
ENGLISH 120: 551*Composition III*

Spring 2019

CRN: 48693

Online Course

Professor Justin Bendell

Office Hours: M: 10a-12p (online); T/R: 12-2p; W 12-1 (A-142E or online), or by appt.

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Welcome to **English 120 (Argument & Analysis)**. I look forward to working with you as we learn how to use the English language to convincingly argue in favor of things we care about and to use our brains to challenge and refute weak arguments when we see them. This will not be an easy-breezy class. I will make you read and I will make you write. My goal in this class is to build your confidence as a writer and thinker. If that's okay with you, stick with me

Course Description (per the catalog):

In this course, students will explore argument in multiple genres. Research and writing practices emphasize summary, analysis, evaluation, and integration of secondary sources. Students will analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading, writing, and research. Students will sharpen their understanding of how writing and other modes of communication work together for rhetorical purposes. The emphasis of this course will be on research methods.

- The assignment syllabus is a tentative schedule. Any changes will be announced and/or posted on the Blackboard Learn calendar.
- All weekly assignments are due Sunday at 10:00 pm.
- Students who do not log in in the first week will be dropped.
- Late essays will be docked 5 points per day after due date.
- The following abbreviation is used to identify our text: *PA = Practical Argument*
- Don't hesitate to contact me with any questions or concerns.

Grading

3 Essays: 100 points each	300 pts
13 Discussion Posts (10 each)	130 pts
8 Reading Responses (20 each)	160 pts
1 Diagnostic Essay + 3 First Drafts (25 each)	100 pts
9 Grammar quizzes (10 each)	90 pts
Final Grammar Exam	100 pts
Portfolio	200 pts
Total Possible Points	1080 pts
<i>Possible Extra Credit:</i>	30 pts

Course Calendar

	Activities & Readings	Due Sunday at 10:00 pm
Week 1: Jan 14-20	Introductions; Syllabus; Diagnostic Essay; Read Ch 1 (pp. 23-31); Get to know Blackboard Learn page.	Discussion (Disc) 1; Contract; Diagnostic Essay
Week 2: Jan 21-27	Grammar 1 "Commas"; Read Ch 2 (pp. 53-73); Read "Violent Media is Good for Kids" (pp. 58-61)	Disc 2; Quiz 1; Reading Response (RR) 1
Week 3: Jan 28-Feb 3	Introduce Essay 1: Rhetorical Analysis; Grammar 2 "Fragments"; Read Intro (pp. 3-21) <u>and</u> Ch 4 (pp. 99-115)	Disc 3; Quiz 2; RR 2
Week 4: Feb 4-10	Grammar 3 "Comma Splices & Fused Sentences"; Read "We Don't Need A Conversation on Race" <u>and</u> "Letter from Birmingham Jail"; Outline	Quiz 3; Disc 4; RR 3
Week 5: Feb 11-17	Peer Review; Grammar 4 "Active & Passive"	Quiz 4; Disc 5 (PR); Essay 1 First Draft (25 pts)
Week 6: Feb 18-25	Summarizing, Paraphrasing, Quoting; Read Ch 9 (pp. 329-343) <u>and</u> Student Sample	Disc 5; RR 4; Essay 1 Due (100 pts);
Week 7: Feb 25-Mar 3	Introduce Essay 2: Exploratory; Grammar 5 "Wordiness"; Read "Essay 2 Packet" (pp. 469-480) <u>and</u> Student Sample	Quiz 5; Disc 7; Journal Reflection
Week 8: Mar 4-10	Peer Review; Grammar 6 "Pronouns"	Quiz 6; Disc 8; Essay 2 First Draft (25 pts)
Week 9: Mar 11-17	<i>SPRING BREAK</i>	Rest up!
Week 10: Mar 18-24	Grammar 7 "Dangling Modifiers;" Finding and Evaluating Sources; Read Ch 8 (pp. 288-307)	Quiz 7; Disc 9; Essay 2 Due (100 pts)
Week 11: Mar 25-31	Introduce Essay 3 Proposal; Grammar 8 "Parts of Speech"; Read Ch. 15 (pp. 551-567) and "A Strike Against Student Debt" (pp. 577-578)	Quiz 8; RR 6; Journal Reflection
Week 12: Apr 1-7	Grammar 9 "Pronouns"; Find and Showing Problems; Read Student Sample; Outline	Quiz 9; Disc 10; RR 7
Week 13: Apr 8-14	Peer Review; Read Ch 10 (pp. 329-340) Finding and Justifying Solutions	Disc 11 Essay 3 First Draft (25 pts)
Week 14: Apr 15-21	Counter-Arguments; Ch 7 (263-264); Read Ch 11 (pp. 369-381)	RR 8 Essay 3 Due (100 pts)
Week 15: Apr 22-28	Grammar Review See Week 15 Readings on Learn	Disc 12; Journal Reflection; Grammar Exam (100 pts)
Week 16: Apr 29-May 5	Portfolio; Revision Techniques; Revision Handout; Ch 7 (pp. 273-276)	Disc 13; RR 8 (Reflection) Portfolio Due (200 points)

Important Dates

Monday, Jan 14	First day of classes
Monday, Jan 21	MLK Jr Day – no classes
Friday, Jan 25	Last day to Add or Change Sections
Friday, Feb 1	Last Day to Drop with 100% refund
Mar 11-17	Spring Break - no classes
Friday, Apr 12	Last Day to Drop <i>w/o</i> approval of Student Services
Friday, May 3	Last Day to Drop <i>with</i> approval of Student Services
Sunday, May 5	Last Day of Class (before finals)

Navigating this Online Course

Because this class is administered fully online, it is important to have a high level of skill in operating computers. It is not recommended for students with limited computer skills to take an online course. The following tips will help students navigate the course. If you have computer problems, including log in or technical issues call 277-5757. For issues with Blackboard Learn, tutors in the Learning Center can advise you at 925-8907.

Please:

- Be familiar with your syllabus. It is located on the Blackboard Learn home page for English 110. Refer to the syllabus throughout the semester when you have questions. Feel free to stop by my office hours, as well, for personal attention regarding essay requirements or e-mail for an appointment if the hours do not fit into your schedule.
- Become familiar with Blackboard Learn software. Click on all the Course Tools to discover what is available to you in your online course. You may want to visit The Learning Center at UNM Valencia Campus if you need additional help learning how to navigate.
- Keep copies of all your work. Saving all writing is necessary. Learn how to save Word or RTF files to your desktop or a flash drive. If you do not know how to save files, go to The Learning Center or call 277-5757.
- Take advantage of Remind App to communicate with professor, get help during office hours, and to participate in small group discussions on a weekly basis.
- Create a routine—here is a suggested routine to help you get started.
 1. Log on! Lessons open on Monday morning and close the following Sunday night at 10:00 pm. On Monday, log in and read the list of assignments for the week. Make sure you have all materials you need to complete the assignments, such as page numbers or links. Jot down due dates and print out assignments.

2. Read the assignments actively, highlighting important ideas. Use any resources (dictionaries, asking questions, etc.) to help you acquire the information the session is trying to relay. Be pro-active and disciplined in your study habits.
3. Log on periodically throughout the week to check course e-mails and review new threaded discussions or blog responses. Watch for new announcements.
4. Check Discussions. Read questions I have posted for the week, your classmates' and my responses, and enter your own answers. Your responses are an important part of your grade, so please take these exercises seriously. In responses, respect others. Finally, run spell and grammar check on your postings.
5. Importantly, give yourself ample time to submit work well before the deadline. You can submit work right at 10:00 pm, but this practice is very, very risky. For example, computer failures, corrupted discs, and Blackboard Learn outages are no excuse for work not completed (UNM VC policy). Plan for problems like these because meeting deadlines will help you successfully complete the course.

Course Objectives

In English 120, you will progress toward the following student learning outcomes:

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

Writing as a Social Act

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

Writing as a Process

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

improve your fluency in the dialect of Standardized Written American English at the level of the sentence, paragraph, and document analyze and describe the value of incorporating various languages, dialects, and registers in your own and others' texts

Reflection

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

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

Library Literacy

- Students will access Libros and find a book relevant to the writing project.
- Students will learn how to skim a text or document 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.

Instructor Information: My office hours are Monday 10 am-12 pm (online only), Tuesday & Thursday 12-2 pm, and Wednesday 12-1 pm, or by appointment. My office is Academics Affairs, Room 142E. Email me anytime, or send me a note on Remind App, but keep in mind that I am generally not online after 5:00 pm and before 8:00 am. Please give me 24 hours to respond, Monday through Friday. I will respond to weekend emails on Monday morning.

Tutoring: Free tutoring is available at the Writing Lab. Tutoring sessions are scheduled weekly for all English classes. Students may receive up to 30 points (5 points each session) for attending tutoring sessions at the Writing Labs. <http://www.unm.edu/~tutor/> (505) 925-8907.

Required Texts and Materials

- *Practical Argument*, Third Edition, Eds. Laurie G. Kirszner and Stephen R. Mandell. ISBN-13: 978-1-319-06375-7
- UNM email address and access to UNM Blackboard Learn
- Access to Internet and Microsoft Office (available on UNM-VC computers)

Attendance Policy and Overall Participation: It is your responsibility to keep up with reading and assignments, and/or to contact me if you have questions about the material. **Students who fail to log in in the first week or submit the diagnostic essay will be dropped.**

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

Plagiarism: Plagiarism means using language and/or ideas without acknowledging their source. Plagiarism includes such activities as copying another student's papers or ideas, downloading and turning in papers from the Internet, or copying passages from sources without proper documentation, or rephrasing an author's ideas and presenting them as the student's new, original thoughts. Plagiarism in this course may result in one or more of the following consequences: failure of the assignment, failure of the course, or disciplinary action by the University. To learn how to avoid plagiarism, students can speak to me, consult a tutor, or refer to <http://library.acadiau.ca/tutorials/plagiarism/>

Online Behavior

- Our class is an inclusive environment where everyone is welcome. Treat each other with **respect**. Derogatory remarks, name-calling, trolling, bullying, and bigotry are prohibited.
- Students may discuss with me complaints about the course; however, the students must do so in the proper environment, such as via email or during office hours.
- Discussion boards are a professional learning environment. Treat them as such.
- Sexual harassment will not be tolerated.
- Students violating any of these rules may be dropped.

Email Netiquette Policy: Keep the following in mind when you write emails and discussion posts:

- Please avoid text-speak. Learning to write professional emails is a skill you need as you progress to higher academic levels and career pursuits.
- Emails 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, “Essay 1” would be an appropriate subject heading for a question regarding the first essay.
- Emails should include a salutation. For example, “Dear Mr. Bendell” or “Hello Professor Bendell” are appropriate salutations. Part of “composition” 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.
- Please close with an appropriate phrase and sign your email with your name. Some examples of appropriate phrases are “Sincerely,” or “Thank you for your help,”.
- Use short paragraphs (in general, 3-4 lines maximum) to make the email easy to read. In addition, be sure to skip lines between paragraphs.
- Be sure to proofread your email for grammatical errors.

Equal Access: Services located in Student Services provides academic support to students who have disabilities. If students think they need alternative formats for completing coursework, they should contact this service right away to ensure their needs are met in a timely manner. Students are responsible for getting all documented forms to me as soon as possible. I cannot accommodate any special needs without the proper authorization from UNM Valencia Campus Accessibility Services. They are located at Advisement & Counseling Services, Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560. <http://www.unm.edu/~vcadvise/equalaccess.htm> . Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

Required Work and Grading: All formal writing assignments must follow MLA format, be in Microsoft Word (or Word compatible), and be double-spaced in a 12pt, Times New Roman font.

Grades will be determined on a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (1000-900 points); 89-80% = B (899-800 points); 79-73%= C (799-700 points); 69-60% = D (699-600); and below = F. **You need a “C” (73% or 730 points)** to pass this course.

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

Essays You are required to submit 3 formal 4-5 page essays (not including the Works Cited page). Each essay requires at least one credible source to be incorporated in text and in the Works Cited page. **Wikipedia does not count.** Students may be dropped from the class for failure to turn in one of the major essays. I will provide instructions and rubrics for each assignment at the beginning of each new unit.

Late Policy: I will not accept essays more than two days after the assigned date. For each day the essay is late, the assignment will be marked down half a letter grade, so make sure to turn in your essays in a timely manner.

Grammar Power Point: Each student will be responsible for delivering a Power Point (or Prezi) presentation on a grammar topic chosen by me. The purpose of this Power Point will be to help students study for the grammar quiz related to the topic you've been given. The Power Point should define the assigned term, explain key concepts of that term, and provide original examples that will prepare your peers for the quiz. I will go over the features of successful Power Point, and I will do the first presentation to demonstrate what I'm expecting.

Grammar Quizzes: Open-book grammar quizzes on Blackboard Learn will be available at the beginning of the semester and will shut on the scheduled days per the syllabus. Quizzes can be completed before the deadlines, but not after. Students have half an hour, and one attempt, to complete these quizzes. The topics include: 1) commas, 2) fragments 3) comma splices / run-ons, 4) active and passive, 5) wordiness, 6) parallelism, 7) dangling modifiers, 8) parts of speech, and 9) pronouns. Quizzes cannot be made up.

Participation: Participation is mandatory in this course. Participation means actively participating in your education; if you do not log-in to Learn and complete assignments on a regular basis you will, most likely, be dropped.

Grammar Exam: In week 15 (or so), I will give a comprehensive grammar examination over all the grammatical and mechanical terms that we've covered throughout the semester. This grade counts as apx. 10% of your final grade.

Portfolio

- The portfolio is a collection of your work.
- Portfolios receive a pass/fail and a letter grade. A team of instructors will determine the effectiveness of a students' overall writing ability and readiness. Portfolios will be evaluated using the learning outcomes.

Please Note: You need a "C," at least 73% to pass the course: A "C -" means that the student has failed the course and must retake the course.

Student Privacy Student privacy is strongly protected by professors at UNM-VC. The federal FERPA strictly prohibits the instructor or administrators from talking to anyone but the student about his/her progress. If a student has questions about a grade on an assignment or about the final grade for the course, FERPA dictates that the student is the only one who may speak to the instructor regarding their grades. All other outside requests for information release must be sent to and approved by the UNMVC registrar: (505) 925-8580
<http://www.unm.edu/~unmvc/Admissions/admiss.htm>

Technical Support: If you have questions about computer-related problems, call 277-5757, M-F, 8:00 am-12:00 noon and M-F, 1:00 pm-5:00 pm MST. Computer technicians are available and happy to help you solve those difficult problems.

Tutorials: If you do not know how to use Blackboard Learn, try one of the tutorials available on the information page at <http://online.unm.edu/help/learn/students/>

Tutors: Tutors are available at The Learning Center, both face-to-face and online, to help you navigate Blackboard LEARN. Call for an appointment: 925-8907