

University of New Mexico-Valencia Campus
Composition III Online
Policy Syllabus

Fall 2015
English 120-505
Composition III
Online-Blackboard Learn
CRN: 51206 (16-Week Course)
Dates: 8/17/2015-12/2/2015
Technical Support: (505) 277-5757

Dr. Heather Wood
Office Location: A105
Phone: (505) 925-8514
E-mail: hdwood@unm.edu
Office Hours: M 10:00A-
2:00P, T 3:00P-6:00P, and
by appointment.

Course Description

Welcome to English 120-Composition III. In this course, students will investigate issues and write essays dealing with definition, cause/effect, rebuttal, evaluation, proposal, narrative elements, and arguments. To write these essays, they will need to read critically, to research carefully, and to evaluate evidence objectively. Students must also develop good writing habits, including prewriting, drafting, revising, and editing in order to create essays with a strong sense of purpose, focus, development, and organization. Another skill students will learn is respect for their audience, including fellow classmates and the instructor, who may have differing views or opinions. By answering their objections logically and persuasively, students will be able to craft authoritative works that are convincing to the reader. Finally, they will learn to use correct grammar, formal diction, and strong sentences, as well as cite their sources responsibly. If students learn these writing skills, they will become more successful communicators in college courses and in their professional endeavors.

Prerequisites

English 101/110 — C or higher; ACT score of 26-28

Student Learning Outcomes

Throughout the semester in English 120, students 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 compositions stronger in various mediums and using multiple technologies

Grammar and Usage

D. Improve fluency in the dialect of Standard 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 their own and others' texts

Reflection

F. Evaluate their 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 student goals

Research

G. Use writing and research as a means of discovery to examine 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 student writing ethically, appropriately, and effectively in various mediums and technologies

I. Compose a research-based academic argument in one of various mediums and technologies by identifying, analyzing, evaluating, and synthesizing sources, which must include secondary sources

J. Analyze and describe the writing and research conventions of an academic field in order to understand the different ways of creating and communicating knowledge

Library Information Literacy Outcomes

1. Students will find a database source, evaluating it for both ethos and relevancy.
2. Students will access databases and find peer reviewed journals.
3. Students will write an annotated bibliography with at least three sources for a researched essay.

Required Texts and Materials

- Kirsznner, Laurie G., and Stephen R. Mandell. *Practical Argument*. Short 2nd Edition. Boston: Bedford / St. Martin's, 2015. (ISBN-13: 978-1457683886; ISBN-10: 1457683881)
- Hacker, Diana. *A Pocket Style Manual*. Boston: Bedford / St. Martin's, 2008. (ISBN-13: 978-1-4576-0293-9; ISBN-10: 1-4576-0239-3)
- Access to Internet, Blackboard Learn, and Microsoft Office (available on UNM-VC computers).
- UNM e-mail address.
- Flash Drive.

Navigating Your Online Course

Because this class is administered fully online, it is important to have a high level of skill in operating computers. It is not recommended for students with limited computer skills to take an online course. The following tips will help students navigate the course. If you have computer problems, including log in or technical issues call 277-5757. For issues with Blackboard Learn, tutors in the Learning Center can advise you at 925-8907. Please:

- Be familiar with your Course and Assignment Syllabi. These documents are located on the Blackboard Learn Course home page. Refer to both documents throughout the semester when you have questions. Feel free to stop by my office hours, as well, for personal attention regarding essay requirements or e-mail for an appointment if the hours do not fit into your schedule.
 - Become familiar with Blackboard Learn software. Click on all of the Course Tools to discover what is available to you in your online course. You may want to visit The Learning Center at UNM Valencia Campus if you need additional help learning how to navigate.
 - Keep copies of all of your work. Saving all writing is necessary. Learn how to save Word or RTF files to your desktop or a flash drive. If you do not know how to save files, go to The Learning Center or call 277-5757.
 - Be proficient in Mail in Blackboard Learn. If you need to send me a message, do the following: 1) click on “Mail” in Course Tools, 2) then click on “Browse for Recipients,” 3) choose my name, 4) follow guidelines for writing e-mails (see the section on E-mail Netiquette, and 5) type your message and click on “Send.” It is important to send e-mails following the netiquette guidelines and standards of professionalism. If you begin your e-mail with text speak or informal language like, “Hey Professor,” I will not respond.
 - Create a routine—here is a suggested routine to help you get started.
 1. **Log on!** Lessons open on Monday morning and close the following Sunday night at midnight. On Monday, log in and read the list of assignments for the week. Make sure you have all materials you need to complete the assignments, such as page numbers or links. Jot down due dates and print out assignments.
 2. **Read** the assignments actively, highlighting important ideas. Use any resources (dictionary, thesaurus, etc.) to help you acquire necessary information. Be proactive and disciplined in your study habits.
 3. **Log on** periodically throughout the week to check course e-mails and review new threaded discussions or blog responses. Watch for new announcements.
 4. **Check Discussions.** If discussions are required, please take these exercises seriously. In responses, respect the opinions of others. Finally, run spell and grammar check on your postings.
 5. **Importantly**, give yourself ample time to submit work well before the deadline. You are allowed to submit work right at 11:59 PM MST, but this practice is very, very risky. For example, computer failures, corrupted discs, and Blackboard Learn outages are no excuse for work that is not submitted on time.
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Instructor Information

I am available to meet with you during regular office hours for assistance with course-related questions. (See office hours above.) If you cannot meet during these hours, let me know and we can schedule an appointment. I can also be reached by e-mail at hdwood@unm.edu.

Instructor Biography: Dr. Heather Wood has been teaching undergraduate English and Writing for over ten years, motivating her students with a true passion for the written word. Heather teaches all levels of college writing, including English as a Second Language, Developmental English, Rhetoric, Composition, American Literature, and Multi-Cultural Literature. Heather has held previous academic appointments at University of Texas at Dallas, Collin College, Santa Fe Community College, and Dallas County Community College. Her fiction and non-fiction writing has been presented recently at The American Popular Cultural Association Annual Conference, Dallas Institute of Humanities and Culture, Borders Books Poetry in Motion Series, and The Undermain Theatre. She has won several grants, including The Texas Public Educational Grant Award, The Armstrong Fellowship, and the Brettell Travel Grant for Art Historical Research.

Attendance Policy

Regularly logging in and participating in online discussions reveals to the instructor your commitment to the class. Students who fail to log in after the first week of class are dropped to make room for late additions. Blackboard Learn reports each student's log in times and on-line work to the Professor.

Plagiarism

Any form of plagiarism is unacceptable. 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/>.

Equal Access

Pursuant to the American with Disabilities Act (ADA), professors accommodate documented special needs of students on campus. If students have a disability, they should contact Accessibility Services to gain knowledge of the academic support services available to them and to sign the proper documentation for the service. Students are responsible for getting all disability forms to the professor as soon as possible. In fact, proper authorization from UNM Valencia Campus Accessibility Services must be provided within two weeks of the start of the course. The office is located in the Registrar's and Admissions Office on the UNM Valencia Campus and their phone number is (505) 925-8580.

E-Mail Etiquette

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 career pursuits.

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. All students are encouraged to attend.

Assignment Policy

All formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font. Essays are required to be 4-5 pages in length, not including the works cited page.

Required Work and Grading

• Weekly Writing Assignments	150 pts (15%)
• 5 online writing posts (20 pts each)	100 pts (10%)
• 4 Major Writing Assignments: 100 points each	400 pts (40%)
• Grammar Examination	100 pts (10%)
• Portfolio	250 pts (25%)

There are 1000 points possible. 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

To pass English 120, you must complete four major writing assignments. Major Essays must: 1) be a MINIMUM of 4-5 pages (not including the Works Cited page); 2) include support from 3-5 outside sources including 2 print sources (books and/or peer reviewed scholarly articles); 3) use MLA formatting for both parenthetical citations and the works cited page; 4) address the questions asked; 5) be word-processed; and 6) not be plagiarized (See Plagiarism section). Special Note: Wikipedia is not an allowable source.

Late Policy

All work must be turned in by the due date in this course. No late homework, essays, assignments, or quizzes will be accepted.

Online Writing Posts

Throughout the semester you will be responsible for posting five responses to discussion questions/prompts that I have posted on our Blackboard Learn page. These questions are designed to generate critical thought and promote further inquiry into our topics.

Weekly Writing Assignments

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, and other class exercises. These assignments prepare students for essay writing with exercises on thesis writing, research techniques, and quote integration.

Participation

Participation is mandatory in this course. Participation means actively participating in your education, including discussions, workshops, and other exercises.

Grammar Examination

A grammar exam is required to determine grammatical competency in the areas of comma splices, run-on sentence problems, fragment/complete sentence structure, passive voice, noun/pronoun matching, and punctuation.

Final Portfolio

- **Submission**

In order to submit your final essay to the evaluation panel, you must have at least a 65% in the class. If your average is lower than 65%, you will not be able to pass the course. You must pass the portfolio evaluation in order to pass the class. The instructor of record assigns the grade.

- **Requirements**

- A revision of one of the student's 4-5 page essays must be submitted to the panel. This paper must have 3-5 outside sources, including at least 2 print sources (book or scholarly article). This must be an essay that you have drafted specifically for this class and has been graded by me.
- The original graded draft of the essay and grading rubric must also be included.
- In addition, students also write a final essay answering the following questions: 1) "Why did you choose to submit this essay for a final panel review," and 2) "How does this essay meet the objectives of the course? Provide three-four reasons."
- At the bottom of this evaluation, students must type or print their score on the Grammar Exam.

Panel Evaluation

- The panel will give your essay a pass/fail grade. If this essay passes, the portfolio will be returned to your instructor for grading.
- This panel-graded essay is assessed based on the Student Learning Outcomes listed above.
- You will be given holistic responses from the panel; no internal comments will be written on the papers.

Please Note: You need a "C," at least 74% to pass the course

A "C- " means that the student has failed the course and must retake the course. As is evidenced by the syllabus, English 120 is a difficult class. Regular performance, hard

work, and submitting assignments in a timely manner are vital, but that alone will not necessarily guarantee a passing grade. You must illustrate your ability to write at an acceptable level of competency, which indicates readiness for your future academic career. This is your last opportunity to take a writing class that focuses on formal writing skills and knowledge. The panel of English 120 evaluators, which is made up of English 120 instructors, will determine if you have met this level of competency. Any student whose portfolio does not pass the panel evaluation will not pass the course. To avoid failing, you must be able to (1) identify purpose, (2) address audience, (3) display skill in writing various types of rhetoric, (4) read and analyze critically, (5) write solid sentences, (6) use Standard English, and (7) follow directions.

Student Privacy

Student privacy is strongly protected by professors at UNM-VC. 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. There are no exceptions to this policy.

Incompletes: (I) Grade

Incompletes are reserved for extreme circumstances and are rarely granted at UNM-VC. An "I" is assigned if students have completed all of the coursework, but due to some unforeseen emergency (the instructor may ask for documentation concerning the emergency), are unable to complete the Final Essay and Evaluation. Students must complete the work by the end of the following semester, or the University automatically converts the "I" to an "F."

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 that is linked on our course home page, under Blackboard Help.

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

Classroom Behavior

Though this is an online course, the rules below still govern all behavior at UNM campuses. Please be aware of the UNM Student Handbook policies listed below.

- 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.

Students violating any of these rules will be reported to the Division Head of CHESS and to the Chair of the English Department. Students will be asked to leave the class for the day and will be asked to meet with the instructor and the Chair of the English Department or the Division Head of CHESS concerning the behavior.

**University of New Mexico, Valencia
Composition III Online
Assignment Syllabus**

Fall 2015
English 120-505
Composition III
Online-Blackboard Learn
CRN: 51206 (16-Week Course)
Dates: 8/17/2015-12/2/2015

Dr. Heather Wood
Office Location: A105
Phone: (505) 925-8514
E-mail: hdwood@unm.edu
Office Hours: M 10:00A-
2:00P, T 3:00P-6:00P, and
by appointment.

Academic Schedule

- The assignment syllabus is a tentative schedule of assignments. The professor reserves the right to make changes, add assignments, or delete assignments from this syllabus.
- This is an online course administered through Blackboard Learn. It is important to log in every Monday to find out the assignments for the week ahead.
- Assignments are due Sunday night at midnight and no late work is accepted in this course.
- Please feel free to e-mail me through Blackboard Learn with any questions you might have. All e-mails will receive a response within 48 hours.
- The following abbreviations are used to identify our texts:
 - *PA= Practical Argument*
 - *APSM=A Pocket Style Manual*

Very Important

- Students who fail to log in and complete the assignment for Week One will be dropped to make room for those on the waiting list.
- Students who fail to complete 75% of the work for this course by the Census Date will be dropped.
- No late work is accepted in this course under any circumstances. If you go out of town during the semester, plan to log in remotely and finish your work prior to the deadline.
- The textbook is required and must be purchased prior to the first week of class. No exceptions will be made to assignment due dates for students who do not buy the book promptly. A copy of the text is on reserve in the UNM-VC library. (Two-hour limit for use in library only.)
- The professor is not online on the weekends. Please plan accordingly.

Required Work and Grading

• Weekly Writing Assignments	150 pts (15%)
• 5 Discussion posts (20 pts each)	100 pts (10%)
• 4 Major Writing Assignments (100 points each)	400 pts (40%)
• Grammar examination	100 pts (10%)
• Portfolio	250 pts (25%)

There are 1000 points possible. Grades will be determined on a traditional percentage basis, 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. A+ is not recognized in this course.

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)
- Hacker, Diana. *A Pocket Style Manual*. Boston: Bedford / St. Martin’s, 2008. (ISBN-13: 978-1-4576-0293-9; ISBN-10: 1-4576-0239-3)
- Access to Internet, Blackboard Learn, and Microsoft Office (available on UNM-VC computers).
- UNM e-mail address.
- Flash Drive.

Calendar

Week 1

Course Introduction, Syllabus Review

Assignments: Read Assignment and Policy Syllabi. Acquire Textbooks and Course Materials. Read *PA* PP. 1-50 on Intro to Argument, The Four Pillars of Argument, and Readings on The Debate Over the Value of a College Education

Due: Discussion Post-Introduce Yourself to the Class and Respond to Two Other Students (Instructions Provided on Blackboard Learn)

Week 2

Crafting an Argument: Is a College Education Worth the Money?

Assignments: Craft a two-page argument in response to this question. Use the readings provided in Chapter 1 of *PA* to help craft your argument. Be sure your argument includes a thesis statement, introduction, evidence, and conclusion. Review Grammar Links on Blackboard Learn: Comma Splices, Run-on Sentences, and Fragments.

Due: 2-Page Argument on College Education

Week 3

Thinking and Reading Critically

Assignments: Read *PA* PP 51-74. Review Grammar Links on Blackboard Learn: Subject-Verb agreement.

Due: Discussion Post on Violence in the Media

Week 4

Decoding Visual Arguments & Understanding Plagiarism

Assignments: Read *PA* PP 75-88. Open and Read “Synthesizing Research” & “Plagiarism” Powerpoints located under Course Content

Due: Weekly Writing Assignment on Plagiarism

Week 5

Understanding Rhetorical Analysis

Assignments: Read *PA* PP. 89-112. Read MLK’s “Letter from Birmingham Jail” (Link Provided on Blackboard Learn)

Due: Weekly Writing Assignment on MLK’s “Letter from Birmingham Jail”

Week 6

Understanding Logic and Recognizing Logical Fallacies/MLA Format Review

Assignments: Read *PA* PP. 113-151. Review MLA format links on Blackboard Learn

Due: Discussion Post on Race

Week 7

Rogerian Argument, Toulmin Logic and Oral Argument

Assignments: Read *PA* PP. 185-238. Read Section 33 of Stylebook (*APSM* 121-162).

Due: 2-Page Argument on Online Education

Week 8

Planning an Argumentative Essay

Assignments: Read *PA*. PP. 241-272. Do Grammar Practice & Review exercises available at <http://grammar.ccc.commnet.edu/grammar/>.

Due: Discussion Post on Privacy in Media.

Week 9

Finding and Evaluating Sources

Assignments: Read *PA* PP. 273-312. Start Work on Argumentative Essay

Due: Thesis Statement for Argumentative Essay, Works Cited page, and Weekly Writing Assignment.

Week 10

Integrating Research into Argumentative Essays

Assignments: Read *PA* PP. 313-350

Due: 2-Page Argument on Internet Privacy

Week 11

Argumentative Essay First Draft/Documenting Sources

Assignments: Read *PA* PP. 329-363

Due: Argumentative Essay First Draft

Week 12

Combining Argumentative Strategies

Assignments: Read *PA* PP. 629-636. Review Grammar and Organization WebLinks

Due: Discussion Post on Social Media Bullying.

Week 13

Argumentative Essay Final Draft

Assignments: Revise Argumentative Essay (Integrate Professor Feedback). Review Database Research Techniques. MLA Style Review.

Due: Argumentative Essay Final Draft

Week 14

Introduction to the Portfolio

Assignments: Read Portfolio Requirements. Begin Assembly of Portfolio and Work On Essay Revisions. Study for Grammar Exam by reviewing all Grammar web links and doing exercises available at <http://grammar.ccc.commnet.edu/grammar/>.

Week 15

Final Portfolio Overview

Assignments: Work on Essay Revisions. Work on Essay Exam. Continue Grammar Practice & Review at <http://grammar.ccc.commnet.edu/grammar/>.

Week 16

Final Portfolio Deadlines

Due: Final Portfolio (Due By Friday Dec. 4 Midnight)

Grammar Exam (Due By Friday Dec. 4 Midnight)