

# SP16\_ENGL\_120\_501\_CunicoJ

## English 120-501-Composition III : Analysis and Argumentation, Spring 2016

**MW 9:00-10:15**

**Room A125**

**Professor: Juliette Cunico, PhD**

**Office : Academic Building 925-8600**

**Hours : MW 10 :15 – 11 :15 a.m. and by appointment**

**[juliette@unm.edu](mailto:juliette@unm.edu)**

**Prerequisites: English 110 or English 111 and 112 (C or higher), ACT 26-28, Compass 75-100, or SAT 610-640**

### Policy Syllabus

#### **Course Description**

Welcome to English 120 Composition III: Analysis and Argumentation. In this course, you will investigate interesting issues and write summary analysis, definition, causal, rebuttal, evaluation, or proposal arguments. To write these essays, you will need to read critically, to research carefully, and to evaluate evidence objectively. You must also develop good writing habits, including prewriting, drafting, revising, and editing, to create essays with a strong sense of purpose, focus, development, and organization. Another skill you will learn is respect for your audience (including your fellow classmates and your instructor) who may have differing views or opinions, answering their objections logically and persuasively, avoiding purely emotive responses. Finally, you must use correct grammar, formal diction, and strong sentences, and you must cite your sources responsibly and accurately. If you learn these writing skills, you will become a more successful communicator in college courses and a more thoughtful professional in your careers.

### Required Textbooks

*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 UNMVC computers)

**Any additional readings, videos, and recordings will be announced and posted online in either the Learn Course Information Module or in the Additional Resources Module.**

**Other Supplies Needed** A computer memory stick, a UNM Net ID and password, pens and paper, an available computer

#### **The University of New Mexico's Learning Outcomes for Composition III: Exposition**

**All students** registered at any of the University of New Mexico campuses must meet the following Learning Outcomes to pass Composition III: Argumentation and Analysis

##### **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;**

**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, and**

**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 Literacy Outcomes

1. Students will access Libros and find a book or other substantial text 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.

### Attendance Policy, Privacy, 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 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.

## 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>

## Writing Policies:

- **All essays except the diagnostic and the responses to discussion / blog topics should be submitted as attachments to an e-mail sent through Course Messages unless otherwise specified.**
- **All dates **must** accurately reflect the date the paper -- **draft or revision** -- was submitted.**
- **All papers must reflect an accurate reading of authors' ideas.**
- **Proofread all assignments before submission.**
- **Revisions:** All major essays will be revised at least once. The revision is due no later than one week from the date the draft is returned to you.

**Assessment:** The essays and response papers will be assessed using the following criteria:

- 1) a demonstration of critical reading,
- 2) analysis and /or interpretation
- 3) an ethical and correct integration of research
- 4) proper MLA documentation including works cited pages
- 5) show an understanding of the conventions of literature
- 6) address audience and purpose using effective strategies
- 7) maintain focus and mature expression of ideas
- 8) employ the conventions of Standard American English
- 9) revision which improves writing
- 10) not be plagiarized

## Revising Your Essays

All revisions you do throughout the semester should illustrate substantial work done on the essay, such as working on organization, structure, or development. To revise, review peer editors' comments, ask your instructor questions, or get help from face-to-face or online tutors at The Learning Center (<http://www.unm.edu/~tutor>). **Revision is extremely important!** To improve your writing, you must edit papers and **revise** drafts repeatedly before you turn them in for credit. You will also be required to **revise** (one more time) one of the essays that you wrote during the semester, which becomes the Final Competency Essay, the essay that determines whether you pass the course

## Editing Your Essay: Running the Spell and Grammar Checker

Before you submit any writing, run the spell/grammar check. While this is not a full "revision," it is a type of revision called line-by-line editing, a necessary step that will help you get a better grade. In Word, you can set the spell and grammar check to catch more errors. (If you need additional help, type "settings for spelling and grammar" in the help box.)

The following are the directions for **Word 2007**:

1. In the 2007 version of Word, click on the circle in the upper left-hand corner of the screen. In the new window that opens, select “Word Options” located at the bottom.
2. In Word 2007, click on “Proofing.” In the section that reads, “When correcting spelling and grammar in Word,” change “Writing Style” from “Grammar Only” to “Grammar and Style.”
3. Next, click on “Settings,” which is right next to “Writing Style.”
4. In “Grammar and Style Options” section under the word “Require,” set the boxes to “Always,” “Inside,” and “2.” Click on “Ok.” The window will disappear. Then, click on “Ok.” The second window will disappear.

**Note: in “Proofing” (Word 2007),** you can also reset your spell checker if you want to recheck a document on which you have previously run the spell or grammar checker. Click on “Recheck Document.”

You are now ready to spell and grammar check your document. To actually spell check, click on the tab called **“Review”** and then click on **“Spelling and Grammar,”** on the upper left hand side of that screen. Also, read your document carefully to catch any errors grammar and spell check may have missed – e.g. form/from. You may also want to consult your Hacker pocket handbook or helpful grammar sites, like “Grammar Girl” if you have questions about usage.<http://grammar.quickanddirtytips.com/>

### Course Grades

You can earn an **A, B, C, D (fractionated), W, F, or I.** **C through A+** is passing, and **C- or lower** is failing. **D and F** are failing grades and are assigned to students who are missing assignments and / or who have consistently submitted work that does not meet expectations. **Grades are NOT assigned to help students maintain financial aid, scholarships, immigration status, or sports eligibility.**

#### **I/Incomplete**

Incomplete grades are rare, but can be assigned due to extraordinary circumstances. If you earn an I, you have neither passed nor failed the course; you must complete the missing portfolio during the following semester, or the University automatically converts the I to an **F**. A **W** is used for students who have not been dropped from the class but have not participated or done work in the class.

**Grading:** Students may earn a course grade of A, B, C, D (fractionated), F, CR/NC, or I

**Grades for this course are calculated on a standard 100-point scale:**

Grades will be determined on a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (100-90 points); 89-80% = B (89-80 points); 79-73% = C (79-70 points); 69-60% = D (69-60); and below = F.

### Grading Scale

- **Participation in and completion of all homework: reading quizzes, discussions, drafts, multimodal / group assignments.....10%**
- **Writing Assignments.....30%**
- **Grammar Exam and Grammar Quizzes.....10%**
- **Final Competency Essay Portfolio.....50%**

**Extra Credit is available.** Extra Credit: Completion of extra credit items will result in points added to your overall course grade. Extra credit is not a substitute for a missing assignment, however.

Only the following approved forms of extra credit work will count toward your grade:

Students may receive up to 4 points extra credit for attending tutoring sessions or Writing Labs (documentation required); 2 points for perfect or near-perfect attendance, and 2 points for participation in 120-related campus events. Completion of extra credit items will result in points added to your overall course grade. **Extra credit is not a substitute for a missing assignment, however.**

Not all assignments are equal in value. Some are worth more than others are, or have more weight. **For example, grammar quizzes and the Final Competency Grammar Test, which cover grammatical competencies, are worth 10%**; these multiple choice tests cover fragments, run-ons/CS comma splices, parallelism, passive voice, and wordiness. **Another type of assignment, which has a different weight, is homework (worth 10%), which includes, but is not limited to, reading quizzes, reading worksheets, online discussions, first drafts, peer editing, and multimodal assignments. Writing assignments - final revised drafts of essays and short formal writing assignments, are worth 30%**

**The Final Competency Essay is worth 50%. You submit this portfolio to the English Panel Evaluators, who determine if you are ready to pass 120. You must put effort into this essay because if you fail this revision evaluation, you fail the course with a 69% or less. (See the section called “The Final Competency Essay Portfolio.”) Your final grade is the total of these different assignments.**

### **Writing Requirements: Major Essays and Writing Assignments**

**Requirements:** The following are the requirements for the written papers. Since some of these papers will take the form of question-answer, the length requirements may vary.

**Major Essays: Three plus the Final Competency Essay. 1) Each must** be at least 4-5 pages long, **exclusive** of Works Cited unless otherwise indicated; 2) include support from outside sources, use parenthetical documentation, and have Works Cited pages; 3) use MLA formatting for both parenthetical citations and the works cited page; 4) address the questions asked, and 5) **not be plagiarized** (See Plagiarism section).

You will also complete shorter writing assignments. All of these writing assignments are worth 30% of your grade. All of these assignments must be submitted in order to pass the course. **Plagiarized papers, all or in part, will receive an automatic 0 and not considered in any way for completion of a writing assignment.**

**Paper Format Requirements:** Always title your paper. All papers must be double-spaced with **Times New Roman, 12-point font**. Formal papers must have **at least TWO-THREE** quotations and / or paraphrases for support.

**Use MLA Parenthetical Citation (no footnotes) and a separate Works Cited.** For the works cited page, **use the title Works Cited**; “Bibliography” is used only when the writer provides a lengthy list of everything major written about the topic!

**Each essay must have at least two outside sources in addition to the class text.**

**Dates: ALL dates must accurately reflect the date the paper draft or revision was submitted.**

**Revisions:** You may revise some of your papers. Sometimes I will ask individuals to do so; other times, students will have that option. In such cases, the revision grade REPLACES the original.

The revision is due one week from the time of the graded original’s return. Revisions must illustrate substantial work done on the papers, including both revising and editing and a date change in the identifying information.

**Proofread your papers before submitting them on the due date as Word documents attached to a Course Message through UNM Learn.**

**All hard copy papers are due by the beginning of class on the due date; those submitted electronically are due by midnight on the due date. Use MLA style for citations and references (see OWL).**

**The Final Competency Essay** is worth **50%**. You submit this portfolio to the English Panel Evaluators, who determine if you are ready to pass 120. You must put effort into this essay because if you fail this revision evaluation, you fail the course with a 69% or less. (See the section called “The Final Competency Essay Portfolio.”) Your final grade is the total of these different assignments. The Final Competency Essay must be at least 4 to 5 pages in length (minimum) and should contain **at least three sources** (minimum). A Works Cited page is required. The Final Competency Essay must not be plagiarized and must use MLA for formatting and documentation. (See section on “Plagiarism.”)

**Late Assignment Policy:** I will not accept late assignments unless a) you have contacted me in advance, and b) in my opinion, good and sufficient reason exists for so doing. 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 by 5:00 pm. 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 able to submit an assignment by the due date and time, or if an unexpected emergency has prevented you from completing an assignment, **please contact me right away**, so that we can make arrangements. Extremely late papers, if submitted late without explanation, will not be accepted.

### **Plagiarism**

**Plagiarism is defined as presenting someone else's work**, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral **use must be fully acknowledged, unless the information is common knowledge**. What is considered "common knowledge" may differ from course to course. “Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters”—this statement taken from the UNM Catalog and Pathfinder, establishes the expectations for the University, the Honors College, and this class. This means that you are expected to write your own papers and to provide full and accurate citations when you use others’ specific language (words, phrases, sentences) visuals, or ideas.

The University considers plagiarism a serious form of academic dishonesty. Academic dishonesty, especially plagiarism, will not be tolerated and may result in administrative withdrawal with a final grade of F and can result in dismissal from the University. If you do plagiarize, you will face one or more of the following consequences: failing the assignment, failing the course, or facing disciplinary action taken by the University. Any infraction of UNM’s policies on academic integrity and honesty will be documented and may also be reported to the Honors College Director and Associate Director. If a paper is intentionally plagiarized, all or in part, the student will receive a "0" for that assignment. Plagiarism has consequences; simply put, it is theft.

**For more about plagiarism, check out The Owl at Purdue website** <http://owl.english.purdue.edu/owl/resource/589/01>.

**Consequences:** I check each paper for plagiarized material. Any paper which is intentionally plagiarized, either whole or in part, will receive an automatic grade of 0. Students will NOT be allowed to redo the assignment. Plagiarism in this course will result in one or more of the following: failure of the assignment, failure of the course, or disciplinary action by the University.

1. A student **must not** adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
2. A student **must** give credit to the originality of others and **acknowledge** indebtedness whenever:
  - a. Directly quoting another person's actual words, whether oral or written;



- b. Using another person's ideas, opinions, or theories;
- c. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
- d. Borrowing facts, statistics, or illustrative material; or
- e. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

(modified from *Code of Student Rights, Responsibilities, and Conduct*, [Part II, Student Responsibilities, Academic Misconduct](#), By action of the University Faculty Council (April 12, 2005) and the Trustees of Indiana University (June 24, 2005).)

This is not to say that students cannot use other sources; they should! Sources provide support for ideas. When using **any** sources, however, students **must** cite them properly. Students should also consult with the instructor and use the sources listed below to discover how to avoid plagiarism.

**You Quote It; You Note It (Acadia University):** <http://library.acadiau.ca/tutorials/plagiarism/>  
<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/whatisplagiarism.html>

## Multimodal Presentations

In groups, students will be responsible for delivering one multimodal presentation on grammar and mechanics or other topics. 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 grammar and punctuation 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.

## Blackboard Learn

Students are responsible for posting responses to discussion questions/prompts 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 is not actively participating. Take notes in class, ask questions, and participate in class and group discussions. In addition, I may ask you to complete drafts, assignments, quizzes readings, and collaborative projects.

## Grammar Examination

In week 1 or 2, you will take a comprehensive grammar diagnostic over all of the grammatical and mechanical terms that will be covered throughout the semester.

## English 120 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: You 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.

## Reasons for Failing

*The sad fact is that some students will fail the course.* Logging in, trying hard, and/or turning in work does not ensure a passing grade. You must write at an acceptable level of competency, and if you do not, your writing will fail. The panel of 120 evaluators will determine if you have met this level of competency.

- 1. If your Final Competency Essay does not pass the panel evaluation, you will fail the course.**
- 2. If you have an average of 72% or less on work completed, you will fail the course.**
- 3. If you do not submit all essays assigned, take the Final Grammar Competency Examination, or submit the Final Competency Essay Portfolio, you will fail the course.**

To avoid failing, you must be able to, 1) identify purpose, 2) address audience, 3) choose the best genre for writing assignment, 4) read and analyze critically, 5) write good sentences, 6) use Standard English, and 7) follow directions. (See "Course Objectives" for full descriptions of these things.)

## Reasons Students May Be Dropped

Students will be dropped from the course **if they . . . ,**

- 1. Miss more than four classes**
- 2. Do not log in to Learn at least once a week.**
- 3. Do not turn in any one of the major essays assignments.**
- 4. Have a 50% grade average at Midterm** (end of Week 8).
- 5. Threaten the mental or physical safety or well-being of any member of the class.** This includes stalking, cyber stalking, or threats of/actual physical violence.
- 6. Are disrespectful to me or other classmates** in correspondence, in-class discussions, e-mails, or phone calls. This behavior includes rude comments, swearing, or threats.
- 7. Plagiarize a paper.**

## Grade Disputes



Because at least two 120 instructors evaluate and pass/fail your Final Competency Essays, it is rare that your writing has been misevaluated. However, if you wish to challenge your final grade, follow the procedure in **The Student Handbook**. Always discuss grade concerns with your instructor first. If there is an error, the problem can often be solved quickly. For example, if your status report indicates that you earned a B and you receive an F for the course, contact me immediately to fix the error – [juliette@unm.edu](mailto:juliette@unm.edu)

## General Policies for Grade Disputes

You should be familiar with one very important rule regarding disputes: the Student Privacy Act, a federal statute called **FERPA**, **strictly prohibits the instructor administrators from talking to anyone but the student** about his/her grades, progress, or work. Therefore, if you have questions about a grade on an assignment or about the final grade for the course, FERPA dictates that **you** are the **ONLY ONE** who may speak to the instructor about grades, work, or progress. In other words, a UNMVC instructor or administrator cannot speak to parents, relatives, or friends of the student about student grades, progress, or work

## Assessment: Passing 120 - The Final Competency Essay Portfolio

The final assessment, which determines **whether you pass or fail the course**, is **The Final Competency Essay (worth 50%)**. For this assessment, you will revise one essay you have written during the semester thoroughly and carefully. This essay must demonstrate that you have met the learning outcomes listed at the beginning of this syllabus. Your portfolio essay is evaluated on the quality of its **organization, rhetorical strategy, reading, research, development, grammar and expression, and revision**.

**The Final Competency Essay** must be at least 4 to 5 pages in length (minimum) and should contain **at least three sources** (minimum). A Works Cited page is required. **The Final Competency Essay** must not be plagiarized and must use MLA for formatting and documentation. (See section on “Plagiarism.”)

## Submitting the Final Portfolio

**The complete Portfolio includes:**

- A Table of Contents
- Your grammar Competency Examination Score
- A reflection / letter of introduction, and
- The revised essay

## Final Portfolio: 120 Panel Evaluation

**A panel of 120 instructors** will assess your portfolio and determine whether your Final Competency Portfolio passes or fails. "Passing" means your writing meets expectations and has earned a C through A+. The panel also considers your Final Competency Grammar Examination Score when making their decision.

## Passing or Failing the Panel Evaluation

**Passing the course: First**, at least two graders must mark your Final Competency Essay as passing (C or higher). The portfolio is then graded and can earn a 73%-100%. After it is graded, I average your Final Competency Essay and your course work.

**Second**, you must have an average of 72% to pass Composition 120. **If your total average for the course is not above a 72%, you might have to take the course over again even if you passed the panel.**

**Third**, if two graders fail your portfolio, you must retake the course.

## Classroom and Online Behavior

While I do not expect problems when working with adult learners, these policies ensure a safe and productive classroom environment. These policies are also in the University of New Mexico Student Handbook: Students violating any of these policies will be asked to leave the class for the day.

1. Students must treat one another and the instructor with respect. Derogatory remarks and name-calling are prohibited.
2. Students should not interrupt classroom lectures or discussion or post non-related comments or questions about matters that are not a part of course curriculum.
3. Students may discuss complaints about the course with their instructor; however, they must do so in the proper environment, e.g. in a private phone call or email or in the instructor's office.
4. Students should use appropriate, polite language. Class time and online discussions are professional learning environments, so obscene or offensive 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. The offending student will be dropped from the course.
7. Threatening the instructor to get a change of grade is prohibited. This behavior is harassment and/or verbal assault. Grades can be disputed; students should use the process outlined in the UNM Student Handbook.
8. Students violating any of these rules will be given a written warning and may be dropped from the class. They may be required to meet with the Chair of CHESS and the Dean of Instruction.

If you ever feel unsafe on campus, please call security at (505) 92

## Email Netiquette

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, "Question about Essay 1" would be an appropriate subject heading for a question regarding the first essay.**
- Emails should also include a salutation. For example, "Dear Dr. Cunico" or "Hello Dr. C." would be an appropriate salutation. Part of Composition is learning when and how to use proper diction and language levels, 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.
- **Do not use instant-messaging spelling.** If u want 2 b treated like a pro, write like 1 ☺.
- **Adhere to the conventions of Standard English.** Please edit and proofread for spelling errors and grammatical mistakes. Use your spell/grammar check in Blackboard Learn, located above the right hand side of the text box. Also, the computer does not catch all errors (form/from), so give your document one final read before submitting or sending it.
- To emphasize a point, underline it or put it in bold font.

## Computer Policies-Technical Safeguards

**Sometimes Blackboard Learn has issues and our own computers have issues. Please save all of your work.** First, save all assignments on your hard disk and then save copies to memory sticks. For even better

protection, print out hard copies of your work. **Important Note:** At UNM Valencia, losing a file is not an excuse for late work.

**Getting Computer Help:** If you experience computer difficulties, call **(505) 277-5757** for help and fix the problem. These computer technicians can answer questions you may have concerning specific software, hardware, and other procedural issues related to this course.

**Computer Policies in a UNM VC Lab:** If you use the computers on campus, you must adhere to all policies set forth by the University of New Mexico at Valencia Campus. Check with the person who oversees the lab for a copy of the 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.

## 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. They are located in Advisement & Counseling Services Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031, and 505-925-8560. <http://www.unm.edu/~vcadvise/equalaccess.htm> Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

**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.

**Conferences:** I want you to succeed in this class. If you are having difficulty, please contact me right away--don't wait until you feel completely lost. Keep the lines of communication open. E-mail me; arrange a time to meet--whatever we need.

**MOST IMPORTANT!** This is your class. It is not a lecture course in which I tell you what's what (except in matters of grammar and punctuation ☺) and you feed it back. My purpose is to act as guide and arbitrator, not as the only source of revealed truth. Your ideas and input shape the discussion.

## Tutoring!

- **Tutoring** is available for free at the Learning Center (925-8907) and at the STEM Resource Center (925-8515). TRiO students are welcomed.
- The STEM Resource Center provides tutoring for a variety of math and science courses and Supplemental Instruction for Math 120, 121 and CHEM 121.
- The Learning Center covers Supplemental Instruction for CHEM 111, BIOL 237, and ENGL 110, 111, 112, and 120. The schedule for the Friday Writing Workshop Series is attached.
- The Learning Center also provides tutoring for most of the campus courses.
- *Highway to Success*, located in the Learning Center, serves all developmental math and English classes as well as UNIV 101.

- **Other services:** The Centers have laptops, tablets, headphones, and calculators that students can check out to use on the premises. The Learning Center has two computer labs, study cubicles and group study rooms that can be reserved. Call 925-8907.
- **Hours of Operation:** The Learning Center is open M-R: 8am-6pm, F: 8am-2pm.
- STEM Resource Center is open M-R: 8am-7pm, F: 8am-5pm.
- **Printing: Please discourage your students from all coming into the Learning Center at one time to print their syllabi. We want to serve students, but there is a limit to our resources. We have only one printer. If students need to print a PowerPoint presentation, we can show them how to print three or six slides to a page. Please, let's be green!**
- **Lab use:** If you need to bring your class to the Learning Center to use a lab, please reserve it so that students already in the lab are not inconvenienced. Call the Academic Office to reserve (925-8600).
- **Tutor qualifications:**
  - All tutors are College Reading & Learning Association (CRLA) certified.
  - Must have a minimum GPA of 3.0 and at least a B in any course to be tutored.
  - If you know a student who would make a great addition to any of our tutorial programs, please refer them to us. Instructor recommendations are required for hiring.

## SP16\_ENGL\_120\_501\_CunicoJ

### English 120-501 Composition III: Analysis and Argumentation Spring 2016

**MW 9:00-10:15**

**Room A125**

**Professor Juliette Cunico, PhD**

**Office: Academic Building 925-8600**

**Hours: MW 10:15-11:15 a.m. and by appointment**

**[juliette@unm.edu](mailto:juliette@unm.edu)**

#### Schedule of Assignments, Weeks 1-5

The assignment syllabus is a tentative schedule and may be modified to meet student needs. Changes will be announced in class or through the **Learn Announcement Module**.

Absent students must check the syllabus to ensure they are prepared for the next class period and email the instructor.

All assignments must be read by the date indicated. Students are expected to bring the texts we are discussing for the day to class.

**Abbreviations:** **PA** = *Practical Argument*; **Hacker** = *The Pocket Style Manual*; **Learn** = Blackboard Learn; **HW** = Homework

#### Required Textbooks

*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 UNMVC computers)

**Any additional readings, videos, and recordings will be announced in class and posted online in either the Course Information Module or in an Additional Resources Module.**

#### **Week 1: January 17-23**

**M 1/18- Martin Luther King, Jr. Day -- No Classes**

**W 1/20 -- Course Introduction, Discussion of Syllabus, Course Management, Background Information.** Prepare for Diagnostic Essay. In-class writing.

**HW: Read in PA**, Preface and Part 1, "Understanding Argument" 3-18. **Read** "The Four Pillars of Argument," PA 19-27. **Respond** to Discussion Topic #1 in **Learn**.

**Begin writing Diagnostic Essay. Submit as an attachment to a Course Message.**

**Due by midnight Sunday, January 24<sup>th</sup>**

## Diagnostic Essay Topics:

English 120

Diagnostic Essay

Cunico

**Directions:** Answer ONE of the topics below. Write an organized, reasonable, developed, and carefully edited essay of 2-3 pages. Provide a title. Support your points with specific examples or quotations. Your essay will be evaluated holistically, but there will be a rubric attached to help you identify your strengths and areas needing improvement. (There will be no written comments on the document) on content, expression, argument, organization, support, and grammatical and mechanical correctness. Cite paraphrases or quoted phrases, assuming all come from page one; show me how well you can use parenthetical documentation. The rubric provides feedback only. The Essay Diagnostic is worth 100 points. The diagnostic essay is required for two reasons: 1) it allows the instructor to determine what to focus on throughout the semester, and 2) it indicates if a student is ready for English 120. A formal style is required, so avoid informal diction (slang, contractions, "you").

### Choose One:

1. Look at the article about the “Frankenfish” (link below). Evaluate the picture, the text, and the relevant links. Then, find out more about *The Huffington Post*; kind of publication is it? Would you trust it as a reliable source? Then, discuss what you think about the article. Use specific examples referencing the pictures, the text, the links, and what you’ve found out about *The Huffington Post*;

[http://www.huffingtonpost.com/2013/08/08/frankenfish-record-virginia\\_n\\_3726698.html](http://www.huffingtonpost.com/2013/08/08/frankenfish-record-virginia_n_3726698.html)

2. Agree or disagree with Martin Luther King Jr.’s statement: "Nothing in all the world is more dangerous than sincere ignorance and conscientious stupidity." Use phrases from the quotation in your answer, and assume this quotation comes from page 11. See reference below.

[http://www.quotationspage.com/quotes/Martin\\_Luther\\_King\\_Jr./11](http://www.quotationspage.com/quotes/Martin_Luther_King_Jr./11)

3. In 1755 (Pennsylvania Assembly: Reply to the Governor, Tue, Nov 11, 1755), [Benjamin] Franklin wrote: "Those who would give up essential Liberty, to purchase a little temporary Safety, deserve neither Liberty nor Safety" (Franklin Web). This phrasing was also the motto in *Historical Review of Pennsylvania*, attributed to Franklin. It's important to note that this sentiment, with many variations, was much used in the Revolutionary period by Franklin and others.

<http://www.ushistory.org/franklin/quotable/quote04.htm>

4. Agree or disagree with Benjamin Franklin’s statement: "They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety." Use phrases from the quotation in your answer, and assume this quotation comes from the web page cited.



## **Week 2: January 24-29**

**M 1/25 – Discuss readings and grading system. Prepare for Grammar Diagnostic Exam**

**HW: Read PA, “Reading and Responding to Arguments” 51-74. Read PA, “Decoding Visual Arguments” 75-88.**

**W 1/27 -- Take Grammar Diagnostic. In-class writings**

**HW: Read PA “Understanding Logic and Recognizing Logical Fallacies” 113-148.**

## **Week 3: January 31- February 6**

**M 8/31-- Discuss Grammar Diagnostic and Diagnostic Essay. Discuss readings: Strategies of Rhetoric- Ethos, Pathos and Logos. Logos and Fallacies**

**HW: Respond to Discussion Topic #2 in Learn. Response due by midnight**

**Thursday February 4<sup>th</sup>. Choose two speeches from Famous Speeches: Audio and Video Recordings in Learn. Take online Plagiarism tutorials. Read in PA “Writing a Rhetorical Analysis” 89-100.**

**W 2/3: Discussion. Group analysis activity: “Godzilla vs Zozobra.” Discuss topic possibilities. Take Syllabus and Plagiarism Quiz in class.**

**HW: Choose Topic for Essay #1. Prepare a template for Rhetorical Analysis Essay #1 following the guidelines on PA 108-**

## **Week 4: February 7-13**

**M 2/8: Write a thesis statement for Essay #1. Integrating Quotations and Using In-text Citations.**

**HW: Following your template, prepare a complete outline for Rhetorical Analysis Essay #1. Write a two- paragraph introduction to your essay. Bring two copies to class on Wednesday for Peer editing. Find two outside sources for your Analysis Essay. Watch the “In-text Citations” YouTube video in the MLA Documentation Exercises folder in Learn. Read “Rules for MLA Documentation” in the same folder. Then, complete the Quotation exercise. Submit it as an attachment to a Course Message. Due Friday 2/12 by midnight.**

**W 2/10: Peer Edit Introductions.**

**HW: Write at least 3 body paragraphs for Essay #1.**

**Respond to Discussion Topic #3. Due by midnight Sunday, 2/14.**

## **Week 5: February 14-20**

**M 2/15-- Three body paragraphs due. In-class writing and editing.**

**HW: Write** a conclusion to Essay #1. Then, put it all together. **Write** a complete draft of Rhetorical Analysis Essay #1. **Submit** as an attachment to a Course Message **by midnight Friday, February 18<sup>th</sup>**. **Reminder:** First drafts must be at least 3 pages long, **exclusive** of Works Cited unless otherwise indicated; 2) include support from outside sources, use parenthetical documentation, and have Works Cited pages; 3) use MLA formatting for both parenthetical citations and the works cited page; 4) address the questions asked, and 5) **not be plagiarized** (See Plagiarism section).

**W 2/17 -- Meet in computer classroom TBA. Find your favorite dumb political statement. The statement should have potential for a discussion of one of the logical fallacies you learned about. Then,** write a paragraph in which you analyze this dumb statement. Provide a topic sentence, the quotation, and the context in which the comment was said. Then, using one or two of the logical fallacies you learned about, explain why this statement is not logical or good reasoning. You may also add additional information which also proves it is not logical, such as what it implies. **Your paragraph should be 1/2 page to 3/4 a page long in a Word document, 12-point font.** In other words, **refute** the statement.

**HW: Read PA Chapter 8 "Finding and Evaluating Sources"**