

## SP16\_ENGL\_120\_510\_Foster\_K

**Instructor: Dr. Karen Foster**

**E-mail Address:** kkfoster@unm.edu

**Delivery Method: Blackboard**

**Office Hours: I will be online every morning, M-F from 9 am to 11 am (Mountain Time); other times by appointment. I do not respond to emails after 5 pm or before 8 am (Mountain Time).**

### **COURSE DESCRIPTION:**

Welcome to English 120-Accelerated Composition that according to UNM University Catalog “focuses on academic writing, research, and argumentation using appropriate genres and technologies.”

Prerequisite: 110, 111, 112 or 113 or ACT English 26-28 or SAT Verbal 610-640

In this course, in addition to exercises and quizzes to provide foundation for writing research essays, you will write three academic argumentative essays that will focus on using academic sources and citing those sources correctly in the writing of those essays. Using a combination of the various modes of writing that were introduced in Composition 110, particularly cause/effect and problem/solution, students will compose essays that adhere to MLA formatting and that incorporate information from academic juried sources from various databases, credible Internet sources, and, when applicable and approved by me, results of primary research, including field research. In addition, students will learn to critically evaluate sources including juried and Internet sources as sources of information. The assigned essays for this class will require you to continue to utilize and exhibit quality writing habits, including prewriting, researching, drafting, revising, and editing—adherence to the writing process that will help identify and create a clear defined focus, develop substantively proof for theses, (*theses* is the plural of *thesis*), and logically organize your compositions. You will also be required to actively and critically read juried, academic sources and actively and critically read and evaluate Web sources and to integrate quotations and paraphrases from those sources correctly in MLA formatting in order to avoid plagiarism. Finally, you will need to use correct grammar and to write strong, concise, and interesting paragraphs and essays in order to produce polished essays. To create well-edited essays, you are expected to utilize correctness of expression, such as avoiding comma splices, run-ons, fragments; and other errors in correctness, such as lack of pronoun agreement and references, incorrect punctuation, and errors in subject/verb agreement. If you learn and apply these above listed writing skills and others discussed during this course, you will become a more successful communicator in college courses and a more thoughtful professional in your careers.

All essays submitted for evaluation must be drafted and revised during this course. In other words, no recycled essays; the work for this class must be begun and completed during the eight weeks of this class.

In addition to composing academic argumentative essays, students will be expected to respond analytically to information and to exhibit reading and oral comprehension through quizzes (comprehension, correctness of expression, and MLA formatting quizzes) and online discussions, all of which should reflect critical thinking and display correctness of expression.

Students also will be expected to discuss objectively and logically in written exercises and possibly in online discussion groups the content, the rhetorical strategies, and the stylistic devices from the assigned selections in our textbooks. By the due dates, each student is expected to post drafts and revisions of those drafts that are computed in Microsoft Word and formatted in MLA of their essays in online discussion groups and to actively read and critically comment on the drafts of classmates in order to help classmates succeed.

Each student's participation should reflect analytical, critical thinking that indicates substantive attempts to master writing and reading skills. By working with instructor and peers, students will begin the process of recognizing their own strengths and weaknesses and will gain confidence and control and thus will improve their analyses of literature and their academic writing.

By taking this course, students agree to read the textbooks critically, to read instructor's posted lectures, and all instructor's comments in discussion. Students agree to read the assigned material, to study the information posted in links in our course, and to take notes. Students agree to revise, edit, and proofread their own papers; to participate online in order to understand the material and to help themselves and other students revise, edit, and proofread their papers. Students agree to submit assignments online by the due dates; and to take assessments of assigned readings, lectures, and discussions.

### **REQUIRED TEXTS AND MATERIALS:**

- *Practical Argument: Short Second Edition*, Eds. Laurie G. Kirszner and Stephen R. Mandell. 978-1-319-01311-0.
- *The Pocket Style Manual*, Sixth Edition, Diana Hacker. ISBN-13: 978-1-4576-0293-9; ISBN-10: 1-4576-0239-3
- UNM e-mail address and access to UNM Blackboard Learn
- Access to Internet and Microsoft Office (available on UNMVC computers)

### **DR. FOSTER'S BIOGRAPHY:**

Technically, I am a retired associate professor of English; however, because I enjoy teaching creative nonfiction, fiction, poetry, and literature, each semester I teach online a few courses from composition to mythology and British Literature I & II. I graduated from the University of Nebraska in Lincoln with a Ph.D., and taught for the University of Nebraska, Sinte Gleska University (Lakota Sioux), and Midland University in Nebraska. I am currently a retired professor emeritus from Dickinson State University in North Dakota. I am a published poet and author of several fiction and nonfiction works.

### **STUDENT LEARNING OUTCOMES:**

The University of New Mexico has outlined learning outcomes for Composition 120, which all students must pass. These outcomes are woven into the grading matrix, which you should meet or exceed to pass the course.

By the end of the semester, each student should be able to,

1. **Create essays using the appropriate modes required for writing tasks.** **Modes** are types of rhetorical strategies, or ways you present information. Your teacher will ask you to respond to questions that require a specific **mode**. 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. **Write essays effectively using third-person point of view.**
3. **Organize your essays.** 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.
4. **Develop your paragraphs.** Development means substantive and logical proof of each subclaim in support of the essay's thesis in each paragraph of the body of the essay. Development includes also proving the thesis substantively to conform to the minimum word requirement as indicated in the instructions for each essay.
5. **Read texts accurately.** To be successful writers and thinkers, you should read critically, summarize accurately, and/or analyze insightfully the content of our textbooks, and all academic, juried sources used for each papers. You will also be required to analyze and evaluate web sources that you use to support your subclaims.
6. **Revise and edit papers.** Good writing strategies, including prewriting, researching, 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. The revision of papers require that each student first focuses on the development and organization of each essay. The editing of essays that follows revision requires that students concentrate on correctly citing sources in MLA; developing and organizing the content of paragraphs; creating syntactically correct, clearly stated, concise sentences; and using correctness of expression.
7. **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 120, you must demonstrate **competency** in these specific areas that should have been mastered in 110: **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.** In 120, you must also demonstrate significant competency of the other rules of correctness found in *A Pocket Style Manual*.
8. **Use correct 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 research techniques, critically and actively reading and

evaluating juried articles and Web articles, and properly citing all quotations, paraphrases, and data-driven information correctly in MLA,

### **TECHNICAL REQUIREMENTS:**

In addition to submitting assignments in a 2007, 2009, 2010 or later Microsoft Word document, submitting major writing assignments online requires that each student's Internet service provider is reliable. In case your computer and/or Internet service goes down, I highly suggest that students find a computer at a different location for emergencies so that assignments can be submitted in a timely manner: I expect that students have mastered the basic writing process and correctness of expression, and will incorporate the rules of correctness found in *The Pocket Style Manual*. Please read the criteria for an A, B, C, D, & F essay in Grading Rubric.

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.

### **WWW RESOURCES:**

<http://grammar.ccc.commnet.edu/grammar>

<http://www.m-w.com>

<http://www.dianahacker.com>

<http://owl.english.purdue.edu/owl/>

### **SOME THOUGHTS REGARDING CRITICAL THINKING:**

Critical thinking does not mean making challenging statements or posing provocative questions just for fun, although challenging, thoughtful statements and provocative questions based on critical research and assessment can be critical thinking.

Critical thinking is an attempt to reason as objectively as possible, without letting one's subjective (personal, affective, biased) experiences and thoughts influence the process and conclusions. It means to use depth of analysis to draw logical conclusions and decisions. It means engaging in a dialogue with oneself and with others (oral and written) in order to effectively analyze the issues. Being logical is not the same thing as making common sense decisions, although a common sense decision could be logical. Being logical means reasoning without using logical fallacies but with using facts and inductive and deductive reasoning correctly.

Since critical thinking often takes into consideration consensus and common ground, critical thinking means the willingness to understand the other person's culture, point of view, and reasoning process. Critical thinking is not concluding that all persons have a right to their own opinions, for some issues are so extremely important in the advancement of ideas and in quality of life that logical rhetorical strategies must be used in order to persuade. However, critical

thinking DOES mean a willingness to change one's own opinions when presented with facts and logic.

Critical thinking regarding reading material means not jumping to conclusions, but it does mean being reflective. It means understanding the arguments that others present and the reasons for those arguments. It means seeing possible logical alternatives, using divergent and convergent thinking. It means investigating, understanding, and analyzing facts and applying those facts correctly in an analysis. It means reading to analyze, to engage oneself as objectively as possible with the content and the context and with the author's argument. It means using critical thinking skills.

The evaluation of a student's critical thinking will be based on clear evidence of critical thinking in writing assignments. Written documents and oral presentations must be able to communicate to a reader and to a listener, respectively. As stated previously, a student's critical thinking also is reflected by the student's ability to change his or her opinions regarding an issue when presented with factual information and logical reasoning by another and that willingness in light of evidence should also be evident. In addition, this year for one of the assignments we will concentrate on ethics.

Students are expected to actively seek to improve their grammatical, punctuation, usage, etc., skills by listening actively to the lectures, to reading to understand and apply the information found in Hacker's *Rules for Writers*, and to seek tutorial help.

### **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.

- Be familiar with your Course Syllabus and Schedule. These documents are located on the Blackboard Learn Course home page for English 120-510. Refer to both documents and the Grading Rubric for essays throughout the semester when you have questions.
- 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. I 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 Dr. Foster” would be an appropriate salutation for an electronic message. Do not refer to me solely by my first name: Do use Dr. Foster. 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.

### **ONLINE CLASSROOM BEHAVIOR:**

While I do not expect problems when working with adult learners in an online course, the policies outlined in the University of New Mexico Student Handbook will be my guide and should be yours. Students violating any of the rules in the Handbook will be reported to the Division Head of CHESS and to the Chair of the English Department.

### **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. 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 will be at the minimum 1000 and may be up to 1500 words, each, or 3-5 pages, not counting a works-cited page. 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%)
- **\*\*In order to pass the course, students must submit the required three essays, and all three essays must proceed through the writing process of prewriting, researching, drafting, revision, editing, and proofreading. There will be no exceptions.**
- Weekly Writing Assignments and quizzes 200 pts (20%)
- **\*\*In order to pass the course, students must submit 75% of the assigned weekly writing assignments, exercises, and quizzes.**
- 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 days from the return of the original graded essay. 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.**

## EVALUATION OF ESSAYS:

All essays submitted must consist of the writer's own observations, research, and writing completed during the course of the semester, and these essays must reflect the writer's logical analysis and conclusions and his or her attempt to find and state the truth. Essays must not contain no more than 30% quoted or paraphrased material; all of which must be correctly cited.

**EVALUATION OF ESSAYS: See Grading Rubric posted in Blackboard**

## LATE POLICY:

No late work will be accepted. Portfolios cannot be turned in late. There is no make-up work or extra credit.

## ONLINE WRITING POSTS:

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

## EVALUATION OF DISCUSSION POSTS:



Any forum posts for ENGL 110 will be graded in accordance with the following: A post must not contain more than 20% quoted or paraphrased material; all of which must be correctly cited. Repeating the content of a previous posted post by another student or by you will not earn any credit.

- A – A substantive response to directions: a response that follows directions and indicates comprehensive knowledge of the assigned literature and one that exhibits clarity of thought, analysis, development, and correctness of expression, including correct formatting in MLA.
- B – A fairly substantive response to directions: a response that follows directions and indicates a fairly comprehensive knowledge of the assigned literature and one that exhibits clarity of thought, analysis, development and correctness of expression.
- C – A response that follows directions and attempts to answer the question; however, that response exhibits average knowledge of the subject, clarity of thought, analysis, development, and correctness of expression.
- D – A response was written in haste and lacked most all of the above. The required word length was met; however, there were some significant errors in grammar, usage, punctuation, mechanics, and spelling
- F and below – A response was limited in scope and contained numerous errors in grammar, usage, punctuation, mechanics, and spelling and one that did not meet the required word length.

## **FINAL PORTFOLIO:**

The portfolio is a collection of your best work created in English 110. As a result, students must keep all graded essays, including instructor comments. If they do not, their final portfolio grade will be adversely affected. 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 110 instructors will determine the effectiveness of students' overall expository writing ability and readiness for English 120. Portfolios will be evaluated using the learning outcomes. 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.

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: Logging on 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.

**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 problem with the Coordinator of the English Department.
3. If you have discussed the problem with the Coordinator and the problem has not been solved, then you may discuss the grade dispute with the Chair of Communications, Humanities, Education, 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."

### **PLAGIARISM:**

Plagiarism of any sort is an extremely serious offense and most likely will result in a 0 for the course. Plagiarism is defined as a writer taking someone else's words or ideas and passing them off as his/her own. In addition, copying an article from a book without using quotation marks, not parenthetically citing correctly the quoted material, and paraphrasing material in one's own words and not citing that material correctly are considered acts of plagiarism. While you certainly may ask for help on a paper, you **MUST** do all of the work, including all corrections and/or revisions; consequently, telling someone else your ideas about a topic and having that person write your ideas down for you is not an acceptable form of "help" and is considered plagiarism. If I suspect that a paper contains plagiarism, I reserve the right to quiz its "author" or "authors." In short, you will have to prove to my satisfaction that the paper has not been plagiarized. Plagiarism and any type of cheating most likely will mean automatic failure for the course. 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/>.

### **ATTENDANCE:**

Because this class is an online class, attendance will be evaluated on the basis of student active weekly participation in the online course. I expect each student to be substantively active online at least four times a week: Active means being significantly present in the Forums, submitting papers, and taking quizzes. Not being active weekly will affect your final grade. If there is a severe illness and/or family emergency that occurs over three days, please contact me via unnm e-mail and be able to provide documentation; however, because this course is asynchronous, being active in this online course should not present a problem. Not taking exams or quizzes and not posting assignments by the due date will result in students receiving a 0. Students who miss the first week (those registered at the immediate start of the semester) will be dropped. Students who miss more than 4 classes will be dropped.

### **HOW IT WORKS:**

In addition to completing daily brief writing assignments and to drafting and revising until polished three major essays that adhere to instructor's directions, students will read the assignment material and study the grammar lessons posted. Weekly quizzes over the content of our textbooks, the grammar lessons, and my comments in the discussion forums will occur. There will be discussion forums in which students will submit drafts and/or revisions of their essays. Students will substantively comment on the essays of others in order to help those classmates succeed. Supplementary material will be posted is designed to help students enhance their understanding of the writing process and grammar competency; however, our textbooks are the main guides to help students improve in their writing process.