

## ENGLISH COMPOSITION II – 1120-505

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Office Hours: W 2:00-4:00 MST

### COURSE DESCRIPTION

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.

A few more notes about this course. First, this course is fully online and asynchronous. This means you will not be required to attend weekly online meetings at a certain time. However, several times throughout the semester I will ask you to schedule and attend one-on-one or small group zoom meetings, similar to in-office conferences for face-to-face classes. I will also be available for student meetings throughout the semester; students will simply need to email me to schedule.

### COURSE OBJECTIVES

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).

### REQUIRED TEXTS AND TOOLS

- Internet Access
- Canvas
- Zoom
- Purdue Online Writing Lab (online, linked on Canvas)
- Microsoft Word (Provided Free by UNM)

## CLASSROOM POLICIES

**Student Hours:** Student hours will be held Wednesdays from 2:00-4:00pm, virtually on Zoom and by Email. If you need an immediate response to something, these are the best hours to contact me. Additionally, I am available by appointment. Student hours are times where I will be available to chat, answer questions, strategize, nerd out, and offer assistance to any student who drops in. These hours are for you. Use them however you want! If, for whatever reason, you aren't able to drop into office hours, I am also available for appointments at other times, just send me an email or a message to schedule.

**Email:** Send any and all questions, concerns, or comments to [nsheppard1@unm.edu](mailto:nsheppard1@unm.edu). I generally am pretty quick to reply during normal business hours (M-F 9:00-5:00), but if you don't hear from me by the next business day you should send a follow-up email. Additionally, you can expect at least weekly email updates or announcements from me with reminders and updates for the course. In an effort to maintain a healthy work/life balance (which I also encourage all of you to do!) I may take longer to respond on nights and weekends.

**Auto-Drop Policy:** If a student does not log in to Canvas, participate in the discussion, submit any assignments, contact me directly, or otherwise appear to engage with the course in any way within the first two weeks, they will be dropped automatically.

**Make-Up/Late/Missing Work:** The due dates for the weekly assignments and major projects are suggestions for your benefit. There are no penalties for turning in assignments, essays, or projects late and I don't require any kind of request or reason for doing so. All weekly assignments, essays, and major projects can be turned in at any time before the end of the semester. With that being said, the course assignments are designed to build on the previous assignment, so major assignments cannot be turned in out of order and I highly recommend completing the reading responses each week. One of the main benefits of turning in work by the suggested due date is that you will receive feedback in a timely manner that will benefit you in the subsequent assignments, in addition to not being burdened with attempts to complete everything in the final week of the semester. Discussions cannot be made up for obvious reasons, but you are able to miss two without any consequence to your grade.

**Revise and Resubmit:** All major essays or projects are eligible to be revised and resubmitted for any reason so long as the author schedules a conference with me within one week of receiving their graded essay. The essay must show *significant* revisions beyond small editing/formatting corrections to be eligible for new feedback, which we will discuss in our conference.

**Neurodivergency and Accessibility Statement:** This course is designed to support diversity of learners. As a neurodivergent person myself, my hope is to create an inclusive and accessible environment for all students. If you want to discuss your learning experience, or have concerns regarding the accessibility of the course, please talk to me as early in the term as possible. If you know you have, or suspect you have, any neurodivergency, learning disability, mobility or

sensory deficit/impairment, chronic illness, or psychiatric disability (anxiety, depression, bipolar disorder, post-traumatic stress, and others) that limits your ability to fully access and/or participate in this course, you may reach out to me directly to discuss resources, support networks, and/or course accommodations with or without disclosing any diagnoses.

**Artificial Intelligence/AI Policy:** AI can be a valuable tool for writers and creators, but we must also acknowledge the reality that we are still navigating how to use it ethically, legally, and responsibly. To that end, you should feel free to use AI such as ChatGPT for your own idea generation, pre-writing, research, or editing/revision if you feel that it is useful. If you use any of the AI's responses, please cite them appropriately (see the MLA style guide for guidance: <https://style.mla.org/citing-generative-ai/>).

Use of AI-generated art is even more fraught and many professional and amateur artists have spoken out about the AI's training model being based on the intellectual property of unpaid artist. To that end, AI-generated art may be used for your own inspiration but cannot be submitted for a grade of any kind (including for discussion credit), even if cited.

**Policy of Tolerance:** In order to foster a community of learning that is welcoming to all of us, we must engage in discourse that is respectful and kind. In many of our readings and discussions, we will be discussing sensitive topics that challenge your beliefs, thoughts, and opinions. This is to be expected and encouraged in any community of learning! But while we will almost certainly disagree with each other on a variety of things, a healthy and productive discussion or debate must be conducted respectfully and in good faith without personal or prejudiced attacks.

*I will not tolerate any discrimination, harassment, or generally not-nice behavior on the basis of sex, gender, race, ethnicity, age, disability, class, citizenship, religious affiliation, or personal difference in any written, verbal, or artistic expression.*

Consequences for this sort of behavior may include a mandatory conference, a failing grade, or being dropped from the course entirely. Disregarding this policy may also result in being reported to the Dean of Students or the Office of Compliance, Ethics & Equal Opportunity as a Code of Conduct or Title IX violation where applicable.

## UNIVERSITY POLICIES

**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 Accessibility Resource Center at [arcsrvs@unm.edu](mailto:arcsrvs@unm.edu) or by phone at 505-277-3506.

**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, especially the LoboRESPECT Advocacy Center and the support services listed on its website (<http://loborespect.unm.edu/>). 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>.

**Academic Integrity:** Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

**Indigenous Peoples' Land and Territory 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.

**Plus/Minus Grade Policy:**

The way you will be graded in this course may be a little different from the way you've been graded in previous courses. In an effort to focus on feedback, improvement, and writing as an emergent process, I've designed my grading rubrics to focus on labor and minimum requirements rather than quality of writing (See Canvas for rubrics). This means your grade in this class is entirely up to you and your level of participation.

Essentially, if you complete all three essays to at least the minimum requirements, turn all of the journal assignments, and even minimally participate in discussion, you are guaranteed at least a 'B' in this course, regardless of the quality of your writing.

An 'A' may be achieved either through performing additional labor (such as extra discussion participation or revising your essays), exceptional quality of writing, or extra credit opportunities. You may receive a 'C' or 'D' in the course for a number of reasons, including repeatedly and drastically failing to meet the minimum requirements for essays, reading responses, and/or discussions. And finally, you might fail this course for not turning in any essays or weekly responses, or for never/rarely participating in discussion. You may also receive

an 'F' or be dropped from the course for inappropriate, offensive, or academically dishonest work.

For determining mid-term and final grades, the following scale will be used:

100-97=A+	89-87=B+	79-77=C+	69-67=D+	59-0=F
96-93=A	86-83=B	76-73=C	66-63=D	
92-90=A-	82-80=B-	72-70=C-	62-60=D-	

## **ASSIGNMENT BREAKDOWN**

### 20% Course Proposal (1000 words)

In this initial essay, students will choose a theme or subject to investigate for the entirety of the semester. This essay should explain what interested you about the piece, what connection you have with the piece, and how you expect to write about this article for the remainder of the semester. You will not be locked into this plan, but you **WILL** be locked into the article you choose unless arrangements are made with the instructor.

### 20% Rhetorical Analysis (1000 words)

Students will write a 1000 word rhetorical analysis of the article they've chosen to work with throughout the semester. This analysis will examine how the author is constructing their argument and what rhetorical moves they are making. This article should be researched and include three outside sources.

### 20% Researched Argument (1500 words)

Students will formulate their own researched argument related to the topic of their chosen article. This assignment should be at least 1500 words and include at least five academic sources.

### 20% Course Remix

Students will use what they've learned this semester and remix it into another format. This remix should be multimodal, and should include a 2-3 page reflection.

### 20% Participation

Throughout the semester, students will be asked to complete various assignments to reinforce learning outcomes. These might include reading responses, writing exercises, quizzes, feedback surveys, conferences, peer review, or discussion boards.

## **COURSE SCHEDULE (subject to change)**

### **Week One**

*January 15 – Martin Luther King, Jr. Day, Campus Closed*

*January 16 – Classes Begin*

Read: Course Documents (Syllabus, Rubrics, etc.)

[Introduction to Rhetoric and Composition | Study Hall](https://www.youtube.com/watch?v=UeGesJgnNH4)  
<https://www.youtube.com/watch?v=UeGesJgnNH4>

How to Grow as a Writer | Rhetoric & Composition | Study Hall  
<https://www.youtube.com/watch?v=rvFNC5Jm94>

Purpose: What's Writing For, Anyway? | Rhetoric & Composition | Study Hall  
[https://www.youtube.com/watch?v=\\_52pATmhcck](https://www.youtube.com/watch?v=_52pATmhcck)

Assignments: Begin browsing articles to use for the duration of the course  
Journal 1 - Introduction  
Introductory Discussion Post

### **Week Two**

*January 26 – Last day to ADD sections and CHANGE credit hours on LoboWEB*

*January 26 – Enrollment Cancellation for Non-Payment*

Read: The Writing Process | Rhetoric & Composition | Study Hall  
<https://www.youtube.com/watch?v=wEe7WZnEj60>

Writing in Action: A Writer's Journal | Rhetoric & Composition | Study Hall  
<https://www.youtube.com/watch?v=z2UWEU7nSrU>

The Writing Process: Invention and Planning | Rhetoric & Composition | Study Hall  
<https://www.youtube.com/watch?v=FtFtqq4dPZo&t=6s>

Assignments: Journal 2 - Understanding Essay One  
Share your Ideas (Discussion)

### **Week Three**

*February 2 – Last day to DROP without "W" grade and receive a 100% tuition refund on LoboWeb*

Read: How to Plan Your Writing Project: Study Hall Composition #3: ASU + Crash Course  
<https://www.youtube.com/watch?v=IlnabMCWtY4&list=PLID58IQe16nHLmRaPC--eXaRja6MJdQWd&index=4>

Assignments: Journal 3 – Planning Your Semester  
Pre-writing Strategies (Discussion)

## **Week Four**

*February 9 – Last Day to Change Grading Options*

Read: What is Drafting: Study Hall Composition #4: ASU + Crash Course  
[https://www.youtube.com/watch?v=GH5bvGLmb\\_M&list=PLID58IQe16nHLMRaPC--eXaRja6MJdQWd&index=5](https://www.youtube.com/watch?v=GH5bvGLmb_M&list=PLID58IQe16nHLMRaPC--eXaRja6MJdQWd&index=5)

“Shitty First Drafts” by Anne Lamott (pdf)

Assignments: First Draft of Course Proposal Due  
Peer Review (Discussion)

## **Week Five**

Read: The Elements of Rhetorical Analysis | Rhetoric & Composition | Study Hall  
[https://www.youtube.com/watch?v=ngrR1UhedpM&list=PLID58IQe16nG0VmxA0JBY8NG\\_b4OrF63f&index=22](https://www.youtube.com/watch?v=ngrR1UhedpM&list=PLID58IQe16nG0VmxA0JBY8NG_b4OrF63f&index=22)

Writing in Action: Creating a Rhetorical Analysis | Rhetoric & Composition | Study Hall

[https://www.youtube.com/watch?v=Wj3\\_2AeJMpE&list=PLID58IQe16nG0VmxA0JBY8NG\\_b4OrF63f&index=25](https://www.youtube.com/watch?v=Wj3_2AeJMpE&list=PLID58IQe16nG0VmxA0JBY8NG_b4OrF63f&index=25)

Rhetorical Analysis and Transfer | Rhetoric & Composition | Study Hall  
[https://www.youtube.com/watch?v=i6LM33d6b2k&list=PLID58IQe16nG0VmxA0JBY8NG\\_b4OrF63f&index=27](https://www.youtube.com/watch?v=i6LM33d6b2k&list=PLID58IQe16nG0VmxA0JBY8NG_b4OrF63f&index=27)

Assignments: Course Proposal Due  
Reflection (Discussion)

## **Week Six**

Read: Introducing Context: Place and Space | Rhetoric & Composition | Study Hall  
[https://www.youtube.com/watch?v=zKA0zYCG1NA&list=PLID58IQe16nG0VmxA0JBY8NG\\_b4OrF63f&index=16](https://www.youtube.com/watch?v=zKA0zYCG1NA&list=PLID58IQe16nG0VmxA0JBY8NG_b4OrF63f&index=16)

Context: Media | Rhetoric & Composition | Study Hall

[https://www.youtube.com/watch?v=AZOpZbvXUIY&list=PLID58IQe16nG0VmxA0JBY8NG\\_b4OrF63f&index=17](https://www.youtube.com/watch?v=AZOpZbvXUIY&list=PLID58IQe16nG0VmxA0JBY8NG_b4OrF63f&index=17)

Context in Time | Rhetoric & Composition | Study Hall

[https://www.youtube.com/watch?v=NYkZqbpCK7s&list=PLID58IQe16nG0VmxA0JBY8NG\\_b4OrF63f&index=18](https://www.youtube.com/watch?v=NYkZqbpCK7s&list=PLID58IQe16nG0VmxA0JBY8NG_b4OrF63f&index=18)

Assignments: Journal 4 - Context  
Discussion of Context (Discussion)

## Week Seven

Read: The Writing Process: Revision | Rhetoric & Composition | Study Hall  
[https://www.youtube.com/watch?v=2OTdXuT6ZJ8&list=PLID58IQe16nG0VmxA0JBY8NG\\_b4OrF63f&index=9](https://www.youtube.com/watch?v=2OTdXuT6ZJ8&list=PLID58IQe16nG0VmxA0JBY8NG_b4OrF63f&index=9)

Revision Techniques | Rhetoric & Composition | Study Hall  
[https://www.youtube.com/watch?v=ahn0Dp2tUnQ&list=PLID58IQe16nG0VmxA0JBY8NG\\_b4OrF63f&index=24](https://www.youtube.com/watch?v=ahn0Dp2tUnQ&list=PLID58IQe16nG0VmxA0JBY8NG_b4OrF63f&index=24)

The Writing Process: Editing | Rhetoric & Composition | Study Hall  
[https://www.youtube.com/watch?v=HnODPRvUUfs&list=PLID58IQe16nG0VmxA0JBY8NG\\_b4OrF63f&index=10](https://www.youtube.com/watch?v=HnODPRvUUfs&list=PLID58IQe16nG0VmxA0JBY8NG_b4OrF63f&index=10)

Editing Techniques | Rhetoric & Composition | Study Hall  
[https://www.youtube.com/watch?v=3DwAq6xneqI&list=PLID58IQe16nG0VmxA0JBY8NG\\_b4OrF63f&index=29](https://www.youtube.com/watch?v=3DwAq6xneqI&list=PLID58IQe16nG0VmxA0JBY8NG_b4OrF63f&index=29)

Assignments: Journal 5 - Revision & Editing  
Peer Editing (Discussion)

## Week Eight

Read: **VISUAL RHETORIC** – READINGS TBD

Assignments: Rhetorical Analysis Due

## Week Nine

*March 12-19 – Spring Break*

## Week Ten

Read: Writing for Non-Human Audiences | Rhetoric & Composition | Study Hall  
[https://www.youtube.com/watch?v=JzpajJi112c&list=PLID58IQe16nG0VmxA0JBY8NG\\_b4OrF63f&index=13](https://www.youtube.com/watch?v=JzpajJi112c&list=PLID58IQe16nG0VmxA0JBY8NG_b4OrF63f&index=13)

Credible Research: Study Hall Data Literacy #12: ASU + Crash Course  
[https://www.youtube.com/watch?v=16X2ZUacmDw&list=PLNrrxHpJhC8m\\_ifiOW11hquDmdgvcviOt&index=13](https://www.youtube.com/watch?v=16X2ZUacmDw&list=PLNrrxHpJhC8m_ifiOW11hquDmdgvcviOt&index=13)

Citation, Quotation, and Paraphrase | Rhetoric & Composition | Study Hall  
[https://www.youtube.com/watch?v=3Ue14VonjNY&list=PLID58IQe16nG0VmxA0JBY8NG\\_b4OrF63f&index=23](https://www.youtube.com/watch?v=3Ue14VonjNY&list=PLID58IQe16nG0VmxA0JBY8NG_b4OrF63f&index=23)

Assignments: Journal 6 – Annotated Bibliography



Researching (Discussion)

### **Week Eleven**

Read: Critical Thinking and Arguing: Study Hall Composition #8: ASU + Crash Course  
<https://www.youtube.com/watch?v=LNkibDGjQq8&list=PLNrrxHpJhC8mNXjrAL3Ey1Q6iI35cymzl&index=9>

Evaluating Arguments: Study Hall Writing Composition #9: ASU + Crash Course  
[https://www.youtube.com/watch?v=PgZj4Li00\\_4&list=PLNrrxHpJhC8mNXjrAL3Ey1Q6iI35cymzl&index=10](https://www.youtube.com/watch?v=PgZj4Li00_4&list=PLNrrxHpJhC8mNXjrAL3Ey1Q6iI35cymzl&index=10)

What Is Rhetoric?: Study Hall Writing Composition #10: ASU + Crash Course  
<https://www.youtube.com/watch?v=xpooxL-i5UI&list=PLNrrxHpJhC8mNXjrAL3Ey1Q6iI35cymzl&index=11>

Assignments: Journal 7 - Argument Planning  
Arguing (Discussion)

### **Week Twelve**

*April 4 – Last day to DROP without Dean’s Permission on LoboWEB*

Read: How to Argue - Philosophical Reasoning: Crash Course Philosophy #2  
<https://www.youtube.com/watch?v=NKEhdsnKKHs>

How to Argue - Induction & Abduction: Crash Course Philosophy #3  
<https://www.youtube.com/watch?v=-wrCpLJ1XAw>

Assignments: Journal 8 - Argument Anatomy/Thesis Writing  
Thought Experiments (Discussion)

### **Week Thirteen**

*April 12 – Last Day to Withdraw Without Student Services Permission*

Read: Get to Know Your Audience | Rhetoric & Composition | Study Hall  
[https://www.youtube.com/watch?v=wSOBOoeyHVA&list=PLID58IQe16nG0VmxA0JBY8NG\\_b4OrF63f&index=12](https://www.youtube.com/watch?v=wSOBOoeyHVA&list=PLID58IQe16nG0VmxA0JBY8NG_b4OrF63f&index=12)

Connecting With an Audience: Study Hall Writing Composition #11: ASU + Crash Course  
<https://www.youtube.com/watch?v=chZN09Qg8L4&list=PLID58IQe16nHLmRaPC--eXaRja6MJdQWd&index=12>

Assignments: Argument Due

### **Week Fourteen**

Read: Remediation! Context Part 2: Study Hall Writing Composition #13: ASU + Crash Course  
<https://www.youtube.com/watch?v=T169ogVcN9Q&list=PLID58IQe16nHLMRaPC--eXaRja6MJdQWd&index=14>

Presentation and Persuasion in Writing: Study Hall Writing Composition #15: ASU + Crash Course  
[https://www.youtube.com/watch?v=-Cx\\_DL43JgI&list=PLID58IQe16nHLMRaPC--eXaRja6MJdQWd&index=16](https://www.youtube.com/watch?v=-Cx_DL43JgI&list=PLID58IQe16nHLMRaPC--eXaRja6MJdQWd&index=16)

Assignments: Journal 9 – Remediation Plan  
Remediation Brainstorming (Discussion)

### **Week Fifteen**

Read: Writing Practice: The Reflective Essay | Rhetoric & Composition | Study Hall  
[https://www.youtube.com/watch?v=t6ECrgO\\_YKg&list=PLID58IQe16nG0VmxA0JBY8NG\\_b4OrF63f&index=30&t=11s](https://www.youtube.com/watch?v=t6ECrgO_YKg&list=PLID58IQe16nG0VmxA0JBY8NG_b4OrF63f&index=30&t=11s)

Assignments: Journal 10 – Reflections  
Final Thoughts (Discussion)

### **Week Sixteen**

*May 3 - Last Day to Withdraw With Student Services Permission*

Read: No reading 😊

Assignments: Final Project Due

### **Week Seventeen**

*May 5-11 – Final Exams*

*May 10 - Last day to report removal of Incomplete*

*May 11 – Commencement*

**All Missing Assignments, Essays, Extra Credit Opportunities, and Revisions Due May 8**