

**University of New Mexico-Valencia Campus**  
**English 120: Composition III**  
**Spring 2017 Syllabus**

Course: ENGL 120 505  
Days: Tuesdays and Thursdays  
Time: 9:00 AM – 10:15 AM  
Rm. C113

Instructor: Dr. Natalie Kubasek  
Email: [nkubasek@unm.edu](mailto:nkubasek@unm.edu)  
Office Hours: 12:00 PM – 1:30 PM  
Tuesdays and Thursdays

### **Course Description**

Welcome to English 120!

This course emphasizes academic writing, research, and argumentation. You will design and research a project of your own and will summarize, synthesize, evaluate, and integrate secondary sources to support your own argument. You will also analyze the writing and research approaches (e.g., quantitative v. qualitative v. textual) of an academic discipline that is of interest to you.

You will build on the rhetorical approach introduced in English 110, 111/112 or 113 by continuing to analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to your reading and writing. You will also extend your understanding of how writing and other modes of communication (such as visual and audio elements) work together for rhetorical purposes.

### **Course Objectives**

Throughout the semester in English 120, 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

I. compose a research-based academic argument in one of various mediums and technologies by identifying, analyzing, evaluating, and synthesizing sources, which must include secondary sources

J. analyze and describe the writing and research conventions of an academic field in order to understand the different ways of creating and communicating knowledge

### **Library Literacy Outcomes**

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

### **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*, Second Edition, Eds. Laurie G. Kirsznner and Stephen R. Mandell. ISBN-13: 978-1457683886; ISBN-10: 1457683881
- *The Pocket Style Manual*, Sixth Edition (another edition is fine), Diana Hacker. ISBN-13: 978-1-4576-0293-9; ISBN-10: 1-4576-0239-3
- UNM email address and access to UNM Blackboard Learn
- Access to Internet and Microsoft Office (available on UNMVC computers)
- A flash drive for saving assignments

## Attendance Policy and Overall Participation:

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 or by appointment if you have questions about the material. **Students who miss the first week will be dropped. Students who miss more than 4 classes will be dropped. Two instances of arriving 10 minutes after class begins, or before it ends count as an 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.

Students who miss the first week will be dropped (those registered at the immediate start of the semester).

## 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/>.

## 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.
- 4) 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. 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.
- 8) If you ever feel unsafe on campus, please call security at (505) 925-8570.

Students violating any of these rules will be asked to leave the class for the day.

### **Computer and Technology Policies**

When in computer labs, refrain from using computers during class time for entertainment, social networking, or personal emailing. The same rule applies for cell phones. No texting or phone calls are allowed. This is an hour and fifteen minute period where you are devoted to English.

### **Email Netiquette Policy**

Please keep the following in mind when you write emails:

- Please avoid text-speak. Learning to write professional emails early on 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 also include a salutation. For example, "Dear Dr. Kubasek" or "Hello Dr. Kubasek" would be an appropriate salutation. 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

Accessibility 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. Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

They are located in Advisement & Counseling Services Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560. <http://www.unm.edu/~vcadvise/equalaccess.htm>

**NB:** In order for me to best accommodate you, please submit the appropriate paperwork to me within the first two weeks of the semester.

## Office of Equal opportunity and Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered responsible employees. This designation requires that any report made to a faculty member, TA, or GA regarding sexual misconduct or gender discrimination must be reported to the Office of Equal Opportunity and the Title IX Coordinator. For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

## Required Work and Grading

This semester, we will practice following MLA, APA, and Chicago Manual Style. Unless otherwise specified, all formal writing assignments must be typewritten, double-spaced in a 12pt, Times New Roman font. MLA, APA and Chicago Style specifications are clearly laid out in Diana Hacker's *Pocket Style Manual*.

• 3 Essays: 100 points each	300 pts
• 1 Grammar group presentation	50 pts
• 9 Grammar quizzes: 5 points each	45 pts
• 10 Blackboard Learn posts: 20 points each	200 pts
• 3 Writing Workshops: 15 points each	45 pts
• 3 Peer reviews: 20 points each	60 pts
• Final Grammar Examination	100 pts
• Portfolio	200 pts
• Total Possible Points	1000 pts

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); 79-70% = C (799-700 points); 69-60% = D (699-600); and below = F. You need a "C" (74% or 740 points) to pass this course.

## Essays

You are required to turn in 3 formal 4-6 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. Students have the option to revise if they receive a grade of “D” or below. I will not accept revisions after two class periods, and I cannot guarantee that this will improve the grade unless there are both major organizational, content, and surface revisions. The highest grade that a revised essay can receive is a “B.”

## Late Policy

Essays turned in after the assigned due date are considered late. **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. If you know that you will not be in class on a due date, make arrangements to submit your essay early. I will not accept essays as email attachments.

## Grammar Presentation

In groups, students will be responsible for delivering one powerpoint presentation on grammar and mechanics. The topics include: **1) fragments, 2) comma splices/run-ons, 3) parts of speech, 4) pronouns, 5) dangling and misplaced modifiers, 6) commas, 7) passive voice, and 8) 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 according to 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.

## Writing Workshops and Peer Reviews

Built into our schedule are writing workshops intended to give you a jumpstart on your essays, as well as help you get used to constructively evaluating your peers’ work through brainstorming,

questioning, group discussions, and other class exercises. To receive credit for a workshop, students must be present, actively participating, and producing work.

## **Participation**

Participation is mandatory in this course. Participation means actively participating in your education; just sitting in your seat and allowing everything to sink in (the “osmotic method”) is not actively participating. I strongly urge you to take notes in class, ask questions, and participate in class and group discussions. In addition, I ask you to complete drafts, assignments, quizzes readings, and collaborative projects.

## **Grammar Examination**

In week 14, I will give a comprehensive grammar examination over all of 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 and contains one original and graded essay from the semester, a revision of this essay, and a cover letter.
- 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 74% 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 UNM-VC 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: (505) 925-8907 <http://www.unm.edu/~tutor/>



## **Class Schedule**

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- The class schedule is a tentative schedule of topics and 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 and completed 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*
  - *APSM* = *A Pocket Style Manual*

### Week 1

#### **Tuesday, January 17, 2017**

CLASS TOPICS: Introduction to the Course

HW: Read Chapter 1: "The Four Pillars of Argument" (*PA* 19-27)

#### **Thursday, January 19, 2017**

CLASS TOPICS: Overview of Blackboard Learn; Sign up for Grammar Presentations; Review of the Four Pillars of Argument

HW: Read Chapter 2: "Thinking and Reading Critically" (*PA* 53-73) and Blackboard Post #1 (Deadline for submission on Blackboard is Monday, January 23 at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED)

### Week 2

#### **Tuesday, January 24, 2017**

CLASS TOPICS: Tips for Successful Presentations; Grammar Presentation: Commonly Confused Words; Mini Presentation Activity: Best Practices for Reading and Thinking Critically

HW: Grammar Quiz #1: Commonly Confused Words (Deadline for completion on Blackboard is Tuesday, January 24 at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED); Read Chapter 4: "Writing a Rhetorical Analysis" (*PA* 90-105)

#### **Thursday, January 26, 2017**

CLASS TOPICS: Review of Rhetorical Situation and Ethos, Logos, Pathos; Reading and Discussion of "You Sir, Are No Rosa Parks" by Sarah Vowell

HW: Blackboard Post #2 (Deadline for submission on Blackboard is Monday, January 30 at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED)

### Week 3

#### **Tuesday, January 31, 2017**

CLASS TOPICS: Grammar Presentation: Fragments; Review Instructions for Essay #1: Rhetorical Analysis; Overview of how to navigate the Nobel Peace Prize Lecture website; Writing Center Orientation

HW: Grammar Quiz #2: Fragments (Deadline for completion on Blackboard is Tuesday, January 31 at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED);

**Thursday, February 2, 2017**

CLASS TOPICS: Brainstorming and writing effective thesis statements; Reading and discussion of "He Showed Us the Way" by César Chávez

HW: Read Chapter 9: "Summarizing, Paraphrasing, Quoting and Synthesizing Sources" (PA 313-318) and Blackboard Post #3 (Deadline for submission on Blackboard is Monday, February 6 at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED)

Week 4**Tuesday, February 7, 2017**

CLASS TOPICS: Grammar Presentation: Comma Splices; Summarizing vs. Paraphrasing; Using and Citing Quotations in MLA Style

HW: Grammar Quiz #3: Comma Splices (Deadline for completion on Blackboard is Tuesday, February 7 at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED)

REMINDER: Please bring to class on Thursday, *A Pocket Style Manual*

**Thursday, February 9, 2017**

CLASS TOPICS: Grammar Presentation: Parts of Speech; Creating an MLA Works Cited List

HW: Grammar Quiz #4: Parts of Speech (Deadline for completion on Blackboard is Tuesday, February 9 at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED)

REMINDER: Please bring to class on Tuesday any and all materials needed to write Essay #1

Week 5**Tuesday, February 14, 2017**

WRITING WORKSHOP #1

REMINDER: Please bring to class on Thursday a typed and completed draft of your introduction paragraph, at least three body paragraphs with quotes, and Works Cited entries

**Thursday, February 16, 2017**

PEER REVIEW WORKSHOP #1

HW: Essay #1 Due on Blackboard no later than 11:59 PM on Monday, February 20, 2017 (NO LATE SUBMISSIONS ACCEPTED; Read Chapter 15: "Proposal Arguments" (PA 518-529))

Week 6**Tuesday, February 21**

CLASS TOPICS: Overview of Instructions for Essay #2: Proposal Argument; Identifying Problems and Feasible Solutions; Brainstorming Topics for Essay #2

HW: Blackboard Post #4 (Deadline for submission on Blackboard is Wednesday, February 22 at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED)

**Thursday, February 23**

Library Visit (Location TBA)

HW: Read Chapter 9: "Summarizing, Paraphrasing, Quoting and Synthesizing Sources" (PA 319-327) and Blackboard Post #5 (Deadline for submission on Blackboard is Monday, February 27 at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED)

#### Week 7

##### **Tuesday, February 28, 2017**

CLASS TOPICS: Grammar Presentation: Pronouns; Quoting and Synthesizing; Refuting Opposing Arguments (PA 542-543)

HW: Grammar Quiz #5: Pronouns (Deadline for completion on Blackboard is Tuesday, February 28 at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED)

##### **Thursday, March 2, 2017**

CLASS TOPICS: Designing A Proposal with the Five Basic Principles of Design; Making visual arguments

HW: Read Chapter 11: Avoiding Plagiarism (PA 351-363) and Blackboard Post #6 (Deadline for submission on Blackboard is Monday, March 6 at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED)

#### Week 8

##### **Tuesday, March 7, 2017**

CLASS TOPICS: Grammar Presentation: Dangling and Misplaced Modifiers; Plagiarism; APA style quotations and in-text citations

HW: Grammar Quiz #6: Dangling and Misplaced Modifiers (Deadline for completion on Blackboard is Tuesday, March 7, at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED)

REMINDER: Bring *A Pocket Style Manual* to class on Thursday

##### **Thursday, March 9, 2017**

CLASS TOPICS: Creating an APA style Works Cited List

HW: Blackboard Post #7 (Deadline for submission on Blackboard is Monday, March 20 at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED)

REMINDER: Please bring to class on Tuesday any and all materials needed to write Essay #2

#### Week 9

##### **Spring Break**

#### Week 10

##### **Tuesday, March 21, 2017**

Writing Workshop #2

REMINDER: Please bring to class on Thursday a typed and completed draft of your introduction paragraph, at least three body paragraphs with quotes, and Works Cited entries

##### **Thursday, March 23, 2017**

Peer Review Workshop #2

HW: Essay #2 due on Blackboard no later than 11:59 PM on Monday, March 27, 2017 (NO LATE SUBMISSIONS ACCEPTED); Read Chapter 117: "Ethical Arguments" (PA 590-605)

#### Week 11

##### **Tuesday, March 28, 2017**

CLASS TOPICS: Grammar Presentation: Commas; Overview of Instructions for Essay #3: Ethical Argument; Understanding Ethical Dilemmas and Ethical Principles

HW: Grammar Quiz #7: Commas (Deadline for completion on Blackboard is Tuesday, March 28, at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED); Blackboard Post #8 (Deadline for submission on Blackboard is Wednesday, March 29 at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED)

##### **Thursday, March 30, 2017**

CLASS TOPICS: Grammar Presentation: Passive Voice; Read and Discuss "The Perils of Indifference" by Elie Wiesel (PA 605-608)

HW: Grammar Quiz #8: Passive Voice (Deadline for completion on Blackboard is Thursday, March 30 at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED); Blackboard post #9 (Deadline for submission on Blackboard is Monday, April 3 at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED)

#### Week 12

##### **Tuesday, April 4, 2017**

CLASS TOPICS: Grammar Presentation: Parallelism; Read and discuss "There's a Reason They Choose Schools" by Timothy Wheeler (PA 618-620)

HW: Grammar Quiz #9 (Deadline for completion on Blackboard Learn is Tuesday, April 4 at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED); Blackboard Post # 10 (Deadline for submission on Blackboard Learn is Wednesday, April 5 at 11:59 P.M. NO LATE SUBMISSIONS ACCEPTED)

REMINDER: Bring *A Pocket Style Manual* to class on Thursday

##### **Thursday, April 6, 2017**

CLASS TOPICS: Documenting Sources and Creating a Works Cited List in Chicago Style

REMINDER: Please bring to class on Tuesday any and all materials needed to write Essay #3

#### Week 13

##### **Tuesday, April 11, 2017**

Writing Workshop #3

REMINDER: Please bring to class on Thursday a typed and completed draft of your introduction paragraph, at least three body paragraphs with quotes, and Works Cited entries

##### **Thursday, April 13, 2017**

Peer Review Workshop #3

HW: Essay #3 due on Blackboard no later than 11:59 PM on Monday, April 24, 2017 (NO LATE SUBMISSIONS ACCEPTED)

Week 14

**Tuesday, April 18, 2017**

Grammar Exam Review

**Thursday, April 20, 2017**

Grammar Exam

REMINDER: Please read the instructions for the final portfolio (available on Blackboard) and choose the essays you'll revise (we'll begin working on the portfolio on Tuesday)

Week 15

**Tuesday, April 25, 2017**

Portfolio Workshop

**Thursday, April 27, 2017**

Portfolio Workshop cont.

Week 16

**Tuesday, May 2, 2017**

Portfolio Workshop cont.

**Thursday, May 4, 2017**

Portfolio Workshop cont.

REMINDER: Portfolios due on Blackboard no later than 11:59 PM on Thursday, May 4 (NO LATE SUBMISSIONS ACCEPTED)