

And, returning to the theme of human empathy, Roy, a ~~hostile~~ obviously ~~oblivious~~ allusion to Jesus, never ~~wants~~ ~~is this necessary?~~ Deckard despite having the opportunity to let him die. So, if humans are the ones with empathy, ~~empathy is a trait unique to humans~~ Roy is indeed more human than the humans. In Oryx and Crake, the Crakers exhibit a similar trait, in that they are designed to live harmoniously and display universal empathy, both what we ideally desire as humans, yet frequently better. **HOW? Expand**

Thus, it is arguable that the replicants and Crakers are more authentic than the humans, in that they have developed human emotions and behaviours. But, replicants see a more complicated situation, as they have been designed to live only four years in order to not develop ~~emotional, emotional~~ ~~emotions~~. The lack of experiences the replicants will have after four years should keep them from gaining emotional attachment, but in the case of Rachael, who has been given an entire lifetime's worth of memories, she is convinced she is a human since all her memories are of her being a human, even if they are not her own. Therefore, she denies that she is a replicant, and ~~she can only imagine the~~



University of New Mexico-Valencia Campus English 110-504: Accelerated Composition

Policy Syllabus

Spring 2019
English 110-504 CRN 40396
Accelerated Composition
MW 1:30-2:45
Classroom: HS 103

Dr. Juliette Cunico
Office Location: Academic Bldg.
Phone: (505) 925-8500
E-mail: juliette@unm.edu
Office Hours: MW 10:45-12:00
and by appointment

Course Description

Welcome to English 110: Accelerated Composition! To succeed in college and beyond, students need to become agile writers who can adapt their writing to a wide variety of audiences, contexts, purposes, media, and technologies. In the world at large, students will need to analyze new situations and respond to them with appropriate and effective written communication. This course helps teach students how to communicate for a variety of audiences. Instead of teaching one right way of writing, the course makes students flexible writers who can transfer what they've learned in English 110 to new contexts and new genres. A variety of modes may be utilized within this course, including: Academic Essays, Blog Posts, Book Reviews, Annotated Bibliographies, PowerPoint Presentations, Videos, Podcasts, Websites and more.

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.

Student Learning Outcomes

Throughout the semester in English 110, students will progress toward the following student learning outcomes:

Rhetorical Situation and Genre

A. Analyze, compose, and reflect on arguments in a variety of genres, considering the strategies, claims, evidence, and various mediums and technologies that are appropriate to the rhetorical situation

Writing as a Social Act

B. Describe the social nature of composing, particularly the role of discourse communities at the local, national, and international level

Writing as a Process

C. Use multiple approaches for planning, researching, prewriting, composing, assessing, revising, editing, proofreading, collaborating, and incorporating feedback to make your compositions stronger in various mediums and using multiple technologies

Grammar and Usage

D. Improve your fluency in the dialect of Standard Written American English at the level of the sentence, paragraph, and document.

E. Demonstrate competency in: sentence fragments, run-on sentences, and comma splice errors; parallel structure; parts of speech; verb tense shifts; pronoun errors; punctuation/apostrophes; and subject-verb agreement.

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

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

Library Contact Information

The UNM Valencia Campus library is an excellent resource for articles and books. Go to <http://valencia.unm.edu/library/> to search remotely (from home). Call (505) 925-8990 to ask for passwords available to UNM students. LeAnn Weller, the campus public service librarian, is always available to help students with research issues. She is also a Course Builder resource for our class.

Instructor Information

I am available to meet during regular office hours. (See office hours above.) If you cannot meet during these times, let me know and we can schedule an appointment. You can also reach me by Learn Course Messages, e-mail at juliette@unm.edu or, in case of emergency, call 505-268-0585 and leave a message. Please allow 2-8 hours for a response.

Biography: I've taught undergraduate and graduate English and writing courses and Honors College classes for 20 years, including New Mexico Folklore, Visions of the Afterlife, Developmental English, Composition, Medieval Tales of Wonder, Medieval and Renaissance Literature, World Literature, Shakespeare, Drama, and Technical Writing. I've held academic appointments at Bradley University where I was the English Department's Shakespeare Specialist, at the University of New Mexico Main Campus, at UNM's Upper Division and Graduate Programs, Santa Fe, NM, and at Santa Fe Community College. I have been awarded several grants, including a Fulbright Study Grant for the study of Icelandic Literature and Culture (in Iceland), a grant for study of the NM Matachines Dance Drama, and a sabbatical in England both to study voice and dialogue coaching techniques used by the Royal Shakespeare Company and to conduct research for my doctoral (Renaissance / Renaissance Drama / Shakespeare and Medieval Literature) dissertation "Audience Attitudes Toward Suicide in Shakespeare's Tragedies."

Before returning to school to complete my Ph.D., I was a Speech-Language Pathologist and the voice and dialogue coach, actor, and Associate Director for a semi-professional theatre company.

I grew up listening to my grandmother's stories of the Loup Garou (werewolf) reading everything I could get my hands on (including *Tales from the Crypt* late at night in my bedroom because while my parents thought *Batman*, *Superman*, *Wonder Woman*, *Captain Marvel*, *Flash Gordon*, and *Captain America* were ok, the *Tales* were not), camping and fishing with my dad, and watching sci-fi, fantasy, monster, and horror movies. I'm a lifelong New Mexican.

I'm a huge Godzilla fan, love live theatre, New Mexico folklore, *Dr. Who*, fly fishing, ice hockey, green chile, and comics and graphic novels.

I have two children, two grandchildren, and two cats.

Above all else, in Geoffrey Chaucer's Clerk's words, I wish "to gladly learn and gladly teach."

Required Texts and Materials

Kirschner, Laurie G. and Stephen R. Mandell. *Practical Argument*. Short 2nd Edition, Boston, Bedford / St. Martin's, 2015. (ISBN-13: 978-1457683886; ISBN-10: 1457683881)

Access to Internet, Blackboard Learn, and Microsoft Office (available on UNM-VC computers). UNM e-mail address.

Flash Drive.

Folder with pockets, pen / pencil, and spiral notebook for note-taking.

Basic Course Policies

In-class writing assignments cannot be made up if a student is absent. Students are expected to arrive to class early and be prepared to work when class begins. Open your notebook, have your pen ready, and be prepared to take notes when class begins. When you first arrive, make sure your computer is on and that you are logged in to begin work in Microsoft Word/Blackboard Learn. Because we use the computers every day, having your NetID and password is mandatory for success in the course.

No talking is allowed during lectures.

No cellphone use is allowed in class. There is a zero-tolerance policy for any of these actions. Students who do not comply will be asked to leave without warning and will receive a zero for the day's activities.

Attendance Policy

Attendance will be taken at the beginning of class. Students will sign in when they enter the classroom.

Missing class is not an excuse for being unprepared. If you are absent, it is your responsibility to keep up with the reading, get class notes from a fellow student, and /or see me during office hours if you have questions about the material. Students who miss the first week of classes will be dropped. Students who miss more than 4 classes will be dropped. Arriving 10 minutes after class starts counts 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.

Late Assignments: I will not accept late assignments unless a) you have contacted me in advance of the due date, and b) in my opinion, good and sufficient reason exists for so doing. If you know that you will not be able to submit an assignment by the due date and time, let me know in advance; otherwise, it will not be accepted. If an emergency prevents you from completing an assignment, please contact me right away, so that we can make arrangements. Missed in-class work cannot be made up.

Plagiarism

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own, or submitting **your own work completed for another class**. Any form of plagiarism is unacceptable and the paper in question will receive a grade of zero. 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 outside sources without proper documentation. Plagiarism may also result in failure of the entire course or disciplinary action by the University. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

The departmental policy on cheating is as follows: If a paper is intentionally plagiarized, all or in part, the student will receive a "0" for that assignment and may be reported to the

Chair of the English Department. Plagiarism is an offense that meets with dire consequences; simply put, it is theft.

More on Plagiarism

Academic Honesty and Integrity: “Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters”—this statement, which you will find in the UNM Catalog and Pathfinder, establishes the expectations for the University, the College, the English Department, and this class. This means that you are expected to write your own papers, and to provide full and accurate citations when you use others’ specific language (words, phrases, sentences) visuals, or ideas.

1. A student **must not** adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
2. A student **must** give credit to the originality of others and **acknowledge** indebtedness whenever:
 - a. Directly quoting another person's actual words, whether oral or written;
 - b. Using another person's ideas, opinions, or theories;
 - c. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 - d. Borrowing facts, statistics, or illustrative material; or
 - e. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

(modified from *Code of Student Rights, Responsibilities, and Conduct*, [Part II, Student Responsibilities, Academic Misconduct](#), By action of the University Faculty Council (April 12, 2005) and the Trustees of Indiana University (June 24, 2005).)

This is not to say that students cannot use other sources; they should! Sources provide support for ideas. When using **any** sources, however, students **must** cite them properly. Students should also consult with the instructor and use the sources listed below to discover how to avoid plagiarism.

To learn how to avoid plagiarism, students can speak to me, consult a tutor, or refer to

Plagiarism tutorials: You Quote It; You Note It (Acadia University):

<http://library.acadiau.ca/tutorials/plagiarism/>

<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/whatisplagiarism.html>

For more about plagiarism, check out The Owl at Purdue

https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/is_it_plagiarism.html

https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/index.html

https://owl.purdue.edu/owl/purdue_owl.html

Also look in our *Practical Argument* textbook.

Consequences: I check each paper for plagiarized material. Any paper which is intentionally plagiarized, either whole or in part, will receive an automatic grade of 0.

Students will NOT be allowed to redo the assignment. Plagiarism in this course will result in one or more of the following: failure of the assignment, failure of the course, or disciplinary action by the University.

Classroom Behavior

While I do not expect problems when working with adult learners, these policies ensure a safe and productive classroom environment.

The English Department affirms its commitment to the joint responsibility of instructors and students to foster and maintain a positive learning environment. **UNM students and instructors are bound by the terms of the Student Code of Conduct, which is published in the UNM Pathfinder:** <https://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>. All communication with me and with your classmates (by Course Messages, email, Discussion Board, or Learn comments features) must be in compliance with the Respectful Campus Policy: <http://policy.unm.edu/university-policies/2000/2240.html>.

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. Constant complaining in class may result in the student being asked to leave for the day's lesson; continued complaining after the first warning may result in the student being dropped from the course.
- 4) Students should not yell or curse at other students or at the teacher. 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. The offending student will be asked to leave for the day and may be dropped from the course. Security will be called. 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. Security will be called.
- 8) If you ever feel unsafe on campus, please call security at (505) 925-8570.
- 9) No food or drink is allowed in class.

Positive Learning Environment

UNM affirms its commitment to the shared responsibility of instructors and students to foster and maintain a positive learning environment online and face-to face. This commitment has consequences for a range of academic and interpersonal dynamics. Many of our readings address political ideologies, religious beliefs, and other “hot-button issues.” Some tend to be controversial and elicit strong emotions. It is therefore critical that in our discussions, we remain sensitive to one another’s viewpoints and feelings. If we respect each other’s ideas and opinions,

we can maintain open dialogue and even engage in heated debate. The benefit of such open dialogue is that it helps us to understand what these texts tell us about not only their original audiences but also ourselves.

Racism, classism, sexism, homophobia/heterosexism, ableism, ageism, or any other discriminatory attitude will not be tolerated in this class.



I support undocumented students.



SafeZone

Please feel free to share any concerns you might have.

Title IX Statement

In an effort 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>

Computer and Technology Policies

Students must arrive at the scheduled class time with materials and a flash drive in hand. Save your work often and have a back-up file to avoid losing your work. Using computers during class time for entertainment, social networking, or personal e-mailing is strictly forbidden. Students who violate this policy will be asked to leave and counted absent for the day. The same rule applies for cell phones. Cell phones must remain off and stored away from work areas. No texting or phone calls are allowed. Be prepared to dedicate this hour and fifteen minutes exclusively to English.

Many of the materials for this course will be found on **the Learn classroom management system**. You can access it at <https://learn.unm.edu/>. You will complete a tutorial on how to use this site. The syllabus, writing assignments, grading standards, assigned readings, quizzes, and discussion questions will be posted there. In addition, you will need to use Learn for submitting your homework and writing assignments.

E-Mail and Course Message Etiquette

In general, e-mails and course messages 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, “Topic for Essay 1” would be an appropriate subject heading for a question regarding the first essay. E-mails should also include a salutation. For example, “Dear Professor Cunico” would be an appropriate salutation for an electronic message. Be sure to sign your first

and last name and proofread your e-mail for grammatical errors. Please avoid text-speak. Learning to write professional e-mails early on is a skill you need as you progress to higher academic levels and further career pursuits.

Equal Access

Pursuant to the Americans with Disabilities Act (ADA), students with documented special needs will be accommodated in this course. Students with disabilities should visit Accessibility Services to obtain an Equal Access form, which needs to be sent to the professor within the first two weeks of class. You must let me know should these needs exist, as I am not legally permitted to inquire about or accommodate any special needs without the proper authorization from UNM Valencia Campus Accessibility Services.

The contact information for the Student Services Office is (505) 925-8560 and <http://www.unm.edu/~vcadvise/equalaccess.htm>.

Academic Support

Free tutoring is available at the Learning Resources Center (L Building). Please call 925-8907 for an appointment. I am also available to help you with individual writing issues.

Writing Assignment Policy

Unless otherwise specified, all formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font. **Please see an example in the MLA Formatting Guidelines in the Writing Tips and MLA Format Content Area.**

Students will complete four (4) formal 3- to 5-page essays with academic quality research and an MLA Works Cited page written specifically for this class. Instructions and rubrics will be provided for each assignment. Students will write several drafts of each essay, will participate in the peer critiquing process, and will have the option of discussing these drafts with the instructor before submitting them for a grade. Each essay requires that credible sources be incorporated with in-text citations and a Works Cited entry. Students must complete ALL essay assignments. ALL sources must be cited; plagiarism, whether intentional or unintentional is not acceptable.

Length Requirements - Essays: First drafts must be at least 2 ½ pages plus a Works Cited page. There should be at least three quotes or paraphrases included in each essay.

Nota bene: Do not use Wikipedia as a source. It is a good place to go to for an overview and for references, but since anyone can edit it, it is not to be used as a reliable source itself.

Final drafts must be at least 750-1000 words each, or 3-4 pages plus a Works Cited.

Length Requirements – Short Writing Assignments: Length and format will vary.

Note: I will not grade papers that lack identifying information on the paper itself. They will be returned and must be re-submitted with the appropriate identifying information.

Assignment Submission - All writing assignments must be completed in Microsoft Word and submitted electronically via Learn unless otherwise noted. Do not submit assignments in any other word processor format (such as Microsoft Works, Pages, Word Online, or WordPerfect.

Revisions - You will revise some of your assignments. Sometimes I will ask individuals to do so; other times, students will have that option. **The revision grade always replaces the original.**

Revising includes work on organization, argument, analysis, development, and focus. **Editing** includes correcting grammatical and mechanical errors. Revisions must be submitted together with original documents including rough draft and any rubrics. Revisions must be attached to the first graded draft. Some revisions may be graded holistically.

The revision is due one week from the time of the graded original's return. Revisions must illustrate substantial work done on the papers, including both revising and editing and include the revision date.

Detailed descriptions and prompts for each paper will be available in the Writing Assignments folder.

- Each assignment **must follow** current MLA format unless otherwise indicated, both for parenthetical citations and the works cited page; address the questions asked, and not be plagiarized.
- **ALL sources must be cited in the text of the paper; plagiarism, whether intentional or unintentional can result in a failing grade.** See Plagiarism section.
- All items **MUST** include your name, the name of the assignment, and the date submitted in the upper-left-hand corner of the document itself. **Dates** must accurately reflect the date the assignment or revision was submitted. Assignments lacking that information will be returned and will not be graded until the information appears on the assignment.

Assessment: Writing assignments will be assessed using the following criteria:

- ◆ demonstrates critical reading,
- ◆ analysis and /or interpretation
- ◆ an ethical and correct integration of research,
- ◆ employs current (2016) MLA format throughout, including in-text citation and works cited pages
- ◆ shows an understanding of the conventions of writing
- ◆ addresses audience and purpose using effective strategies
- ◆ maintains focus and mature expression of ideas
- ◆ employs the conventions of Standard American English
- ◆ revisions demonstrate measurable improvement
- ◆ uses **Times New Roman 12-point font**, is double-spaced, and includes at least THREE quotations for support unless otherwise noted in the individual prompts
- ◆ paper has a title

Grade Determination

• 4 Major Essays: 100 points each	400 pts	(40%)
• Shorter Writing Assignments & Quizzes	200 pts	(20%)
• Grammar Exam	100 pts	(10%)
• Grammar Presentation	10 pts	(5%)
• Portfolio	300pts	(30%)

There are 1000 points possible in this course. Grades will be determined using a traditional

percentage system, with the appropriate plus or minus sign: 100-90% = A (1000-900 points); 89-80% = B (899-800 points); 79-73% = C (799-700 points); 69-60% = D (699-600); 0-59.9% = F (599) and below.

A passing grade in English 110 is “C” or higher; a grade of “C-minus” or lower is a failing grade

Points-to-Grade Conversion

A+ 99-100+%	B+ 86-89.9%	C+ 76-79.9%	D+ 66-69.9%	F 0-59.9%
A 93-98.9%	B 83-86.9%	C 73-76.9%	D 63.66.9%	
A- 90-92.9%	B- 80-82.9%	C- 70-72.9%	D- 60-62.9%	

PowerPoint Grammar Presentation

In groups, students will be responsible for presenting a grammar presentation on one of the following features of grammar and mechanics: 1) fragments, 2) comma splices/run-on sentences, 3) pronoun reference, 4) point of view, 5) capital letters and italics, 6) commas, 7) apostrophes, 8) pronouns, or 9) parallelism. Students should deliver a professional presentation to the class (no longer than 10 minutes) that defines their assigned term. Acceptable formats for the presentation include: digital presentations, blogs, collages, video or audio essays, comic strips, and storyboards. Presentations cannot be made up if a student is absent.

Participation

Participation is mandatory in this course. Participation means actively participating in your education, including class discussions, in-class writing workshops, and other exercises. Make sure to bring course materials and take notes during every class meeting. In the case of absence, in-class writing assignments cannot be made up.

Final Portfolio

A final portfolio of student work is required in this course. The portfolio includes a collection of essays and the professor will provide the guidelines to students ahead of time. Please keep a copy of all graded work and rubrics for this purpose. Part of the portfolio grade is based on revision abilities.. The instructor then determines student readiness for English 120 based on the portfolio. Students must receive a 73% or higher overall grade in the course in order to pass English 110. A final note about “Incompletes”—this grade is rarely given as it is reserved for students who have completed all of the coursework, but due to some unforeseen emergency, is unable to complete the Final Portfolio.

Extra Credit

Extra Credit is available. Completion of extra credit items will result in points added to your overall course grade. All required assignments must be completed, as Extra credit cannot be substituted for a missing assignment.

The following approved forms of extra credit work will count toward your grade:
Students may receive up to 4 points extra credit for attending tutoring sessions or Writing Labs (documentation required); 2 points for perfect or near-perfect attendance, and 2 points for participation in related campus events.

Student Privacy

Student privacy is strongly protected by professors at UNM-Valencia. In fact, a federal statute called 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. In sum, parents, relatives, or friends will not be allowed access to information about student performance. All other outside requests for information release must be sent to and approved by the UNMVC registrar: (505) 925-8580.

Technical Assistance and Conferences

If you have questions about computer-related issues, please call (505) 277-5757, M-F, 8:00 am-12:00 noon and M-F, 1:00 pm-5:00 pm. Computer technicians are available and happy to help you solve those difficult problems. For Blackboard Learn Assistance click on the tab entitled, "How to use Learn."

Conferences: I want you to succeed in this class. If you are having difficulty, please contact me right away--don't wait until you feel completely lost. Keep the lines of communication open. E-mail me; arrange a time to meet--whatever we need.

MOST IMPORTANT! This is your class. It is not a lecture course in which I tell you what's what (except in matters of grammar and punctuation ☺) and you feed it back. My purpose is to act as guide and arbitrator, not as the only source of revealed truth. Your ideas and input shape the discussion.

English 110-504: Accelerated Composition Schedule of Assignments

Spring 2019
English 110-504 CRN 40396
Accelerated Composition
MW 1:30-2:45
Classroom: HS103

Dr. Juliette Cunico
Office Location: Academic Bldg.
Phone: (505) 925-8500
E-mail: juliette@unm.edu
Office Hours: MW 10:30-11:45
and by appointment.

1. The assignment syllabus is a tentative schedule of 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.
2. All assignments must be completed by the date indicated.
3. Please bring all class materials to each meeting date, as well as a flash drive.
4. For computer-related issues, call 277-5757.
5. The following abbreviations are used to identify our texts: **PA** = *Practical Argument*

Assignment Schedule

Week 1: January 14-19

Monday, January 14: Introduction to English 110, Syllabus Overview, Student Introductions. Preview Learn

Assignments: Read Policy Syllabus; Purchase Books and Flash Drive; Secure Internet/E-Mail Access. Post to Discussion Board. Read Chapter 1 “The Four Pillars of Argument” (PA 24-50). Take Learn Tutorial.

Wednesday, January 16: Introduction to Blackboard Learn. Discuss Diagnostic Essay

Assignments: Read Chapter 2 “Thinking & Reading Critically” (PA 53-73). Write Diagnostic Essay. **Due Sunday, January 20th.** **Submit** through the assignments link on Learn.

Week 2: January 20-26

Monday, January 21 Martin Luther King, Jr. Holiday – No Classes

Assignments: Prepare for Diagnostic Grammar Exam

Wednesday, January 23: Take Diagnostic Grammar Exam. Submit through the assignments link on Learn. **Discuss** assigned chapters.

Assignments: Read Chapter 12 “Definition Arguments” (PA 397-438).

Week 3: January 27-February 2

Monday, January 28. Introduction to Definition Essay #1. Discussion of Thesis Writing & Five-Paragraph Essay Format

Assignments: Choose topic for Definition Essay #1.

Wednesday January 30. Discuss topic choices. In-class writings, thesis and introductory paragraph(s).

Assignments: Read “Documenting Sources/MLA” (PA 329-349); Continue work on Essay #1. Prepare for Library Workshop

Week 4: February 3-9

Monday, February 4. Finding sources. Meet in LRC 143.

Assignments: Find two sources for your essay. Read Chapter 9 “Summarizing, Paraphrasing, Quoting, and Synthesizing Sources” (PA 313-327). Write body paragraphs, Essay #1

Wednesday, February 6. Overview of Research Methods & MLA Format Requirements. Take Plagiarism tutorial #1.

Assignments: Finish First Draft of Essay 1. Please bring two printed copies of your paper to class on Monday for peer editing.

