

Spring 2019  
CRN: 49276

ONLINE  
Ana N. June • [anajune@unm.edu](mailto:anajune@unm.edu)

February 4, 2019  
to May 11, 2019

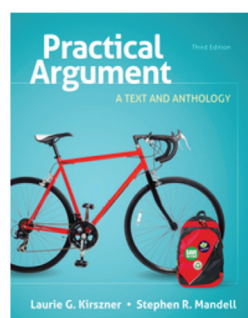
## ENGLISH 110 COURSE DESCRIPTION

### 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.

### COURSE TEXT



The following text is available in your Belen High classroom and you are **required** to use it. It may also be purchased at the UNM-Valencia Bookstore:

#### *Practical Argument*

Third Edition, Editors Laurie G. Kirsznier and Stephen R. Mandell, Bedford/St. Martins, 2017.

ISBN-10: 131902856X; ISBN-13: 978-1319028565

## YOUR INSTRUCTOR: A short profile with a few, carefully selected details

Ana N. June is a Research Assistant Professor with the UNM College of Education and a part-time instructor in



JUNE

the English Departments at the UNM Valencia campus and CNM. She earned her Bachelor of Arts degree in Humanities

and Creative Writing from Prescott College in 2013 and her Master of Fine Arts degree in Nonfiction Writing from UNM in 2017.

June has been teaching writing at the undergraduate level since 2014, and in 2017 was the recipient of two UNM teaching awards: The Susan-Deese Roberts Teaching Assistant of the Year award and the College of Arts & Sciences Teaching

Excellence award.

Outside of academia, June is also a writer, graphic designer, and photographer. A native of Arizona, June grew up in Santa Fe, and now lives with her husband, Chris, fourteen year-old son, Graysen, and heeler/collie mix dog, Ripley, in Albuquerque. June's oldest son, Soren, lives in Tacoma, WA, and her daughters, Mira and Chiara, live in Albuquerque.

# GET TO KNOW THE SLOS:

## ENG 110 Student Learning Outcomes

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

### **RHETORICAL SITUATION AND GENRE**

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

### **WRITING AS A SOCIAL ACT**

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

### **WRITING AS A PROCESS**

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

### **GRAMMAR AND USAGE**

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

E. analyze and describe the value of incorporating various languages, dialects, and registers in your own and others' texts

### **REFLECTION**

F. evaluate your development as a writer over the course of the semester and describe how composing in multiple genres and mediums using various technologies can be applied in other contexts to advance your goals

### **RESEARCH**

G. use writing and research as a means of discovery to examine your personal beliefs in the context of multiple perspectives and to explore focused research questions through various mediums and technologies

H. integrate others' positions and perspectives into your writing ethically, appropriately, and effectively in various mediums and technologies.

### **LIBRARY INFORMATION LITERACY OUTCOMES**

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.

Students will be able to identify what type of database source they have found, e.g. magazine, journal, newspaper, website. Students will write a correctly formatted Works Cited page.

The UNM Valencia Campus library contact info is: <http://valencia.unm.edu/library/> and (505) 925-8990.

## **COURSE OVERVIEW**

You will write short, informal assignments that lead to three essays. We will workshop drafts in discussion boards and you will reflect on your writing and writing process frequently. You'll read a lot, do at least one online presentation, and engage in a small group grammar project. After you've completed each major paper, you'll work on a revision and reflection based on instructor feedback. At the end of the semester, you'll take a grammar exam and complete a Final Portfolio that will include a reflection cover letter.

### **Writing Guidelines & Cover Letters**

Your three essays must be typed and saved in a Word document in order to facilitate revision. Use 12 pt., Times New Roman font for all your work. ALL documents should be double-spaced with one-inch margins. Be sure to proofread every paper you turn in. Drafts—early and final—will usually be accompanied by a self-assessment and reflection: a cover letter or answers to questions I pose. Papers which are handwritten or lack a required reflection will not be graded. Emailed papers will not be graded.

### **Final Portfolio**

The end-of-semester portfolio consists of a self-assessment and final revisions of semester essays. We will spend a considerable amount of time discussing portfolio requirements and working on revision during the latter half of the semester. To facilitate your portfolio, save **ALL** of your writing over the course of the semester.

NOTE: Your portfolio consists of revisions of work you turn in during the semester. If you don't turn anything in, you will have nothing to revise for your portfolio.

# IF YOU NEED TO DROP THIS CLASS... OR ANY OTHER CLASS IN COLLEGE

Here are a few things you need to know before you consider dropping:

A drop before the end of the third week in a sixteen week semester session 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 the attendance policy. If you, your instructor, or the Dean of Students initiates a drop after the third week, you will receive a W.

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 or a W.

In Core Writing at UNM, a C or above is passing. When trying to decide whether or not to drop a course, consider the outcome of earning a grade below C as opposed to a W, and vice versa. For grades C- to D-, you will earn credit hours, but you will have to repeat the course, and the grade will appear on your transcript and factor into your Grade Point Average. See the next page for my specific attendance policy.

**In college, dropping or being dropped from a course can affect your GPA, enrollment status and financial aid/award status.**

## DON'T PANIC! JUST DO YOUR ASSIGNMENTS!

### Essay 1

**100 PTS (10%)**

### Essay 2

**100 PTS (10%)**

### Essay 3

**100 PTS (10%)**

### Discussions

**300 PTS (30%)**

### Grammar Activities

**100 PTS (10%)**

### Grammar Quiz

**100 PTS (10%)**

### Final Portfolio

**300 PTS (30%)**

**Total Points Possible: 1000 PTS (100%)**

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); and below = F. To pass this course, students must earn a final grade of C (not C-) or higher.

Score	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

# Our Classroom Community

## Attendance Policies

If you want to pass this course, you must prepare for class and participate fully in scheduled activities. This means that you need to log in to the course site frequently, and read everything carefully. If you have questions, please message me! If you have trouble keeping up with your assignments for whatever reason, please be in touch with me and let me know what's going on.

## Deadlines

I expect to receive written assignments on or before their due dates. All assignments in this class are turned in on Learn through Discussion Boards, and Assignment portals, primarily.

## Extra Credit

I sometimes tack extra credit opportunities in to assignment rubrics, but don't rely on extra credit to help you pass this class. You *must* make a complete, well-revised portfolio based on your semester work, and you can't do that if you don't turn in your sequence assignments.

## Office Hours & Writing Consultation

I am happy to meet with you virtually, through Blackboard Collaborate, to discuss your work. Send me a course message to set a time.

## Grammar Presentation

In groups, students will be responsible for delivering one multimodal presentation on grammar and mechanics. You may choose to make a Power Point, Podcast, blog, collage, Prezi, website, video or audio essay, comic strip, or storyboard. Topics include: 1) fragments, 2) comma splices/run-ons, 3) parts of speech, 4) pronouns, 5) dangling and misplaced modifiers, 6) commas, 7) passive voice, and 8) parallelism. Students should create a professional presentation that defines their assigned term, explains key concepts that the text highlights, and provides original examples that will prepare the class for a short quiz on Learn.

## EMAIL ETIQUETTE

Learning to write professional emails early on is a skill you need as you progress to higher academic levels and career pursuits. Please practice this skill whenever you write to me or anyone else in the University via email or Learn.

### Keep in mind the following:

- Avoid text-speak

- Use professional language

- Include a subject heading that addresses the question you're asking (for example, "Essay 1 question" would be an appropriate subject heading for a question regarding the first essay).

- Include a salutation. For example, "Dear Ms. June" or "Hello Ms. June," would be appropriate salutations. Part of English 113 is learning when and how to use proper diction and registers of language, and in a formal setting like a college course, professional titles are appreciated.

- 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.

- Proofread your email for grammatical errors.

# Academic Integrity

## The UNM Academic Dishonesty Policy reads as follows:

“Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.”

Academic integrity is paramount to your success in any class. Plagiarism or cheating is never tolerated. Any instance of this could result in a grade of zero for that assignment.

“Academic dishonesty” includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

### RESOURCES:

The UNM Academic Dishonesty Policy can be found here: <https://policy.unm.edu/regents-policies/section-4/4-8.html>.

### Plagiarism

“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.

### 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 or for another class.

- 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:

- Adequately redo or revise the assignment in question;

- Fail the assignment in question;

- Be dropped from the class with a W

- Fail the class.

- Be subject to more severe sanctions by the University.

## 4 weird tricks for avoiding plagiarism

Many times, plagiarism is unintentional—the result of not keeping track of your research.

Here are some ways to avoid unintentional plagiarism:

**Take very good notes when doing research.** Keep a notebook and write down your sources, including page numbers and quotations

(copied verbatim in your notebook with page numbers and attribution information),

**Keep a list of notes and URLs at the bottom of your Word document.**

**Write your thoughts about quotes.** Quoting too often or using long blocks of text can also amount to plagiarism.

Your words should come first; quotes should serve only as evidence to support your claims.

**If you can’t restate a quote in your own words, you probably don’t understand it well enough to use it.** Again, your words come first! Wise words: If in doubt, leave it out!

---

# University Policies & Resources

---

## Equal Opportunity & Non-Discrimination

The following statement is from UNM Main Office of Equal Opportunity:

“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](http://oeo.unm.edu)). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>.” In other words, if you tell me (out loud or in writing) about an incident or experience of “sexual harassment, sexual misconduct [and/or] sexual violence” which is based in gender—which can include stalking, and which may have occurred on or off campus—then I am obligated to share that information with our OEO folks. They will follow up with you and provide support and resources you can access. (Ignore the part of the statement

above about TAs and GAs—those are just folks who can be your teachers once you are taking Main Campus classes.)

## Technical Assistance

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 MST. 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,” which is located on the left-hand menu bar of our course page.

## Accessibility and Universal Design

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations, but have not documented your disability, please contact Jeanne Lujan, the coordinator for Equal

Access Services at 925-8910 or [jmlujan@unm.edu](mailto:jmlujan@unm.edu). I also encourage you to approach me with any other life circumstances that may affect your participation in the course.

## Academic Support

Free tutoring is available at the Learning Resources Center (L Building) on the UNM-Valencia Campus or through the Main Campus tutoring program. Please call (505) 925-8907 for an appointment at the Valencia Campus. I am also available to help you with individual writing issues during my office hours or by appointment.

## Children on Campus

According to the Catalog, at UNM-Valencia, “Parents must not bring children to University classes or leave children unattended while at campus activities or conducting business on campus.” This is an insurance issue and cannot be waived.

## Student Privacy

Student privacy is strongly protected by professors at the UNM-Valencia Campus. In fact, a federal statute called FERPA (Family Educational Rights and Privacy Act) strictly prohibits the instructor or administrators from talking to anyone but the student about his/her progress. In sum, parents, relatives, or friends will not be allowed access to information about student performance. There are no exceptions to this policy.