UNIVERSITY 101-501   CRN 53607  
UNM Valencia  
Fall 2017  
(August 21 December 16)

Course Description:  
This course is designed to accelerate a successful transition to university life. UNM-Valencia co-requisite: English 100.  
This course integrates academic reading, writing, and critical thinking. Students will develop and use strategies and approaches appropriate to texts they are reading and the purposes students have for reading—that is, what they want to get out of texts. These strategies will include close reading, annotation, summary, rereading, prediction, discussion of texts with others, development of exploratory questions to focus reading, and irreverent reading. In the process, students will learn to understand, demystify, and identify patterns in the structures, codes, expectations, and vocabulary of academia.

Rhetorical Situation  
A. Analyze and reflect on the rhetorical situations and the rhetorical strategies of the authors and texts you read.

Reading as a Social Act  
B. Experience the social nature of reading, recognizing how texts are in dialogue with each other and how each text displays within itself different voices and discourse communities.

Reading as a Process/Rhetorical Reading  
C. Develop a variety of strategies for approaching texts, choosing strategies appropriate to the purpose you have for reading, and recognize that the approaches you use as a writer—including planning, generating ideas, assessing, incorporating new information— influence reading and rereading and that you revise your understanding of a text in ways similar to how you revise a paper you are writing.

Language and Vocabulary  
D. Develop strategies for understanding the meanings of new words, phrases, and references in the context of individual texts.
E. Recognize the value of the incorporation of various languages, dialects, and registers in texts, including languages other than English, other versions of English, and various kinds of academic registers.

Reflection  
F. Reflect on your development as a reader over the course of the semester, paying attention to how reading can be used in many contexts to advance your goals.

Research  
G. Use reading critically to analyze research as a means of discovery and use reading to examine your own personal beliefs in specific contexts.
H. Consider others' positions and perspectives during your reading.

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Mary Clark, Ed.S.</th>
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<tbody>
<tr>
<td>Class Time:</td>
<td>Monday and Wednesdays 1:30-2:45 pm</td>
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<tr>
<td>Room:</td>
<td>H 103</td>
</tr>
<tr>
<td>Phone:</td>
<td>(505) 925-8600 (Leave message)</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:mclark01@unm.edu">mclark01@unm.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>1:00-1:30 p.m. Monday/Wednesday</td>
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<tr>
<td>Location:</td>
<td>Academic Office Building A</td>
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I. Examine appropriate and effective documentation methods in texts you read.

Required Texts:

Materials:
Folder with pockets for this class
Loose-leaf paper
USB flash drive to save your work
Highlighters/post its for annotation

Course Policies: Attendance Policy
This is the largest percentage of your entire grade. Therefore, a student with more than 4 absences automatically will be dropped from class. In addition, arriving late or leaving class early 2 tardies equal 1 absence. If you are going to miss class, please contact me. If you are absent, keep in touch with me via phone or email, to be sure you are informed of any missed assignments. I strongly suggest that you have several student contacts from this class that you get in touch.

Late Paper Policy, Make-Ups, Extra Credit
Assignments are due at the beginning of class. Generally, late assignments will not be accepted, unless there is a case of emergency. If your paper will be late due to this type of emergency, please contact me as soon as possible for a possible extension. I may provide a make-up assignment or extra credit activity during the semester.

Behavioral Policy
- Arrive to class on time and well-prepared
- Use appropriate and non-offensive language during class and in written or email assignments
- Demonstrate cooperation and respect for instructor and peers
- Actively participate during collaborative group work.
- No eating or drinking during class
- Avoid focusing on matters not part of course curriculum
- Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. The offending student may be dropped from the course. Security called. Threats and stalking fall into this category.
- Bring all books to class including journal.

Academic Honesty
It is academically dishonest to present someone else’s work as your own. This also includes submitting previously written work for more than one class. It is academically dishonest to submit an assignment, which contains text or work taken from another source (i.e. a web site, without any use of quotation marks. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests or assignments. Academic
dishonesty may result in you failing this course and may result in further disciplinary action by the University.

**Gender Discrimination**
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 (oee.unm.edu). For more information on the campus policy regarding sexual misconduct, see: [https://policy.unm.edu/university-policies/2000/2740.html](https://policy.unm.edu/university-policies/2000/2740.html)

**Library Literacy Objectives**
1. Students will become familiar with academic databases and library search engines.
2. Students will write an accurately formatted Works Cited page.
3. 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

**Computer and Technology Policies**
The use of cell phones, texting, or using computers during class time for entertainment, social media, or personal e-mailing is prohibited. Students who fail to comply with these policies will be asked to leave and be counted as absent. In case of an emergency you can provide family members with the Academic Office phone number (505) 925-8600 in case they need to reach you.

**Equal Access Services:**
Students who require any special accommodations or instructional modifications are strongly encouraged to notify me with appropriate documentation from UNM Campus Accessibility Services, at the beginning of the semester, so that I may accommodate any academic needs in conjunction with (ADA) Americans with Disabilities Act. Contact equal Access Services at (505) 925-8907 to receive information regarding academic support to students with disabilities.

**Office Hours/Tutoring**
I will be happy to meet with you and discuss your work during my office hours (or by appointment.) you may contact me anytime on “Mail” in Blackboard Learn. I will try to respond in 24 hours. I also encourage you to utilize tutoring available on campus through the Learning Resource Center and through Learning Communities/Highway to Success. Call for an appointment: (505) 925-8907.

**Grading Policy**
The grades earned are from A through F based on the University grading system for percentages, and this course counts toward your GPA. Having a passing average in this course is based on the following:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation/Attendance</td>
<td>20%</td>
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<tr>
<td>In-class reading/writing assignments</td>
<td>15%</td>
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<td>Individual and group writing</td>
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<td>Homework Assignments</td>
<td>15%</td>
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<td>Discussion board posts</td>
<td>15%</td>
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<td>Quizzes</td>
<td>10%</td>
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Final reflection paper 10%

Presentations 15%

Total 100%

Participation/Attendance (20%)
Participation means contributing to class discussions activities in a meaningful and active way, which means completing assigned work and submitting it on time. In addition, it also includes attending scheduled classes on time. Preparation means coming to class having fully assigned readings and/or activities and being ready to discuss and write about them.

In-Class Writing Assignments (15%)
These activities involve pre-reading an assigned article and participating in a group discussion to examine, reflect on, and write about the reading. The assignments you complete will contribute to your in–class grade evaluated during class throughout the semester.

Discussion Board Posts (15%)
Online discussion board posts will be assigned on a weekly basis to reflect on course topics read in class/homework. Criteria for discussion board post will follow a rubric, which will allow you to successfully, achieve full credit by following directions and due dates. You will have opportunities to interact and respond to your classmates’ work in collaborative manner.

Homework Assignments (15%)
All homework will be posted prior to class in the Blackboard Learn folder. Homework is due and to be complete at the beginning of each class for full credit. If you are going to be absent, please contact me beforehand to arrange for a possible extension.

Quizzes (10%)
There will be (3) quizzes (announced and unannounced) throughout the semester

Presentation (15%)
There will be a total of (3) in-class presentations assigned throughout the semester. Two presentations will involve group participation. Therefore, it is crucial that you are present to collaborate with your group during arranged class times.

Final Reflection Paper (15%)
You will be asked to write a final in-class paper at the end of the semester.

Course Outline for UNIV 101-501
(Assignments are subject to change and will be announced in a timely manner)
Week 1
08/21 Introduction to course, Blackboard Learn and Email, syllabus review, netiquette rules for discussion board posts, group activity and discussion. Watch Ted Talk on Mindfulness.
**Homework:** 1) Writing sample: Write a one page typed response about Ted Talk and how you will approach mindfulness in this course.
2) Introduce yourself to your classmates on the discussion board post, follow forum description to get full credit

08/23 Tech tips; How to annotate text
Group interactive activity
**Homework:** Read and annotate “Letter from Birmingham Jail” in 50 Essays pgs. 203-226 in 50 Essays for next class

Week 2
08/28 Successfully Integrating Quotes. YouTube video “A Call for Unity”
**Homework:** Read and annotate for next class “A Call for Unity” take notes

08/30 Letter from Birmingham Jail quotation, and discussion of civil rights movement. Blackboard Learn and PowerPoint group presentations assigned for *They Say, I Say* posted on Blackboard Learn

Week 3
09/01 Last day to Add or Change Sections
09/04 Labor Day Holiday (No Classes) (No homework)
09/06 “Summarize and Paraphrase Sources Without Plagiarizing” Backpack Writing pgs. 415-418. Answer and respond to discussion board post TBA.

09/08 Last day to Drop without “W” grade and 100% tuition refund on Lobo Web

Week 4
09/11 Tech Tips: Writing warm-ups /Debates overview of speeches and appeal
**Homework:** Read and annotate “Shooting an Elephant” by next class in 50 Essays pgs. 295-302.

09/13 Library In-service meet in LRC 143. Bring a quote from 50 Essays assigned reading and textbooks. (MLA format, citations, paraphrasing, quoting)

Week 5
09/18 Tech tips: Guided Note-taking “Shooting an Elephant pair/share in class group activity. In class *They Say/ I Say* Presentations .

**Homework:** Answer discussion board post topic on “Shooting an Elephant” in your 50 Essays. In class *They Say/ I Say* Presentations.

09/20 First class presentations/peer reviews from *They Say/ I Say*. Watch film on Gandhi
**Homework:** Critical Reading: What kind of audience is the writer addressing? What are the writer’s assumptions about audience and subject in “Shooting an Elephant.”

**Week 6**
09/25 Tech tips: Introduction to Rubrics. *They Say/I Say* Chapter 3 **Second class presentations/peer review** **Homework:** Before next class read annotate “I Just Wanna be Average” by Mike Rose pgs.345-349 in 50 Essays.
09/27 **Homework:** Choose a Ted Talk on Education from Blackboard learn posting and respond to questions on assignment.

**Week 7**
10/02 **Third class presentations/peer review** on *They Say/I Say* (TSIS) Outline Complete quotation handout on “I Just Wanna be Average” in class. Discuss race and class inequality in America. **Homework:** Please read and annotate "Jury of Her Peers" and choose one quote from essay. Please bring your essay and be on time for library in-service.

10/04 **Library In-service workshop meet in LRC 143. Bring your text books and essay (summarizing/conclusions)**

**Week 8**
10/09 Continue with **fourth and fifth class presentations** from *They Say/I Say.* **Homework:** Before class read and annotate “Two Ways to Belong in America” by Bharati Mukherjee in 50 Essays, pgs. 290-293.
10/11 **Midterm**
Thursday, October 12-Friday, October 13- Fall Break: (No Classes)

**Week 9**
10/16 Watch film “Outsourced” in class and follow study guideline **Homework:** Complete handout questions on film for group discussion. Before class choose (1) posted reading in Blackboard Learn for next class
10/18 **Grammar** workshop TBA **Homework:** Research and write a (2 page) paper about one cultural aspect of Indian culture of your choice in class and be prepared for group discussion
Watch interview with writer, Bharati Mukherjee and summarize interview.
10/20 **Extra Credit:** Reading New Mexico/field trip and tour to Santa Fe Roundhouse

**Week 10**
10-23 **Begin Banned Books project.** Review new MLA Documentation Backpack Writing pgs.421-422
10/25 Banned Books continued **Homework:** Discussion board post on Banned Books. Be sure to paraphrase and incorporate quotations in your article along with a separate work cited page

**Week 11**
10/30 Oral presentations on Banned Books
11/01 Watch YouTube video on Banned Books
**Week 12**

11/06 Choose a topic for your Reflection essay in Backpack Writing Chapter 8. Follow the guidelines in your text. Consider your audience and what they might gain from reading your reflection.

**Homework:** Bring in (2-3) page rough draft on your Reflection essay to class.

11/08 Tech tips: Editing and Proofreading.

**Homework:** Choose a New Yorker magazine article and follow assignment posted on Blackboard Learn.

**Week 13**

11/13 Tech Tips: Informal Outlines. Introduction to New Yorker article oral presentations. Read and annotate article and follow outline for oral presentation.

**Homework:**

11/15 In class New Yorker article oral presentations. **Homework:** Read and annotate “A Plague of Tics,” by David Sedaris for next class.

**Week 14**

11/20 Video and discussion about “Plague of Tics essay. **Homework:** Write a 3-page response to Sedaris’ “A Plague of Tics”. Here are some ideas you can discuss in your response: Sedaris’ narrative persona and voice; the essay’s structure; how Sedaris uses humor to talk about a painful experience; any other craft elements that caught your attention and how you might use it in your own writing.


**November 23, 24 Thanksgiving Holiday: (No Classes)**

**Week 15**


11/29 Literary Devices and Rhetoric strategies used in “Plague of Tics”.

**Week 16**

12/04 -12/06 Final reflection paper due-in class.

12/11-12/16 Finals exam week.