to leave the class for the day.

Computer and Technology Policies

When in computer labs, refrain from using computers during class time for entertainment, social networking, or personal emailing. The same rule applies for cell phones. No texting or phone calls are allowed. This is an hour and fifteen minute period where you are devoted to English.

Email Netiquette Policy

Please keep the following in mind when you write emails:

- Please avoid text-speak. Learning to write professional emails early on is a skill you need as you progress to higher academic levels and career pursuits.
- Emails that you write to me during the semester should include professional language, 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.
- Emails should also include a salutation. For example, "Dear Mr. Bendell" or "Hello Mr. Bendell" would be an appropriate salutation. Part of Composition is learning

- when and how to use proper diction and registers of language, and in a formal setting like a college course, professional titles are appreciated.
- Please close with an appropriate phrase and sign your email with your name. Some examples of appropriate phrases are “Sincerely,” or “Thank you for your help,”.
 - Use short paragraphs (in general, 3-4 lines maximum) to make the email easy to read. In addition, be sure to skip lines between paragraphs.
 - Be sure to proofread your email for grammatical errors.

Equal Access

Accessibility Services (located in Student Services) provides academic support to students who have disabilities. If students think they need alternative formats for completing coursework, 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 and encourage students to discuss their concerns with me. They are located in Advisement & Counseling Services Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560. <http://www.unm.edu/~vcadvise/equalaccess.htm>

Required Work and Grading

All formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font.

3 Essays: 100 points each	300 pts
5 Learn Posts (10 each)	50 pts
4 Creative LPs (10 each)	40 pts
9 Grammar quizzes: (5 each)	45 pts
3 Peer reviews (5 each)	15 pts
3 Writing Workshops (5 each)	15 pts
1 Grammar Group Presentation	25 pts
1 Grammar Mini-Presentation	10 pts
Final Grammar Exam	100 pts
Portfolio	400 pts
Total Possible Points	1000 pts
Possible Extra Credit:	50 pts

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 (890-800 points); 79-73%= C (790-730 points); 69-60% = D (690-600); and below = F. You need a “C” (73% or 730 points) to pass this course.

Essays

You are required to turn in 3 formal 4-5 page essays (not including the Works Cited page). Each essay requires at least one credible source to be incorporated in text and in the Works Cited page (Wikipedia does not count). Students may be dropped from the class for failure to turn in one of the major essays. I will provide instructions and rubrics for each assignment at the beginning of each new unit. Students have the option to revise if they receive a grade of “D” or below. I will not accept revisions after

two class periods, and I cannot guarantee that this will improve the grade unless there are both major organizational, content, and surface revisions. The highest grade that a revised essay can receive is a "B."

Late Policy

I will not accept essays more than two days after the assigned date. For each day the essay is late, the assignment will be marked down half a letter grade, so make sure to turn in your essays in a timely manner. If you know that you will not be in class on a due date, make arrangements to turn in your essay early, or have it turned into the Academic Affairs office with a stamp by 5:00 pm. I will not accept essays as email attachments.

Grammar Presentation

In groups, students will be responsible for delivering one multimodal presentation on grammar and mechanics. Podcasts, blogs, collages, video or audio essays, comic strips, and storyboards all fall under the category of multimodal composition (see the multimodal composition folder on our Learn site for examples). The topics include: 1) fragments, 2) comma splices/run-ons, 3) pronoun reference, 4) point of view, 5) capital letters and italics, 6) commas, 7) apostrophes, 8) pronouns, and 9) parallelism. Students should deliver a professional presentation to the class (no longer than 10 minutes) that defines their assigned term, explains key concepts that the text highlights, and provides original examples that will prepare the class for a short quiz on Learn. Before students present, we will go over the features of successful presentation, and I will do the first presentation on Commonly Confused Words to demonstrate what I'm expecting.

Presentations cannot be made up; if you or a member of your group is absent, the absentee will not receive the points for the assignment. Make sure that everyone has copies of the presentation so that you can still present if one group member is absent.

Grammar Quizzes

Open-book grammar quizzes on Blackboard Learn will be available at the beginning of the semester and will shut on the scheduled days according to the syllabus. Quizzes can be completed before the deadlines, but not after. Students have half an hour, and one attempt, to complete these quizzes. Quizzes cannot be made up.

Blackboard Learn

Students are responsible for posting responses to discussion questions/prompts that I have posted on our UNM Blackboard Learn site. These questions are designed to generate class discussion, promote further inquiry into our topics, and scaffold the higher stakes essays. Learn posts are due before we meet as a class on the assigned due date; students may not turn in late posts.

Writing Workshops and Peer Reviews

Built into our schedule are writing workshops intended to give you a jumpstart on your essays, as well as help you get used to constructively evaluating your peers' work through brainstorming, questioning, group discussions, and other class exercises. To receive credit for a workshop, students must be present, actively participating, and producing work.

Participation

Participation is mandatory in this course. Participation means actively participating in your education; just sitting in your seat and allowing everything to sink in (the “osmotic method”) is not actively participating. I strongly urge you to take notes in class, ask questions, and participate in class and group discussions. In addition, I ask you to complete drafts, assignments, quizzes, readings, and collaborative projects.

Grammar Examination

In week 14, I will give a comprehensive grammar examination over all of the grammatical and mechanical terms that we’ve covered throughout the semester. This grade counts as 10% of your final grade.

Portfolio

- The portfolio is a collection of your work. Portfolios receive a pass/fail and a letter grade. A team of instructors will determine the effectiveness of students’ overall expository writing ability. Portfolios will be evaluated using the learning outcomes.
- 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.

Student Privacy

Student privacy is strongly protected by professors at UNM-VC. The federal 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. All other outside requests for information release must be sent to and approved by the UNMVC registrar: (505) 925-8580 <http://www.unm.edu/~unmvc/Admissions/admiss.htm>

Anti-Discrimination Policy

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered responsible employees. This designation requires that any report made to a faculty member, TA, or GA regarding sexual misconduct or gender discrimination must be reported to the Office of Equal Opportunity and the Title IX Coordinator. For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Technical Support

- 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.
- Tutorials: If you do not know how to use Blackboard Learn, try one of the tutorials available on the information page at <http://online.unm.edu/help/learn/students/>
- Tutors: Tutors are available at The Learning Center, both face-to-face and online, to help you navigate Blackboard LEARN. Call for an appointment: 925-8907

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Assignment Syllabus

(*this syllabus is subject to change)

- The assignment syllabus is a tentative schedule of assignments. Any changes will be announced in class and will be posted on our Blackboard Learn calendar.
- Students who miss class *must check the syllabus* to ensure they are prepared for the next class period.
- All assignments must be read by the date indicated and students are expected to bring the texts we are discussing to class.
- Students absent for more than 4 classes will be dropped from the class.
- Learn Posts are due on the posted due date.
- **No emailed essays** will be accepted.
- **Late essays will be docked 5 points per class day** after due date.
- The following abbreviations are used to identify our texts:
- *PA* = *Practical Argument*
- *APSM* = *A Pocket Style Manual*

Required Work and Grading

All formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font. No Exceptions.

3 Essays: 100 points each	300 pts
5 Learn Posts (10 each)	50 pts
4 Creative LPs (10 each)	40 pts
9 Grammar quizzes: (5 each)	45 pts
3 Peer reviews (5 each)	15 pts
3 Writing Workshops (5 each)	15 pts
1 Grammar Group Presentation	25 pts
1 Grammar Mini-Presentation	10 pts
Final Grammar Exam	100 pts
Portfolio	400 pts
Total Possible Points	1000 pts
Possible Extra Credit:	50 pts

Course Calendar – Spring 2016

		Activities in Class:	Homework due by next class
Week 1	Tues., Jan 19	Introductions; Sign up for Grammar Presentations; Syllabi	(1) Send me an email from your UNM email address using proper netiquette; (2) Read <i>PA</i> Chapter 1 (pp. 3-17)
	Thurs., Jan 21	Chapter 1 (Power Point); Computer Lab (C111); Blackboard 101	(1) Finish Practice Quiz and/or Practice Learn Post on Blackboard; (2) Read <i>Why I Write</i> by Elie Wiesel
Week 2	Tues., Jan 26	Discuss Elie Wiesel; In-Class Writing (Why Is Writing Valuable to You?); Grammar #1;	Quiz #1 Commas.; Read <i>PA</i> Chapter 14 (pp. 483-514)
	Thurs., Jan 28	Introduce Paper #1: Evaluation Arguments; Class Activity	Learn post #1;
Week 3	Tues., Feb 2	Reading & Thinking Critically; Grammar #2	Quiz #2: Fragments; Bring a detailed one-page outline of your Eval Arg to class on Thur.
	Thurs., Feb 4	Idea Generator; Learn Post #2	Learn Post #2; Chapter 8 (Sources)
Week 4	Tues., Feb 9	Sources and Citations; Grammar #3	(1) Quiz #3: Comma Splices; (2) A typed, complete draft of your intro paragraph, at least three body paragraphs with quotes, and Works Cited entries
	Thurs., Feb 11	Writing Workshop (C111)	(1) Learn Post #3; (2) Two copies of your developed draft due for PR.
Week 5	Tues., Feb 16	Peer Review; In Class Conferences; Grammar #4	Quiz #4: Active and Passive;
	Thurs., Feb 18	Paper #1 Due; In-Class Creative Analysis; Introduce Paper #2: Proposal Argument; Evaluation Activity	(1) Learn Post #4; (2) Read <i>PA</i> Chapter 15 (pp. 517-556)
Week 6	Tues., Feb 23	Proposal Sources Outline; Grammar #5;	Quiz #5: Wordiness; Read <i>PA</i> Chapter 5 (pp. 113-149)
	Thurs., Feb 25	Logical Fallacies; MLA	Read handout essay (Singer?); Bring a detailed one-page outline of your Proposal Arg to class on Tues.
Week 7	Tues., Mar 1	Class Activities; Grammar #6	(1) Quiz #6: Parallelism; (2) A typed, complete draft of your intro paragraph, at least three body paragraphs with quotes, and Works Cited entries
	Thurs., Mar 3	Writing Workshop (C111)	Learn Post #5; Two copies of your developed draft due for PR.
Week 8	Tues., Mar 8	Peer Review	Paper #2 due in class on Thurs!
	Thurs., Mar 10	Paper #2 Due; In-class Creative Analysis	Learn Post #6; Read <i>PA</i> Chapter 17 (pp. 589-605); Spring Break!
Week 10	Tues., Mar 22	Introduce Paper #3 Ethical Argument	Learn Post #7

	Thurs., Mar 24	Class Activities; How to build and Ethically-based argument	Read handout essay
Week 10	Tues., Mar 29	Grammar #7; Discuss essay	(1) Quiz #7: Parts of Speech; Bring a detailed one-page outline of your Proposal Arg to class on Tues.
	Thurs., Mar 31	Outline Activity	
Week 11	Tues., Apr 5	Class Activities; Grammar #8	(1) Quiz #8: Dangling Modifiers; (2) A typed, complete draft of your intro paragraph, at least three body paragraphs with quotes, and Works Cited entries.
	Thurs., Apr 7	Writing Workshop (C111)	Two copies of your developed draft due for PR;
Week 12	Tues., Apr 12	Peer Review; In-class Conferences; Grammar #9: Pronouns	Quiz #9 Pronouns; Essay #4 Due on Tues.
	Thurs., Apr 14	Paper #3 Due; In-Class Creative Analysis; Grammar Review	Study grammar!
Week 13	Tues., Apr 19	Grammar Review	Study grammar!
	Thurs., Apr 21	Grammar Exam (C111)	So long, grammar!
Week 14	Tues., Apr 26	Portfolio Revision (C111); Conferences	Revision!
	Thurs., Apr 28	Portfolio Revision (C111); Conferences	Revision!
Week 15:	Tues., May 3	Portfolio Revision (C111)	Revision!; Portfolio Due on Thursday (<i>No late Portfolios accepted!</i>)
	Thurs., May 5	Final Day of Class; PORTFOLIOS DUE	Final Portfolio Due; Last day of class!

Tuesday, January 19	First day of classes
Friday, January 22	Last day to Add or Change Sections
Friday, January 29	Last Day to Drop with 100% refund
Mar 14 - Mar 18	Spring Break - no classes
Friday, April 8	Last Day to Withdraw <i>w/o</i> approval of Student Services
Monday, May 2	Last Day to Withdraw <i>with</i> approval of Student Services
Thursday, May 5	Last day of Class