

English 1110: 504 (CRN: 66310)  
**Composition I**  
Fall 2022 (Hybrid)  
Assoc. Professor Justin Bendell  
Tuesdays 1:30p-2:45p  
Room: SCC 200\*

Email: [jbendell@unm.edu](mailto:jbendell@unm.edu)  
Phone: 505-925-8623  
Office: A142 E  
Office Hours  
<https://unm.zoom.us/j/96443194689>  
Mon: 11-12 (online only);  
Tues: 12-1 (office or online), or by appt.

## Welcome to English 1110 (Composition I)!

I look forward to working with you this semester as we learn how to use the English language with research and writing to develop arguments and seek deeper understanding of topics that you choose to write about. You will become a writer and a thinker.

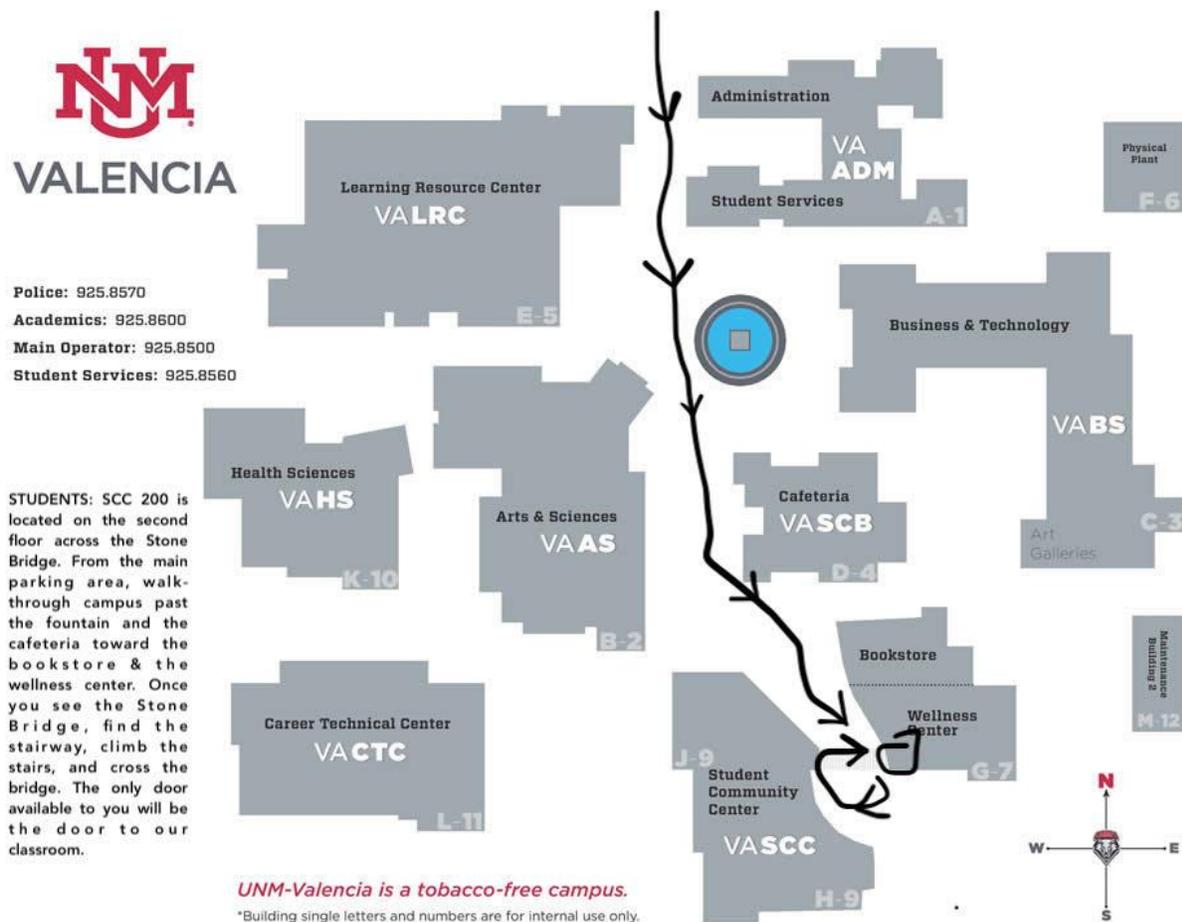
Course description: Students will read, write, and think about a variety of issues and texts. They will develop reading and writing skills that will help with the writing required in their fields of study and other personal and professional contexts. Students will learn to analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading and writing. They will also gain an understanding of how writing and other modes of communication work together for rhetorical purposes. Students will learn to analyze the rhetorical context of any writing task and compose with purpose, audience, and genre in mind. Students will reflect on their own writing processes, learn to workshop drafts with other writers, and practice techniques for writing, revising, and editing. The assignment syllabus is a tentative schedule. Any changes will be announced and/or posted on the Blackboard Learn calendar.

- Readings and assignments are due every week on either Friday or Tuesday at 11:59 pm.
- Students who do not log in by the end of week two will be dropped.
- Don't hesitate to contact me with any questions or concerns.

**Instructor Biography:** My name is Justin Bendell. I am an Associate Professor of English and Chair of Humanities at UNM-Valencia. I grew up in northern Illinois & moved to the Southwest in 2003. I earned an MFA in Creative Writing from Florida International University, an MA from Northern Arizona University, and a BS from the University of Wisconsin-Madison. A practicing writer, my stories and poems have been published in *Meridian*, *3:AM Magazine*, *Harper's Ferry Review*, *Washington Square Review*, *Thuglit*, and elsewhere. I like camping, spicy food, crime fiction, spaghetti westerns, liberationist politics, & loud, fast music. I live in Albuquerque with my partner and Lucy the Rabbit.

## Where is SCC 200?

This classroom is tricky to find. See the map (*below*). SCC 200 is located on the second floor across the Stone Bridge. From the main parking area, walk through campus past the fountain and the cafeteria toward the bookstore & the wellness center. Once you see the Stone Bridge, find the stairway, climb the stairs and cross the bridge. The only door available to you will be the door to our classroom.



## Grading

*Labor-based Grading:* I am a practitioner of labor-based grading. I believe that if students do the work, they should receive credit. Thus, we will negotiate a labor-based grading contract at the start of the semester.

“A labor-based grading contract is essentially a set of social agreements with the entire class about how final course grades will be determined for everyone. These agreements are articulated in a contract, a document, that is negotiated at the beginning of the term or semester, then reexamined at midpoint to make sure it is still fair enough for everyone” (Inoue 130).

2 First Drafts:	100 pts
3 Essays:	400 pts
Class Attendance:	50 pts

Reading/Writing Responses	150 pts
Reflective Journal	100 pts
Major Essay Reflection & Revision:	200 pts
<b>Total Possible Points</b>	<b>1000 pts</b>
<i>Possible Extra Credit:</i>	<i>50 pts</i>

## Units

### **Unit 1: Why Write? — Weeks 1-2**

- Week 1: Introduction
- Week 2: Media Literacy

### **Unit 2: Who are you? — Weeks 3-5**

- Week 3: Memoir/Reflection
- Week 4: Personal Narrative

### **Unit 3: How to Identify Bullshit — Weeks 5-9**

- Week 5: Research 101 with the Librarian
- Week 6: The Art of Persuasion
- Week 7: Idea Exchange/Thesis
- Week 8: Outline/First Draft/Introduction & Conclusions
- Week 9: Second Draft

### **Unit 4: Arguments & Narrative Craft — Weeks 9-12**

- Week 10: Creative Nonfiction
- Week 11: Idea Exchange
- Week 12: Outline/First Draft
- Week 13: Second Draft

### **Unit 5: Revision — Weeks 13-16**

- Week 14: MLA & Citations
- Week 15: Portfolio Revision
- Week 16: Portfolio Revision

## Course Calendar

### **Week 1: Introduction**

#### Overview

(1) Come to class: On the first Tuesday, we will meet in the classroom for the first time. We will introduce ourselves. We will help each other to understand why we are here and what we might gain from a class that focuses on the importance of writing and thinking clearly.

(2) Familiarize yourself with Canvas: Canvas is our homebase on the Internet. This is where your assignments are accessed and where you upload your writing assignments.

(3) Do Thursday activities from home: Because this is a hybrid class, we do not come to class on Thursday. Instead, there are assignments for you on Canvas. Every Thursday there will be a reading/watching assignment, a discussion thread, and a grammar activity.

#### Assignments Due Tuesday Night

- **Read** "Why I Write" by Elie Wiesel
- Complete Discussion Post 1
- Reading/Writing Response 1

### **Week 2: Media Literacy**

#### Overview

(1) Come to class: This week, we will discuss media literacy. How do we know what we know? How can we trust the media sources we use? What tools are out there to help us detect bullshit and to identify truth? What's the difference between legitimate journalism and fake news? We are going to discuss these questions and more this week. This will help set us up to be more nuanced and thoughtful researchers. This will also help us to articulate persuasive, compelling, and trustworthy arguments.

(2) Do Thursday activities from home: Because this is a hybrid class, we do not come to class on Thursday. Instead, there are assignments for you on Canvas. Every Thursday there will be a reading/watching assignment, a discussion thread, and a grammar activity.

#### Assignments Due Tuesday Night

- **Watch** Adiche's TED talk
- Complete Discussion Post 2
- Reading/Writing Response 2

## **Week 3: Memoir/Reflection**

### Overview

(1) Come to class: This week, we talk about memoir. We talk about reflection. Why is the "I" important in writing. Who are we as writers and as human beings? What do we want to get out of our writing life? What is it we love and what is it we want to fight for in our lives? How do we talk about ourselves in a way that is inviting, thoughtful, and engaging? How do we say what we mean and mean what we say? These are the topics discussion for this week.

(2) Do Thursday activities from home: Because this is a hybrid class, we do not come to class on Thursday. Instead, there are assignments for you on Canvas. Every Thursday there will be a reading/watching assignment, a discussion thread, and a grammar activity.

### Assignments Due Tuesday Night

- Read this week's article (See Canvas)
- Complete Discussion Post 3
- Reading/Writing Response 1

## **Week 4: Personal Narrative**

### Overview

(1) Come to class: This week, you are tasked with completing a first draft of your personal narrative. This narrative may talk about your relationship with writing and reading, or your relationship with education in general. If you don't wanna talk about your past relationship with education, you might write about what you want out of education. What is it you aspire to be? What is it you hope to accomplish? This first draft will be due at the end of this week. It does not have to be a perfect draft. Given the nature of writing as a process, we will return do it during our revision unit later in the semester.

(2) Do Thursday activities from home: Because this is a hybrid class, we do not come to class on Thursday. Instead, there are assignments for you on Canvas. Every Thursday there will be a reading/watching assignment, a discussion thread, and a grammar activity.

### Assignments Due Tuesday Night

- Read this week's article (See Canvas)
- Complete Discussion Post 4
- Submit first draft of your Personal Narrative (100 pts)

## **Week 5: Research 101 with the Librarian**

### Overview

(1) Come to class: This week, we have a visitor! Librarian Kat Gullahorn will come to our class and share with us her insights on how to use the library tools to research like an expert. You will learn hacks and tricks that most people don't know. This is more than Google 101. This is how to use the deep web and gain access to materials that are inaccessible the general public. You will walk away from this class feeling more confident in your ability to research using library database, and to find credible sources that make your arguments convincing.

(2) Do Thursday activities from home: Because this is a hybrid class, we do not come to class on Thursday. Instead, there are assignments for you on Canvas. Every Thursday there will be a reading/watching assignment, a discussion thread, and a grammar activity.

### Assignments Due Tuesday Night

- Read this week's article (See Canvas)
- Complete Discussion Post 5
- Reading/Writing Response 5

## **Week 6: The Art of Persuasion**

### Overview

(1) Come to class: This week, we will talk about the art of persuasion. How do we make strong arguments? How do we convince people that what we say has value? How do we identify bullshit? What are the rhetorical appeals? What does the Greek philosopher Aristotle have to say about effective argumentation? How do we use the tools of persuasion to determine whether someone's argument is effective? These are some of the topics we will discuss this week.

(2) Do Thursday activities from home: Because this is a hybrid class, we do not come to class on Thursday. Instead, there are assignments for you on Canvas. Every Thursday there will be a reading/watching assignment, a discussion thread, and a grammar activity.

### Assignments Due Tuesday Night

- Read this week's article (See Canvas)
- Complete Discussion Post 6
- Reading/Writing Response 6

## **Week 7: Idea Exchange/Thesis**

### Overview

(1) Come to class: This week, we generate ideas for our rhetorical analysis essay. We will come in and share some ideas with each other. We will discuss in small groups the various ways we might tackle this project. We will experiment as a class on how to effectively compose rhetorical analyses using a variety of examples. You will walk away from this class feeling energized and capable of putting together a strong outline or first draft the following week.

(2) Do Thursday activities from home: Because this is a hybrid class, we do not come to class on Thursday. Instead, there are assignments for you on Canvas. Every Thursday there will be a reading/watching assignment, a discussion thread, and a grammar activity.

### Assignments Due Tuesday Night

- Read "Letter from Birmingham Jail" by Dr. Martin Luther King, Jr.
- Complete Discussion Post 7
- Reading/Writing Response 7

## **Week 8: Outline/First Draft/Introduction & Conclusions**

### Overview

(1) Come to class: This week, we will build our outlines and first drafts. We will discuss Dr. Martin Luther King Jr. His essay, "Letter from Birmingham jail" is a classic example of highly effective rhetoric. We will talk about the importance of identifying our audience and the purpose of the thing we're writing. To know both our audience and our purpose are big keys to writing effective rhetoric. We will also begin our conversation on how to create effective, seductive introductions and conclusions.

(2) Do Thursday activities from home: Because this is a hybrid class, we do not come to class on Thursday. Instead, there are assignments for you on Canvas. Every Thursday there will be a reading/watching assignment, a discussion thread, and a grammar activity.

### Assignments Due Tuesday Night

- Read this week's article (See Canvas)
- Complete Discussion Post 6
- Submit first draft (50 points)

## Week 9: Second Draft

### Overview

(1) Come to class: This week, you are tasked with completing the second draft of your rhetorical analysis. You will reread the assignment sheet to make sure you are checking all the necessary boxes. In class we will discuss the nuances of completing a second draft. Is your thesis clear? Is your argument consistent? Do you discuss pathos, ethos, and logos? Are you aware of the audience and purpose of the piece of writing you are analyzing? What is your final verdict? We will be trading our papers with our peers to get support. You will review the comments I've left in your first draft. The more eyes you can have on your writing, the more likely you're writing is going to stand up to scrutiny. We will return to this essay during our revision unit later in the semester.

(2) Do Thursday activities from home: Because this is a hybrid class, we do not come to class on Thursday. Instead, there are assignments for you on Canvas. Every Thursday there will be a reading/watching assignment, a discussion thread, and a grammar activity.

#### Assignments Due Tuesday Night

- Read this week's article (See Canvas)
- Complete Discussion Post 9
- Submit second draft (150 points)

## Week 10: Narrative (Creative) Nonfiction

### Overview

(1) Come to class: We will talk about the craft of creative nonfiction. How do we take the tools of story craft and apply it to argument? Aren't these two types of writings incompatible? I will argue that they are not. I will argue that they are in fact quite compatible. Writing is about persuasion, as we've learned in the rhetorical analysis unit. One of the best ways to persuade a reader is to lure them into the world of your writing. If you can create a piece of writing that helps your readers to see the world through your eyes, they might begin to understand your point of view. Story writers seek the same response from their readers. Story writers create worlds, characters, settings, and plots that invite the reader into a world. Every story has a plot just as every argument has a thesis. All stories can be arguments. All arguments can be stories. We will discuss this week about ways to fuse the craft of story writing to the craft of effective argument making.

(2) Do Thursday activities from home: Because this is a hybrid class, we do not come to class on Thursday. Instead, there are assignments for you on Canvas. Every Thursday there will be a reading/watching assignment, a discussion thread, and a grammar activity.

#### Assignments Due Tuesday Night

- Read this week's article (See Canvas)
- Complete Discussion Post 10
- Reading/Writing Response 10

## **Week 11: Idea Exchange**

### Overview

(1) Come to class: This week, we will settle in on our ideas for our creative nonfiction projects. You will come to class with some ideas in mind, and we will pare these ideas down in small groups. We will put the ideas to the test. The best idea is one that you are passionate about. If you don't have an interest in your topic, it will show in your writing. So what really grinds your gears? What really inspires you in some way? This will be the topic that you want to dive in the water with. You will walk out of the class feeling more confident about the direction of your creative nonfiction project. We will begin the drafting process next week.

(2) Do Thursday activities from home: Because this is a hybrid class, we do not come to class on Thursday. Instead, there are assignments for you on Canvas. Every Thursday there will be a reading/watching assignment, a discussion thread, and a grammar activity.

### Assignments Due Tuesday Night

- Read this week's article (See Canvas)
- Complete Discussion Post 11
- Reading/Writing Response 11

## **Week 12: Outline/First Draft**

### Overview

(1) Come to class: This week, we will develop our outlines and first drafts of our creative nonfiction project. Which direction are you taking your project? Are you going to formulate an argument on behalf of a position? Or are you more interested in taking your project into a personal narrative direction. This is the week we will find out.

(2) Do Thursday activities from home: Because this is a hybrid class, we do not come to class on Thursday. Instead, there are assignments for you on Canvas. Every Thursday there will be a reading/watching assignment, a discussion thread, and a grammar activity.

### Assignments Due Tuesday Night

- Read this week's article (See Canvas)
- Complete Discussion Post 12
- Submit first draft (50 points)

## Week 13: Second Draft

### Overview

(1) Come to class: This week, we will spend time discussing the feedback we received on our first drafts. Our intent is to turn what we have into a second draft. We are going to peer review our work this week. We are going to help each other out. At the end of this week you should feel confident that you are on the path to writing the best possible creative nonfiction essay that you can at this time.

(2) Do Thursday activities from home: Because this is a hybrid class, we do not come to class on Thursday. Instead, there are assignments for you on Canvas. Every Thursday there will be a reading/watching assignment, a discussion thread, and a grammar activity.

### Assignments Due Tuesday Night

- Read this week's article (See Canvas)
- Complete Discussion Post 13
- Submit second draft (150 points)

## Week 14: MLA & Citations

### Overview

(1) Come to class: This week, we will spend time talking about MLA style formatting and how to correctly incorporate citations into our writing. We will also learn how to build a work cited page. This can be boring stuff, but it's very important stuff to know. If you want to demonstrate credibility and trustworthiness, you need to know how to cite sources effectively. By citing your sources effectively, it shows that you respect the writers that came before you and that you recognize when you are borrowing the ideas of others. Those who cite poorly say to the world, "I don't care where these ideas came from. I'm gonna present them as if they are my own." Obviously, this looks a little sketchy, so it's best to learn how to avoid falling into this trap.

(2) Do Thursday activities from home: Because this is a hybrid class, we do not come to class on Thursday. Instead, there are assignments for you on Canvas. Every Thursday there will be a reading/watching assignment, a discussion thread, and a grammar activity.

### Assignments Due Tuesday Night

- Read this week's article (See Canvas)
- Complete Discussion Post 14
- Reading/Writing Response 14

## **Week 15: Revision 101**

### Overview

(1) Come to class: This week, we will talk about the revision process. You've heard me stress the importance of revision in the past, and I'm going to do it again. We have two weeks left in the semester to double down on making our drafts exactly what we wanted them to be. We are going to not only edit our writing but take a step back and re-envision what our writing might become. Some students have entirely rewritten their essays. You don't have to go to such extremes, but this process shouldn't be easy. You should come out on the other side of the revision process having felt that you've gone to war on behalf of your piece of writing. You should walk away from the revision process feeling proud of your ability to get your work closer to what you imagined it being.

(2) Do Thursday activities from home: Because this is a hybrid class, we do not come to class on Thursday. Instead, there are assignments for you on Canvas. Every Thursday there will be a reading/watching assignment, a discussion thread, and a grammar activity.

#### Assignments Due Tuesday Night

- Read this week's article (See Canvas)
- Complete Discussion Post 15
- Reading/Writing Response 15

## **Week 16: Portfolio Revision**

### Overview

(1) Come to class: This week, you are tasked with completing a first draft of your personal narrative. This narrative may talk about your relationship with writing and reading, or your relationship with education in general. If you don't wanna talk about your past relationship with education, you might write about what you want out of education. What is it you aspire to be? What is it you hope to accomplish? This first draft will be due at the end of this week. It does not have to be a perfect draft. Given the nature of writing as a process, we will return do it during our revision unit later in the semester.

(2) Do Thursday activities from home: Because this is a hybrid class, we do not come to class on Thursday. Instead, there are assignments for you on Canvas. Every Thursday there will be a reading/watching assignment, a discussion thread, and a grammar activity.

#### Assignments Due Tuesday Night

- Read this week's article (See Canvas)
- Complete Discussion Post 16
- Submit final portfolio (200 points)

**Important Dates:**

Monday, Aug. 22	First day of classes
Friday, Sept. 2	Last day to Add or Change Sections
Friday, Sept. 9	Last Day to Drop with 100% refund
Mon.-Fri. Oct. 13-14	Fall Break – no classes
Friday, November 11	Last Day to Withdraw w/o approval of Student Services
Thurs.-Fri. Nov 24-25	Thanksgiving -- no classes
Friday, December 9	Last Day to Withdraw with approval of Student Services
Friday, December 9	Last Day of Instruction (before finals)

**Navigating this Course**

Because this class is hybrid, meaning it is half-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 a hybrid 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. It is located on the Canvas home page for English 1110. Refer to the syllabus throughout the semester when you have questions. Feel free to stop by my office hours for personal attention regarding essay requirements, for e-mail for an appointment if the hours do not fit into your schedule.
- Become familiar with Canvas 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.
- Communicate with the professor, get help during office hours, and participate in Tuesday class discussions on a weekly basis.
- Create a routine—here is a suggested routine to help you get started.
  1. Log on! Lessons open on Tuesday morning and close Monday night at 11:59 pm. On Tuesday, 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. Attend Tuesday class sessions 1:30-2:45 p in SCC 200. We will discuss the week's major topics and work together to understand the material.

3. 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.
4. Log on periodically throughout the week to check course e-mails and review new threaded discussions or blog responses. Watch for new announcements.
5. Importantly, give yourself ample time to submit work before the deadline. You can submit work right at 11:59 pm Mountain Time, but this practice is risky. For example, computer failures, corrupted discs, and Canvas outages are not always an excuse for work not completed (UNM V policy). Plan for problems like these because meeting deadlines will help you successfully complete the course.

**SLOs:** Throughout the semester in English 1110, you will progress toward the following student learning outcomes:

1. Analyze communication through reading and writing skills.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Express a primary purpose and organize supporting points logically.
4. Use and document research evidence appropriate for college-level writing.
5. Employ academic writing styles appropriate for different genres and audiences.
6. Identify and correct grammatical and mechanical errors in their writing.
7. Develop strategies for identifying fake or misleading media.

**Instructor Information:** My office hours are Mon: 11-12 (online); Tues: 12-1 (in my office); or by appt. My office is in the Academic Building (A 142 E). My office hours Zoom link is <https://unm.zoom.us/j/96443194689>. Email me anytime. I usually answer emails quickly, but give me 12-24 hours to respond, Monday through Friday. I may respond to weekend emails, but sometimes I am out of town and will not be able to respond until Monday morning.

**UNM requires COVID-19 vaccination and a booster for all students, faculty, and staff, or an approved exemption** (see: [UNM Administrative Mandate on Required Vaccinations](#))

Proof of vaccination and booster, or a [medical, religious, or online remote exemption](#), must be uploaded to the [UNM vaccination verification site](#). Failure to provide this proof may result in a registration hold and/or disenrollment for students and disciplinary action for UNM employees.

### **Booster Requirement**

Individuals who received their second dose of a Pfizer or Moderna vaccine on or before June 15, 2021, or their single dose of a Johnson & Johnson vaccine on or before October 15, 2021, *must provide documentation of receipt of a booster dose no later than January 17, 2022.*

Individuals who received their second dose of a Pfizer or Moderna vaccine after June 15, 2021 or who received their single dose of Johnson & Johnson after November 15, 2021 *must provide documentation of receipt of a booster within four weeks of eligibility*, according to the criteria provided by the FDA (6 months after completing an initial two-dose Moderna vaccine, 5 months after completing the Pfizer sequence, and 2 months after receiving a one-dose Johnson and Johnson vaccine).

*International students:* Consult with the [Global Education Office](#). *Exemptions:* Individuals who cannot yet obtain a booster due to illness should request a [medical, religious, or online remote exemption](#) (which may have an end date) and upload this to the [vaccination verification site](#).

Medical and religious exemptions validated in Fall 2021 (see your email confirmation) are also valid for Spring 2022 *unless an end date was specified in the granting of a limited medical exemption*. Students must apply for a remote online exemption every semester.

### **COVID-19 Symptoms and Positive Test Results**

Please do not come to a UNM campus if you are experiencing symptoms of illness or have received a positive COVID-19 test (even if you have no symptoms). Contact your instructors and let them know that you should not come to class due to symptoms or diagnosis. Students who need support addressing a health or personal event or crisis can find it at the [Lobo Respect Advocacy Center](#).

**UNM Administrative Mandate on Required Vaccinations:** All students, staff, and instructors are required by [UNM Administrative Mandate on Required Vaccinations](#) to be fully vaccinated for COVID-19 as soon as possible, but no later than September 30, 2021, and must provide proof of vaccination or of a UNM validated limited exemption or exemption no later than September 30, 2021 to the [UNM vaccination verification site](#). Students seeking medical exemption from the vaccination policy must submit a request to the [UNM verification site](#) for review by the UNM [Accessibility Resource Center](#). Students seeking religious exemption from the vaccination policy must submit a request for reasonable accommodation to the [UNM verification site](#) for review by the [Compliance, Ethics, and Equal Opportunity Office](#). For further information on the requirement and on limited exemptions and exemptions, see the [UNM Administrative Mandate on Required Vaccinations](#).

**Communication on change in modality:** The university may direct classes move to remote delivery at any time to preserve the health and safety of the students, instructor and community. Please check your email and your UNM Learn site regularly for updates about our class, and please check <https://bringbackthepack.unm.edu> regularly for general UNM updates about COVID-19 and the health of our community.

**Masks:** There is no mask mandate, but if you would like to wear a mask in class, please do so. I will be wearing a mask on some days, and other days I may not. Though it may not feel like it, the pandemic is on-going. We're not out of the woods yet.

**Tutoring:** Free tutoring is available at the Writing Lab. Tutoring sessions are scheduled weekly for all English classes. Students may receive up to 50 points (5 points each session) for attending tutoring sessions at the Writing Labs. <http://www.unm.edu/~tutor/> (505) 925-8907.

### **Required Materials**

- UNM email address and access to UNM Canvas
- Access to Internet and Microsoft Office (available on UNM-V 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 two weeks will likely 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, this must do done 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 should include a salutation. For example, "Dear Mr. Bendell" or "Hello Professor Bendell" or "Hi Justin" are appropriate salutations. Part of "composition" is learning how to know when to use formal vs. informal vs. casual language.
- 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; 89-80% = B; 79-73%= C; 69-60% = D; and below = F.

You need a "C" (73% or 730 points) to pass this course.

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

**Essays** You are required to submit several 2-4-page essays (not including the Works Cited page) plus one major essay revision in your Final Portfolio. 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 generally do not accept essays more than a week past the assigned due date. If you run into issues with your assignments, the best thing you can do for yourself is to communicate with me. I'm a good listener and I will do what I can to find a just & equitable solution.

**Participation:** Participation means actively participating in your education; if you do not attend Tuesday classes, log on to Learn, complete assignments, or engage in discussions on a regular basis, I will most likely drop you from the course.

### **Major Essay Reflection & Revision**

- The Major Essay Reflection & Revision is worth 20% of your final grade.

**Please Note:** You need a "C" (at least 73%) to pass the course.

**Citizenship and/or Immigration Status:** All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>

**Student Privacy** Student privacy is strongly protected by professors at UNM-V. 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.

**Tutors:** Tutors are available at The Learning Center to help you navigate Canvas. Call for an appointment: 925-8907

