University of New Mexico-Valencia Campus
English 110: Accelerated Composition
Policy Syllabus

Fall 2017
English 110-507
Accelerated Composition
T/TH 12 noon-1:15 pm
CRN: 51182 (16-Week Course)
Classroom: B124
Dates: 8/22/2017-12/8/2017

Mary Beth Libbey
Office Location: Academics Office
Phone: (505) 610-3544
E-mail: mblibs@unm.edu
Office Hours: TTH 10:30-noon
and by appointment

Course Description

Welcome to English 110: Accelerated Composition. 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, media, and technologies. In the world at large, students will need to analyze new situations and respond to them with appropriate and effective written communication. This course helps teach students how to communicate for a variety of audiences. Instead of teaching one right way of writing, the course makes students flexible writers who can transfer what they've learned in English 110 to new contexts and new genres. A variety of modes may be utilized within this course, including: Academic Essays, Blog Posts, Book Reviews, Annotated Bibliographies, PowerPoint Presentations, Videos, Podcasts, Websites and more.

Student Learning Outcomes

Throughout the semester in English 110, students 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 to make your compositions stronger in various mediums and using multiple technologies

Grammar and Usage
D. Improve your fluency in the dialect of Standard Written American English at the level of the sentence, paragraph, and document□
E. Demonstrate competency in: sentence fragments, run-on sentences, and comma splice errors; parallel structure; parts of speech; verb tense shifts; pronoun errors; punctuation/apostrophes; and subject-verb agreement.

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 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: http://valencia.unm.edu/library/ and (505) 925-8990.

Instructor Information

For assistance with course-related questions, I am available to meet with you during regular office hours. (See office hours above.) If you cannot meet during these times, let me know and we can schedule an appointment. You can also reach me by e-mail at mblibs@unm.edu during normal business hours from 8:00 AM to 5:00 PM, M-F. Please allow 24 hours for a response.

Biography: Ms. Libbey has taught composition, public speaking and communications courses at UNM Valencia for more than ten years. She taught high school literature and composition for 17 years and worked as a business writer and editor for nearly 20 years before her teaching career. She holds a master degree in journalism from Northwestern University and a master of fine arts in creative writing from the University of New Mexico.

Required Texts and Materials

- Kirszner, Laurie G., and Stephen R. Mandell. *Practical Argument*. Short 2nd Edition. Boston: Bedford / St. Martin's, 2015. (ISBN-13: 978-1457683886; ISBN-10: 1457683881)
- Access to Internet, Blackboard Learn, and Microsoft Office (available on UNM-VC computers).
- UNM e-mail address.
- Flash Drive.

Basic Course Policies

Students are expected to arrive to class early so they are prepared to work when class begins. Because we use the computers almost every day, having your NetID and password is mandatory for success in the course. No cellphones are allowed in class. There is a zero tolerance policy for cell phone use or non-class related computer use during class. You will lose your computer

privileges for that day and have to do the work at home for a late grade if the instructor sees you using these devices for other than class work. If you keep your assignment calendar on your phone, there will be time at the end of class when you can access it for this purpose.

Attendance Policy

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 if you have questions about the material. Students who miss the first week of classes will be dropped. Students who miss more than 4 classes will be dropped. Arriving 10 minutes after class starts or leaving early without letting the instructor know what the issue is counts as a "half" absence, so if you do it twice, that's a full 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.

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/sites/default/files/library/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.
9) No food or drink is allowed in class.

Title IX Statement

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see page 15 -http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html

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, or at the very least, lose their computer privileges 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. Be prepared to dedicate this hour and fifteen minutes exclusively to English.

E-Mail Etiquette

In general, e-mails 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. 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

Pursuant to the Americans with Disabilities Act (ADA), students with documented special needs will be accommodated in this course. Students with disabilities should visit Accessibility Services to obtain an Equal Access form, which needs to be sent to the professor within the first two weeks of class. The contact information for the Student Services Office is (505) 925-8560 and http://www.unm.edu/~vcadvise/equalaccess.htm.

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 regularly seek tutoring usually see a great improvement in their grades. The Writing Center is also available to you. We will visit this facility early in the term.

Assignment Policy

Unless otherwise specified, **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 available at the website the OWL (Online Writing Lab) at Purdue Univeristy. The website is www.theowl@purdue.edu.

Required Work and Grading

• 4 Major Essays: 100 points each	400 pts	(40%)
• Daily Writing Assignments & Quizzes	150 pts	(15%)
• Grammar Exam	100 pts	(10%)
• Grammar Presentation	50 pts	(5%)
• Portfolio	300 pts	(30%)

There are 1000 points possible in the course. 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.

Score	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

PowerPoint Grammar Presentation

In groups, students will be responsible for presenting a grammar presentation on one of the following features of grammar and mechanics: 1) fragments, 2) comma splices/run-on sentences, 3) pronoun reference, 4) point of view, 5) capital letters and italics, 6) commas, 7) apostrophes, 8) pronouns, or 9) parallelism. Students should deliver a professional presentation to the class (no longer than 10 minutes) that defines their assigned term. Acceptable formats for the presentation include: digital presentations, blogs, collages, video or audio essays, comic strips, and storyboards. Presentations cannot be made up if a student is absent.

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 you have done the assigned reading and made notes as you read so that you can participate fully in class. Bring course materials and take notes during every class meeting.

Final Portfolio

A final portfolio of student work is required in this course. It is judged by a panel of UNM-Valencia professors. The portfolio includes a collection of essays and the professor will provide the guidelines to students ahead of time. Please keep a copy of all graded work and rubrics for this purpose. 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. The panel graders will determine student readiness for English 120, based on the portfolio. Students must receive a 73% or higher overall grade in the course in order to pass English 110. A final note about "Incompletes"—this grade is rarely given as it is reserved for students who have completed all of the coursework, but due to some unforeseen emergency, is unable to complete the Final Portfolio.

Student Privacy

Student privacy is strongly protected by professors at UNM-Valencia. 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. All other outside requests for information release must be sent to and approved by the UNMVC registrar: (505) 925-8580.

Technical Assistance

If you have questions about computer-related issues, please call (505) 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 click on the tab entitled, "How to use Learn," which is located on the left-hand menu bar of our course page.

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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. Changes will be announced in class. Regular attendance is crucial for success in this course.
- All assignments must be read by the date indicated.
- Please bring all class materials to each meeting date, as well as a flash drive.
- For computer-related issues, call 277-5757.
- The following abbreviations are used to identify our texts:
  - *PA = Practical Argument*

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67-69	D+
63-66	D
60-62	D-
0-59	F

Calendar

Week 1
Tuesday August 22, 2017
Introduction to English 110, Syllabus Overview, Student Introductions
Assignments: Read Syllabus; Purchase Books and Flash Drive; Secure Internet/E-Mail Access; Read Chapter 1 "The Four Pillars of Argument" (*Practical Argument [PA]* PP. 24-50)
HW: Homework Assignment 1 **Due: Tuesday August 29**

Thursday August 24, 2017
Writing Assessment in-class: Describe a time you felt fully yourself and fully alive. No length requirement. Turn in at end of class.
Brief Introduction to website, The OWL at Purdue www.theowl@purdue.edu, especially in regard to MLA format for all written assignments in English 110/113.
Visit and Orientation to The Writing Center
Assignments: Read Chapter 2 "Thinking & Reading Critically" (*PA* PP. 53-73)
HW: Homework Assignment 2 **Due: Thursday August 31**

Week 2
Tuesday August 29, 2017
Due: Homework Assignment 1
Introduction to Definition Essay 1, Discussion of Thesis Writing &
Five-Paragraph Essay Format
Brainstorm topics and thesis statements: the difference between a statement of fact or preference and a statement of argument. Choose a thesis statement and write it in a complete sentence.

Assignments: Read Chapter 12 "Definition Arguments" (*PA* PP. 397-438);
HW Assignment 3: Write a first draft of your introductory paragraph, which should include your three main supporting points and a thesis statement in the last sentence of the first paragraph. Print so that Instructor can review and edit on Thursday, August 31 **Due: Thursday, August 31**

Thursday August 31, 2017
Due: Writing Assignment 2 & 3
In-class workshop. Assign peer review groups (3-4 students) Instructor and peers will review students' introductory paragraphs and approve thesis statements. **If you aren't ready with the assignment, you will not have peer and instructor rewrite suggestions on your essay.** If we run out of time, you may also email them to me to be reviewed over weekend, so you can start research and write first draft, but don't expect an answer until Sunday.

Assignments: Read Chapter 10 "Documenting Sources: MLA" (*PA* PP. 345-376); Continue work on Essay 1
HW: Finish First Draft of Essay 1 (Get at least 2 pages typed, double-spaced and cover AT LEAST 2 of your supporting points with good evidence)

Note: Monday, September 4—Labor Day –School & National Holiday

Week 3
Tuesday September 5, 2017
Due: First Draft Essay 1 (Please bring three printed copies of your paper to class)

Introduction to Blackboard Learn, Overview of Research Methods & MLA Format Requirements, Sample Works Cited Page, Purdue Online Writing Lab Tutorial

Peer review of essays. It is your responsibility to have your paper peer reviewed by three students before you start rewrite. Optimally, you will be ready with draft and so will your partners and you will get done in class. If not, have it done to hand in the edited versions(3) signed by your partners with your final draft. **This will be required on the first two essays at least.**

Assignments: Read Chapter 9 "Summarizing, Paraphrasing, Quoting, and Synthesizing Sources" (*PA* PP. 329-343)
HW: Continue work on Essay 1 (Make revisions based on peer review)
Extra Credit: Come to class with one question on the reading or one comment that could serve as a short class discussion topic. You will receive extra points on Essay 1 if you do so. Type it up so in case we don't get to all of them, I have a record that you did it.

Thursday September 7, 2017
Check for EC reading questions/comments. Discuss same.
Discussion of the most common comma mistakes and how to avoid them. Know what a sentence is and is not; what a clause is and is not; whether a clause is independent or dependent. Answer questions on essay drafts and citing research in text and on Works Cited page.

Assignment: Using owl@purdue.edu, Look up sentence fragments, run-on sentences, and comma splice errors and complete at least one of the exercises provided on each. Check your answers. If you seem to need more practice, try a site called chompchomp.com. This is a fun, interactive site to use as practice for your grammar exam on any of the concepts that will be covered in Engl 110 and 113.

HW: Finalize Revisions of Essay 1

Week 4
Tuesday September 12, 2017
Due: Final Draft of Essay 1

Introduce and discuss parallel structure: its definition, its use and how it can strengthen your writing. Refer to owl@purdue.edu and chompchomp.com and other sites for exercises and activities to reinforce the concept in class.

Assignments: Read Chapter 11 "Using Sources Responsibly" (*PA* PP.369-405);
Extra Credit: Come in with at least one typed question about what you've read about using sources and avoiding plagiarism or any vagueness you have about what is or what is not plagiarism or how to quote and identify a source.
HW: Study for Grammar Quiz on commas, etc.

Thursday September 14, 2017
Grammar Quiz: (Comma Splices, Run-on Sentences, and Sentence Fragments);
Check for and discuss at least three questions about using sources and plagiarism.
Introduce Rhetorical Analysis Essay 2
Assignments: Read Chapter 4 "Writing a Rhetorical Analysis" (*PA* PP. 99-122) Read text (TBD) that will be the basis of your rhetorical analysis with annotations (will review instructions for annotation.)
HW: Assignment 4 -- Preparation for Essay 2 (Thesis & Introductory Paragraph)

Week 5
Tuesday September 19, 2017
Due: Writing Assignment 4
Writing Workshop Assignment 4 - Preparation for Essay 2
HW: Continue Work on First Draft Essay 2

Thursday September 21, 2017
Group Peer Review Session-Essay 2
Due: First Draft Essay 2 (Please bring three printed copies of your paper to class)
HW: Study for Grammar Quiz on Parallelism

Week 6
Tuesday September 26, 2017
Grammar Quiz on Parallel Structure
Source Citation Workshop Using Drafts of Essay 2 (Bring Essay 2 to class)
Present Parts of Speech

Assignment: Use the owl@purdue.edu to memorize, define and be able to identify the eight parts of speech in a sentence. Also be able to identify subjects, verbs and objects and modifiers in a sentence. Use the owl exercises and other websites as needed to practice.
HW: Finalize revisions of Essay 2

Thursday September 28, 2017
Due: Final Draft of Essay 2

Film Screening TBD
Assignments: Read Chapter 5 "Understanding Logic and Recognizing Logical Fallacies" (*PA* PP. 123-188) (Extra Credit Opportunity: Find three different types of logical fallacies in current media. Present them either in print or visually or both and explain why they fit the definition of the fallacy you've chosen to illustrate.)
HW: Writing Assignment 5 – Review of film

Week 7

Tuesday October 3, 2017
Due: Writing Assignment 5

Introduce Literary Analysis Essay 3, In-class exercise on literary analysis.
Assignments: Read Appendix A (Writing "Literary Arguments" (*PA* PP. AppendixA1-11)
Choose one of the options for fulfilling this *Reading New Mexico* assignment, read, annotate and be ready to discuss on Thursday October 5
HW: Writing Assignment 6 (Type a complete sentence that states your thesis for Essay 3 along with three supporting points and the quotes from the literary work that you think support those points. Bring to class.

Thursday October 5, 2017
Grammar Quiz: Parts of Speech
DUE: Writing Assignment 6
Workshop on Thesis Statements and supporting points. Use class time to redraft into an introductory paragraph and outline the topic sentences for 3 Body paragraphs.
HW: Complete First Draft of Essay 3

Week 8

Tuesday October 10, 2017
Due: First Draft Essay 3 (Please bring three printed copies of your paper to class)
HW: Continue work on Essay 3 (Make revisions based on peer review)

Thursday October 12, 2017
No Class Today-Fall Break

Week 9

Tuesday October 17, 2017
Due: Final Draft Essay 3
Introduce Essay #4-- Cause and Effect Essays. Brainstorm topics. Review library databases for idea generating.

Assignment: Read Chapter 13: Cause-and-Effect Arguments *PA* PP: 467-516

HW: Select topic for Essay 4 and bring to class on Thursday so that you get the most out of the Library Research Instruction with Ms. Weller.

Thursday October 19, 2017
Instructor off-campus.
Library Research Instruction –LeAnn Weller, Library Computer Lab
With special emphasis on researching Essay #4 Attendance WILL BE TAKEN and submitted to instructor for recording. Plus HW Assignment #7 Write a brief description of two sources you found in class or afterwards based on Ms. Weller's presentation. List them in MLA Works Cited style and write a brief summary of their contents and how they relate or do NOT relate to your essay. In other words, can you use them or not? Print and turn in at next class meeting for credit Tuesday, 10/24.

Friday, October 20, Reading New Mexico Field Trip to Santa Fe-Extra Credit Opportunity—For details contact Dr. Heather Wood or Dr. Dani Martinez as to cost and logistics—I can't go due to family obligations, but it's a great trip and worth the time.

Week 10

Tuesday October 24, 2017
Due: Extra Credit Assignment & HW Assignment 7
Present "Subject-verb Agreement," "Verb Problems," and "Pronoun Usage."
Assignments: Read theowl@purdue.edu on "Subject-Verb Agreement," "Verb Problems," & "Pronoun Usage" Use exercises provided on the owl and others to practice your skills. Bring questions to class.
HW: Work On Essay 4

Thursday October 26, 2017

***Reading New Mexico* Presentation on campus by local writers and historians & Launching of New Literary Review for UNMValencia. 1:30-2:45PM in the SCC. Refreshments will be served. Required attendance and assignment for Ms. Libbey's 110-508. Extra credit for 110-507, 113. Assignment details will be provided.**

English 110-507 and English 113 will have a writing workshop with time to meet with the instructor and peers on their introductory paragraphs and thesis statements—or more depending on how far the student has progressed.

HW: Write first draft of Essay 4: Cause and Effect

Week 11
Tuesday October 31, 2017

DUE: First draft of Essay 4 (bring 3 copies of draft for peer review)
Writing Workshop on Essay 4
Introduce Group Grammar Presentations
Assignments:
HW: Meet with team to plan Group Grammar Presentation

Thursday November 2, 2017
DUE: Final draft of Essay 4 and Extra Credit Assignment/Required for 110-508 on Reading New Mexico/Literary Review Rollout presentation
In-Class Workshop-Group Grammar Presentations
Assignments:
HW: Finalize Presentations

Week 12
Tuesday November 7, 2017
Group Grammar Presentations
Due: Presentations (Please Upload to Blackboard Learn)
HW: Prepare for Grammar Exam; Do Sample Quizzes Online at CommNet (http://grammar.ccc.commnet.edu/grammar.htm)

Thursday November 9, 2017
Grammar Review-Parallelism, Pronoun Usage, Subject-Verb Agreement
Assignments: Review (*APSM* PP. 21-55)
Due: Grammar Quiz 1
HW: Review (*APSM* PP. 21-55)

Week 13
Tuesday November 14, 2017
Overview of Portfolio Requirements, Portfolio Workshop
Assignments: Assemble Portfolio
HW: Work on Portfolio Revisions

Thursday November 16, 2017
Grammar Review-Punctuation
Assignments: Prepare for Grammar Exam
Due: Grammar Quiz 2
HW: Review (APSM PP. 56-77)

Week 14
Tuesday November 21, 2017
Grammar Review/Portfolio Workshop
Assignments: Revise student papers for portfolio; Review all *Owl at Purdue* readings on 9 grammar concepts
HW: Grammar Quiz 3; Revise Portfolio Papers

Thursday, November 23, 2017

Thanksgiving Holiday No classes Thursday, November 23 and Friday, November 24

Week 15
Tuesday November 28, 2017

Grammar Review
Assignments: Review APSM readings; Do Sample Quizzes at CommNet
HW: Study for Grammar Exam

Thursday November 30, 2017
Grammar Examination
HW: Work on Portfolio Revisions

Week 16
Tuesday December 5, 2017
In-Class Essay Exam-English 110 Cover Letter
Assignments: Work on Portfolio Revisions
HW: Work on Portfolio Revisions

Thursday December 7, 201
Final Day of Class/Portfolio Workshop
Due: Final Portfolio end of class (No late portfolios will be accepted)