

University of New Mexico-Valencia Campus
English 120: Composition III
Fall 2017 Syllabus

Course: ENGL 120 504
 Days: Tuesdays and Thursdays
 Time: 9:00 AM – 10:15 AM
 Rm. C111

Instructor: Dr. Natalie Kubasek
 Email: nkubasek@unm.edu
 Office Hours: 3:00 PM – 4:30 PM
 Tuesdays and Thursdays

Course Description

Welcome to English 120!

This course emphasizes academic writing, research, and argumentation. You will design and research a project of your own and will summarize, synthesize, evaluate, and integrate secondary sources to support your own argument. You will also analyze the writing and research approaches (e.g., quantitative v. qualitative v. textual) of an academic discipline that is of interest to you.

You will build on the rhetorical approach introduced in English 110, 111/112 or 113 by continuing to analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to your reading and writing. You will also extend your understanding of how writing and other modes of communication (such as visual and audio elements) work together for rhetorical purposes.

Course Objectives

Throughout the semester in English 120, you will progress toward the following student learning outcomes:

Rhetorical Situation and Genre

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

Writing as a Social Act

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

Writing as a Process

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

Grammar and Usage

D. improve your fluency in the dialect of Standardized Written American English at the level of the sentence, paragraph, and document^[1]_{SEP}

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^{[1][2]}_[SEP]

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^{[1][2]}_[SEP]

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 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.

Tutoring

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

Required Texts and Materials

- *Practical Argument*, Third Edition, Eds. Laurie G. Kirsznar 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)
- A flash drive for saving assignments

Attendance Policy and Overall Participation:

Attendance will be taken at the beginning of class. Missing class is not an excuse for being unprepared; if you are absent, it is your responsibility to keep up with reading, get class notes from a fellow student, and /or see me during office hours or by appointment if you have questions about the material. **Students who miss the first week will be dropped. Students who miss more than 4 classes will be dropped. Two instances of arriving 10 minutes after class begins, or leaving 10 minutes before it ends count as an absence.**

Excused absences include documented hospitalization or other documented, unexpected extreme emergencies; if excessive absenteeism that falls under the purview of “excused absences” continues, I reserve the right to drop students from the course. Please note: doctor’s appointments, child-care, court dates, and job scheduling conflicts do not count as excused absences.

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

Plagiarism

Plagiarism means using language and/or ideas without acknowledging their source. Plagiarism includes such activities as copying another student’s papers or ideas, downloading and turning in papers from the Internet, or copying passages from sources without proper documentation, or rephrasing an author’s ideas and presenting them as the student’s new, original thoughts. Plagiarism in this course may result in one or more of the following consequences: failure of the assignment, failure of the course, or disciplinary action by the University. To learn how to avoid plagiarism, students can speak to me, consult a tutor, or refer to <http://library.acadiau.ca/tutorials/plagiarism/>.

Classroom Behavior

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

- 1) Students must treat one another and the instructor with respect. Derogatory remarks or name-calling is prohibited.
- 2) Students should not interrupt classroom lectures or discussion with non-related comments.

- 3) Students may discuss complaints about the course with their instructor; however, the students must do so in the proper environment, such as the instructor's office during office hours.
- 4) Class time is a professional learning environment. Obscene language will not be tolerated.
- 5) Sexual harassment will not be tolerated.
- 6) Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. Intoxication, physical assault and or battery, violence, stalking, or threats fall into this category.
- 7) Students must not threaten the instructor concerning their grades. This type of behavior is considered harassment and/or verbal assault.
- 8) If you ever feel unsafe on campus, please call security at (505) 925-8570.

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

Computer and Technology Policies

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

Email Netiquette Policy

Please keep the following in mind when you write emails:

- Please avoid text-speak. Learning to write professional emails early on is a skill you need as you progress to higher academic levels and career pursuits.
- Emails that you write to me during the semester should include professional language, addressed with a subject heading including the type of question you are asking. For example, "Essay 1" would be an appropriate subject heading for a question regarding the first essay.
- Emails should also include a salutation. For example, "Dear Dr. Kubasek" or "Hello Dr. Kubasek" would be an appropriate salutation. Part of Composition is learning when and how to use proper diction and registers of language, and in a formal setting like a college course, professional titles are appreciated.
- Please close with an appropriate phrase and sign your email with your name. Some examples of appropriate phrases are "Sincerely," or "Thank you for your help"
- Use short paragraphs (in general, 3-4 lines maximum) to make the email easy to read. In addition, be sure to skip lines between paragraphs.
- Be sure to proofread your email for grammatical errors.

Equal Access

Accessibility Services located in Student Services provides academic support to students who have disabilities. If students think they need alternative formats for completing coursework, they

should contact this service right away to ensure their needs are met in a timely manner. Students are responsible for getting all documented forms to me as soon as possible. I cannot accommodate any special needs without the proper authorization from UNM Valencia Campus Accessibility Services. Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

They are located in Advisement & Counseling Services Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560.

<http://www.unm.edu/~vcadvise/equalaccess.htm>

NB: In order for me to best accommodate you, please submit the appropriate paperwork to me within the first two weeks of the semester.

Office of Equal opportunity and Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered responsible employees. This designation requires that any report made to a faculty member, TA, or GA regarding sexual misconduct or gender discrimination must be reported to the Office of Equal Opportunity and the Title IX Coordinator. For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Required Work and Grading

This semester, we will practice following MLA and APA Style. Unless otherwise specified, all formal writing assignments must be typewritten, double-spaced in a 12pt, Times New Roman font. MLA and APA Style specifications are clearly laid out in Diana Hacker's *Pocket Style Manual*.

• 3 Essays: 100 points each	300 pts
• 1 Grammar group presentation	50 pts
• 9 Grammar quizzes: 5 points each	45 pts
• 6 Short Writing Assignments: 25 points each	150 pts
• 5 Blackboard Learn posts: 10 points each	50 pts
• 3 Writing Workshops: 15 points each	45 pts
• 3 Peer reviews: 20 points each	60 pts
• Final Grammar Examination	100 pts
• Portfolio	200 pts
• Total Possible Points	1000 pts

Grades will be determined on a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (1000-900 points); 89-80% = B (899-800 points); 79-70% = C (799-700 points); 69-60% = D (699-600); and below = F. You need a "C" (74% or 740 points) to pass this course.

Participation

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

Essays

You are required to turn in 3 formal 4-6 page essays (not including the Works Cited page). Each essay requires at least one credible source to be incorporated in text and in the Works Cited page (**Wikipedia does not count**). Students may be dropped from the class for failure to turn in one of the major essays. I will provide instructions and rubrics for each assignment at the beginning of each new unit. Students have the option to revise if they receive a grade of “D” or below. I will not accept revisions after two class periods, and I cannot guarantee that this will improve the grade unless there are both major organizational, content, and surface revisions. The highest grade that a revised essay can receive is a “B.”

Late Policy

Essays turned in after the assigned due date are considered late. **I will not accept essays more than two days after the assigned date.** For each day the essay is late, the assignment will be marked down half a letter grade, so make sure to turn in your essays in a timely manner. If you know that you will not be in class on a due date, make arrangements to submit your essay early. I will not accept essays as email attachments.

Short Writing Assignments

You are also required to turn in short writing assignments, such as formal summaries, outlines, annotated bibliographies, etc. that will help you generate and organize information for your essays. There will be two short writing assignments per essay, and you will turn them in with the revisions and final drafts of your essays.

Grammar Presentation

In groups, students will be responsible for delivering one powerpoint presentation on grammar and mechanics. The topics include: **1) fragments, 2) comma splices/run-ons, 3) parts of speech, 4) pronouns, 5) dangling and misplaced modifiers, 6) commas, 7) passive voice vs. active voice, and 8) parallelism.** Students should deliver a professional presentation to the class (no longer than 10 minutes) that 1) defines their assigned term(s), 2) explains key concepts, 3) provides original examples that will prepare the class for a short quiz on Learn, and 4) engages students in a short practice activity. Before students present, we will go over the features of successful presentation, and I will do the first presentation on Commonly Confused Words to demonstrate what I’m expecting.

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

Grammar Quizzes

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

Blackboard Learn

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

Writing Workshops and Peer Reviews

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

Grammar Examination

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

Portfolio

- The portfolio is a collection of your work and contains one original and graded essay from the semester, a revision of this essay, and a cover letter.
- 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 74% to pass the course:

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

Student Privacy

Student privacy is strongly protected by professors at UNM-VC. The federal FERPA strictly prohibits the instructor or administrators from talking to anyone but the student about his/her progress. If a student has questions about a grade on an assignment or about the final grade for the course, FERPA dictates that the student is the only one who may speak to the instructor regarding their grades. All other outside requests for information release must be sent to and approved by the UNM-VC registrar: (505) 925-8580

<http://www.unm.edu/~unmvc/Admissions/admiss.htm>

Technical Support

If you have questions about computer-related problems, call 277-5757, M-F, 8:00 am-12:00 noon and M-F, 1:00 pm-5:00 pm MST. Computer technicians are available and happy to help you solve those difficult problems.

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

Tutors: Tutors are available at The Learning Center, both face-to-face and online, to help you navigate Blackboard LEARN: (505) 925-8907 <http://www.unm.edu/~tutor/>

