

# ENGL 1120 501 Composition II

## Spring Semester Jan 17 - May 13

This course meets in person every Monday and Wednesday from 10:30 to 11:45 in Valencia Health Sciences room 105.

We will use this canvas site for the schedule, assignment guidelines, submitting assignments, grades, etc.

**Instructor:** Tricia Hermes

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**Office:** Arts & Sciences 113

**Office Hours:** Mondays and Wednesdays from 12 noon to 1:30 or by appointment in-person or Online via Zoom

*"Writing is thinking. To write well is to think clearly. That's why it's so hard."* ~**David McCullough**.

Welcome to **English 1120**. I look forward to working with you as we learn how to use language to write persuasively about things we care about and to use our brains to challenge and refute weak arguments when we see them. We will learn close reading techniques, how to analyze various texts and how to parse *Fact from Fiction*. You will read and write. My goal in this class is to build your confidence as a writer and thinker. I believe writing is a process, not a product. So you will be able to revise your writing. You will receive solid feedback from me on your draft and will be able to revise. If this works for you, stick with me and we will explore new genres of writing and communication together.

This is a three credit-hour course. Class meets for two 65-minute sessions of direct instruction for fifteen weeks during the semester. Please plan for a minimum of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

**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.

**Course Objectives**

In English 1120, you will progress toward the following student learning outcomes:

1. Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Use a variety of research methods to gather appropriate, credible information.
4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.
5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.
6. Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.).
7. Use an appropriate voice (including syntax and word choice).

*Library Information Literacy Outcomes*

1. Students will access Libros library database software and find a book relevant to the writing project.
2. Students will learn how to skim the book and find quotations that are both relevant and appropriate for the paper.
3. Students will be able to identify what type of database source they have found, g. magazine, journal, newspaper, website.
4. Students will write a correctly formatted Works Cited

**Textbook**

Our textbook is available on our canvas course by going to the Home page, Looking on the list of link on the left, click on Redshelf Course materials, and follow the prompts.

Our textbook is:

Practical Argument

Author: Kirszner

Publisher: MPS PUBLISHING

Edition: 4th

ISBN: 9780000000000

**Assignments & Grade Distribution**

Assignments in this class build on one another, so it's important to stay on track and submit all work on time. This course is part of the University Liberal Studies core, and students must achieve a grade of C- or better to receive graduation credit.

Here's an overview of what we'll do and how much each activity counts:

Group Fallacy Assignment	due Jan 25	5 points
Summary	due Jan 30	5 points
Reading Response	due Feb 1	10 points
Proposal Essay	due Feb 13	10 points
Research Librarian Session	Feb 27/Mar 1	5 points
Annotated Bibliography	due Mar 11	10 points
Conference	Apr 10 & 12	10 points

Final Portfolio	due May 9	25 points
Attendance & Participation		<u>20 points</u>
		100 points

All assignments are due on the scheduled day at the scheduled time. Assignments must be submitted on canvas; assignments submitted via email WILL NOT BE ACCEPTED. Assignments have a 4 day late submission window- you can submit your assignment to canvas up to 4 days after the due date for a loss of a point or two (depending on the amount of points for the assignment). Should your individual circumstances prevent you from completing your work on time, get in touch with your instructor to discuss a possible extension. You may be allowed additional time to complete your work on a case-by-case basis.

#### Attendance:

##### **UNM Valencia Attendance Policy states:**

*Students are expected to attend all meetings of their classes unless excused by the instructor. A student with excessive absences may be dropped from a course with a grade "W," by an instructor. Absences due to illness, field trips, athletic trips, and so forth do not relieve the student of the responsibility for missing assignments. It is the obligation of the student to take the initiative in arranging with the instructor to make up missed work. Students who are absent from final examinations or other closing exercises of their classes without an approved excuse are given the grade of "F."*

#### **Grades**

93-100 A  
 90-92.9 A-  
 87-89.9 B+  
 83-86.9 B  
 80-82.9 B-  
 77-79.9 C+  
 73-76.9 C  
 70-72.9 C-  
 67-69.9 D+  
 63-66.9 D  
 60-62.9 D-  
 Below 60 F

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

A few things to consider:

- A drop before the end of the third week in a sixteen week semester session or the 2nd in an 8 week summer session will not appear on your transcript, and you will not earn credit hours or a grade in the course.

- Your instructor can drop you from the course at any point in the semester before finals for violating the attendance policy, lack of attendance, communication, and/or turning in assignment.
- If you, your instructor, or the Dean of Students initiates a drop after the third week (for fall or spring) or second week (for summer), you will receive W.
- If no drop is initiated by the end of the semester by any party, then based on your performance and attendance your instructor will use his/her discretion to decide whether to assign you a grade from A+ to F or a W.
- In Core Writing, a C or above is passing. When deciding whether or not to drop a course, consider the outcomes of earning a grade below C as opposed to a W, and vice versa. For grades C- to D-, you will earn credit hours, but you will have to repeat the course, and the grade will appear on your transcript and factor into your GPA.

### **Personal Statement on Equity and Inclusion**

The University of New Mexico considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UMN expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community. Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <http://oeo.unm.edu/title-ix/>. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify me as soon as possible and/or contact [Accessibility Recourse Center](#). Our classroom will be a place that has respect for diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

### **Learning Commons: Tutoring Services**

Tutoring is available to you in math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In person tutoring is in these centers in the LRC (the building that also has the library). Tutoring in Zoom and, for writing, through email, is also available.

Making use of tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses.

To schedule an appointment, please go to: [Learning Commons Bookings](#)

If you are making an email appointment with the Writing Center, email your draft to [tutor@unm.edu](mailto:tutor@unm.edu) after you fill out the form above.

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email [tutor@unm.edu](mailto:tutor@unm.edu). You'll get answers during business hours Monday through Friday.

The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#).

### **Academic Dishonesty Policies and Procedures**

Academic dishonesty is often referred to as plagiarism. Plagiarism occurs when writers intentionally or unintentionally use another person's language, ideas, or materials and present them as their own without acknowledging the source. For more information on the kinds and consequences of plagiarism, click

here: <https://docs.google.com/document/d/1kjClIFkukbp4BMNbH9eKget09F8SI3hmg71H9Y876kE/edit?usp=sharing>

### **Connecting to Campus and Finding Support**

UNM has many resources and centers to help you thrive, including [opportunities to get involved](#), [mental health resources](#), [academic support including tutoring](#), [resource centers](#) for people like you, free food at [Lobo Food Pantry](#), and [jobs on campus](#). Your advisor, staff at the [resource centers](#) and [Dean of Students](#), and I can help you find the right opportunities for you.

[PASOS Resource Center](#) (505) 925-8546, <mailto:pasos@unm.edu>. The Resource Center is an on-campus center that serves as a "one-stop" for all non-academic needs of UNM-Valencia students.

[Student Health and Counseling](#) (SHAC) at (505) 277-3136. If you are having active respiratory symptoms (e.g., fever, cough, sore throat, etc.) AND need testing for COVID-19; OR if you recently tested positive and may need oral treatment, call SHAC.

[LoboRESPECT Advocacy Center](#) (505) 277-2911 can offer help with contacting faculty and managing challenges that impact your UNM experience.

### **Title IX**

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus.

Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For

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

### **Accommodations**

UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact The UNM-Valencia Equal Access Services (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at [sjclawson@unm.edu](mailto:sjclawson@unm.edu).

### **COVID-19 Health and Awareness**

UNM is a mask friendly, but not a mask required, community. To be registered or employed at UNM, Students, faculty, and staff must all meet UNM's [Administrative Mandate on Required COVID-19 vaccination](#). If you are experiencing COVID-19 symptoms, please do not come to class. If you have a positive COVID-19 test, please stay home for five days and isolate yourself from others, per the [Centers for Disease Control \(CDC\) guidelines](#). If you do need to stay home, please communicate with me at [thermes@unm.edu](mailto:thermes@unm.edu); I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. Please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

### **Land Acknowledgement**

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.