

English 1120 501: Composition II



Spring 2024 (Face-to-face)

January 15th- May 11th

Instructor: Lily Intong (She/They)

Office Hours (In-Person)

Location: In the Writing Center

Monday: 9:00 a.m.-10:15 a.m.

Course Description

Welcome to our English 1120 course! For this 1120 course we are going to work on our writing skills through the theme of food, identity, and communication. Food has a facet of understanding cultural heritage, identity formation, and food as communication. Through this, I hope that you all will learn about each other, their respective communities, and critically reflect on how a topic such as food can give glimpses into the nuance of identities. It is also my goal for students to understand themselves, their heritage, and their cultures through their writing.

Have you ever thought about food and what it means beyond a source of sustenance and survival? Food is a form of communication that goes into a deeper critical lens of who we are, what we eat, and why we eat it. Food communicates identity, sociocultural status, and most importantly, who we are. This course is designed to dive into cultural identities through the means of food. This course also will explore the capitalist nature of consumerism in food brands as well as analyze food policies in place and how they affect us as consumers.

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:

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

Additional Outcomes:

- increase your confidence in your reading and writing skills
- take an increasingly active role in your education
- understand the nuances of identity, culture, and communication

Attendance

Attendance and keeping up with assignments are extremely important: if you want to pass this course, you must attend class regularly, prepare for class, and participate fully in class activities.

Policies and Requirements

This syllabus is a contract between us. Please recognize that you are responsible for the policies on these pages. However, I do reserve the right to change our schedule and/or assignments based on our class needs, but I will always let you know in advance.

Required Materials

- UNM email address and access to UNM Canvas
- Access to Zoom
- Access to Internet and Microsoft Office (available on UNM-VC computers)
- English 1110 and 1120: College and Analytical Writing (This is a free textbook which can be found here: <https://mytext.cnm.edu/course/introduction-to-college-writing-at-cnm/>)
- All other supplemental readings/videos will be provided by your instructor

Course Projects

Name	Project Description	Schedule
<p>Week 1: Introduction to Our Course</p>	<p>This week of assignments will get you familiar with how to navigate the course, what to expect from our English class, and an ice breaker so that we can get to know each other as we work through this course together. You will also begin reading material to prepare you for the first sequence of assignments.</p>	<p>January 15th- January 21st</p>
<p>Project 1: Food as Cultural Storytelling</p>	<p>This assignment requires you to write about a significant food experience in your life and what you have learned from it. You're not telling your whole life story in this assignment, but instead focusing on one specific time incorporating an appropriate tone/style, and including multiple scenes and lots of details. I encourage you to bring in members of your community (family members, neighbors, friends) to tell and share this story.</p>	<p>January 15th- February 18th</p>
<p>Project 2: Rhetorically Analyzing Food Marketing</p>	<p>Have you considered why you gravitate towards certain brands? Beyond food as a means of sustenance, I would like you to explore the specific ways in which the food that you or your family buy at the store (i.e brands or products) that reflect your community, identity, and/or culture. Think to yourself, "what specific things do I buy because my family/community does?" You could consider certain traditions as well and the role they play when you shop.</p>	<p>February 19th- March 31st</p>
<p>Project 3: Food Policy and Law Research Paper</p>	<p>In this assignment, you will investigate how food-related law and policies play into the marketing and production of food here in the United States. You will research and choose one policy that is currently in effect and discuss the implications it has on how we view and consume food.</p>	<p>April 1st- May 5th</p>
<p>Final Reflection</p>	<p>The reflection is your final for our class where you will account for your learning in the course. For each project you will reflect on your writing process and tell your instructor how the project helped you with composition. You will essentially reflect back to the beginning of the semester and detail your progression throughout. Please consider using old reflection from the semester to help shape your final reflection.</p>	<p>April 29th- May 8th *Due on May 8th</p>

Community Writing

Writers need thoughtful feedback on their writing if they are to improve their writing skills. For each writing project, you will engage in community writing, responding to your peers' projects, and generally just sending positivity towards each other. We've labeled the space "Community Writing Week X," and there's one of these discussion boards for each project. You'll upload your project here and give feedback to your peers in this same space. Feel free to use this space to flesh out ideas, submit outlines, or generally check in with each other.

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; 89-80% = B; 79-73% = C; 69-60% = D; and below = F.

You need a "C" (73%) to pass this course.

Assignment submission and late work

Most assignments are due at the end of the week on Friday or on the scheduled date unless otherwise indicated. I understand that emergencies and sick days happen; therefore, late work will be accepted **upon an agreed date between the instructor and student**. Otherwise, late work will be accepted with a 10% deduction after each day. Late submissions will not be accepted after three days unless discussed otherwise.

I am a good listener and encourage students to communicate with me as best they can so that they can keep up in class. I am always willing to work with you as long as you make an attempt to communicate with me.

Point Distribution

Assignment	Point Value
Journals (x6)	30 (5 points each)
Discussion Boards (x8)	160 (20 points each)
Community Writing (x6)	120 (20 points each)
Small Writing Assignments (SWA x6)	150 (25 points each)
Major Writing Assignments (MWA x3)	300 (100 points each)
Individual Conference (x2)	50 (25 points each)
Small Activities (x8)	40 (5 points each)
Final Reflection	150
Total Points:	1,000

Possible Extra Credit Points: 50

Important Dates:

Monday, January 15th	First Day of Classes (No Class MLK Day)
Friday, January 26th	Last Day to Add or Change Sections
Friday, February 2nd (5:00 p.m. deadline)	Last Day to Drop with 100% refund
Sunday, March 10th- 17th	Spring Break
Friday, April 12th	Last Day to Withdraw w/o approval of Student Services
Students select the PDF Link for the Enrollment Authorization-During the Term Form.	Last Day to Withdraw with approval of Student Services
Friday, May 3rd	Last Day of Instruction
Monday, May 6th- Friday, May 11th	Finals Week

Plagiarism

Plagiarism is a form of theft. It is grounds for failing the course. Plagiarism occurs when a writer uses someone else's phrasing, sentences, or distinctive insights without giving proper credit. Be sure to acknowledge your sources! In this age of downloadable papers, remember that turning in work that, in whole or in part, is not your own is also plagiarism. When in doubt about quotation, citation, or acknowledgement of sources, see me for help.

"Plagiarism" is a type of academic dishonesty. It occurs when writers deliberately use another person's language, ideas, or materials and present them as their own without acknowledging the source. Every first-year writing class covers plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result.

Plagiarism can include any of the following:

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.
- Using writing from another class for this class.

The UNM Student Code of Conduct also addresses Academic Dishonesty at <https://policy.unm.edu/regents-policies/section-4/4-8.html>.

Classroom 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, this must be done 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.

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.

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 should include a salutation. For example, “Dear Lily” or “Hello Ms. Intong” or “Hi Lily” are appropriate salutations. Part of “composition” is learning how to know when to use formal vs. informal vs. casual language.
- 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. <https://valencia.unm.edu/students/advisement/equal-access-services.html>. Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

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.

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/>.

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.

Sexual Violence and Sexual Misconduct

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>.

Under Title IX, I am considered a “responsible employee” by the Department of Education and therefore I am required to report any incidence of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). If you report any incidence of gender discrimination to me I must report it to the Office of Equal Opportunity. Please be aware that in such cases the student-teacher relationship does not guarantee confidentiality.

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