



A Quality Education –A Lifetime of Success

Professor: Dr. Jami L. Huntsinger ; Course Title: Composition I

Office Hours : MW, 12:30-1:20 PM (925-8600); T,W,R, 8:00-9:00 PM Online ; and by appointment

Course CRN: 1101.503 -- 49998

Semester : 1/20/20 - 5/6/20, Spring 2020

Course Days, and Times: M/W 1:30-2:45

Prerequisites: English 100 or ACT 19-25 or Compass 75-100

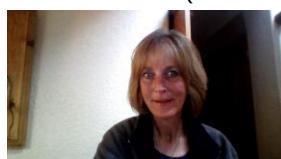


Course Description

Welcome to English 1110: Composition I. In this course, 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.

Your Professor

I am Dr. Jami L. Huntsinger (pronounced Hun-singer). I grew up in South Dakota (I am Lakota French), and I moved to New Mexico in 1989. After graduating from the University of New Mexico in 1997, with a Ph.D. in English, I chose to work at a two-year college because I enjoy teaching. In 1997, I accepted a position as an assistant professor at Valencia Campus. I am now a tenured professor, who enjoys teaching Composition 110 (face-to-face and online), 120 (face-to-face and online), Composition 220, Grammar 240 (face-to-face and online), Introduction to Literature 150 (face-to-face and online),



Southwest Literature 211, and Native American Literature 264 (face-to-face and online). I am a resident of Belen, New Mexico. I love my life in the valley; I especially enjoy hearing the braying of the burro, Chelsea, who lives next door. She is my 6:00-am alarm clock. To make my life complete, I have three special animal friends – Heidi, a four-year-old Dachshund who loves to eat socks, and Mia, a Dachshund cross who loves to race about the yard. The newest addition to the family is Dawn Noel, a dachshund who Santa Claus dropped down the chimney Christmas.



Heidi



Mia



Dawn Noel

Learning Outcomes for Composition I: Exposition

The University of New Mexico's Learning Outcomes for Composition I

All students registered at any of the University of New Mexico campuses must meet the following goals and objectives to pass Composition I. If your writing meets these learning outcomes, you will have successfully passed the course. By the end of the semester, you should be able to the following:

Students should be able to meet the following learning objectives:

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.

To meet these objectives at the 1110 level, we will focus these skills.

Create essays using the appropriate presentation. You must use appropriate ways to present information, such as narration, reflection, summary analysis, exemplification, process, cause and effect, comparison /contrast, classification/division, definition, analysis, argumentation, or combined pattern essays. You need to use the type required in the topic questions for the writing assignment.

Organize your essay. **Organization** includes employing several skills, such as writing strong thesis statements and topic sentences, using transitions, organizing sentences within focused paragraphs, and ordering paragraphs in logical way.

Develop your paragraphs. **Development** includes using examples and support to help illustrate your points. Personal examples and/or quotations from readings and/or web sources are also required in your essays.

Read texts accurately. To be successful writers and thinkers, you should **read critically, summarize accurately, and/or analyze insightfully**. You will also be required to analyze and evaluate web sources that you use to support your points.

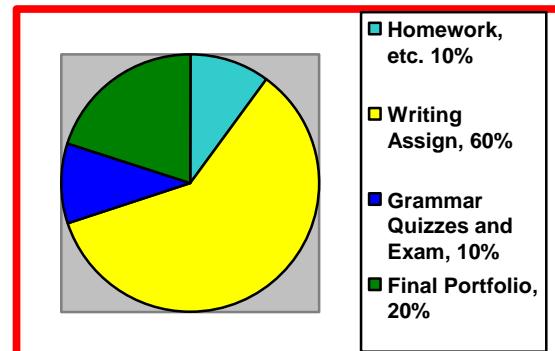
Revise and edit papers. Using skillful writing strategies, including prewriting, drafting, **revising, and editing**, will help you create strong essays. You will be required to demonstrate an ability to **revise and edit** in the final portfolio and in papers submitted during the semester.

Write good, well-crafted sentences and use correct grammar. Awkward sentences and grammatical errors make writing hard to read and result in bad communication. You will focus on how to fix some common grammatical mistakes and edit them correctly.

Use MLA for formatting papers and citing sources. This learning outcome includes using **MLA formatting** for presenting papers citing sources to avoid plagiarism. You will focus on learning **MLA documentation** to cite primary readings and web sources.

Grading Scale

Not all assignments and their grades are equal in value. At UNM VC, you can earn a course grade of **A, B, C, D (fractionated), F, W, or I** (See Incomplete section for more details about this grade). **C- or lower is failing**, and if you earn a C-or lower, you must retake the course. Some of your assignments are worth more than others are. For example, **homework and participation** are worth **10%**. **Grammar Quizzes and the Grammar Examination** are worth **10%**. Major **writing assignments**, which you submit during the semester, are worth **60%**. Finally, the **Final Portfolio** is worth **20%**. These assignments meet the learning outcomes and measure your readiness for 1120.



Grading Criteria

The following outline is the criteria used to grade your writing. Knowing these criteria will help you know what you need to strive for to improve your writing.

To earn an "A," (Excellent, Pass):

This type of paper demonstrates a compelling, original, and thoughtful thesis that is supported by accurate details, examples, and explanations. The paper is easy to follow because it is clearly organized and has transitional markers. Paragraphs are unified and well supported. In addition, precise and lively word choices are combined into balanced, varied, and clear sentences. There are few, if any, deviations from standard usage, grammar, and mechanics, especially. The paper has very few sentence errors, such as comma splices, run-ons, and fragments. This paper addresses the question asked clearly and imaginatively.

To earn a "B," (Good, Pass):

This paper is also strong, but it is less polished than the "A" paper based on the quality of the thesis, diction, or the sentence variety. However, the essay is still focused and interesting. Its organization is correct, but transitions are sometimes strained. While developed, the paper needs some additional support to explain points more fully. Paragraphs are typically unified. The paper is generally correct mechanically, though there may be problems with complex grammar and punctuation, such as

apostrophes or subject/verb agreement. There are few, if any, sentence boundary errors: comma splices, run-ons, and fragments. The paper addresses the question well.

To earn a "C," (Average, Pass):

Although the paper contains good thought and interesting ideas, the essay's focus, while there, is not well written or maintained. The organization is acceptable, though some parts may be awry. The essay needs further development, but it contains a few well-placed examples or details. Some paragraphs are unified, but some need the focus of a strong topic sentence. Sentences in paragraphs may need organization.

Though the paper contains few major errors, there are some mistakes in spelling, grammar, and punctuation. The paper contains some sentence boundary errors, such as comma splices, run-ons, and fragments, but overall reflects a strong understanding of sentence structure. The paper addresses the question.

To earn a "D," (Inadequate, Failing):

This type of essay too often seems an unfocused exercise, even though there may be promising ideas throughout. Usually, there is no thesis, but if there is one, it is too general to be effective. Some principle of organization is apparent, but the principle is not successfully followed or lacks consistency and coherence. Development is weak, and paragraphs are not unified and sometimes not used. Errors in spelling, grammar, and punctuation are frequent enough to distract and confuse the reader. Sentence level errors abound: too many comma splices, run-ons, or fragments exist. The paper often does not address the question asked.

To earn an "F," (Unacceptable, Failing):

The essay seems a mechanical exercise without purpose or audience. There is no apparent principle or organization. Paragraphs do not exist. Development is weak, often indicated by a one-page essay. There are frequent sentence structure errors of the gravest sort. Sentences often do not make sense. Errors indicate failure to understand the basic grammar of the sentence. The paper does not address the question or is extremely difficult to read.

To earn a "0," (Unacceptable, Failing):

The "0" grade is distinguished from the "F" paper in that the student has not turned in any work to be graded. (Important: Portfolios are not accepted late.) If the paper has been turned in and earns a zero, it is plagiarized.

Writing Requirements

You will write a minimum of 2 to 3 major essays of 3-4 pages in length, short writing assignments, and a portfolio. You must submit all major essays to be able to submit a portfolio; if you do not submit all essays, you will earn a 65% for the course, which will require you to retake English 1110. To receive full credit for your writing, you must follow the directions for each of the assignments. You need to word process writing assignments using MLA formatting rules. Writing is graded using a matrix.

Submitting Your Writing Assignments -- Submit your writing assignments in Word or PDF format using 12-point font. If you are unsure how to "save as" a Word file, consult Blackboard Learn help desk (277-5757) or The Learning Center for help converting Google docs, wps, rtf, or wks files to Word documents.

Writing First Drafts -- First drafts used for peer editing must meet length requirements to receive full credit. First drafts are graded as follows: 1) complete and on time -- 100 points, 2) On time but short - 75 points, 3) Late, but complete - 50 points, 4) short and late -- 25 points, 5) submitted after the final draft - 0 points. IMPORTANT: Concerning 3 and 4 - you cannot peer edit, and you lose comments and points for peer editing.

Due Dates for Homework and Essays -- The due dates for work in the class are posted in Blackboard Learn. Late work is not accepted. Work completed during class cannot be made up - do not miss class.

Portfolio Requirements -- The Final Portfolio, which is the final project, is a collection of your writing that may determine whether you pass/fail the course. There following are things you must do to prepare to submit the Final Portfolio: 1) A self-evaluation or reflection on your writing, 2) One essay revised, and 3) A second revised essay (2 sources required).

Plagiarism -- Your writing assignments must not be plagiarized, or copied.

Plagiarism means using words and/or ideas in your writing that are not yours without acknowledging their source. Plagiarism includes copying another student's papers or ideas, downloading and submitting papers from the Internet, copying passages from sources without proper documentation, or rephrasing an author's ideas and then presenting them as your new, original thoughts.



To learn how to avoid plagiarism, you can talk to me, e-mail me, consult a tutor, or complete the Plagiarism Tutorial in Course Materials in Blackboard Learn or at <http://library.acadiau.ca/tutorials/plagiarism>. (Pick Dylan in the tutorial.) If you would like more reading about plagiarism, The Owl at Purdue website offers sage advice: https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/is_it_plagiarism.html. Facing high stress, busy schedules, and ample resources on the Internet, you may be tempted. Ignore that temptation! Because . . . if you do plagiarize, you will face one or more of the following consequences: failing the assignment, failing the course, or facing disciplinary action taken by the University. Your actions may also be reported to the Division Chair of Humanities. Further disciplinary

action, in addition to the actions taken for the plagiarism, may be taken based on the severity of the behavior. The University considers plagiarism a serious form of academic dishonesty – stealing.

Revising and Editing Your Writing

All revisions you do throughout the semester should illustrate substantial work done on the essay, such as working on organization, structure, or development. To revise, review peer editors' comments, ask your instructor questions, or get help from face-to-face or online tutors at The Learning Commons or Writing Center. Revision means making substantial changes:

EXAMPLE OF GLOBAL REVISIONS

Sports on TV -- A Win or a Loss?

Team sports are as much a part of American life as Mom and apple pie, and they have a good tendency to bring people together. They encourage team members to cooperate with one another, they also create shared enthusiasm among fans. Thanks to television, this togetherness now seems available to nearly all of us at the flick of a switch. We do not have to buy tickets, and travel to a stadium, to see the World Series or the Superbowl. These games are on television. We can enjoy the game in the comfort of our own living room. After Thanksgiving or Christmas dinner, the whole family may gather around the TV set to watch football together. It would appear that television has done us a great service. But is this really the case? Although television does make sports more accessible, it also creates a distance between the sport and the fans and between athletes and the teams they play for. The advantage of television is that it provides sports fans with greater convenience.

[insert] ←
We can see more games than if we had to attend each one in person, and we can follow greater varieties of sports.



Editing



Your Essay: Running the Spell and Grammar Checker

Before you submit any writing, run the spell/grammar check. While this is not a full "revision," it is a type of revision called line-by-line editing, a necessary step that will help you get a better grade.

In Word, you can set the spell and grammar check to catch more errors. (If you need additional help, type "settings for spelling and grammar" in the help box.) To set your spell check,

- 1) Select "Review."
- 2) Click on "Settings," located at the bottom right of the Editor section.
- 3) Make sure "Grammar and Refinements" are set in "When correcting grammar and spelling in Word."
- 4) Click on "Settings," which is right next to "Grammar and Refinements."
- 5) Check the boxes and choose the ones you want Check Document to check.
- 6) Make sure you select "Inside" for "Punctuation Required with Quotes."
- 7) Click on "Recheck Document." (Do this each time you run spell and grammar check," or "Check Document" checks new sentences only.
- 8) Click on "Ok."

You are now ready to spell/grammar check your document. After you have run the spell and grammar check in Editor, you are ready to reread your document carefully to catch any errors grammar and spell check may have missed – e.g. form/from. You may also want to consult online sources, such as "Grammar Girl" if you have questions about usage. You can search for any problem you need help with: <http://www.quickanddirtytips.com/grammar-girl>

The following example illustrates the type of editing you should be doing:

EXAMPLE OF SENTENCE-LEVEL REVISIONS

~~Televised~~
Sports on TV - A Win or a Loss?

Team sports, are as much a part of American life as Mom and apple pie. and they have a good tendency to bring people together. They encourage team members to cooperate with one another. they also create shared enthusiasm among fans. Because of television, this togetherness now seems available to nearly all of us at the flick of a switch. It would appear that television has done us a great service. But is this really the case? Although television does make sports more accessible, it also creates a distance between the sport and the fans and between athletes and the teams. they play for.

The advantage of television is that it provides sports fans with greater convenience. We do not have to buy tickets, and travel to a stadium, to see the World Series or the Super Bowl, but these games are on television. We can enjoy the game in the comfort of our own living room. We can see more games than if we had to attend each one in person, and we can follow a greater variety of sports.

Support for Student Success

Resources	Description of Services <i>Here are many ways that you can get help with the course material or with Blackboard Learn.</i>
Dr. Huntsinger 	My office hours for this course are held online or by appointment, which are posted in the Syllabus or Policy Syllabus and Resources. You may contact me anytime with "Mail" in Blackboard LEARN. In the Course Menu, click on " Mail " to send me a message. I will respond within 24 hours. Please do not wait for responses on Sunday - I rest. ☺ I will respond on Monday.
Blackboard Learn Support Services 	Computer Technicians: Password problems? Trouble with files opening? Can't figure out why your browser doesn't work? What is a browser, anyway? If you have questions about computer 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: Having problem with one of the Course Tools in Blackboard LEARN? If you do not know how to use one of the tools, try one of the tutorials available on the Blackboard LEARN information page called "How to Use Learn." Tutors: At The Learning Commons and The Writing Center at UNM Valencia Campus, tutors are available to help you navigate Blackboard LEARN.
Library Resources 	The UNM Valencia Campus library is available for our online learners as well. You can find articles and books by going to http://valencia.unm.edu/library/ . If you wish to research remotely (from home), you will need passwords, which are on the website. Visit or contact the library, 925-8990, if you have problems.

Equal Access Services/ADA 	Equal Access Services, phone (505) 925-8560 and website (https://valencia.unm.edu/students/advancement-and-counseling/equal-access-services.html) provides academic support to students with disabilities. If you need alternative formats for completing coursework online, you should contact this service immediately to ensure your success because the staff there can help meet your needs in a timely manner. Once you have been assessed and have had an appointment with Equal Access, you must request that all documented forms to me as soon as possible. Once I receive your paperwork, I will help you in all ways specified. Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs, and I encourage students to discuss their concerns with me.
Tutoring 	Online and face-to-face tutoring is available through The Writing Center, which is in the Learning Commons. The tutors can help you with your writing problems.

General Policies for English 1110

Reasons Students Can Be Dropped

You may be dropped if,

- You do not turn in any one of the assigned major writing assignments. Since you are given one week to submit your essays, no late papers are accepted.
- You have not submitted 50% of the course work that will be checked any time after midterm (Week 8).
- You do not attend the first week of class.
- You miss more than 4 classes.
- You have excessive tardiness. 2 tardies is 1 absence. Coming to class late or leaving a class early is a tardy. Leaving class and returning during the same class period is a tardy. If a student leaves a class period twice in one day, he/she is absent and need not return to class. Each student gets one free pass from me to leave class without being tardy. NOTE: If you have a medical reason that requires you to leave the class, I will honor a physician's note.
- You are disrespectful to classmates or to me in class or in correspondence, such as discussions, e-mails, or peer editing sessions. This behavior includes rude comments, swearing, or threats. Students will get one warning only; there is no second warning.
- Students who threaten the mental or physical safety or well-being of any member of the class will be dropped immediately. This includes stalking, cyber stalking, or threats of/actual physical violence. The student will be reported to Security and may be dropped immediately. You will receive an e-mail notifying you that you will be dropped.

Reasons for Failing

The sad fact is that some students will fail the course. Trying hard or turning in work does not guarantee a passing grade. You must write at an acceptable level of competency, and if you do not, your writing fails.

Incompletes

If you earn an "I," or incomplete, you have neither passed nor failed the course. I assign an "I" only if you have completed all the coursework, but due to some unforeseen emergency, you are unable to complete the final portfolio. I will ask for documentation. You must submit the work the next semester, or the University automatically converts the "I" to an "F."

Grade Disputes

If you wish to challenge your final grades, you must follow a set procedure for doing so, which is included in the University of New Mexico Student Handbook. When disputing a grade, you must speak to your instructor first. If the problem is not resolved, then speak with the Division Chair of Humanities. The Student Privacy Act, a federal statute called **FERPA, strictly prohibits the instructor from talking to anyone but the student** about his/her grades, progress, or work. (No relatives or friends). I **WILL NOT** make any exceptions to this policy.

Student Behavioral Code

While I do not expect problems when working with adult learners, these policies ensure a safe and productive classroom environment. These policies are also in University of New Mexico Student Handbook:

1. Students must treat one another and the instructor with respect. Nasty remarks and name-calling are prohibited.

2. Students should not post non-related comments or questions about matters that are not a part of course curriculum.
3. Students may discuss complaints about the course with their instructor; however, they must do so in the proper environment, e.g. in the instructor's office.
4. Students should use appropriate, polite language. Class time, e.g. discussion postings, is a professional learning environment, so obscene or offensive language, such as cursing, will NOT be tolerated.
5. Sexual harassment is not allowed.
6. Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. The offending student may be dropped from the course. Threats, cyber stalking, or stalking fall into this category.
7. Threatening the instructor to get a change of grade is prohibited. This behavior is harassment and/or verbal assault. Grades can be disputed; students should use the process outlined in the UNM Student Handbook.
8. Students violating any of these rules will be given a written warning and may be dropped from the class. They may be required to meet with the Chair of Humanities and the Dean of Instruction.

E-mail Netiquette – Please keep the following in mind when you write e-mails:

1. **Send messages to me through Blackboard LEARN e-mail, not through my UNM e-mail account.** Please use UNM e-mail for emergencies ONLY. If you must use UNM e-mail, type “_____
(Your Name) ____ from English 1110: E-mail Concerning____ (fill in blank) ____” in the subject line. I am not expecting e-mails from you in the general account, and I do not want to delete your message as spam.
2. **Include an informative subject line.** In **every e-mail you write to me**, the subject line should contain a descriptive phrase specifically about the problem. For example, “**Problems with Nouns Worksheet in Lesson 5, question 4**” is clear and helpful, but “**Homework**” is not. Unclear subject lines slow my response because I do not have enough information without having to ask you for clarification.
3. **Include a salutation.** E-mails do not usually include “Dear,” as a letter does, but they do include titles and last names. When you write to me, call me **Dr. Huntsinger or Professor Huntsinger**. Informal words of address, such as “**Hey,**” are never appropriate and are often rude.
4. **Include a closing.** Please close with an appropriate phrase and sign your e-mail with your name. Signatures help me; I may not recognize your e-mail address. Some examples of appropriate phrases are “Sincerely” or “Thank you for your help.”
5. **Capitalize only the first word of a complimentary close.** If you close your e-mail with a multi-word phrase such as “Thank you,” only the first word takes an initial capital letter.
6. **Use short paragraphs.** Because legibility on the screen is not as good as legibility on paper, use short paragraphs (3-4 lines maximum) to make the e-mail easy to read. In addition, be sure to skip lines between paragraphs.
7. **Do not use instant-messaging spelling.** If u want 2 b treated like a pro, write like 1®.
8. **Adhere to the conventions of Standard English.** Please edit and proofread for spelling errors and grammatical mistakes. Use your spell/grammar check in Blackboard Learn, located above the right-hand side of the text box. In addition, the computer does not catch all errors (form/from), so give your document one final read before submitting or sending it.
9. **DO NOT SEND ALL CAP MESSAGES.** All capital letters mean you are screaming at me. This is inappropriate behavior. To emphasize a point, underline it or put it in bold font.

Computer Policies

Technical Safeguards

Please save all your work. First, save all assignments on your hard drive and then save copies to thumb drives. For even better protection, print out hard copies of your work. **Important Note:** At UNM Valencia, losing a file is not an excuse for late work.

Getting Computer Help

If you experience computer difficulties, you must call **(505) 277-5757** for help and fix the problem. These computer technicians can answer questions you may have concerning specific software, hardware, and other procedural issues related to this course.

Computer Policies in a UNM VC Lab

If you use the computers on campus, you must adhere to all policies set forth by the University of New Mexico at Valencia Campus.

Using Printers at UNM VC

If you print this syllabus at the UNM VC campus, please set the printer to print on both sides of the paper.



**Assignment Syllabus
Composition 1110**

Note: I am making substantial changes to the course, and I am not finished yet. I will revise this syllabus when I have the changes made and add the assignment syllabus. Thank you for your patience.

Your assignments will be posted in Blackboard Learn Lessons in Checklist and in the Blackboard Learn Calendar.