

Instructor:	Mary Clark, Ed.S.
Class Time:	Monday and Wednesdays 1:30-2:45 pm
Room:	H 103
Phone:	(505) 925-8600-Leave message)
E-mail:	mclark01@unm.edu
Office Hours:	1:00- 1:30 p.m. Monday/Wednesday Location: Academic Office Building A

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.

I. Examine appropriate and effective documentation methods in texts you read.

Required Texts:

Cohen, Samuel, ed. *50 Essays: A Portable Anthology*. 4th ed. New York: Bedford/St. Martin's, 2014. Print.

Graff, Gerald, and Cathy Birkenstein. *They Say/I Say: The Moves that Matter Academic In Writing*. 3rd Ed. New York: W. W. Norton and Company, 2014. Print.

Faigley, Lester. *Backpack Writing*, 3rd ed..New Pearson/Longmont, 2012. Print.

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 (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <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:

Participation/Attendance	20%
In-class reading/writing assignments	15%
<i>Individual and group writing</i>	
Homework Assignments	15%
Discussion board posts	15%
Quizzes	10%

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/ Say* Chapter 3 **Second class presentations/peer review Homework:** Before next class read and 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.

11/22 Read and annotate “Let It Snow” by David Sedaris. Compare/contrast essay assignment due.

November 23, 24 Thanksgiving Holiday: (No Classes)

Week 15

11/27 Share: Pair response to Sedaris assignment

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**