Spring 2017

16 weeks, Tuesday, August 22-Thursday, December 7

ENGLISH 113: Enhanced Composition
Section 502, CRN: 58668
Room: C113
Tuesdays & Thursdays 3-4:40 pm

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. They 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 113 to new contexts and new genres.

English 110, 111/112, 113 and 120 teach students to analyze rhetorical situations and respond with appropriate genres and technologies. In addition, these courses are designed to help students improve their fluency in standardized edited American English while valuing and, at times, incorporating the linguistic diversity of the various communities students inhabit. This focus on linguistic pluralism fits the mission of Core Writing, of UNM, and of an increasingly global workplace.

Enhanced composition is a 4-credit class that augments the ENGL 110 curriculum with a once-per-week “studio.” During the 1-hour-per-week studio, students meet in small groups (approximately 7 students) with the instructor to receive extra support in their writing, including working closely on their writing process and receiving immediate feedback from peers or the instructor.

Student Learning Outcomes
Throughout the semester in English 113, 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:

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.


Grading Policy

Attendance, Participation, and Completion of Weekly Practice Writings and assignments that lead in to the major papers, including major paper first drafts and final drafts turned in on time, related multimodal projects and multimodal grammar presentation
Average of major papers (must include first drafts)
Grammar Exam
Final Portfolio

50%
10%
10%
30%

To pass this course, students must earn a final grade of C (not C-) or higher.
Course Outline Overview:
Details on what is due throughout the semester will be available in Learn. Overall, you will be writing three major papers, one at a time, with many shorter, informal writings leading to these major papers. We will workshop drafts in class, you will reflect a LOT on your writing and writing process, and you’ll do readings to inform your writing. You’ll do at least one slide show (or other) presentation on a paper or two.

After you’ve completed the third major paper, you’ll work on revision of papers you’ve chosen for the portfolio and on editing skills; the latter will include preparation for the Grammar Exam and group presentations.

At the end of the semester, you’ll take the grammar exam and complete the portfolio including a reflection cover letter.

Formal Writing and Cover Letters
Writing assignments are Formal 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 three 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.

Academic Integrity
Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy:
https://policy.unm.edu/regents-policies/section-4/4-8.html. The policy states:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic Dishonesty is defined as:
"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the
University; and nondisclosure or misrepresentation in filling out applications or other University records.

**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.

**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.

**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.

Many assignments in this class are turned in on Learn in the Discussion Board. If you ever have difficulty putting these assignments in Learn, you must still turn them in on time: e-mail them to me at mblibs@unm.edu. If you cannot do that but have completed the assignments, give me a copy of them next class. You will still need to solve whatever the issue is with Learn and post the assignments there.

**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. (Some teachers will require documentation of excused absences; I do not. I just want to hear from you and see your work!) I may drop students who miss class sessions 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.

The bottom line: if you have missed four or more class sessions without keeping in touch with me AND making arrangements with me, you are likely to be dropped. If you miss a few sessions
and keep in touch/keep up, but then miss several more without keeping in touch and keeping up, adding up to four overall, you may be dropped.

An exception to the above: In the first three weeks of the course, you may be dropped for missing two class sessions without contacting me, or for failing to turn in the work.

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. The typical make up assignment is for you to work with a Writing Center Consultant; however, I am open to both of us designing additional make up assignments.

“Extra Credit” or ALTERNATE Credit: You may work with a Writing Consultant in the Writing Center on one of your writings for this class.

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.

EQUAL OPPORTUNITY AND NON-DISCRIMINATION: The following statement is from UNM Main Office of Equal Opportunity:

"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.”

In other words, if you tell me (out loud or in writing) about an incident or experience of “sexual harassment, sexual misconduct [and/or] sexual violence” which is based in gender—which can include stalking, and which may have occurred on or off campus—then I am obligated to share that information with our OEO folks. They will follow up with you and provide support and resources you can access. (Ignore the part of the statement above about TAs and GAs—those are just folks who can be your teachers once you are taking Main Campus classes.)

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.

Accessibility and Universal Design
Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.
If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations, but have not documented your disability, please contact Jeanne Lujan, the coordinator for Equal Access Services at 925-8910 or jmlujan@unm.edu.

I also encourage you to approach me with any other life circumstances that may affect your participation in the course. These may be personal, health- or family-related issues, or other concerns. The sooner I know about these, the earlier we can discuss possible adjustments or alternative arrangements as needed in assignments or in the classroom.

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, 9 to 6 p.m. Monday through Thursday and 10 to 1 on Fridays.
University of New Mexico-Valencia Campus
English 110: Accelerated Composition
Assignment Syllabus

Fall 2017
English 113-502
Accelerated Composition
T/TH 3-4:40 PM
CRN: 58268 (16-Week Course)
Classroom: C113
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.

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:
  o PA = Practical Argument

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.

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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.thewowl@purdue.edu](http://www.thewowl@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](mailto: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

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, 2017**  
Final Day of Class/Portfolio Workshop  
Due: Final Portfolio end of class (No late portfolios will be accepted)