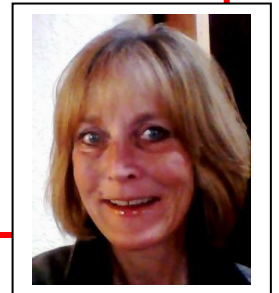




## *A Quality Education –A Lifetime of Success*

**Professor: Dr. Jami L. Huntsinger; Course Title: Composition II; Semester: Fall 2019 (8/19/19 - 12/14/19); Course Number, CRN, and Time: 1120, Section 504, CRN 66349, 10:30-11:45; and Section 505, CRN 66350, 12:00-1:15; Prerequisites: English 110 (C or higher), ACT 26-28, Compass 75-100, or SAT 610-640; Office Hours: Online – T, W, & R, 8:00-9:00 PM; Face-to-face or phone– T/R, 1:30-2:45; Or by online or Zoom appointment**

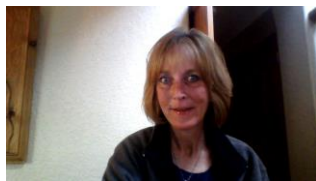


### **Course Description**

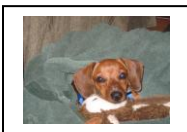
Welcome to Composition II: In this course, students will explore argument in multiple genres. Research and writing practices emphasize summary, analysis, evaluation, and integration of secondary sources. Students will analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading, writing, and research. Students will sharpen their understanding of how writing and other modes of communication work together for rhetorical purposes. An emphasis of this course will be on research methods.

### **Your Professor**

I am Dr. Jami L. Huntsinger (pronounced Hun-singer). I grew up in South Dakota (I am Lakota French), and I moved to New Mexico in 1989. After graduating from the University of New Mexico in 1997, with a Ph.D. in English, I chose to work at a two-year college because I enjoy teaching. In 1997, I accepted a position as a professor at Valencia Campus. I am now a tenured full professor, who enjoys teaching such classes as Composition 110 (face-to-face and online), 120 (face-to-face and online), Composition 220, Grammar 240 (face-to-face and online), Introduction to Literature 150 (face-to-face and online), Southwest Literature 211, Expository Writing 220 (face-to-face) and Native American Literature 264 (face-to-face and online). I am a resident of Belen, New Mexico. I love my life in the valley; I especially enjoy hearing the braying of the burro, Chelsea, who lives next door. She is my 6:00-am alarm clock. To make my life complete, I have three special animal friends – Heidi, an eight-year-old Dachshund who loves to eat socks; and Mia, a Dachshund cross who loves to race about the yard. The newest addition to the family is Dawn Noel (Noe), a dachshund who Santa Claus dropped down the chimney two Christmases ago.



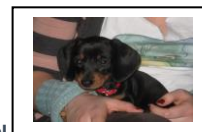
Heidi



Mia



Dawn Noel





## UNM's Learning Outcomes for Composition II

All students registered at any of the University of New Mexico campuses must meet the following goals and objectives to pass Composition III: Argumentation and Analysis.

### The Learning Outcomes for Composition II (Engl 1120)

**To achieve competency in these learning outcomes, students should,**

1. Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres (types of writing).
2. Employ writing processes such as planning, organizing, composing, revising, and editing.
3. Use a variety of research methods to gather appropriate, credible information.
4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.
5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.
6. Integrate information from sources to effectively support claims and to provide such things as background information, evidence/examples, illustrations of an alternative view.
7. Use an appropriate voice, which includes syntax and word choice.

**To meet these learning outcome goals at the 1120 level (content outcomes), students should strive to,**





- 1. Read and analyze difficult texts accurately.** Reading critically, summarizing accurately, and analyzing insightfully, helps you to interpret a variety of interesting texts that you or famous authors create. When reading critically, you find thesis statements, topic sentences, main ideas, and premises that reveal the writer's point of view and ensures your presenting ideas accurately in quotations and in analysis. Developing this skill gives you a keen eye for revising and editing (**analyzing**) your own work, which will make you a more successful writer.
- 2. Establish organization in your analysis or argument essays.** You establish **organization** when you answer one central question throughout the essay. **Organization** is evident when you maintained focus (a strong thesis statement, good topic sentences, and solid transitions). Importantly, **organization** must help your audience understand easily what you are accomplishing in your writing.
- 3. Choose a rhetorical strategy.** For writing tasks, you need to choose the appropriate **type of argument**. You can choose several **rhetorical strategies**, such as summary, definition, cause and effect, proposal, rebuttal, reflection, comparison/contrast, and evaluation arguments. These structures are evident in the overall **organization** or your paragraph and essay structure. You can also reveal a strong **rhetorical strategy** by providing transitions, which create unity – these signal words tell your reader how your ideas are connected and related.
- 4. Develop and support your argument.** When writing, you need to consider **development**, which means supporting your ideas. You need to meet length requirements, but more importantly, you must provide appropriate quotations and examples to **support** your assertions. To do so, you make choices about what and how much information your audience needs to understand your points. Additionally, you must consider how that information should be presented to convince readers and to answer their objections.
- 5. Research effectively and use sources properly and ethically.** For your essays, you need to gather information by conducting **research** in the library and on the internet. After you gather information, you must integrate quotations from these **credible sources** throughout your essays to support your arguments. Using proper **MLA** in-text citations and Works Cited or Consulted pages are important when writing argument or analysis essays.
- 6. Employ the conventions of Standard English by expressing ideas clearly, writing sentences well, and using good grammar.**  
To be good writers, you need to express yourself clearly, to write well-constructed **sentences**, and to use good **grammar**; mastering these skills will result in your communicating with your audience well. In English 1120, you are required to focus on five grammar competencies, all of which address complex sentence structure used for writing sophisticated arguments: **1) fragments, 2) comma splices/run-ons, 3) passive voice, 4) parallelism, 5) wordiness, 6) parts of speech, 7) dangling and misplaced modifiers, 8, commas, and 9) pronoun usage.** Good grammar also includes **voice, tone, and accurate word choice**. You will be tested on these competencies in both quizzes and a final examination, all of which are worth 10% of your final grade. Hint: If you have problems with **grammar** or with any of the areas in the **grammar competency**, seek tutoring immediately, use grammar/spell check often, and practice on recommended websites.
- 7. Use revision to improve writing.** Donald M. Murray describes the process of **revision** and its importance, noting that, "A piece of writing is never finished. It is delivered to a deadline, torn out of the typewriter on demand, sent off with a sense of accomplishment and shame and pride and frustration. If only there were a couple more days, time for just one more run at it, perhaps then. . ." (86). To improve your writing, you need to peer edit papers and to **revise** drafts repeatedly before you turn them in for credit. You will also be required to **revise** (one more time) the essays that you wrote during the semester, which becomes the Final Portfolio that determines whether you pass the course.

## **Textbooks, Materials, and Supplies Needed**



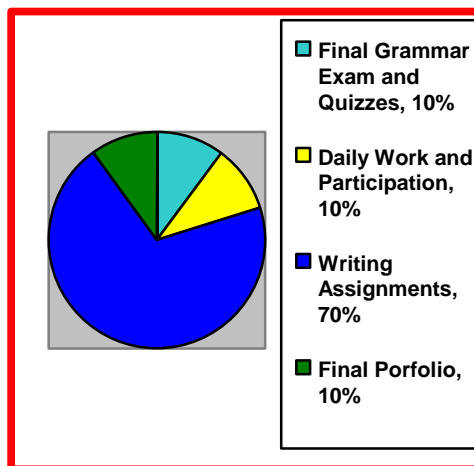
- **Books are available at UNM Valencia’s bookstore. Information is available on the website: <http://bookstore.valencia.unm.edu/CourseMaterials>.**
- **Text: Kirshner, Laura G. and Stephen R. Mandell. *Practical Argument*, ISBN: ISBN-13: 978-1-319-06375-7; 3<sup>rd</sup> edition.**
- **Other Supplies Needed: thumb drive, a UNM Net ID, password, pens, and paper.**

## **Support for Student Success: Getting Help**

<p><b>Dr. Huntsinger</b></p> 	<p>My office hours are T, W, and R, 8:00-9:00 online; T and R, 1:30-2:45 PM F-to-F; and by online or Zoom appointment in the Academics Office. You may contact me anytime in Blackboard LEARN, Course Tools, <b>“Mail.”</b> Send me a message, and I will respond within 24 hours. Please do not wait for responses on Sunday – I rest. ©</p>
<p><b>Blackboard LEARN Support Services</b></p> 	<p><b>Computer Technicians:</b> Password problems? Trouble with files opening? Can’t figure out why your browser doesn’t work? What is a browser, anyway? If you have questions about computer 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.</p> <p><b>Tutorials:</b> Having problem with one of the Course Tools in Blackboard LEARN? If you do not know how to use one of the tools, try one of the tutorials available on the Blackboard LEARN information page. <a href="http://BlackboardLEARNinfo.unm.edu/student/">http://BlackboardLEARNinfo.unm.edu/student/</a>.</p> <p><b>Tutors:</b> At the Learning Center at UNM Valencia Campus, tutors are available, both face-to-face and online, to help you navigate Blackboard LEARN. Call for an appointment: 925-8907.</p>
<p><b>Library Resources</b></p> 	<p>The UNM Valencia Campus library is a resource for articles and books. Go to <a href="http://valencia.unm.edu/library/">http://valencia.unm.edu/library/</a> to search remotely (from home). To search remotely, you will need passwords. Call (505)-925-8990 to ask about the passwords posted on the UNM Valencia Library webpage. Librarians there will be happy to assist you with research questions and problems.</p>
<p><b>UNM Valencia Accommodation Services/ADA</b></p> 	<p>The UNM Accommodation Services, phone (505) 925-8560 and website <a href="http://valencia.unm.edu/students/advisement-and-counseling/equal-access-services.html">http://valencia.unm.edu/students/advisement-and-counseling/equal-access-services.html</a>, provides academic support to students with learning needs, such as alternative formats for completing coursework or extended testing time. Once you have been to UNM Valencia Campus Accommodation Services who sends me your paperwork, I can meet your needs. I cannot act before I receive authorization from UNM Valencia Campus Accommodation Services. However, once I do, I can accommodate documented learning needs, pursuant to the American with Disabilities Act (ADA). I encourage students to discuss their concerns with me!</p>
<p><b>The Writing Center Tutoring</b></p> 	<p>Face-to-face and online tutoring is available at The Writing Center. You may call 925-8513 for information, or you may visit <a href="https://valencia.unm.edu/campus-resources/title-v-next-generation/writing-center.html">https://valencia.unm.edu/campus-resources/title-v-next-generation/writing-center.html</a>. Either Patricia Gillikin, Manager of The Writing Center, or any of the tutors will be happy to arrange tutoring sessions.</p>

## Grading Scale

**Not all assignments are equal in value.** Some are worth more than others and have more weight. For example, grammar quizzes and the Grammar Examination, which are over grammatical competencies, are worth **10%**; these multiple-choice tests cover fragments, run-ons/CS comma splices, parallelism, passive voice, and wordiness. Another type of assignment, which has a different weight, is daily work and Participation, which includes, but is not limited to, reading quizzes, discussion postings, rough drafts, attendance, peer editing, and template assignments, is worth **10%**. Writing Assignments, final revised drafts of essays and short formal multimodal writing assignments, are worth **70%**; I expect more when grading major essays because you have the benefit of comments to help you and you have revised your writing. The Final Portfolio is worth **10%**. You submit this portfolio to the English Panel Evaluators, who determine if you are ready to pass 1120. Passing is 73% or higher.



## Types of Grades

You can earn **A, B, C, D (fractionated), W, F, or I**. **C through A+** is passing, and **C- or lower** is failing.

Students who are failing at 60% or lower or who are not submitting work earn a **W or F**. If you earn an **I**, you have neither passed nor failed the course; you must complete the missing portfolio during the following semester, or the University automatically converts the **I** to an **F**.

## Reasons for Failing

**The sad fact is that some students will fail the course.** Logging in, trying hard, and/or turning in work does not ensure you a passing grade. You must write at an acceptable level of competency, and if you do not, you will fail the course.

1. **If the Final Portfolio does not pass, you could fail the course.**
2. **If you have an average of less than 73% on work completed, including a passing portfolio, you will fail the course.**
3. **If you do not submit all major essays assigned, take the Grammar Examination, or submit the Final Portfolio, you will fail the course. To avoid failing, you must meet the Learning Outcomes included above.**
4. **If you do not participate actively and submit work by the due date.**

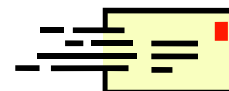
## Reasons Students May Be Dropped If. . .

Students may be dropped from the course **if they,**

1. **Do not post or complete assignments for more than two weeks.**
2. **Do not turn in any one of the major essay assignments.** Please remember, **late papers are not accepted.**
3. **Have a 50% grade average at the Midterm** (end of Week 8).
4. **Threaten the mental or physical safety or well-being of any member of the class.** This includes stalking, cyber stalking, or threats of/actual physical violence, online or face-to-face.
5. **Are disrespectful to me or other classmates** in correspondence, such as discussions, e-mails, or peer editing sessions. This behavior includes rude comments, swearing, or threats.
6. **Students will receive an e-mail informing them that they will be dropped.**

## Grade Disputes

if you wish to challenge your final grade, follow the procedure in **The Student Handbook**. Always discuss grade concerns with your instructor first. If an error has been made, the problem can often be solved quickly. For example, if you had B in Blackboard LEARN in the Final Grade column and you receive an F for the course, contact me immediately to fix the error -- [jamilynn@unm.edu](mailto:jamilynn@unm.edu).



## General Policies for Grade Disputes

You should be familiar with one particularly important rule regarding disputes: The Student Privacy Act, a federal statute called **FERPA**, **strictly prohibits the instructor or administrators from talking to**

**anyone but the student** about his/her grades, progress, or work. Therefore, if you have questions about a grade on an assignment or about the final grade for the course, FERPA dictates that **you** are the **ONLY ONE** who may speak to me regarding grades, work, or progress. In other words, a UNM VC instructor cannot speak to parents, relatives, or friends on behalf of the student about grades, progress, or work. In other words, you must be present.

## Writing Requirements: Major Essays and Writing Assignments

You must write two to three essays, which are 4-5 pages in length. These essays must include outside sources, use parenthetical documentation, and have Works Cited pages. You will also complete several smaller, multimodal writing assignments. These writing assignments are worth 70% of your grade. The longer and more difficult assignments will be worth more. (Plagiarized papers will not be accepted—see the section in this syllabus on plagiarism for more information.)

## Daily Work, Writing Assignments, Quizzes: Policies and Due Dates

- **Due dates:** These dates for work will be posted in Blackboard Learn folders. I do not accept late homework or essays. Your essays are due during a period of several days and are not accepted after that period. Late homework and quizzes are not accepted.
- **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 class discussion, promote further inquiry into our topics, and scaffold the higher stakes essays. Learn posts are due before we meet as a class on the assigned due date; students may not turn in late posts.
- **Participation:** Participation is **mandatory** in this course. Participation means actively participating in your education; just sitting in your seat is not actively participating. You need 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.
- **Writing Workshops and Peer Reviews:** Built into the schedule are writing workshops intended to give you time to work on your essays and to 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.
- **Reading Assignments:** You are required to read assignments and be prepared for classroom discussion and activities based on the information in these readings.
- **Abbreviations Used:** DW means Daily Work, GR identifies grammar quizzes and the Final Grammar Examination, WR refers to short and major writing assignments (these assignments are worth more – See Grading Scale), and P denotes the Final Portfolio.

## Avoiding Plagiarism

Your writing assignments must not be plagiarized. Plagiarism means using or copying language and/or ideas without acknowledging where you got them. Plagiarism includes copying another student's papers or ideas, downloading and turning in papers from the Internet, copying passages from sources without proper documentation, or rephrasing an author's ideas and then presenting them as your own original thoughts. To learn how to avoid plagiarism, talk to me, e-mail me, or consult a tutor. To learn more, complete the Plagiarism Tutorial in Course Materials in Blackboard LEARN or \* at <http://library.acadiau.ca/tutorials/plagiarism>. (Pick Dylan in the tutorial.) If you would like even more information about plagiarism, The Owl at Purdue website offers sage advice: <http://owl.english.purdue.edu/owl/resource/589/01>. In addition, talk to me about methods of quoting that will help you avoid plagiarizing. In a world of high stress and busy schedules, coupled with ample resources on the Internet, you may be tempted to plagiarize. Stop! Ignore that temptation! Why? If you do plagiarize, you will face one or more of the following consequences: being dropped from the course, failing the assignment, failing the course, or facing disciplinary action taken by the University. Your actions may also be reported to the Dean of Instruction and the Chair of Humanities. Further disciplinary action, in addition to the actions taken for the plagiarism, will be based on the severity of the behavior. The University considers plagiarism a serious form of academic dishonesty or stealing.



## Revising Your Essays

All revisions you do throughout the semester should illustrate substantial work done on a writing assignment, such as working on organization, structure, or development. To revise, review peer editors' comments, ask your instructor questions, read comments on the assignment, or get help from face-to-face tutors at The Writing Center (See "Support for Student Success above). Revising means making substantial changes (see Example of Global Revisions below.)

## EXAMPLE OF GLOBAL REVISIONS

### Sports on TV--A Win or a Loss?

Team sports are as much a part of American life as Mom and apple pie, and they have a good tendency to bring people together. They encourage team members to cooperate with one another, they also create shared enthusiasm among fans. Thanks to television, this togetherness now seems available to nearly all of us at the flick of a switch. *(We do not have to buy tickets, and travel to a stadium, to see the World Series or the Superbowl, these games are on television. We can enjoy the game in the comfort of our own living room. After Thanksgiving or Christmas dinner, the whole family may gather around the TV set to watch football together. It would appear that television has done us a great service. But is this really the case? Although television does make sports more accessible, it also creates a distance between the sport and the fans and between athletes and the teams they play for. The advantage of television is that it provides sports fans with greater convenience.*

*[insert] ← We can see more games than if we had to attend each one in person, and we can follow greater varieties of sports.*

## Editing Your Essay: Running the Spell and Grammar Checker



Before you submit any writing, run the spell/grammar check. While this is not a full "revision," it is a type of revision called line-by-line editing, a necessary step that will help you get a better grade.

In Word, click on Review, Check document. you can set the spell and grammar check to catch more errors. Once the "Editor" has appeared, find "Settings" at the bottom of the column.

1. Make sure Grammar and Refinements is chosen in "Writing Style."
2. Make sure all boxes are checked which you want checked.
3. "Punctuation required with Quotes" should be set as "Inside."
4. Click on "Ok."
5. Every time you check grammar and spelling, click on "Review," "Check Document," "Settings" and "Recheck Document." This will ensure that your document is check thoroughly each time.

You are now ready to spell/grammar check your document. After you have run the "Check Document," in "Review," you must read your document carefully to catch any errors grammar and spell check may have missed – e.g. form/from. You may also want to consult lessons on grammar or helpful grammar sites, like "Grammar Girl" if you have questions about usage:

[Grammar Girl](http://www.quickanddirtytips.com/grammar-girl), <http://www.quickanddirtytips.com/grammar-girl>. The following is the type of revisions you should be doing (See below).



### EXAMPLE OF SENTENCE-LEVEL REVISIONS

~~Televised~~  
Sports ~~on TV~~--A Win or a Loss?

Team sports, ~~are~~ as much a part of American life as Mom and apple pie, ~~and they have a good~~ <sup>tend</sup> ~~tendency~~ <sup>us</sup> to bring people together. They encourage team members to cooperate with one another, ~~and~~ <sup>and</sup> they also create shared enthusiasm among fans. ~~Thanks to~~ <sup>Because of</sup> television, this togetherness now seems available to nearly all of us at the flick of a switch. It would appear that television has done us a great service. But is this really the case? Although television ~~does make~~ <sup>makes</sup> sports more accessible, it also creates a distance between the sport and the fans and between athletes and ~~the~~ <sup>their</sup> teams, ~~they play for~~.

The advantage of television is that it provides sports fans with greater convenience. We do not have to buy tickets/ and travel to a stadium/ to see the World Series or the Super Bowl/ ~~these~~ <sup>but</sup> ~~games are on television~~. We can enjoy ~~the~~ <sup>any</sup> game in the comfort of our own living ~~room~~ <sup>rooms</sup>. We can see more games than if we had to attend each one in person, and we can follow ~~greater varieties~~ <sup>a</sup> ~~of~~ <sup>variety</sup> of sports.

## Assessment: The Final Portfolio



**The Final Portfolio** is collection of your work and showcases your ability to write, research, and revise. It includes, 1) one essay that is at least 4 to 5 pages in length (minimum) supported by credible research, and 2) a self-evaluation. **The Final Portfolio** must not be plagiarized and must use MLA for formatting and documentation. (See section on "Plagiarism.") It must also include the Final Grammar Examination score. **The Final**

**Portfolio is worth 10% of your grade.** In this essay, you must demonstrate that you have met the learning outcomes listed at the beginning of this syllabus and must revise and edit thoroughly and carefully. The Final Portfolio must be submitted online as Word documents in Assignments.

## Assessment: The Final Grammar Examination

In week 14, you will complete a comprehensive grammar examination over all the grammatical and mechanical concepts that we have covered throughout the semester. **The Final Grammar Examination is worth 10% of your final grade.**

## General Policies for English 1120: Student Responsibilities

While I do not expect problems when working with adult learners, these policies ensure a safe and productive online environment. These policies are also in University of New Mexico Student Handbook. You must,

1. Treat one another and the instructor with respect. Nasty remarks and name-calling are prohibited.
2. Refrain from posting non-related comments or questions about matters that are not a part of course curriculum.

3. Not discuss complaints about the course in postings. Rather, you should speak with your instructor in a proper environment, e.g. in the instructor's office or in a private e-mail to the instructor.
4. Use appropriate, polite language. Class time, e.g. discussion postings, is a professional learning environment, so obscene or offensive language, such as cursing, will NOT allowed.
5. Not sexually other students.
6. Not threatens the safety of any class member, including the instructor. (An offending student may be dropped from the course.) Threats, cyber stalking, or stalking fall into this category.
7. Not threaten the instructor to get a change of grade. This behavior is harassment and/or verbal assault. Grades can be disputed; you can use the process outlined in the UNM Student Handbook.
8. Avoid violating any of these rules. If you do not, you will be given a written warning, may be dropped from the class, and/or may be required to meet with the Chair of CHES and the Dean of Instruction.

## Anti-Discrimination Policy

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>.

## E-mail Netiquette

Please keep the following in mind when you write e-mails. These concepts will help you in Professional/Technical Writing, which you may have to take, and/or in your e-mails at work:

- **Send messages to me through Blackboard LEARN e-mail.** Do not send e-mails through my UNM e-mail account. Please use UNM e-mail for emergencies ONLY. If you must use UNM e-mail for an emergency, type "**\_\_ (Your Name) \_\_ from English 1120: E-mail Concerning\_\_ (fill in blank) \_\_**" in the subject line. I am not expecting e-mails from you in the general account, and I do not want to search for e-mails in spam.
- **Include an informative subject line.** In **every e-mail you write to me**, the subject line should contain a descriptive phrase specifically about the problem. For example, "**Problems with Nouns Worksheet in Lesson 5, question 4**" is clear and helpful, but "**Homework**" or "**Re: Homework Review**" is not. Unclear subject lines slow my response because I may not have enough information to help you without having to asking you for clarification.
- **Explain your problem or question.** Refer to the assignment and/or lesson you are talking about. You may even want to refer to a specific question, such as Discussion DW 4 Informal Language, question 5. "I don't understand what I did wrong on my homework" or "I don't understand anything" will require that I send you follow-up questions – Which homework assignment, blog, or discussion? What lesson? What concepts are you having trouble with? This will slow down my response time to your specific question.
- **Include a salutation.** E-mails do not usually include "Dear," as a letter does, but they do include titles and last names. When you write to me, call me **Dr. Huntsinger or Professor Huntsinger**. Informal words of address, such as "**Hey,**" are never appropriate and are often perceive as rude.
- **Include a closing.** Please close with an appropriate phrase and sign your e-mail with your name. Some examples of appropriate phrases are "Sincerely" or "Thank you for your help."
- **Capitalize only the first word of a complimentary close.** If you close your e-mail with a multi-word phrase such as "Thank you," only the first word takes an initial capital letter.
- **Use short paragraphs.** Because legibility on the screen is not as good as legibility on paper, use short paragraphs (3-4 lines maximum) to make the e-mail easy to read. In addition, be sure to skip lines between paragraphs.
- **Do not use instant-messaging spelling.** BTW, if u want 2 b treated like a pro, write like 1Ⓢ.
- **Adhere to the conventions of Standard English.** Please edit and proofread for spelling errors and grammatical mistakes. Use your spell/grammar check in Blackboard Learn, located above the right-hand side of the text box. In addition, the computer does not catch all errors (form/from), so give your document one final read before submitting or sending it.
- **DO NOT SEND ALL CAP MESSAGES.** All capital letters mean you are screaming at me. This is inappropriate behavior. To emphasize a point, underline it or put it in bold font.



## Computer Policies

### Technical Safeguards

Please save all your work. First, save all assignments on your hard disk and then save copies to thumb drives. For even better protection, print out hard copies of your work. **Important Note:** At UNM Valencia, losing a file or computer problems is not an excuse for late work. Have a back-up file and an available computer (computers are available in open labs at UNM Valencia Campus and in public libraries) if you have problems with yours.

### Getting Computer Help

If you experience computer difficulties, you must call **(505) 277-5757** for help and fix the problem. These computer technicians can answer questions you may have concerning specific software, hardware, and other procedural issues related to this course.

### Computer Policies in a UNM VC Labs

If you use the computers on campus, you must adhere to all policies set forth by the University of New Mexico at Valencia Campus. Check with the person who oversees the lab for a copy of the policies.



## Assignments Syllabus

Dr. Jami L. Huntsinger

The due dates appear in each posted lesson in Blackboard Learn. These are the major assignments to complete. This section does not include reading, shorter writing assignments, or practice exercises.

- Major assignments are listed in the order that they should be completed.
- These assignments **will be changed or adjusted to meet student needs, so please ALWAYS consult the Checklists in Blackboard Learn, which are correct and timely. You can also check the Course Calendar.**
- I am also adding/revising materials to this course this semester, so you can expect some changes to this list.) I am adding a Rebuttal Short Writing Assignment, that is not reflected here. **This list is only a secondary checklist giving you an idea of the type of assignments we will complete. It is ALWAYS best to rely on the lesson checklists in Blackboard Learn or the Course Calendar for assignments due.**



### Weeks One and Two

1. Write and post your Essay Diagnostic in Assignments, "WR A1: Essay Diagnostic." (Do not post in Blackboard Learn Mail.)
2. Post an introduction of yourself in Discussions, "DW Introduce Yourself."
3. Take the "Grammar Diagnostic," located in Assessments, "GR Q1: Grammar Diagnostic 2019."
4. Post an answer in "DW Analysis and Analyze" in Discussions.
5. Complete Blog posting "DW Evaluation of Essay Diagnostic."

### Weeks Three and Four

6. Take "GR Q2 Parallelism" quiz in Assessments.
7. Submit "GR(A) Q3: Dangling and Misplaced Modifiers in Assignments.
8. Complete "DW: Informal Writing" in Discussions.
9. Complete "WR A2: Introduction for Analysis Essay" in Assignments.

### Weeks Five and Six

10. Complete "DW MLA Formatting" in Assignments.
11. Complete "DW Defining Ethos, Pathos, and Logos" in Discussions.
12. Post an answer in Assignments in "DW Defining Ethos, Pathos, or Logos."
13. Take "GR Q4: Wordiness" quiz in Assessments.

### Weeks Seven and Eight

14. Complete the comma splices and run-ons quiz, "GR Q4 CSRO" in Assessments.
15. Finish the essay you are working on. Use the MLA formatting, parenthetical documentation rules, introduction, first body paragraph, and Works Cited page as the beginning for your essay.
16. Complete at least 2 more body paragraphs (you may have more) and the conclusion. Add them to the document you have been building. Be prepared to submit at the end of the week.
17. Submit your first draft of Analysis Essay #1 in Assignments – "WR Submitting Essay #1."

### **Weeks Nine and Ten**

18. Take the Active and Passive Voice Quiz, "GR Q5 ActPass," in Assessments.
19. Write the introduction for your essay and submit it in Assignments, A7: Introduction for Definition Assignment.
20. Submit your annotated bibliography in Assignments, "WR A8: Works Cited Page."

### **Weeks Eleven and Twelve**

21. Take the Fragments Quiz "QR Q6 Frags."
22. Submit your clustering in "DW B4: Clustering" in Blogs.
23. Submit your formal outline in the posting called "DW B3 Outline" in Blogs.
24. Write either a general definition paragraph or a characteristic/symptom paragraph for your Definition Essay and submit your paragraph in "WR A9: Writing a General Definition or Characteristic/Paragraph for the Definition Essay" in Assignments.

### **Weeks Thirteen and Fourteen**

25. Submit Definition Essay #2 in WR Submitting Essay #2."
26. Begin revising and editing Essay #1 or Essay #2.
27. Take the Final Grammar Examination in Assessments called "GR Test Final 2019."

### **Weeks Fifteen and Sixteen**

28. **Submit the Final Portfolio during the last day of class. No late portfolios accepted.**