

University of New Mexico-Valencia Campus
English 1110: Composition I
Policy Syllabus

Spring 2020
English 1110-505
Composition I
T/TH 10:30-11:45 AM
CRN: 50000 (16-Week Course)
Classroom: VACTC 113

Lizbeth Axelrod, MFA
Office Location: Room 113
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E-mail: Laxelrod@unm.edu
Office Hours: T -Th 12-1pm
Dates: 1/21/2020-5/14/2020

Course Description

Welcome to English 1110-505: 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.

Student Learning Outcomes

Throughout the semester in English 1110, students will progress toward the following student learning outcomes:

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.

Library Information Literacy Outcome

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

Instructor Information

For assistance with course-related questions, I am available to meet with you during my regular office hours on Tuesdays & Thursdays from 12-1:00pm. If you cannot meet during these times, let me know and we can schedule an appointment. You can also reach me by e-mail at laxelrod@unm.edu during normal business hours from 8:00 AM to 5:00 PM, M-F. Please allow 24 hours for a response.

Biography: Lizbeth Axelrod, MFA has been teaching undergraduate English and Writing for over five years, motivating her students with a true passion to discover the nuances of the written word. She teaches Writing & Rhetoric, Writing & Literature, Composition, Contemporary Literature, and Creative Writing. She has held previous academic appointments at State University of New York, Westchester Community College, and the New York City College of Technology.

Required Texts and Materials

- Kirszner, Laurie G., and Stephen R. Mandell. *Practical Argument*. Short 2nd Edition. Boston: Bedford / St. Martin's, 2015. (ISBN-13: 978-1457683886; ISBN-10: 1457683881)
- *RECOMMENDED* Hacker, Diana. *A Pocket Style Manual*. 7th Edition. Boston: Bedford / St. Martin's, 2015. (ISBN-13: 978-1-4576-4232-6; ISBN-10: 1-4576-4232-8) I will provide texts from this and post on Blackboard.
- Access to Internet, Blackboard Learn, and Microsoft Office (available on UNM-VC computers).
- UNM e-mail address.
- Flash Drive.

Basic Course Policies

Students are expected to arrive to class early so they are prepared to work when class begins. When you first arrive, make sure your computer is on and that you are logged in to begin work in Microsoft Word/Blackboard Learn. **Because we use the computers every day, having your NetID and password is mandatory for success in the course.** No talking is allowed during the lecture. No cellphones are allowed in class. There is a zero tolerance policy for any of these actions. Students who do not comply will be asked to leave without warning and will receive a zero for the day's activities.

Attendance Policy

Attendance will be taken at the beginning of class. Missing class is not an excuse for being unprepared. If you are absent, it is your responsibility to keep up with reading, get class notes from a fellow student, and /or see me during office hours if you have questions about the material. Students who miss the first week of classes will be dropped. Students who miss more than 5 classes will be dropped. Arriving 15 minutes after class starts counts as an absence. 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.

Plagiarism

Any form of plagiarism is unacceptable and the paper in question will receive a failing grade. 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 outside sources without proper documentation. We will have a class discussion and assignment on Plagiarism. There will be additional resources on Blackboard as well. Plagiarism may also result in failure of the entire 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/sites/default/files/library/tutorials/plagiarism/>.

Classroom Behavior

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

- 1) Students must treat one another and the instructor with respect. Derogatory remarks or name-calling is prohibited.
- 2) Students should not interrupt classroom lectures or discussion with non-related comments.
- 3) Students may discuss complaints about the course with their instructor; however, the students must do so in the proper environment, such as the instructor's office during office hours. Constant complaining in class may result in the student being asked to leave for the day's lesson; continued complaining after the first warning may result in the student being dropped from the course.
- 4) Students should not yell or curse at other students or at the teacher. Class time is a professional learning environment. Obscene language will not be tolerated.
- 5) Sexual harassment will not be tolerated.
- 6) Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. The offending student will be asked to leave for the day and may be dropped from the course. Security will be called. Intoxication, physical assault and or battery, violence, stalking, or threats fall into this category.
- 7) Students must not threaten the instructor concerning their grades. This type of behavior is considered harassment and/or verbal assault. Security will be called.
- 8) If you ever feel unsafe on campus, please call security at (505) 925-8570.
- 9) No food or drink is allowed in class.

Title IX Statement

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). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Computer and Technology Policies

Students must arrive at class on the scheduled class time with materials and a flash drive in hand. Save your work often and have a back-up file so as to avoid losing your work. Using computers during class time for entertainment, social networking, or personal e-mailing is strictly forbidden. Students who violate this policy will be asked to leave and counted absent for the day. The same rule applies for cell phones. Cell phones must remain off and stored away from work areas. No texting or phone calls are allowed. Be prepared to dedicate this hour and fifteen minutes exclusively to English.

E-Mail Etiquette

In general, e-mails 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. E-mails should also include a salutation. For example, “Dear Professor Wood” would be an appropriate salutation for an electronic message. Be sure to sign your first and last name, and proofread your e-mail for grammatical errors. Please avoid text-speak. Learning to write professional e-mails early on is a skill you need as you progress to higher academic levels and further career pursuits.

Equal Access

Pursuant to the Americans with Disabilities Act (ADA), students with documented special needs will be accommodated in this course. Students with disabilities should visit Accessibility Services to obtain an Equal Access form, which needs to be sent to the professor within the first two weeks of class. The contact information for the Student Services Office is (505) 925-8560 and <http://www.unm.edu/~vcadvise/equalaccess.htm>.

Academic Support

Free tutoring is available at the Learning Resources Center (L Building). Please call 925-8907 for an appointment. I am also available to help you with individual writing issues during my office hours or by appointment. Students who regularly seek tutoring usually see a great improvement in their grades.

Assignment Policy

Unless otherwise specified, all formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font. Essay length requirements are 750-1000 words each, or 3-4 pages. MLA specifications and help are available on our Blackboard in the Course Content and Resources section and are clearly laid out in Diana Hacker’s *Pocket Style Manual*.

Required Work and Grading

• 3 Major Essays: 100 points each	300 pts	(30%)
• 3 Essay Proposals & Annotation Exercise	100pts	(10%)
• Daily Writing Assignments & Quizzes	200 pts	(20%)
• Grammar Exam	100 pts	(10%)
• Grammar Presentation	50 pts	(5%)
• Portfolio	250 pts	(25%)

There are 1000 points possible in the course. 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.

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

PowerPoint Grammar Presentation

In groups, students will be responsible for presenting a grammar presentation on one of the following features of grammar and mechanics: 1) fragments, 2) comma splices/run-on sentences, 3) pronoun reference, 4) point of view, 5) capital letters and italics, 6) commas, 7) apostrophes, 8) pronouns, or 9) parallelism. Students should deliver a professional presentation to the class (no longer than 10 minutes) that defines their assigned term. Acceptable formats for the presentation include: digital presentations, blogs, collages, video or audio essays, comic strips, and storyboards. Presentations cannot be made up if a student is absent.

Participation

Participation is mandatory in this course. Participation means actively participating in your education, including class discussions, in-class writing workshops, and other exercises. Make sure to bring course materials and take notes during every class meeting. In the case of absence, in-class writing assignments cannot be made up regardless of the reason.

Final Portfolio

A final portfolio of student work is required in this course. It is judged by a panel of UNM-Valencia professors. The portfolio includes a collection of essays and the professor will provide the guidelines to students ahead of time. Please keep a copy of all graded work and rubrics for this purpose. Part of the portfolio grade is based on revision abilities. Panel graders look to see whether students have responded to instructor comments and whether students have made substantial changes. The panel graders will determine student readiness for English 120, based on the portfolio. Students must receive a 73% or higher overall grade in the course in order to pass English 1110. A final note about “Incompletes”—this grade is rarely given as it is reserved for students who have completed all of the coursework, but due to some unforeseen emergency, is unable to complete the Final Portfolio.

Student Privacy

Student privacy is strongly protected by professors at UNM-Valencia. In fact, a federal statute called 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. In sum, parents, relatives, or friends will not be allowed access to information about student performance. All other outside requests for information release must be sent to and approved by the UNMVC registrar: (505) 925-8580.

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.

Class Calendar & Assignment Syllabus

- The assignment syllabus is a tentative schedule of assignments. I reserve the right to make changes, add assignments, or delete assignments from this syllabus. Changes will be announced in class and on Blackboard. Checking Blackboard regularly as well as regular attendance is crucial for success in this course.
- Please bring all class materials to each meeting date, as well as a flash drive.
- The following abbreviations are used to identify our texts:
 - *PA = Practical Argument*
 - *APSM = A Pocket Style Manual (Suggested – Text will be provided and on Blackboard)*

Week 1 - Jan 21 & 23

Tuesday

Introduction to English 1110, Syllabus Overview, Student Introductions

Assignments: Purchase Book and Flash Drive; Secure Internet/E-Mail Access;

HW: Read Chapter 1 “The Four Pillars of Argument” (*Practical Argument [PA]* PP. 23-56 and on Blackboard), Journal 1- Upload to class Writing, Prompts & Journals (Jamaraquai Prompt)

Thursday

Introduction to Blackboard Learn, Diagnostic Essay-Literacy Narrative, Writing Center Visit

Assignments: Essay Proposal Draft,

Read Chapter 2 “Thinking & Reading Critically” (*PA* PP. 59-81 and on Blackboard)

Due: Writing Assignment 1 - Jamaraquai

HW: Work on Essay #1 Proposal Draft

Week 2 – Jan 28 & 30

Tuesday

Introduction to Rhetorical Analysis Essay 1, Discussion of Thesis Writing & Five-Paragraph Essay Format

Assignments: Read Chapter 4 “Writing a Rhetorical Analysis” (*PA* PP. 99-121); Read “Supporting a Thesis, & “Avoiding Plagiarism” (*APSM* PP. 107-114 and on Blackboard)

Due: Essay Proposal Draft done in class

HW: Writing Assignment 2 (Thesis Writing Exercise)

Thursday

Overview of Research Methods & MLA Format Requirements, Plagiarism, Sample Works Cited Page, Citation Worksheet (on Blackboard and in Class)

Assignments: Complete Citation Worksheet. Read “Documenting Sources/MLA” (*PA* PP. 345-355); Read Chapter 11 “Using Sources Responsibly” (*PA* PP. 369-411); Read and discuss Sample MLA papers (draft and finished paper) on Blackboard in Course Content & Resources, Continue work on Essay 1

Due: Essay Proposal on Blackboard in assignments area by 10:00pm

HW: Work on synthesizing sources and first Draft of Essay 1

Week 3 - Feb 4 & 6

Tuesday

Discuss & pick groups for Workshop Session for Essay 1: Use Workshop Guidelines from Blackboard Course Content & Resources.

Assignments: Read Chapter 9 “Summarizing, Paraphrasing, Quoting, and Synthesizing Sources” (*PA* PP. 329-343); Read “Plagiarism & Buzzfeed’s Achilles Heel” (*PA* PP 398-400),

Due: First Draft Essay 1 – On Blackboard in workshop group

HW: Continue work on Essay 1 (have draft and 3-4 copies ready for next class)

Thursday

Workshop day - Group essay workshop.

Analysis essay – how does this differ from research?

Assignments: Read “Punctuation/The Comma” (*APSM* PP. 57-64 and on Blackboard); Read “Research” (*APSM* PP. 99-105 on Blackboard)

Due: Workshop Day - Please bring 3-4 printed copies of your Essay to class

HW: Finish Essay #1 - Due Tuesday at 10:00pm on Blackboard (2/11 at 10pm).

Week 4 - Feb 11& 13

Tuesday

Source Citation and Annotation Workshop

Assignments: Annotation Links on Blackboard in Course Content & Resources – in class properly cite and annotate

HW: Finish essay 1

Due: Final Draft of Essay 1 on Blackboard at 10:00pm

Thursday

Introduce literary analysis Essay, Amiri Baraka

Assignments: Annotation Links on Blackboard in Course Content & Resources – Pick one and properly cite and annotate

(*PA* PP. 253-284); Scan Sections 33A & B “MLA Documentation Style” (*APSM* PP. 124-173)

Due: Essays of interest - pick two

HW: Pick two Essays of interest and properly cite and annotate

Week 5 - Feb 18 & 20

Tuesday

The Literary Analysis Essay discussion, Proposal draft discussion

Assignments: Read “Mechanics” (*APSM* PP. 78-89); Read Chapter 8 “Finding and Evaluating Sources” (*PA* PP. 287-327)

Due: Annotations in assignment area on Blackboard

HW: Essay Two Proposal draft

Thursday

Essay 2 Topic discussion and annotations

Assignments: Read “Other Punctuation Marks” (*APSM* PP. 65-77)

Due: Essay Proposal - finish in class

HW: Essay Proposal Due on Blackboard by 10:00PM

Week 6 - Feb 25 & 27

Tuesday

Reflective Writing Prompt - Essay #2 Work Continues, Discussion on Grammar

Assignment: Read synthesizing research sources (*PA* PP 341-343) and be prepared to discuss your essay topic. Check into your workshop group #2 and post your essay topic.

HW: Essay 2 draft

Thursday

Film Screening *The Handmaid's Tale*

Assignments: Read Chapter 6 “Rogerian Argument, Toulmin Logic, and Oral Arguments” (PA PP. 191 227)

HW: Reflection on *The Handmaid's Tale*

Due: Draft of Essay 2 in workshop #2 Group by Saturday, February 29 at 10:00pm

Week 7 - March 3 & 5

Tuesday

Continue screening *The Handmaid's Tale* Introduce Essay 3

Assignments: Read Appendix A (Writing “Literary Arguments” (PA A-1 to A-11)

HW: Begin Work on Essay Proposal 3; (*Handmaid's Tale* Questions and Essay Links on Blackboard)

Due: Second Essay Draft and Workshop Comments on Blackboard in your workshop group

Thursday

Handmaid's Tale discussion. Workshop discussion - how did the online process work?

Assignments: Independent Writing and Research on Essay 3 Proposal, Grammar goodies

HW: Essay Proposal 3 - post in assignment area by Sunday, March 8 at 6:00pm

Due: Workshop comments in Second Essay Group on Blackboard

Week 8 - March 10 & 12

Tuesday

In class Group Peer Review Session- Essay Proposal 3

Assignments: Review on MLA Manuscript format (Blackboard);

Due: Essay #2 final posted in the assignment area on Blackboard by 10:00pm March 14

HW: Begin work on Essay 3 (Make revisions based on essay proposal peer review)

Thursday

Essay #3 Discussion and in class writing

NO CLASS WEEK OF MARCH 16-20 – Happy Spring Break!!

Week 9 - March 24 & 26

Tuesday

In-Class Essay Proposal Workshop

Assignments: Read “A Plea For Close Learning” (PA PP. 236-240) in Blackboard Homework reading

HW: Start working on draft of Essay # 3

Thursday

Individual Student Assessments, Review core rules of Netiquette

(www.albion.com/netiquette/corerules.html)

Assignments: Read Chapter 3 “Decoding Visual Arguments” (PA PP. 83-97); Work on essay #3 Draft

HW: Work on Essay #3

Due: Draft of Essay #3 in assignments - by Sunday, March 29 at 10:00pm

Week 10 – March 30 & April 2

Tuesday

Assignments: Read “Adjectives & Adverbs,” “Sentence Fragments,” “Run-On Sentences” & “Concerns of Multi-Lingual Writers” (*APSM* PP. 22-55) Read “Subject-Verb Agreement,” “Verb Problems,” & “Pronoun Usage” (*APSM* PP. 22-39 and on Blackboard)

HW: Finish Essay #3

Due: Essay #3 in Assignments area on Wednesday, April 1 by 10:00pm

Thursday

Discussion on Oral Presentations- Essay of choice

Assignments: Read Chapter 5 “Understanding Logic and Recognizing Logical Fallacies” (*PA* PP. 123-189)

HW: Prepare for Grammar Module (links on Blackboard in Class Content & Resources)/

Week 11- April 7 & 9

Tuesday

Introduce Group Grammar Presentations

Assignments: Read “Clarity” (*APSM* PP. 3-20)

HW: Meet with team to plan Group Grammar Presentation

Due: Extra Credit Assignment - Paper (250 word paper – Topic To Be Announced)

Thursday

In-Class Workshop-Group Grammar Presentations – costumes optional

Assignments: Read “Glossary of Grammatical Terms” (*APSM* PP. 298-305); Continue work on Group Grammar Presentations

HW: Finalize Presentations

Week 12 – April 14 & 16

Tuesday

Grammar goodies - Sentence Structure, four types of sentences, grammar worksheet

Due: Handmaid's Tale Essay draft must be in assignments

HW: Prepare for Grammar Exam

Thursday

Grammar Review-Run On Sentences, Parallelism, Subject Verb Agreement

Assignments: Review (*APSM* PP. 21-55)

Due: Grammar Homework - Types of Sentences

HW: Review (*APSM* PP. 21-55)

Week 13 April 21& 23

Tuesday

More Grammar review - using *Handmaid's Tale* essay - sentence structure, subject verb agreements, Parallelism

Assignments - prepare for Grammar Quiz, begin re-write on Handmaid's tale essay

HW: Work on HT Essay, study for grammar Quiz

Thursday

Grammar Presentation discussion

Assignments: Prepare for Grammar Exam

Due: *Handmaid's Tale* Essay Final - on Blackboard by Sunday, 11/17 @ 6:00pm

HW: Review Grammar Goodies - PDF's Do Sample Quizzes at CommNet

Week 14 April 28 & 30

Tuesday

Grammar Review/Final Portfolio Discussion

Assignments: Pick essays for revision papers for portfolio; Review all *Grammar* readings

HW:

Thursday

Grammar Review

Assignments: Review Grammar readings;

HW: Study for Grammar Exam

Week 15 - May 5 & 7

Tuesday

Grammar Examination

HW: Work on Portfolio Revisions

Thursday: TBA

Week 16 May12 &14 (Last Week of Class)

Tuesday

In-Class Essay Exam-English 1110 Cover Letter

Assignments: Work on Portfolio Revisions

HW: Work on Portfolio Revisions

Thursday

Final Day of Class/Portfolio Workshop

DUE: Final Portfolio (**No late portfolios will be accepted**)