

University of New Mexico at Valencia
Accelerated Composition I: ENGLISH 110-509/51184
Fall 2017 Three Credit Hours

Instructor Information

Instructor: Marsha Cline
Office: Academics 113 (A 113)
Phone: 925-8600
Preferred E-mail: mecline@unm.edu
Office Hours: Tuesdays/Thursdays 4:15-5:00 or by appointment

Course Information

ENGL 110-509/51184
Class: T/TH 3:00-4:15
Location: Academics 124 (A 124)
Lab Thursdays H 103

Welcome to English 110 (Accelerated Composition)!

Course Description

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. Students must learn to analyze new situations and respond to them appropriately. Instead of teaching one right 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.

In this course, you will write three essays including prewriting, drafting, revising, and editing, which will help create a strong sense of focus, strong development, and clear organization in your writing. To develop your writing skills, you will also be required to evaluate web sources and to integrate research sources in the form of summarizing, paraphrasing and quoting from primary readings and web sources properly to avoid plagiarism. Finally, you will need to use correct grammar and write strong sentences to produce polished essays.

To help you create well-edited essays, you can expect to learn six grammar competencies: avoid run-on sentences, avoid fragments, use correct pronoun agreement and reference, use correct subject/verb agreement, incorporate parallelism, and master the 14 punctuation marks used in the English language. If you learn these writing skills, you will become a more successful communicator in college courses and a more thoughtful professional in the workplace.

Student Learning Outcomes

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

- Address Different Rhetorical Situations and Genre Appropriately

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.

- Understand Writing as a Social Act

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

- View Writing as a Process

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.

- Practice Grammar and Usage

Improve your fluency in the dialect of Standard Written American English at sentence, paragraph, and document level.^[L]_[SEP]

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

- Engage in Reflection

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.

- Conduct Research

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.^[L]_[SEP]

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

Library Information Literacy Outcomes

- Students will access academic library resources *Libros*, data bases, and peer reviewed journals to find information relevant to the writing project.
- Students will learn how to skim sources and find information to summarize, paraphrase, or quote that are both relevant and appropriate for the paper topic.
- Students will be able to identify what type of \medium source they have found, such as a magazine, journal, newspaper, website, DVD, or print.
- Students will write correctly formatted Works Cited pages.

UNM Valencia Library Contact Information: <http://valencia.unm.edu/library/> or (505) 925-8900.

Instructor Information

I am always available during office hours on Tuesdays and Thursdays from 4:15 to 5:00 in A 113, and you may also make appointments for office visits at other times. The best way to get in touch with me is to E-mail <mecline@unm.edu> with an explicit subject line. I check my e-mail often, especially between 8:00 am and 5:00 pm, Monday through Friday. Please keep in mind that you may not receive immediate answers and should give me at least 24 hours to respond, Monday through Friday. I may be off-line during the weekend, but you will have a response by first thing Monday morning at the latest.

During office hours, I will peruse your papers for surface errors and organizational problems, and I will willingly discuss specific issues you may be concerned about in your work. However, I will not pre-grade a paper before it is due. I do not conference with students about papers through e-mail—it truly is not an effective way to conduct such conference sessions.

Required Texts, Sources, and Materials

Texts

Required

Kirszner, Laurie G. and Stephen R. Mandell. *Practical Argument: A Text and Anthology* 3rd Edition. Boston: Boston: Bedford/St. Martin's, 2017. ISBN-9 781319 063757.

Graff, Gerald, and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*, 2nd Edition. W. W. Norton and Company, 2010.

NOTE: ANY edition you have or can get of this book is acceptable, no matter how old the chapters relevant to us do not change significantly from edition to edition.

Recommended/Voluntary: A Writing Handbook, I will discuss several affordable options in class.

Sources

- UNM e-mail address and access to UNM Learn
- Access to Internet and Microsoft Office (available on all UNM-VC computers)

Materials

- data storage device (flash drive). If you save on a laptop, you will need to send it to be accessed from your UNM email during lab prior to class.
- note-taking materials (three-ring binder with designated index or spiral)
- Designated storage folder for ALL class documents: pass-outs, assignments, and all drafts
- only black ink pen, a mechanical pencil, and a stapler
- optional: highlighters and sticky notes

Writing Center

Students are encouraged to visit the Writing Center in the L Building to get help with improving essays before the peer critique process. Tutors are familiar with the course content and will provide specific tutorial sessions to help you succeed in English. You may drop in or call 925-8513 for an appointment. Students who seek tutoring usually see a great improvement in their grades.

Attendance and Participation Policy

Attendance

- Attendance is extremely important and will be taken at the beginning of every class.
- Missing class is not an excuse for being unprepared; if you are absent, it is your responsibility to keep up with reading or assignment due dates. 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 four (4) or more classes will be dropped. Two instances of arriving 10 minutes after class begins or leaving 10 minutes before it ends counts as an absence.
- If you are late, it is your responsibility to remind me to mark you as present; otherwise, you will be recorded as absent—something you want to avoid because this is what I refer to when I drop students.
- 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, and these activities should not be scheduled during class time.

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. In addition, I ask you to complete drafts, assignments, quizzes, readings, and collaborative projects to ensure participation. Students who are not prepared to participate for the day will be asked to leave and will be marked as absent.

Passing English 110

You need a “C,” at least 73 Percent, to pass the course. A “C- ” means that the student has failed the course and must retake the course

Some students may fail the course. Coming to class, trying hard, and turning in work does not ensure a passing grade.

Students must write at an acceptable level of competency and if they do not, they fail.

You must turn in all writing assignments, take the grammar competency, and submit a portfolio with final drafts of two essays and a self-evaluation to pass the course.

The panel of evaluators will determine if you have met this level of competency.

If a student’s Final Essays and Evaluations do not pass the panel evaluation, the student fails 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.)

Assignment Policy

All formal writing assignments must follow MLA format and be word processed, double-spaced in 12-point Times New Roman font, unless otherwise directed.

Essays

Students are required to turn in three formal 3- to 5-page essays with academic quality research and an MLA Works Cited page written specifically for this class. Instructions and rubrics will be provided for each assignment. Students will write several rough drafts of each essay, will participate in the peer critiquing process, and will have the option of discussing these drafts with the instructor before submitting them for a grade. Each essay requires credible sources be incorporated with in text citations and a Works Cited entry. Wikipedia does not count as a credible source. Students must complete **ALL** essay assignments or they will be dropped from the class for failure to turn in one of the major essays.

The option to revise during the semester is limited to students who receive a “C-” or less. 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. Most revisions will only raise your grade one letter grade or to a high “B,” unless the revision is truly exceptional. All other students will revise for the portfolio. Good writers always strive for excellence, so each student is entitled to revise and polish their work to resubmit for a higher grade based on a substantial revision that *goes beyond* just correcting surface errors for the final portfolio assessment.

Grammar Workshops

Grammar workshops are designed as a tool to help students become familiar with grammar rules needed to become confident writers. Each student will be assigned a grammar topic and provided a PowerPoint presentation by the instructor. All grammar workshop PowerPoint presentations must be checked out from the instructor **ONE WEEK** before you are scheduled to present. Contact the instructor by email at mecline@unm.edu, and mark the subject line with Grammar Workshop Request and your assigned grammar topic. Be sure to dress appropriately for presenting because not doing so will affect your grade.

Presentations will only be five to seven minutes long. Students should be able to confidently explain and discuss key concepts provided in the presentation. Remember, the PowerPoint should only enhance your presentation and you will be graded accordingly. In other words, you should be knowledgeable enough about your topic that you can discuss the material confidently without reading the slides word for word.

Grammar Quizzes

Nine open-book grammar quizzes will be available on UNM Learn about the fourth week of the semester and must be completed by the fourteenth week of the semester (see schedule). Students have half an hour and several attempts to complete these quizzes to mastery. The average of all quiz grades will be factored into the final semester grade.

Grading Scale

Your work will be graded on a 1,000-point scale. The included sample grade sheet can be used for you to keep track of your grades. Regardless of your grade you must pass the final portfolio to pass the course. Also, your papers will be returned as graded. Therefore, all students may not receive returned papers on the same day. Students can expect a reasonable amount of time to produce any outside assignments, and I also expect a reasonable amount of time to grade those assignments.

Grading Policy

Your work will be graded on a point system. In addition to meeting assignment criteria, content, structure, format, style, and mechanics (grammar, punctuation, and spelling) will be considered in grading each project. A good portion of your grade depends on your written work please see me in conference if you are concerned with your letter grade at any particular time during the semester. The following guidelines will be used for determining the quality of your work:

A Range

The **A** paper is well organized and clearly focused. It responds in an extraordinary way to the assigned topic. It develops the topic well and uses varied and appropriate detail to support a stated thesis. It develops an unusually astute awareness of audience and occasion. It demonstrates mastery of the standard conventions of grammar, usage, and mechanics. It also has a clear sense of the student's voice and demonstrates superior control of appropriate rhetorical strategies.

B Range

The **B** paper is well organized and clearly focused, but somewhat less so than the **A** paper. It responds in a creative, well considered but certainly not extraordinary way to the assigned topic. It develops the topic in a less complete way than an **A** paper. It demonstrates awareness of audience and occasion. It demonstrates very good facility with language, a range of vocabulary, and syntactic variety. It demonstrates good control of the standard conventions of grammar, usage, and mechanics but it is occasionally marked with deficiencies in one or more of these areas.

C Range

The **C** paper is organized and usually focused, but responds in an unsophisticated way to the writing task. It may also lack inconsistent voice or a rhetorical approach less imaginative than is evident in a **B** paper. Moreover, its development is less thorough than the **B** paper but is still competent. There is some detail presented to develop the topic. Vocabulary and syntactic variety show acceptable competence. There may be problems with transitions and a lack of awareness of rhetorical strategies. Errors in grammar, usage, and mechanics may be present but do not interfere with communication.

D Range

The **D** paper has little organization and clear focus, representing an inferior response to the writing task. There is neither consistent voice throughout the paper nor a clear rhetorical pattern. The paper is undeveloped; its language is both unremarkable and characteristic of average college students. It lacks syntactic variety and presents only marginal control of the standard conventions of grammar, usage, and mechanics. The writer's lack of control of these conventions interferes with communication, and as such barely qualifies as college-level work.

F Range or Below

The **F** paper is not college-level work. It has no apparent organization; its focus is unclear. There is no consistent voice appropriate to the writing task. The writer invariably shows unsatisfactory or possibly no awareness of rhetorical patterns. The paper compounds the weaknesses in the basic conventions of grammar, usage and mechanics that are evident in the **D** paper. The development of the topic is thin, and there is an accumulation of problems that seriously interfere with communication

Computer and Technology Policies

Because the class meets once a week in a computer lab, students must adhere to the following policies so that a professional learning environment is maintained.

- Students are responsible for having access to their work at ALL class sessions. Please save all your work where it can be retrieved immediately. No excuses!
- Students must save work and have a backup. Lost work is your responsibility and not an excuse for late work. The assignment will be graded using the late work/essay policy.
- Students who use computers for entertainment or social reasons will be counted absent. Please do not:
 - Surf the web during lectures unless it is a part of the day's assignment.
 - Work on other assignments for this or any other class during class time.
 - Print assignments during lecture; I will let students know if printing time is available.
 - Send/read/answer e-mail, visit chat rooms, answer phones, and text message.
 - Students may not wear earphones in class or the computer lab.
- Cell phones must remain off and stored away from work areas. No texting or phone calls are allowed.

Technical Assistance

If you have questions about computer-related issues, please call (505) 277-5757, Monday to Friday from 8:00 a.m. to 12:00 noon and 1:00 p.m.-5:00 p.m. MST. Computer technicians are available and happy to help you solve those difficult problems. For Blackboard Learn Assistance click on the tab entitled, "How to use Learn," which is located on the left-hand menu bar of our course page.

Student Responsibilities

Students are expected to contribute to a classroom environment that is respectful and conducive to learning. Inappropriate behavior in the classroom may result in a request to leave class. As adult learners, students are expected to:

- *BRING* pen, paper, and textbooks to class.
- *ACCESS* all written assignments electronically during class
- *SUBMIT* all assignments at the instructor's request at the beginning or end of class.
- *PROVIDE* the designated number of word-processed copies for peer critiquing.
- *BE PREPARED* to take notes at the beginning of class.

Failure to meet these responsibilities prevents constructive participation; therefore, students who fail to meet these responsibilities will be counted absent for the day.

Conduct yourself like a respectful scholar in class. This means striving to express yourself in an eloquent way (use proper language) when you are presenting your perspective and being open (listening) to your peers' and your instructor's ideas. If you exhibit disrespect, act belligerent or lewd, use violent or threatening gestures and/or language, take a nap, pay attention to extraneous diversions or are just plain rude you will be asked to leave class and counted absent for the day.

Plagiarism

Any form of plagiarism is unacceptable and the paper in question will receive a failing grade. 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 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

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.

Instructors 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.

Title IX Statement

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see page 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

FERPA Policies

The Student Privacy Act, a federal statute called FERPA, strictly prohibits the instructor or administrators from talking to anyone but the student about his/her grades, progress, or work. 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 grades, work, or progress. In other words, a UNM VC instructor or administrator cannot speak to parents, relatives, or friends of the student about student grades.

Students can expect that a UNM VC instructor or administrator will follow guidelines set forth by FERPA. Students should know that the instructor and administrators,

- *MUST* and *WILL* protect student privacy.
- *CANNOT* and *WILL NOT* discuss a grade with or hand back assignments to a student's parents, friends, or relatives.
- *WILL NOT* make any exceptions to this policy.

Protecting the Classroom Environment

While I do not expect problems when working with adult learners, these policies ensure a safe, productive, and professional classroom environment. Most all the policies following policies are listed in the University of New Mexico Student Handbook.

- Food and beverages **are not** permitted in the classroom or the lab.
- Cell Phones **must be turned off** and stored in a book bag or purse class.
- Students **should not** leave the classroom without instructor permission.
- Students must treat one another and the instructor with respect. Derogatory remarks or name-calling is prohibited.
- Students should not interrupt classroom lectures or discussion with non-related comments.
- 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, even in assignments.
- Sexual harassment will not be tolerated.
- Students must not threaten the instructor concerning their grades. This type of behavior is considered harassment and/or verbal assault. Security will be called.
- 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.
- 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.
- *Above all, come to class with a good attitude, a sense of humor, and a smile!*

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

English 110 Grade Sheet:

Assignments

Point Values/Your Points/Revised Points

Participation	100/_____
Attendance	30/_____
Grammar Workshop	10/_____
Grammar Quizzes (Nine @ 10 points each)	90/_____
Essay One: Analysis/Evaluation Argument	
Analysis Essay	100/_____/_____
Peer Review	10/_____
Works Cited	10/_____
Essay Two: Causal Argument/Cause and Effect	
Causal Argument	100/_____/_____
Peer Review	10/_____
Works Cited	10/_____
Essay Three: Proposal Arguments to Improve New Mexico	
Argument Essay	100/_____/_____
Peer Review	10/_____
Works Cited	20/_____
Portfolio with Self-Evaluation Memo	300/_____
Final Grammar Examination	100/_____
Total Points 1,000/_____	
Final Grade _____	

Portfolio Essay Average: _____

Grading Scale:

A+	97-100% (1,000-970 Points)	C+	77-79.9% (799-770 Points)
A	94-96% (969-940 Points)	C	74-76.9% (769-740 Points)
A-	90-93% (939-900 Points)	C-	70-73.9% (739-700 Points)
B+	87-89.9% (899-870 Points)	D+	67-69.9% (699-670 Points)
B	84-86.9% (869-840 Points)	D	64-66.9% (669-640 Points)
B-	80-83.9% (839-800 Points)	D-	60-63.9% (639-600 Points)
		F	59.9-0% (599-0 Points)

Tentative Schedule

Please refer to the schedule to keep track of all assignments and due dates as missing class prior to a due date does not exempt you from completing the assignment on time.

Unless listed, you are responsible for completing in-class and out of class reading assignments as they are made, so please keep your syllabus handy at all times.

Week	Dates	In-Class	Homework
1	Aug. 22/24	Introduction to Course Icebreaker/Syllabus Why We Write/ Good Writing/Writing Process/Structures	PA— Read Chapter One Pages 23-27, 33-36
2	Aug. 29/31	Writer's Toolbox, Grammar workshops Assign Essay One: Analysis/Evaluation Argument	PA— Read Chapter Seven Pages 253-273 Read Chapter 14 Pages 517-521
3	Sep. 5/7	Library Orientation Essay One Workshop	PA—Read Chapter Two Pages 57-77
4	Sep. 12/14	GW, Discuss Readings/Writing Projects GW, Discuss Readings/Essay One Workshop	PA—Read Chapter Nine Pages 329-343
5	Sep. 19/21	Peer Critique Essay One (Bring 3 copies) Essay One Due: Analysis/Evaluation Argument	PA—Read Chapter Ten Pages 345--367
6	Sep. 26/28	GW, Assign Essay Two; Causal Argument GW, LP (online), Discuss Readings/Essay Two Workshop	PA—Read Chapter 13 Pages 467-4478
7	Oct. 3/5	GW, Discuss Readings/Writing Projects GW, Discuss Readings/Essay Two Workshop	PA—Read Chapter Four Pages 99-112
8 Mid-Term	Oct. 10 Oct. 12/13	GQ (online), Discuss Readings/Essay Two Workshop <i>Fall Break—No Classes!</i>	
9	Oct. 17/19	Peer Critique Essay Two (Bring 3 copies) Essay Two Due: Causal Argument	PA—Read Chapter Five Pages 123-158
10	Oct. 24/26	GW, Assign Essay Three: Proposal Argument GW, LP (online), Discuss Argument Strategies	PA— Read Chapter 15 Pages 551-560
11	Oct. 31 Nov. 2	GW, Discuss MLA Documentation/Using Sources GW, Library Workshop LRC 143	PA—Read Chapter Six Pages 191-213
12	Nov. 7/9	GW, Discuss Readings/Writing Methods/ Projects GW, LP (online), Discuss Readings/Writing Projects	PA—Read 16 Pages 589-603
13	Nov. 14/16	Peer Critique Essay Three (Bring 3 copies) Essay Three Due: Proposal Argument	PA—Read Part Five Pages 637-642
14	Nov. 21 Nov. 23/24	Portfolio Workshop Grammar Quizzes Online Must be Completed this Week <i>Thanksgiving—No Classes!</i>	Work on Portfolios
15	Nov. 28/30	<i>Required Semester Grammar Exam—Be in Class!</i>	Work Portfolios
16	Dec. 5/7	PORTFOLIOS DUE Thursday at End of Class LATE PORTFOLIOS WILL NOT BE ACCEPTED	Submit Final Portfolio

GW: Grammar Workshop Major due dates in bold. Text Abbreviations: PA for *Practical Argument*

Portfolio pick up in A 113 during business hours between 8:00 and 5:00 after Dec. 18 to 22 or Jan. 3, 2018.

NOTE: Access to this syllabus, class readings, and assignments, are posted on UNM Learn.

Important Dates

Monday, August 22, 2017	First day of classes
Monday, September 4, 2017	Labor Day— <i>No Classes!</i>
Friday, September 1, 2016	Last day to Add or Change Sections
Friday, September 8, 2016	Last Day to Drop with 100 percent refund
Thursday/Friday, October 12/14, 2017	Fall Break— <i>No Classes!</i>
Thursday/Friday, November 23/24, 2016	Thanksgiving— <i>No Classes!</i>
Thursday, December 7, 2016	Last day of classes

Grammar Workshop Schedule (Must be presented on assigned day to avoid penalty.)

DATE	Student	Topic
Week Of		
Sep. 13	_____	Run-on Sentences
	_____	Fragments
Sep. 15	_____	Subject/Verb Agreement
	_____	Pronouns/Pronoun Agreement
Sep.27	_____	Commas A-E
Sep. 29	_____	Commas F-J
Oct. 4	_____	Parallelism
	_____	Colon/Semicolon
Oct. 6	_____	Capitalization
Oct. 25	_____	Apostrophes
	_____	Ellipses
Oct.27	_____	Quotes
	_____	Abbreviations
Nov. 1	_____	Italics
	_____	Wordy Sentences
	_____	Emphasis
Nov. 3	_____	Appropriate Voice
	_____	Sentence Variety
Nov. 8	_____	Needed Words
	_____	Mixed Constructions

Peer Critique Process

The peer critique process is designed to give productive feedback for the author to determine how effectively an audience views the message. During the peer critique process, it is very important to acknowledge what the author is doing well as well as provide the author with sound constructive advice for improvement. Be sure to focus more on the message and how it is delivered than on sentence-level errors.

The Peer Critique Process

*Note: Pace your critiques in order to complete them **all** during the class period.*

Follow these guidelines to complete the peer critique process:

- 1) Exchange papers so each member of the group has a copy of each paper.
- 2) Decide who the first reader will be and then complete steps four through six before moving on to the next paper
- 3). Each of the authors should take a turn reading their own work aloud while the rest of the group reads that paper along silently.
- 4) After the reading is complete, everyone should take a few minutes to go through the document and make constructive comments for the author before leaving class.
- 5) As a group discuss the paper and comments for improvement.
- 6) Sign off on peer critiquing the paper and return the paper to the author.

Complete the process with each paper before moving on to the next paper.

Ideas for Commenting on Papers

- Start off by telling the author what you most enjoyed about the paper.
- Focus on discovering and identifying the author's main idea (thesis statement).
- Locate supporting ideas that further the thesis or main idea.
- Share your ideas for improving the paper.
- Suggest ways the author could develop additional ideas.
- Tell authors about only one or two grammatical weaknesses you see so they can learn to fix the problems.
- Avoid editing on a word-byword or sentence-by-sentence level.
- Always leave authors feeling positive about themselves as writers.

Submit copies of all drafts and all peer critiques paper clipped behind the final draft of your paper that you want graded.

Portfolio Criteria and Guidelines

What is the Portfolio?

- The portfolio is a collection of samples of your work.
- Students must keep the first drafts that they produce throughout the semester of essays, which contain instructor's comments. If they do not, their final portfolio grade will be adversely affected; part of the grade is based on revision abilities; panel graders look to see whether students have responded to instructor's internal and end comments and whether students have made substantial changes that improve the essay.
- Portfolios receive a pass/fail and a letter grade. A panel 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.

Presentation of Portfolios

- In the portfolio, students should staple the final and first drafts of the papers together; do not dog-ear or paper clips. Place the final draft, the paper to be graded, on top. Underneath the final draft, place the first rough draft with instructor comments.
- For the final portfolio, students must present the first and final drafts of the essays they want to be considered for the portfolio in a paper pocket folder.

The final portfolio contains the following:

- A cover memo addressed to the panel; the header should include your name, the instructor's name, course section and semester, and the average of all major essays submitted during the semester.
- Two original graded drafts of essays written during the semester, with a thorough revision of each essay.
- All final drafts must be word processed and in MLA format

Any portfolio that is incomplete will fail the panel evaluation

- Any portfolio that is plagiarized will fail the panel evaluation. Summarizing, paraphrasing and quoting must include in-text citations and a Works Cited page.
- Instructors will note potential plagiarism problems in the first drafts so that students can revise properly.

Portfolio Returns

- Students must pick up portfolios after examination week at the specific date and time indicated unless alternative arrangements have been made. Failing to pick up your portfolios will result in a grade reduction.

Portfolio Appeals

Because a panel of instructors reads, evaluates, and passes or fails students' final essays and evaluations, it is rare that students' writing has been misevaluated. However, if a student wants to challenge his/her final grades, he/she must follow a set procedure for doing so.

The student should start by reading about how to dispute a grade, which is in The University of New Mexico Student Handbook. Below is a BRIEF outline of some of the policies:

1. Discuss the grade concerns with your instructor of record first.
2. If you discuss the problem with your instructor and if the problem has not been solved, then you must discuss the problem with the English Program Coordinator.
3. A full outline of grade disputes can be found in the Student handbook.

Instructors and administrators do not handle final grade disputes until AFTER finals week and until AFTER grades have been posted in Banner.

E-Mail Netiquette Policy

In academic situations, E-mailing an instructor should be considered formal and professional communication. If you want a timely response, please email me at mecline@unm.edu and keep the following in mind when you write e-mails to me or others in class:

- *Include an informative subject line.*

In every e-mail, the subject line should contain a descriptive phrase specifically about the problem. For example, "Problems with Nouns Worksheet in Lesson 5, question 4" is clear and helpful, but "Nouns Worksheet" is not. Unclear subject lines slow my response because I do not have enough information without having to asking you for clarification.

- *Include a salutation.*

Courteous E-mails are expected in professional settings and salutations usually include a polite address like "Hello" or "Greetings." "I prefer you refer to me as Marsha, so "Hello Marsha" is alright, but many instructors prefer you use titles and last names. It is always best to use the most formal address unless you have been told otherwise. Informal words of address, such as "Hey," are never appropriate and are often rude.

- *Include a closing.*

Please close with an appropriate phrase and sign your e-mail with your name, your course name and section as a point of reference. Phrases like "Sincerely," or "Thank you for your help," are some examples of appropriate closure.

- *Capitalize only the first word of a complimentary close.*

If you close your e-mail with a multi-word phrase such as "Thank you," note that only the first word takes an initial capital letter.

- *Use short paragraphs.*

Legibility on the screen is not as good as legibility on paper. Use short three to four sentence paragraphs to make the e-mail easy to read. Be sure to skip lines between paragraphs.

- *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 before submitting. Use your spell/grammar check or "Enable HTML Creator," a tool located above the right hand side of the text box in Blackboard Learn Mail.

- *Do not send all cap messages.*

All capital letters means you are screaming at the person to whom you are writing. In an online class, this would be considered inappropriate behavior.

- *You must use capital letters when needed.*

The first letters of the first words of sentences must be capitalized, and "I" is capitalized when you use it as a pronoun. For example, I need your help on problem 6, page 456, in the textbook. Do not send e-mails with improper capitalization.