
ENGLISH 110: 551*Accelerated Composition*

CRN: 41661

Professor Justin Bendell

Classroom: *online***Spring 2017**

Office Hours (in A106):

MW: 11:45-2; TR 1:15-2:30; or by request

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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, mediums, and technologies. You must learn to analyze new situations and respond to them appropriately. Instead of teaching one correct way of writing, we seek to make students flexible writers who can transfer what they've learned in 110 to new contexts and new genres.

- The assignment syllabus is a tentative schedule. Any changes will be announced and/or posted on the Blackboard Learn calendar.
- All weekly assignments are due Sunday at midnight.
- Students who do not log in in the first week will be dropped.
- Late essays will be docked 5 points per day after due date.
- The following abbreviation is used to identify our text: *PA = Practical Argument*

3 Essays: 100 points each	300 pts
9 Discussion Posts (20 each)	180 pts
4 Short Essays & Drafts (25 each)	100 pts
7 Grammar quizzes (10 each)	70 pts
1 Grammar Group Presentation	50 pts
Final Grammar Exam	100 pts
Portfolio	200 pts
Total Possible Points	1000 pts
Possible Extra Credit:	50 pts

	Weekly Assignments	Due Sunday at midnight
Week One: Feb 13-19	Introductions; Grammar Groups; Syllabi Review; Mini Essay	Mini Essay 1 Due (25 pts); <i>PA</i> Chapter 1; Student Contract; Discussion 1
Week Two: Feb 20-26	Introduce Essay #1: Evaluation Essay; Grammar 1 “Parallelism”	Discussion 2; Quiz 1
Week Three: Feb 27-Mar 5	Grammar 2 “Comma Splices & Fused Sentences”	Essay 1 First Draft (25 pts);
Week Four: Mar 6-12	Essay 1 Peer Review; Grammar 3 “Sentence Fragments”	Essay 1 Due (100 pts); Quiz 2 (Comma Splices); Discussion 3 (PR)
Week Five: Mar 13-19	Introduce Essay #2 Rhetorical Analysis; Grammar 4 “Subject Verb Agreement”	Quiz 3 (Fragments); Discussion 4
Week Six: Mar 20-26	Grammar 5 “Verb Tense Shifts”	Essay 2 First Draft (25 pts); Quiz 4 (Subject- Verb)
Week Seven: Mar 27-Apr 2	Essay 2 Peer Review; Sources and Citations; Grammar 6 “Pronouns”	Essay 2 Due (100 pts); Quiz 5 (Verb Tense); Discussion 5 (PR)
Week Eight: Apr 3-9	Introduce Essay #3 Classical Argument; Grammar 7 “Apostrophes”	Discussion 6; Quiz 6 (Pronouns)
Week Nine: Apr 10-16	Classical Arguments in detail	Essay 3 First Draft (25 pts); Quiz 7 (Apostrophes)
Week Ten: Apr 17-23	Essay 3 Peer Review;	Discussion 7 (PR); Essay #3 Due (100 pts)
Week Eleven: Apr 24-30	Grammar Review	Grammar Exam (100 pts); Discussion 8
Week Twelve: May 1-7	Portfolio; Revision Techniques	Discussion 9; Portfolio Due (200 points)

Navigating this Online Course

Because this class is administered fully online, it is important to have a high level of skill in operating computers. It is not recommended for students with limited computer skills to take an online course. The following tips will help students navigate the course. If you have computer problems, including log in or technical issues call 277-5757. For issues with Blackboard Learn, tutors in the Learning Center can advise you at 925-8907.

Please:

- Be familiar with your syllabus. These documents are located on the Blackboard Learn Course home page for English 110-551. Refer to the syllabus throughout the semester when you have questions. Feel free to stop by my office hours, as well, for personal attention regarding essay requirements or e-mail for an appointment if the hours do not fit into your schedule.
- Become familiar with Blackboard Learn software. Click on all the Course Tools to discover what is available to you in your online course. You may want to visit The Learning Center at UNM Valencia Campus if you need additional help learning how to navigate.
- Keep copies of all your work. Saving all writing is necessary. Learn how to save Word or RTF files to your desktop or a flash drive. If you do not know how to save files, go to The Learning Center or call 277-5757.
- Be proficient in Mail in Blackboard Learn. If you need to send me a message, do the following: 1) click on “Mail” in Course Tools, 2) then click on “Browse for Recipients,” 3) choose my name, 4) follow guidelines for writing e-mails (see the section on E-mail Netiquette, and 5) type your message and click on “Send.” It is important to send e-mails following the netiquette guidelines and standards of professionalism. If you begin your email with text speak or informal language like, “Hey Professor,” I will not respond.
- Create a routine—here is a suggested routine to help you get started.
 1. Log on! Lessons open on Monday morning and close the following Sunday night at midnight. On Monday, log in and read the list of assignments for the week. Make sure you have all materials you need to complete the assignments, such as page numbers or links. Jot down due dates and print out assignments.
 2. Read the assignments actively, highlighting important ideas. Use any resources (dictionaries, asking questions, etc.) to help you acquire the information the session is trying to relay. Be pro-active and disciplined in your study habits.
 3. Log on periodically throughout the week to check course e-mails and review new threaded discussions or blog responses. Watch for new announcements.
 4. Check Discussions. Read questions I have posted for the week, your classmates’ and my responses, and enter your own answers. Your responses are an important part of your grade,

so please take these exercises seriously. In responses, respect others. Finally, run spell and grammar check on your postings.

5. Importantly, give yourself ample time to submit work well before the deadline. You can submit work right at 11:59 PM Mountain Time, but this practice is very, very risky. For example, computer failures, corrupted discs, and Blackboard Learn outages are no excuse for work not completed (UNM VC policy). Plan for problems like these because meeting deadlines will help you successfully complete the course.

Course Objectives

Throughout the semester in English 110, 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 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 Literacy Outcomes

- Students will access Libros and find a book or article relevant to the writing project.
- Students will learn how to skim the text and find quotations that are both relevant and appropriate for the paper.
- Students will be able to identify what type of database source they have found, e.g. magazine, journal, newspaper, website.
- Students will write a correctly formatted Works Cited page.

Instructor Information: My office hours are Mon/Wed: 11:45-2:00 pm; Tues/Thur: 1:15-2:30 pm; or by request. You can email me anytime.

Tutoring: Free tutoring is available at the Learning Center (505) 925-8907 <http://www.unm.edu/~tutor/>. Writing Lab tutoring sessions are scheduled weekly for all English classes. Students may receive up to 30 points (5 points each session) for attending tutoring sessions or Writing Labs.

Required Texts and Materials

- *Practical Argument*, Third Edition, Eds. Laurie G. Kirszner and Stephen R. Mandell. ISBN-13: 978-1-319-06375-7
- UNM email address and access to UNM Blackboard Learn
- Access to Internet and Microsoft Office (available on UNM-VC computers)

Attendance Policy and Overall Participation: It is your responsibility to keep up with reading and assignments, and/or to contact me if you have questions about the material. **Students who fail to log in in the first week or submit the diagnostic essay will be dropped.**

Plagiarism: 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 sources without proper documentation, or rephrasing an author's ideas and presenting them as the student's new, original thoughts. Plagiarism in this course may result in one or more of the following consequences: failure of the assignment, failure of the course, or disciplinary action by the University. To learn how to avoid plagiarism, students can speak to me, consult a tutor, or refer to <http://library.acadiau.ca/tutorials/plagiarism/>.

Online Behavior

- Our class is an inclusive environment where everyone is welcome. Treat each other with **respect**. Derogatory remarks, name-calling, trolling, bullying, and bigotry are prohibited.
- Students may discuss with me complaints about the course; however, the students must do so in the proper environment, such as via email or during office hours.
- Discussion boards are a professional learning environment. Treat them as such.
- Sexual harassment will not be tolerated.
- Students violating any of these rules may be dropped.

Email Netiquette Policy: Keep the following in mind when you write emails and discussion posts:

- Please avoid text-speak. Learning to write professional emails is a skill you need as you progress to higher academic levels and career pursuits.
- Emails 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.
- Emails should include a salutation. For example, “Dear Mr. Bendell” or “Hello Professor Bendell” are appropriate salutations. Part of “composition” is learning when and how to use proper diction and registers of language, and in a formal setting like a college course, professional titles are appreciated.
- Please close with an appropriate phrase and sign your email with your name. Some examples of appropriate phrases are “Sincerely,” or “Thank you for your help,”.
- Use short paragraphs (in general, 3-4 lines maximum) to make the email easy to read. In addition, be sure to skip lines between paragraphs.
- Be sure to proofread your email for grammatical errors.

Equal Access: Services located in Student Services provides academic support to students who have disabilities. If students think they need alternative formats for completing coursework, they should contact this service right away to ensure their needs are met in a timely manner. Students are responsible for getting all documented forms to me as soon as possible. I cannot accommodate any special needs without the proper authorization from UNM Valencia Campus Accessibility Services. They are located at Advisement & Counseling Services, Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560. <http://www.unm.edu/~vcadvise/equalaccess.htm>. Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

Required Work and Grading: All formal writing assignments must follow MLA format, be in Microsoft Word (or Word compatible), and be double-spaced in a 12pt, Times New Roman font.

Grades will be determined on a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (1000-900 points); 89-80% = B (899-800 points); 79-73% = C (799-700 points); 69-60% = D (699-600); and below = F. You need a “C” (73% or 730 points) to pass this course.

Blackboard Learn: Students are responsible for posting responses to discussion questions/prompts that I have posted on our UNM Blackboard Learn site. These questions are designed to generate discussion, promote further inquiry into our topics, and scaffold the essays..

Essays You are required to submit 3 formal 3-4 page essays (not including the Works Cited page). Each essay requires at least one credible source to be incorporated in text and in the Works Cited page. **Wikipedia does not count.** Students may be dropped from the class for failure to turn in one of the major essays. I will provide instructions and rubrics for each assignment at the beginning of each new unit.

Late Policy: I will not accept essays more than two days after the assigned date. For each day the essay is late, the assignment will be marked down half a letter grade, so make sure to turn in your essays in a timely manner.

Grammar Presentation: In groups, students will be responsible for delivering a multimodal presentation on grammar and mechanics. Podcasts, blogs, collages, video or audio essays, comic strips, and storyboards all fall under the category of multimodal composition (see the multimodal composition folder on our Learn site for examples). The topics include: 1) fragments, 2) comma splices/run-ons, 3) pronoun reference, 4) point of view, 5) capital letters and italics, 6) commas, 7) apostrophes, 8) pronouns, and 9) parallelism. Students should deliver a professional presentation to the class (no longer than 10 minutes) that defines their assigned term, explains key concepts that the text highlights, and provides original examples that will prepare the class for a short quiz on Learn. Before students present, we will go over the features of successful presentation, and I will do the first presentation on Commonly Confused Words to demonstrate what I'm expecting.

Presentations cannot be made up; if you or a member of your group is absent, the absentee will not receive the points for the assignment. Make sure that everyone has copies of the presentation so that you can still present if one group member is absent.

Grammar Quizzes: Open-book grammar quizzes on Blackboard Learn will be available at the beginning of the semester and will shut on the scheduled days per the syllabus. Quizzes can be completed before the deadlines, but not after. Students have half an hour, and one attempt, to complete these quizzes. Quizzes cannot be made up.

Participation: Participation is mandatory in this course. Participation means actively participating in your education; if you do not log-in to Learn and complete assignments on a regular basis you will, most likely, be dropped.

Grammar Examination: In week 10 (or so), I will give a comprehensive grammar examination over all the grammatical and mechanical terms that we've covered throughout the semester. This grade counts as 10% of your final grade.

Portfolio

- The portfolio is a collection of your work.
- Portfolios receive a pass/fail and a letter grade. A team of instructors will determine the effectiveness of students' overall expository writing ability and readiness for English 120. Portfolios will be evaluated using the learning outcomes.

Please Note: You need a "C," at least 73% to pass the course: A "C -" means that the student has failed the course and must retake the course.

Student Privacy Student privacy is strongly protected by professors at UNM-VC. The federal 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. All other outside requests for information release must be sent to and approved by the UNMVC registrar: (505) 925-8580 <http://www.unm.edu/~unmvc/Admissions/admiss.htm>

Technical Support: If you have questions about computer-related problems, call 277-5757, M-F, 8:00 am-12:00 noon and M-F, 1:00 pm-5:00 pm MST. Computer technicians are available and happy to help you solve those difficult problems.

Tutorials: If you do not know how to use Blackboard Learn, try one of the tutorials available on the information page at <http://online.unm.edu/help/learn/students/>

Tutors: Tutors are available at The Learning Center, both face-to-face and online, to help you navigate Blackboard LEARN. Call for an appointment: 925-8907