

Fall 2015
English 110:502
Accelerated Composition
MW 10:30-11:45
CRN: 51177
Location: A 124
Dates 8/17-12/2 2015

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Office Hours: M/W 12:00-2:00PM
and by appointment

Course Description

Welcome to English 110 (Accelerated Composition)!

To succeed in college and beyond, students need to become agile writers who can adapt their writing to a wide variety of audiences, contexts, purposes, mediums, and technologies. You must learn to analyze new situations and respond to them appropriately. Instead of teaching one correct way of writing, we seek to make students flexible writers who can transfer what they've learned in 110 to new contexts and new genres.

Course Objectives

Throughout the semester in English 110, you will progress toward the following student learning outcomes:

Rhetorical Situation and Genre

A. analyze, compose, and reflect on arguments in a variety of genres, considering the strategies, claims, evidence, and various mediums and technologies that are appropriate to the rhetorical situation

Writing as a Social Act

B. describe the social nature of composing, particularly the role of discourse communities at the local, national, and international level

Writing as a Process

C. use multiple approaches for planning, researching, prewriting, composing, assessing, revising, editing, proofreading, collaborating, and incorporating feedback in order to make your compositions stronger in various mediums and using multiple technologies

Grammar and Usage

D. improve your fluency in the dialect of Standardized Written American English at the level of the sentence, paragraph, and document

E. analyze and describe the value of incorporating various languages, dialects, and registers in your own and others' texts

Reflection

F. evaluate your development as a writer over the course of the semester and describe how composing in multiple genres and mediums using various technologies can be applied in other contexts to advance your goals

Research

G. use writing and research as a means of discovery to examine your personal beliefs in the context of multiple perspectives and to explore focused research questions through various mediums and technologies

H. integrate others' positions and perspectives into your writing ethically, appropriately, and effectively in various mediums and technologies

Library Literacy Outcomes

1. Students will access Libros and find a book relevant to the writing project.
2. Students will learn how to skim that 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, e.g. magazine, journal, newspaper, website.
4. Students will write a correctly formatted Works Cited page.

Instructor Information

My office hours are M-W, 12:00-2:00, in Academics Affairs. You can also make appointments for office visits or can email me in between 8:00 am and 5:00 pm. I am not online after 5:00 pm and before 8:00 am. Please give me at least 24 hours to respond, Monday through Friday. I am offline during the weekend.

Tutoring

Free tutoring is available at the Learning Center (505) 925-8907 <http://www.unm.edu/~tutor/>. Writing Lab tutoring sessions are scheduled weekly for all English classes. Students may receive up to 30 points (5 points each session) for attending tutoring sessions or Writing Labs.

Required Texts and Materials

- *Practical Argument*, Second Edition, Eds. Laurie G. Kirszner and Stephen R. Mandell. ISBN-13: 978-1457683886; ISBN-10: 1457683881
- *The Pocket Style Manual*, Sixth Edition (another edition is fine), Diana Hacker. ISBN-13: 978-1-4576-0293-9; ISBN-10: 1-4576-0239-3
- UNM email address and access to UNM Blackboard Learn
- Access to Internet and Microsoft Office (available on UNM-VC computers)

Attendance Policy and Overall Participation:

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 or by appointment if you have questions about the material. **Students who miss the first week will be dropped. Students who miss more than 4 classes will be dropped. Two instances of arriving 10 minutes after class begins, or before it ends, count 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.

Students who miss the first week will be dropped (those registered at the immediate start of the semester).

Plagiarism

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 sources without proper documentation, or rephrasing an author's ideas and presenting them as the student's new, original thoughts. Plagiarism in this course may result in one or more of the following consequences: failure of the assignment, failure of the 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/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.
- 4) 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. 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.

- 8) If you ever feel unsafe on campus, please call security at (505) 925-8570.
- 9) Food and beverages (except for water) are not permitted in the classroom.

Students violating any of these rules will be asked to leave the class for the day.

Computer and Technology Policies

When in computer labs, refrain from using computers during class time for entertainment, social networking, or personal emailing. The same rule applies for cell phones. No texting or phone calls are allowed. This is an hour and fifteen minute period where you are devoted to English.

Email Netiquette Policy

Please keep the following in mind when you write emails:

- Please avoid text-speak. Learning to write professional emails early on is a skill you need as you progress to higher academic levels and career pursuits.
- Emails 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.
- Emails should also include a salutation. For example, "Dear Mr. Bendell" or "Hello Mr. Bendell" would be an appropriate salutation. Part of Composition is learning when and how to use proper diction and registers of language, and in a formal setting like a college course, professional titles are appreciated.
- 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

Accessibility 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. Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

They are located in Advisement & Counseling Services Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560. <http://www.unm.edu/~vcadvise/equalaccess.htm>

Required Work and Grading

All formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font.

• 3 Essays: 100 points each	300 pts
• 1 PowerPoint grammar group presentation	25 pts
• 9 Grammar quizzes: 5 points each	45 pts
• 10 Blackboard Learn posts: 10 points each	100 pts
• 3 Writing Workshops: 5 points each	15 pts
• 3 Peer reviews: 5 points each	15 pts
• Final Grammar Examination	100 pts
• Portfolio	400 pts
• Total Possible Points	1000 pts

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. You need a "C" (73% or 730 points) to pass this course.

Essays

You are required to turn in 3 formal 3-5 page essays (not including the Works Cited page). Each essay requires at least one credible source to be incorporated in text and in the Works Cited page (**Wikipedia does not count**). Students may be dropped from the class for failure to turn in one of the major essays. I will provide instructions and rubrics for each assignment at the beginning of each new unit. Students have the option to revise if they receive a grade of "D" or below. I will not accept revisions after two class periods, and I cannot guarantee that this will improve the grade unless there are both major organizational, content, and surface revisions. The highest grade that a revised essay can receive is a "B."

Late Policy

I will not accept essays more than two days after the assigned date. For each day the essay is late, the assignment will be marked down half a letter grade, so make sure to turn in your essays in a timely manner. If you know that you will not be in class on a due date, make arrangements to turn in your essay early, or have it turned into the Academic Affairs office with a stamp by 5:00 pm. I will not accept essays as email attachments.

Grammar Presentation

In groups, students will be responsible for delivering one multimodal presentation on grammar and mechanics. Podcasts, blogs, collages, video or audio essays, comic strips, and storyboards all fall under the category of multimodal composition (see the multimodal composition folder on our Learn site for examples). The topics include: **1) fragments, 2) comma splices/run-ons, 3) pronoun reference, 4) point of view, 5) capital letters and italics, 6) commas, 7) apostrophes, 8) pronouns, and 9) parallelism**. Students should deliver a professional presentation to the class (no longer

than 10 minutes) that defines their assigned term, explains key concepts that the text highlights, and provides original examples that will prepare the class for a short quiz on Learn. Before students present, we will go over the features of successful presentation, and I will do the first presentation on Commonly Confused Words to demonstrate what I'm expecting.

Presentations cannot be made up; if you or a member of your group is absent, the absentee will not receive the points for the assignment. Make sure that everyone has copies of the presentation so that you can still present if one group member is absent.

Grammar Quizzes

Open-book grammar quizzes on Blackboard Learn will be available at the beginning of the semester and will shut on the scheduled days according to the syllabus. Quizzes can be completed before the deadlines, but not after. Students have half an hour, and one attempt, to complete these quizzes. Quizzes cannot be made up.

Blackboard Learn

Students are responsible for posting responses to discussion questions/prompts that I have posted on our UNM Blackboard Learn site. These questions are designed to generate class discussion, promote further inquiry into our topics, and scaffold the higher stakes essays. Learn posts are due before we meet as a class on the assigned due date; students may not turn in late posts.

Writing Workshops and Peer Reviews

Built into our schedule are writing workshops intended to give you a jumpstart on your essays, as well as help you get used to constructively evaluating your peers' work through brainstorming, questioning, group discussions, and other class exercises. To receive credit for a workshop, students must be present, actively participating, and producing work.

Participation

Participation is mandatory in this course. Participation means actively participating in your education; just sitting in your seat and allowing everything to sink in (the "osmotic method") is not actively participating. I strongly urge you to take notes in class, ask questions, and participate in class and group discussions. In addition, I ask you to complete drafts, assignments, quizzes readings, and collaborative projects.

Grammar Examination

In week 14, I will give a comprehensive grammar examination over all of the grammatical and mechanical terms that we've covered throughout the semester. This grade counts as 10% of your final grade.

Portfolio

- The portfolio is a collection of your work.
- Portfolios receive a pass/fail and a letter grade. A team of instructors will determine the effectiveness of students' overall expository writing ability and readiness for English 120. Portfolios will be evaluated using the learning outcomes.

Please Note: Yu need a "C," at least 73% to pass the course:

A "C- " means that the student has failed the course and must retake the course.

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.

Tutorials: If you do not know how to use Blackboard Learn, try one of the tutorials available on the information page at <http://online.unm.edu/help/learn/students/>

Tutors: Tutors are available at The Learning Center, both face-to-face and online, to help you navigate Blackboard LEARN. Call for an appointment: 925-8907

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Assignment Syllabus

**this syllabus is subject to change*

- The assignment syllabus is a tentative schedule of assignments. Any changes will be announced in class and will be posted on our Blackboard Learn calendar.
- Students who miss class must check the syllabus to ensure they are prepared for the next class period.
- All assignments must be read by the date indicated and students are expected to bring the texts we are discussing for the day to class.
- Learn prompts will be posted a week before students' responses are due.
- The following abbreviations are used to identify our texts:
 - *PA = Practical Argument*
 - *APSM = A Pocket Style Manual*

Required Work and Grading

All formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font.

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Course Calendar

		Activities/Readings Due:	Assignments Due:
Week 1	Mon., Aug 17	Introductions	
Unit One: Introduction to Course; Thinking About Writing; Commonly Confused Words; Fragments			
	Wed., Aug 19	UNM Blackboard Learn overview Meet in C111 (501) or B127 (502)	
Week 2	Mon., Aug 24	<ul style="list-style-type: none"> • Sign up for Grammar Presentations; • Commonly Confused Words Presentation 	Quiz #1
	Wed., Aug 26	<ul style="list-style-type: none"> • Prewriting-Drafting, and Thesis Statement Overview • Read: Ch. 1: The Four Pillars of Argument" (PA 24-50) and Ch. 7: "Planning, Drafting, and Revising Argumentative Essays" (PA 241-272) 	Learn post #1
Week 3	Mon., Aug 31	<ul style="list-style-type: none"> • Successfully Integrating Quotes • Fragment Presentation • Read: Ch. 9 "Summarizing, Paraphrasing, Quoting, and Synthesizing Sources" (PA 313-327) 	Quiz #2
	Wed., Sept 2	<ul style="list-style-type: none"> • Introduction to MLA • Read "Documenting Sources: MLA" (PA 329-349) 	Learn Post #2
Week 4	Mon., Sept 7	HOLIDAY – Labor Day	
Unit Two: Rhetorical Analysis; Comma	Wed., Sept 9	<ul style="list-style-type: none"> • Overview of Ethos, Pathos, and Logos (bring APSM to class) • Read: "An Introduction to 	Learn Post #3

Splices and Fused Sentences; Capitalization and Italics		Argument" (PA 3-17)	
Week 5	Mon., Sept 14	<ul style="list-style-type: none"> • Introduction to essay #1: Writing a Rhetorical Analysis • Comma Splices and Fused Sentences Presentation • Read: Ch. 4 "Writing a Rhetorical Analysis" (PA 89-111) 	Quiz #3: Comma Splices and Fused Sentences
	Wed., Sept 16	Writing Workshop #1 (meet in C111 or B127)	Learn Post #4
Week 6	Mon., Sept 21	<ul style="list-style-type: none"> • Peer Review #1 • Capitalization and Italics Presentation 	<ul style="list-style-type: none"> • A typed and complete draft of your introduction paragraph, at least three body paragraphs, and Works Cited entry • Quiz #4: Capitalization and Italics
Unit Three: Rogerian and Toulmin Arguments; Pronouns and Quotation Marks	Wed., Sept 23	<ul style="list-style-type: none"> • Introduction to Essay #2: Rogerian or Toulmin Argument • Read: Ch. 6 "Rogerian Argument, Toulmin Logic, and Oral Arguments" (PA 185-212) 	Due Essay #1: The Rhetorical Analysis
Week 7	Mon., Sept 28	<ul style="list-style-type: none"> • Considering Arguments: Is Online Education as Good as Classroom Education? • Pronouns/POV Presentation • Read: (PA 213-238) 	Quiz #5: Pronouns and Point of View
	Wed., Sept 30	Library Research Visit (meet in LRC 143)	Learn Post #5
Week 8	Mon., Oct 5	<ul style="list-style-type: none"> • Brainstorming topics for Rogerian or Toulmin Logic, Research and Plagiarism Overview • Read Ch. 8 "Finding and Evaluating Sources" (PA 275-311), and Ch 11 "Avoiding Plagiarism" (PA 351-392) 	
	Wed., Oct 7	Workshop #2: Bring Sources for Essay (meet in C111 or B127)	Learn Post #6
Week 9	Mon., Oct 12	<ul style="list-style-type: none"> • Peer Review #2 • Quotation Mark Presentation 	<ul style="list-style-type: none"> • A typed and complete draft of your introduction paragraph, at least three body paragraphs with quotes,

			<ul style="list-style-type: none"> and Works Cited entries Quiz #6: Quotation Marks presentation
Unit Four: Causal and Literary Arguments; Apostrophes; Commas, and Parallelism	Wed., Oct 14	<ul style="list-style-type: none"> Introduction to Essay #2: Causal Arguments Read: Ch. 13 "What is a Causal Argument" (PA 439-481) 	Essay #2: Either Rogerian or Toulmin Argument
Week 10	Mon., Oct 19	<ul style="list-style-type: none"> Considering Arguments: Looking closely at examples of Causal Arguments in Ch. 13 Apostrophe Presentation Read: Ch. 13 "What is a Causal Argument" (PA 439-481) 	Quiz 7: Apostrophes
	Wed., Oct 21	<ul style="list-style-type: none"> Introduction to Essay #2 (second option): Literary Arguments Read "Writing Literary Arguments" (PA 637-647), and <i>Bless Me, Ultima</i> excerpt 	Learn Post #7
Week 11	Mon., Oct 26	<ul style="list-style-type: none"> View <i>Bless Me, Ultima</i> Comma Presentation 	Quiz #8 Commas
	Wed., Oct 28	View <i>Bless Me, Ultima</i>	Learn Post #8
Week 12	Mon., Nov. 2	Writing Workshop #3: Bring resource for your Argumentation Essay (meet in C111 or B127)	
	Wed., Nov 4	Peer Review #3	A typed and complete draft of your introduction paragraph, at least three body paragraphs with quotes, and Works Cited entries
Week 13 Unit Five: Portfolio; Grammar	Mon., Nov 9	<ul style="list-style-type: none"> Discuss Portfolio; Schedule Conferences Parallelism Presentation 	<ul style="list-style-type: none"> Essay #3: Either Causal or Literary Argument Quiz #9 Parallelism

Exam			
	Wed., Nov 11	Grammar Review	
Week 14	Mon., Nov 16	Grammar Review	
	Wed., Nov 18	Grammar Exam (meet in C111 or B127)	
	Wed., Nov 25	Conferences and Portfolio Workshop: bring in the essays you plan to revise and a jump drive to back up your work (meet in C111 or B127)	
Week 16	Mon., Nov 30	Continue revising Portfolios	
	Wed., Dec 2	Last Day of Instruction (for this class); Continue revising Portfolios	Portfolios due by the end of class

Important Dates:

Monday, August 17	First day of classes
Friday, August 28	Last day to Add or Change Sections
Monday, September 7	Labor Day – no classes
Friday, September 4	Last Day to Drop with 100% refund
Thursday, October 8, Friday, October 9	Fall Break - no classes
Thursday, October 22	Reading New Mexico Speakers' Series *1:30 PM-3:00 PM SCC 101
Friday, November 6	Reading New Mexico Field Trip
Thursday, November 26, Friday, November 27	Thanksgiving Break – no classes