

English 113, Section 501

Enhanced Composition

CRN: 45849

M/W @ 10-11:40 A.M. – VACTC-113

Instructor: Daniel Berger, MFA

Office Hours: 4:45-5:30 PM at Cubicle #17 (Times subject to Change)

Phone: 505-925-8630 (during office hours); 505-925-8600 (to leave a message)

Email: dberg006@unm.edu

In this course you will not learn one “right” way of writing. You’ll work on becoming flexible writers who can transfer what you’ve learned in 113 into other classes at UNM and into your future careers. You will learn to adapt your writing to a wide variety of situations and respond to them appropriately. It’s also my hope that you will gain confidence in your reading and writing skills.

In English 113, you will develop reading and writing skills that will help you with the writing you will do in your own fields of study and other personal and professional contexts. You will learn to analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to your reading and writing. You will also gain an understanding of how writing and other modes of communication (such as visual and audio elements) work together for rhetorical purposes.

You will learn to read complex nonfiction texts and to summarize, interpret, and draw inferences from them. You will conduct research using primary sources (e.g., observations, surveys, or interviews). And you will write in multiple genres, making rhetorical choices according to the purpose of the writing and your audience.

Keep in mind this syllabus is a contract between us. **Please recognize that YOU are responsible for the policies on these pages.** However, I do reserve the right to change our schedule and/or assignments based on our class needs, but I will always let you know in advance.

Student Learning Outcomes

Throughout the semester, you will

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 integrate others' positions and perspectives into your writing ethically, appropriately, and effectively in 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

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.

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

Required Materials

- *Practical Argument*, Third Edition by Laurie G. Kirszner and Stephen R. Mandell (ISBN: 978-1-3190-2856-5). Be sure to keep this textbook as it is also the required text in English 120.
- A USB flash drive to save in-class assignments and access homework to be discussed in class.
- A notebook and writing utensil for notes, group work, in-class writing, quizzes, etc.
- Pocket folder or three-ring binder to ensure you always bring notes and all assignments to class. Also, please note that you must keep all of your work over the course of the semester in order to complete the final portfolio (more details to follow).

Computer Requirements

Access to Your UNM Email. Your UNM email account will be used for all correspondence in this class, and will most likely be used in your other classes during your academic career. Professional etiquette is expected and will be discussed. It is expected that you check this email daily as I will use it to inform you of important information, such as class cancelations and assignment updates.

Access to UNM Learn. This class will use the Learn classroom management system. You can access it at <https://learn.unm.edu/>. You will complete a tutorial teaching you how to use this site during the first week of class.

I'll post the syllabus there as well as writing assignments, grading standards, some assigned readings, quizzes, and discussion questions. In addition, you will need to use Learn for submitting most of your homework and writing assignments.

All writing assignments must be completed in Microsoft Word, and submitted electronically via Learn. Do not submit assignments in any other word processor format (such as Microsoft Works or WordPerfect) because I will use Word features to comment on your work.

Adobe Acrobat Reader. You will need Adobe Acrobat Reader (which can be downloaded free from the Internet) in order to access certain documents on Learn. All campus computers already have this program. You can download it for your personal computer for free at <http://get.adobe.com/reader/>.

Technical Support. If you are having computer problems, you can contact free technical support one of the following ways:

- Phone: 505-277-5757 (M-F, 8am–5pm),
- Learn tutorials can be accessed at <http://online.unm.edu/help/learn/students/>
- Tutors are available at The Learning Center, both face-to-face and online, to help you navigate Blackboard LEARN. Call for an appointment: 505-925-8907.

If you have questions about course content, please direct them to me.

Required Work and Grading Scale

Each sequence will include informal writing assignments, classroom discussion, a larger writing assignment, and peer commentary. The sequences help you *gradually* create more sophisticated, polished work.

Assignment	%	A	93 +	A-	90 – 92.9
Major Writing Assignment 1	10	B+	87 - 89.9	B	83 - 86.9
Major Writing Assignment 2	10	B-	80 - 82.9	C+	77 - 79.9
Major Writing Assignment 3	10	C	73- 76.9	C-	65 – 72.9
Low Stakes Assignments	10	D	60-64.9	F	Below 60
Grammar/Punctuation Quiz	10	*Note: You must earn a grade of C or above to pass English 113.			
Participation/Attendance	15				
Final Exam	15				
Final Portfolio	20				
Total Possible	100				

Coming to Class Prepared

Our class primarily consists of group discussion and in-class group activities (peer review, reading questions, brainstorming, etc.). I will rely on each of you to participate in class, so you need to come prepared. What does that mean? It means that you have completed the assigned reading for the day, you bring rough drafts when required, you bring completed homework when required, you bring your textbook and/or required readings for that day. Basically, you come ready to work and participate. If you do not read and/or bring assignments, you cannot participate to the fullest, so **you will be asked to leave and take an absence.**

Class Participation

Your participation grade will be based on a variety of factors, including attendance. Responses on UNM Learn will also be factored into participation. If you complete these items and illustrate that you did the reading, you

will receive full participation points. “Yes, I agree with her,” is not an adequate response and will result in no participation points on that particular item. In-class work (discussion, freewrites, etc.) will also be factored into participation.

It is important to the success of the class that each student is prepared and ready to contribute—through speaking and listening during group discussions and offering observations about your classmates’ writing during workshops. Careful note taking on the main points of the readings will help when it comes to in-class discussion. While participation will be different for each student, your contributions are both solicited and necessary to maximize learning in this course—your learning, your classmates’, and mine. Challenge yourself to participate in ways that might, at first, make you uneasy. My vision is that this course will become a place where we practice both speaking and listening as we work to become more thoughtful and careful readers, writers, and thinkers.

Late Work

All assignments 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 for each day the essay is late, the assignment will be marked down a letter grade. I will not accept essays more than two days after the assigned date.

Grammar/Punctuation Quizzes

Occasionally we will go over various grammar and punctuation issues in class. I expect you to take careful notes as there will also be quizzes given, in an attempt to reinforce and maximize your learning.

Low Stakes Assignments (LSAs) and Major Writing Assignments (MWAs)

There will be LSAs throughout the semester. These LSAs will connect with the rest of your sequence and will help you work towards your major assignment. There will be three MWAs, typically 3-4 pages in length (750-1,000 words), due at the end of each sequence. Proper layout and formatting will be discussed before the assignment.

Final Exam

At the end of the semester, just before the Final Portfolios are due, we will have an in-class final exam. Worth 15% of your total grade, it is essential that this assignment be taken seriously. But never fret; as long as you do the reading, actively pay attention during class, and take notes on the main points, you will surely succeed. Grammar and punctuation will once again be tested. Short answers to no more than 20 questions will be required.

Final Portfolio

This is the final project for the semester, and it will (and should!) be a reflection of your best work. As 20%, it will consist of extensively revising one (1) earlier major sequence assignment to show off your new skills, as well as a reflection essay. We’ll talk more about the portfolio, but keep in mind the English Department dictates that **you cannot FAIL the portfolio and still pass English 113**, so you need to make sure that you turn in your best work.

Attendance

Class attendance is mandatory for all English 113 students. Each class session in the course is designed to progress toward the next. If you do not come to class or come to class unprepared, you will miss not only that day's instruction but also the background and preparation for the next class. All absences will affect your grade and **you will be dropped from the course if your absences total five (5).**

In addition,

- If you are late, you will be marked tardy
- Two tardies equal one absence

I understand that problems occasionally arise and absences or lack of preparation sometimes cannot be prevented. I highly encourage you to let me know as far in advance as possible. Whether you contact me or not, you are responsible for turning in all assignments and for preparing yourself for the next class.

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.

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 about the possible consequences of a drop and opportunities for avoiding it before it's too late.

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. Although a W will not earn you credit hours for the course or affect your GPA, it will appear on your transcript.
- 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, a C or above is passing. When deciding whether or not to drop a course, consider the outcomes of earning either a grade below C or a W. 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 GPA. See the above description of a W.

Cell Phones/Electronics

I do not permit the use of cell-phones or electronics in the classroom. Please be respectful and turn all electronics off before class begins. If you insist on using these items during class, I will ask you to leave and take an absence. Of course, use of the class computer is permitted, but please ensure that you stay on task and use this computer for class activities only.

Peer Review

Your classmates are excellent “eyes” to help you with your papers. Therefore, there will be some time spent peer commenting on your fellow classmates’ papers. I will provide more direction as we near that activity.

Using Student Writing in the Classroom

I will sometimes bring your student writing or Learn postings into the classroom for discussion or workshops. I do this because you can learn things from your colleagues’ writing that are hard to learn from any other source. This means that each student will likely have his or her writing (anonymously) discussed by the whole class at some point. Please keep in mind that your writing will be shared with your classmates throughout the semester. If you turn something in to me that you do not want me to share with others, please let me know *when you turn it in*.

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. If you experience an emergency involving a child in your care that prevents you from attending class, please be in touch with me.

Respectful Campus Policy

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 at <http://pathfinder.unm.edu/policies.htm#studentcode>

As we are all adults, and you chose this course and time slot, I expect you to enter class with an attitude ready for learning. Thus, please be aware of your “presence” in class—I expect you to have a positive and respectful attitude; if you disagree with someone or something, I expect you to handle the disagreement in a mature manner. And, of course, do not text/listen to your iPod/read a magazine/etc. when class is in session. I do not have any qualms asking you to leave the classroom (and take an absence) if you are disruptive, unprepared, or disrespectful.

Core Writing Program Plagiarism Policies & Procedures

“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. To learn how to avoid plagiarism, students can speak to me, consult a tutor, or refer to <http://library.acadiau.ca/sites/default/files/library/tutorials/plagiarism/>.

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.

Procedures for Handling Plagiarism Cases

If an instructor thinks a student may have plagiarized, he or she will follow these steps:

- Meet privately with the student and the Core Writing director, course coordinator, TA mentor or other instructor to discuss the assignment in question and the evidence of plagiarism;
- Identify the appropriate consequence;
- File a report with the Dean of Students;
- If you are an athlete, contact Henry Villegas, Director of the Lobo Center for Student Athlete Success.

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; or
- Fail the class.
- Be subject to more severe sanctions imposed by the Dean of Students.

Sexual Harassment and Respectful Campus Policies

The English Department and the Core Writing program are committed to providing a safe, productive, and harassment-free workplace for instructors and students. Therefore, the English Department affirms its commitment to the joint responsibility of instructors and students to foster and maintain a positive learning environment. For information and assistance, consult the UNM Office of Equal Opportunity at <http://www.unm.edu/~oeounm/index.htm>

Additionally, 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>.

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.

Equal Access

Accessibility 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. Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me. They are in Advisement & Counseling Services Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560. <http://www.unm.edu/~vcadvise/equalaccess.htm>

Tutoring

Free tutoring is available at the Learning Center (505-925-8907) or the VC Writing Lab (505-925-8513). I'd be happy to meet with you during my office hours, or just email me and we can schedule another time.

Class Schedule

Please note that the following schedule is subject to change. Any changes I make will be stated either in class, per email, or via Learn. A safe bet would be to simply visit the link that contains this syllabus on Learn, as you will be able to see the most current-version of the schedule there.

Date	Class Activities	Homework Due Next Class
Jan 14	Introductions; syllabus review.	1. Email me using email etiquette your agreement to the syllabus' terms. 2. Read pg. 3-9 in text.
Jan 16	Discussion/activity on reading; intro to Learn.	1. Read "Shitty First Drafts" by Anne Lamott (found on Learn) 2. Read pg. 10-21 in text.
Jan 21	Martin Luther King day—class won't meet.	Finish homework assigned Jan 16, if necessary.
Jan 23	Grammar exercise #1; discuss readings; diagnostic essay.	Read pg. 23-39.
Jan 28	Writing Center visit; discuss reading and diagnostic essays; grammar quiz #1	Read pg. 99-114.
Jan 30	Grammar exercise #2; discuss reading; introduce MWA1; Rhetorical Analysis.	Bring an opinionated article or advertisement to class.
Feb 4	Activity on critical reading of article/ad; grammar quiz #2.	Find something opinionated of a different medium.
Feb 6	Grammar exercise #3; outline activity.	Read pg. 253-264.
Feb 11	Writing workshop; thesis discussion; grammar quiz #3.	LSA1: Typed draft including thesis, and three body paragraphs with quotes, and Works Cited.
Feb 13	Grammar exercise #4; writing workshop.	Bring 3 copies of LSA#1 to class.
Feb 18	Peer review (pg. 277); conferences; grammar quiz #4.	MWA1 final draft, uploaded to Learn.
Feb 20	MWA1 reflection; introduce MWA2: Evaluation Essay; grammar exercise #5.	Read pg. 517-529 and pg. 287-306.
Feb 25	Discussion/activity on reading; grammar quiz #5.	Bring 1-page outline to class.
Feb 27	Outline and documenting sources activity (pg. 345-367).	Bring typed draft that includes thesis, three body paragraphs with quotes and Works Cited.
Mar 4	Writing workshop.	Revise draft and bring 3 copies to next class.
Mar 6	Peer review.	Upload MWA2 final draft to Learn before 11:59 PM on March 11.
Mar 11	Spring Break—class won't meet.	Recharge your batteries! Relax, if possible.

Date	Class Activities	Homework Due Next Class
Mar 13	Spring Break—class won't meet.	Walk your pet dog/cat/rabbit/snake/ostrich.
Mar 18	Professor B abroad—class won't meet.	Research project: the interview.
Mar 20	Professor B abroad—class won't meet.	Continue interviews for in-class oral narratives.
Mar 25	Reflection on MWA2 and interviews; oral narratives; introduction to MWA3:Cause&Effect.	Tell others' oral narratives to your family; upload reflection on family's reactions to Learn
Mar 27	Grammar exercise #6; discuss family reactions.	Read pg. 265-272.
Apr 1	Grammar quiz #6; discuss/activities on reading.	Bring 1-page outline of MWA3 to class.
Apr 3	Grammar exercise #7; activity with outline.	Bring detailed introduction with thesis.
Apr 8	Writing workshop and conferences; grammar quiz #7.	Bring draft with thesis, 1 body paragraph (min.) with quotes, and Works Cited page.
Apr 10	Grammar exercise #8; writing workshop.	Bring 3 solid drafts.
Apr 15	Peer review and grammar quiz #8.	MWA3 final draft, uploaded to Learn.
Apr 17	Reflection on MWA3; grammar/English 113 main points review.	Study English 113 main points and grammar notes/quiz results.
Apr 22	Grammar/English 113 main points review.	Study English 113 main points and grammar notes/quiz results.
Apr 24	Final exam.	Read pg. 273-275.
Apr 29	Revision for Final Portfolio.	Revision.
May 1	Revision for Final Portfolio.	Final Portfolio due, uploaded to Learn before 11:59 PM on May 3.