

University of New Mexico - Valencia Campus
Syllabus for English 110. Accelerated Composition
Spring 2019

Instructor: Jeannie Stokes
Office: VHS Room 504
Office Hours: M-R 7:00-7:45 & by appointment
e-mail: cstokes@ltschools.net; cstokes1@unm.edu

Class meets: MW 1:03-2:30
F 1:40-2:30
Room: VHS 504
Dates: Jan. 14-May11, 2019
CRN#: 49275

The information in this syllabus outlines the policies and procedures for English 110 and it serves as a contract between myself, the instructor, and you, the student. **YOU are responsible for familiarizing yourself with these policies and procedures and ensuring that you follow them.** Please feel free to ask questions and alert me to any concerns you may have. I also encourage you to visit me during my office hours listed above. If you are not available during those times, feel free to e-mail me and we can try to set up an appointment.

Course Description:

Welcome to Accelerated Composition English 110! To be successful in college and beyond, you need to become adept in writing on a variety of topics, for a variety of purposes and audiences. In this course, you will write four major argumentative essays, which may include definition, causal, evaluation, literary argument, and ethical (see *Practical Argument*). These essays require you to develop good writing habits, including pre-writing, drafting, revising, and editing, which will help create a strong sense of focus, strong development, and clear organization. To develop as a writer, you will also be required to evaluate web sources, integrate quotations from primary readings and web sources, and avoid plagiarism. Finally, you will need to use correct grammar and to write strong sentences to produce polished essays. To help you create well-edited essays, you can expect to learn five grammar competencies (comma splices/run-ons, fragments, pronoun agreement and reference, punctuation, and subject/verb agreement). If you learn these writing skills, you will become a more successful communicator in your academic courses and a more thoughtful professional in your career.

Student Learning Outcomes:

By the end of the semester, you should be able to:

- 1. Rhetorical Situation and Genre.** 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.
- 2. Read texts accurately.** To be a successful writer and thinker, you should read critically, summarize accurately, and analyze insightfully. You will also be required to analyze and evaluate web sources that you use to support your points.
- 3. Organize your essay.** Organization includes employing a number of skills, such as writing strong thesis statements and topic sentences, using transitions, organizing sentences within focused paragraphs, and ordering paragraphs in a logical way. You will be required to produce essays of 3-4 pages in length.
- 4. Develop your paragraphs.** Development includes using examples and support to help illustrate your points. Quotations from readings and/or web sources are required for all major essays as well as evidence of your own thoughtful analysis and claim.
- 5. Reflect, revise, and edit papers.** Evaluate your development as a writer over the course of the semester and use good writing strategies, which including pre-writing, drafting, revising, editing, and incorporating feedback to make your compositions stronger. You will be required to demonstrate an ability to revise and edit in the final portfolio and in papers submitted during the semester.
- 6. Use good, well-crafted sentences and correct grammar.** Awkward sentences and grammatical errors make writing hard to read and result in bad communication. Because this is a college course, the inability to use correct grammar is one reason for failing papers or the course. Therefore, in English 110, you must demonstrate competency in these areas: 1) fragments, 2) comma splices/run-ons, 3) pronoun reference and point of view, 4) punctuation focusing on commas, apostrophes, and quotation marks, and 5) subject verb agreement. You need to demonstrate this competency by passing an assessment with a 72% or

higher and by writing correctly edited papers.

7. **Research and the use of MLA for formatting papers and citing sources.** You will learn to find web sources and cite them correctly using MLA formatting. Learning to integrate others' positions and perspectives into your own writing ethically, appropriately, and effectively, while avoiding plagiarism is extremely important.

Required Materials:

1. *Practical Argument*, by Laurie Kirszner and Stephen Mandell.
2. *A Pocket Style Manual, 8th Edition*. By Diana Hacker
3. A folder or notebook exclusively used for this class.
4. Something to write on and something to write with.
5. Computer access outside of class in order to access Learn and the UNM library system

Blackboard Learn

This class is supplemented by Blackboard Learn, where I will post the syllabus and other information. Learn can be accessed at learn.unm.edu. You will need your banner ID and password to access the site.

Attendance:

Class attendance is mandatory for all English 110 students. Each class in the course is designed to progress into the next. If you do not come to class, you will not only miss that day's instruction but also the background and preparation for the next class. **Coming to class unprepared (i.e. without a draft on a peer-review day) will be considered an absence.** Occasionally problems arise and absences cannot be prevented. I highly encourage you to let me know as far in advance as possible, especially if it is a peer-review day or the due day for an assignment. Whether you contact me or not, you are responsible for turning in all assignments on the day they are due and the preparation for the next class. More than four absences in a semester may result in being dropped from class.

****A note on tardies:** We are all adults in this class and should be able to make it to class on time. If you do arrive late, try to be as quiet as possible and grab the first available seat when you enter the classroom. Three tardies will be counted as one absence.

Late Work:

Written Assignments including all MWAs and SWAs are due at the beginning of class on the scheduled day, whether or not you come to class that day. I understand that emergencies and sick days happen, so everyone will get **ONE** late paper allowance. You must bring the late paper to the very next class period. If it is a technology issue, e-mail the paper to me before class begins on the day it is due. If you have used up your one late paper allowance, I will not accept another late paper and you will receive a zero for all future late assignments. **Worksheets** and other smaller assignments are also due on the day they are assigned. If you come to class and do not have an assignment completed, you may use your one late paper allowance for the assignment (remember once that option is used, it is gone for the rest of the semester!). If you are absent on a day that one of these assignments is due, simply bring it with you to the next class and it will be accepted with no penalty.

Conferences

Several times this semester, you will be required to meet with me outside of class to discuss your papers. These conferences are mandatory and missing a conference counts as a class absence.

Using Student Writing in the Classroom

On occasion, I may bring student writing into the classroom for analysis and discussion. This means that each student may have his or her writing (anonymously) discussed by the class at some point. In addition, you will be expected to share your writing within small groups for one-on-one peer review sessions.

Equal Access:

Equal Access Services phone (505) 925-8560 and website <https://valencia.unm.edu/students/advisement-and-counseling/equal-access-services.html> provides academic support to students with disabilities. If you need alternative formats for completing course work, you should contact this service immediately to ensure your success. Once you have been with Equal access, you must send all documented forms to me ASAP. I cannot accommodate any special needs without the proper authorization from UNM Valencia Campus Accessibility Services, who tell me how to help you best. Once I receive your paperwork, pursuant to the American with Disabilities Act (ADA), I accommodate all documented special needs.

Classroom Conduct:

You are expected to treat your classmates with courtesy and respect. This means that, while we may disagree (and in fact, discussion and debate are part of the university experience, part of our education), we will do so courteously and with care and respect for each other as fellow human beings. UNM students and instructors are bound by the terms of the Student Code of Conduct, which is published in the UNM Pathfinder at <http://pathfinder.unm.edu/policies.htm#studentcode>. I encourage debate and discussion in the classroom, but I will not allow rudeness or maliciousness in any exchange. **If you cannot keep your comments on point, thoughtful, and productive, I will ask you to leave the class and mark you absent for the day.**

Answering phone calls or text messaging during class will be considered a rude disruption, and will not be tolerated. Please keep your cell phones on silent and out of sight. If you use your phone as a calendar, add your events after class. I cannot tell the difference between productive cell phone use and distracting cell phone use from the front of the classroom. I understand it is a large temptation to surf the web and check Facebook during lecture time, but you **MUST** resist the temptation!!!

Grade Determination: Your semester grade will be determined as follows:

Class Grade Percentage Allocation

Assignment	Points
Vocabulary building	160
Small Writing Assignments and oral presentations	190
4 Major Essays	400
Grammar assignments and test	250
Final Portfolio	200
TOTAL	1,200

UNM Grading Scale

A+ 97-100%	A 93-96.9%	A- 90-92.9%
B+ 87-89.9%	B 83-86.9%	B- 80-82.9%
C+ 77-79.9%	C 73-76.9%	C- 70-72.9%
D+ 67-69.9%	D 63-66.9%	D- 60-62.9%
F 0-59.9%		

NOTE: Students must have a “C” average in order to pass English 110 (meaning 73% or higher).

Grading standards for individual writing assignments will be distributed as separate handouts.

Portfolio

At the end of the semester you will be submitting a Final Portfolio. A portfolio is a collection of your work which should demonstrate the improvement in your writing during the semester. In order to be able to complete this portfolio, you must keep the first drafts of the essays that you produce throughout the semester which contain the instructor’s comments. If you do not have these first drafts, the final portfolio grade will be adversely affected. Graded by a panel of English 110 instructors, your portfolio will be evaluated using the English 110 Learning Outcomes to determine the effectiveness of your overall expository writing ability and readiness for English 120. Portfolios will receive a pass/fail and a letter grade.

Although you will be given more detailed information later in the semester, here is some general information about the portfolio requirements:

- The portfolio will include two major assignments which have been revised over the course of the semester, demonstrating in written form that you have performed college-level reading and writing tasks.
- The portfolio also includes a reflective cover letter illustrating your understanding of course outcomes in terms of your critical awareness of the process through which you worked to achieve them and with special consideration of how you can apply this knowledge in other situations.
- You must present a passing portfolio (a C or better) in order to pass ENG 110. Students who do not pass the portfolio will need to repeat the course.

Plagiarism Policy

“Plagiarism” is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source. Every first-year writing class covers plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result.

Types of Plagiarism

Plagiarism can include any of the following:

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person.
- Submitting writing that was substantially edited by another person.

Possible Consequences

The instructor decides the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:

1. Adequately redo or revise the assignment in question;
2. Fail the assignment in question;
3. Be dropped from the class with a W; or
4. Fail the class.
5. Be subject to more severe sanctions imposed by the University.

Tutoring

Face-to-face and online tutoring is available through The Learning Resources Center. You may call 925-8907 for information, or you may visit <http://www.unm.edu/~tutor/> where you can arrange tutoring sessions. But before visiting a tutor, remember, don't wait until the last minute to bring your paper and expect someone to "fix it"; the tutors work with you, not for you.

Drop Policy

Dropping or being dropped from a course can affect your GPA, enrollment status, and financial aid/award status. Always talk to your instructor before it's too late about the possible consequences of a drop and opportunities for avoiding it.

A few things to consider:

- A drop before the end of the third week in a sixteen-week semester will not appear on your transcript, and you will not earn credit hours or a grade in the course.
- Your instructor can drop you from the course at any point in the semester before finals for violating attendance policy.
- If you, your instructor, or the Dean of Students initiates a drop after the end of the third week in a sixteen-week semester, you will receive a W on your transcript, and you will not earn any credit hours for the course.
- If no drop is initiated by the end of the semester by any party, then based on your performance and attendance your instructor will use his/her discretion to decide whether to assign you a grade from A+ to F.

Important Dates:

January 21: MLK Birthday - no class

March 10-17: Spring Break—no classes

February 1: Last day to drop class without a grade

May 16-11: Final Examination Week

ENGLISH 110.550
Spring Semester 2019

PA = *Practical Argument*

PSM = *A Pocket Style Manual*

AP = *Keep Calm and Love AP English*

Date	Topic	Due Today	Homework
1/14	Welcome! Writing Workshop Thesis Statements, Commas		PA 241-248; PSM 17a-j; thesis worksheet; comma w/s, practice essay
16	Writing Workshop: Drafting, Plagiarism, Quoting sources; MLA in-text citations	Thesis worksheet, comma worksheet	PA 249-267, 351-361, PSM 33 & 34
18	Writing Workshop: Works Cited & Revising	Short Argument practice essay Vocab 9 Quiz	PA 19-25, 53-57
21	MLK BIRTHDAY - NO SCHOOL		
23	Intro to Argument - Patrick Henry Speech; Commas		PA 61-62, 64; AP 64-66
25	Evaluating Argument - "The Cat Bill"; "Kennedy Inauguration Speech"		PA 397-402;
28	Constructing An Argument subject-verb agreement;		Begin Definition Essay; PSM 10a-i
30	Evaluating Sources		PA 276-283, 290-296;
2/1	Constructing An Argument	Vocab 10 Quiz	PA 114-116, 123,126-130
4	Group Presentations; pronoun agreement	Group Presentations	PSM 12a-b; pronoun w/s
6	Peer Edit	Definition Essay RD Due; pronoun w/s	PA 137-148; AP 67-75
8	Logical Fallacies	Definition Essay Due	PA 484-487;
11	"Letter from Birmingham Jail"; colons & semi-colons;		PSM 18; colon w/s; Begin Evaluation Argument Essay
13	"Letter from Birmingham Jail"	colon w/s	
15	<i>The Great Gatsby</i>	Vocab 11 Quiz	
20	<i>The Great Gatsby</i> ; end marks;		PSM 21a-c; end mark w/s
22	<i>The Great Gatsby</i>	end mark w/s	AP 81-84
25	Peer Edit; "Plato's Cave"; quotation marks	Evaluation Essay RD Due	PSM 20; quotation mark w/s
27	Evaluating an Argument: "Plato's Cave"	Evaluation Essay Due quotation mark w/s	
3/1	"Plato's Cave"	Vocab 12 Quiz	

Date	Topic	Due Today	Homework
4	In-Class Argument Essay; ellipses		PSM 21g; ellipses w/s
6	“Ain’t I a Woman?”	Ellipses w/s	PA 440-449-
8	“Horatio Alger”		Begin Causal Argument Essay; AP 89-93
11-15	SPRING BREAK		
18	“Indian Education”; apostrophes		PSM 29a-d; apostrophe w/s; AP 94-95
20	“Just Walk on By”	apostrophe w/s	AP 96-99
22	“The Myth of the Latin Woman”	Vocab 13 Quiz	AP 85-87
25	“How It Feels to be Colored Me”; hyphens, dash, parenthesis;		PSM d-e, hyphen w/s
27	“Girl”; “Suicide Note”	hyphen w/s	PA 637-640
29	Peer Edit	Causal Essay RD Due	begin Literary Argument Essay
4/1	<i>Their Eyes Were Watching God</i> ; parallel structure	Causal Essay Due	PSM 3; parallel w/s
3	<i>Their Eyes Were Watching God</i>	parallel w/s	
5	<i>Their Eyes Were Watching God</i>	Vocab 14 Quiz	
8	<i>Their Eyes Were Watching God</i> ; fragments; run-ons & comma splice		PSM 14&15; fragment w/s
10	Peer Edit	Literary Argument Essay; fragment w/s	
12	In-Class Synthesis Essay	Literary Argument Essay	
15	Intro to Portfolios;		
17	Portfolio Letter	Vocab 15 Quiz	
19	APRIL BREAK - NO CLASS		
22	APRIL BREAK - NO CLASS		
24	Grammar Review		
26	Grammar Test		
29	Portfolios		
5/1	Portfolios Due		
3		Vocab 16 Quiz	
6-10	FINALS WEEK - NO CLASS		