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**ENGLISH 120: 502***Argument & Analysis*

CRN: 38932

Professor Justin Bendell

MW 10:30-11:45 in C-111

**Spring 2017**

Office Hours (in A106):

MW: 11:45-2; TR 1:15-2:30

Phone: 505-925-8623

jbendell@unm.edu

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Welcome to English 120! I look forward to working with you this semester as we learn how to use the English language to convincingly argue in favor of things we care about and how to use our brains to challenge and refute weak arguments when we see them.

- The assignment syllabus is a tentative schedule. Any changes will be announced in class and/or posted on the Blackboard Learn calendar.
- If you miss class, check the syllabus to ensure they are prepared for the next class.
- All assignments must be read by the date indicated and students are expected to bring the texts we are discussing to class.
- Students absent for more than 4 classes will be dropped.
- Learn Posts are due on the posted due date.
- No emailed essays will be accepted.
- Late essays will be docked 5 points per day after due date.
- Abbreviations are used to identify our texts: *PA* = *Practical Argument*; *APSM* = *A Pocket Style Manual*

**Required Work and Grading**

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

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 (890-800 points); 79-73% = C (790-730 points); 69-60% = D (690-600); and below = F. You need a "C" (73% or 730 points) to pass this course.

3 Essays: 100 points each	300 pts
5 Learn Posts (20 each)	100 pts
4 Mini Essays (25 each)	100 pts
9 Grammar quizzes (10 each)	90 pts
3 Peer reviews (10 each)	30 pts
3 Writing Workshops (10 each)	30 pts
1 Grammar Group Presentation	50 pts
Final Grammar Exam	100 pts
Portfolio	200 pts
<b>Total Possible Points</b>	<b>1000 pts</b>
Possible Extra Credit:	30 pts

Date	Class Activities	Homework due next class
Jan 16-17	Introductions; Sign up for Grammar Presentations; Syllabi	Send me an email from your UNM email address using proper netiquette; Read <i>PA</i> Introduction (pp. 3-17)
Jan 18-19	Chapter 1 (Power Point); Computer Lab; Blackboard 101	Finish Practice Quiz and/or Learn Post on Blackboard; Read “Why I Write” by Elie Wiesel
Jan 23-24	Discuss Wiesel; In-Class Writing; Grammar #1;	Quiz #1 Commas.; Read <i>PA</i> Chapter 14 (pp. 483-514)
Jan 25-26	<b>Introduce Paper #1: Rhetorical Argument;</b> Class Activity	Learn post #1; Essay Handout;
Jan 29-30	Critical Thinking/Reading 101; Grammar #2;	Quiz #2: Fragments; Bring a detailed one-page outline of your Rhetorical Arg to class
Feb 1-2	Peer Outline Activity;	Learn Post #2; Chapter 8 (Sources)
Feb 6-7	Sources and Citations; Grammar #3	Quiz #3: Comma Splices; Typed, draft incl. introduction, at least three body paragraphs with quotes, and Works Cited entries
Feb 8-9	Writing Workshop	Learn Post #3; Two copies of your developed draft due for PR.
Feb 13-14	Peer Review; Conferences; Grammar #4	Quiz #4: Active and Passive; Essay Due!
Feb 15-16	<b>Essay #1 Due;</b> In-Class Creative Analysis; <b>Introduce Essay #2: Exploratory Essay;</b>	Learn Post #4; Read Essay Hand-out
Feb 20-21	Grammar #5; video; How to explore	Quiz #5: Wordiness; Read <i>PA</i> Chapter 5 (pp. 113-149);
Feb 22-23	Logical Fallacies; MLA,	Bring a detailed one-page outline of your essay to class
Feb 27-28	Outline activity; Grammar #6	Quiz #6: Parallelism; Typed, complete draft incl. intro. paragraph, at least three body paragraphs with quotes, and Works Cited entries
Mar 1-2	Writing Workshop	Learn Post #5; Two copies of your developed draft due for PR;

Mar 6-7	Peer Review	Essay #2 due next class!
Mar 8-9	<b>Essay #2 Due</b> ; In-class Creative Analysis	Happy Spring Break!
Mar 20-21	<b>Introduce Essay #3 Proposal Argument</b>	Learn Post #6; Read <i>PA</i> Chapter 15 (pp. 517-556)
Mar 22-23	Class Activities; Proposal Sources Outline	Read handout essay
Mar 27-28	Grammar #7; Discuss essay	Quiz #7 Dangling Modifiers; Bring a detailed one-page outline of your Proposal Arg to class on Tues.
Mar 29-30	Outline Activity	Learn Post #7;
Apr 3-4	Class Activities; Grammar #8	Quiz #8: Parts of Speech; Typed, complete draft incl. intro. paragraph, at least three body paragraphs with quotes, and Works Cited entries
Apr 5-6	Writing Workshop	Two copies of your developed draft due for PR;
Apr 10-11	Peer Review; In-class Conferences; Grammar #9: Pronouns	Quiz #9 Pronouns; Essay #3 Due next class.
Apr 12-13	<b>Essay #3 Due</b> ; In-Class Creative Analysis; Grammar Review	Study grammar.
Apr 17-18	Grammar Review	Study grammar.
Apr 19-20	Grammar Review	Test next class!
Apr 24-25	<b>Grammar Exam</b>	See ya later, grammar!
Apr 26-27	Portfolio Revision Conferences	Revision!;
May 1-2	Portfolio Revision	Revision!; Portfolio Due next class. ( <i>No late Portfolios accepted!</i> )
May 3-4	Final Day of Class; <b>PORTFOLIOS DUE</b>	Final Portfolio Due; Last day of class!

**Important Dates:**

Monday, Jan 16	MLK Jr Day – No class
Tuesday, Jan 17	First day of class
Friday, Jan 27	Last day to Add or Change Sections
Friday, Feb	Last Day to Drop without “W” grade and 100% refund
Mar 12 – Mar 19	Spring Break - no classes
Thursday, May 4	Last day of Class

**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

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

**Reflection**

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

**Research**

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

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

### Library Literacy Outcomes

- Students will access Libros and find a book relevant to the writing project.
- Students will learn how to skim that book and find quotations that are both relevant and appropriate for the paper.
- Students will be able to identify what type of database source they have found, e.g. magazine, journal, newspaper, website.
- Students will write a correctly formatted Works Cited page.

### Instructor Information

My office hours are M/W 1:15-2:30, T 12-1:30, R 12-3:00, or by appointment. My office is Academics Affairs, Room 106. You can email me between 8:00 am and 5:00 pm, M-F. I am not online after 5:00 pm and before 8:00 am. Please give me 24 hours to respond, Monday through Friday. Note that I am offline during the weekend.

### Tutoring

Free tutoring is available at the Learning Center (505-925-8907) or the VC Writing Lab (505-925-8513). Students may receive up to 30 points (5 points per session) for attending tutoring sessions or writing labs.

### Required Texts and Materials

- *Practical Argument*, Second 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: 1-4576-0293-3
- UNM email address and access to UNM Blackboard Learn
- Access to Internet and Microsoft Office (available on UNM-VC computers)

### Attendance Policy and Overall Participation:

Attendance will be taken at the beginning of class. Missing class is not an excuse for being unprepared; if you are absent, it is your responsibility to keep up with reading, get class notes from a fellow student, and/or see me during office hours or by appointment if you have questions about the material. Students who miss the first week will be dropped. Students who miss 5 classes will be dropped. If you twice come in 15 minutes late, it will count as an absence.

Excused absences include documented hospitalization or other documented, unexpected emergencies. Doctor's appointments, child-care issues, court dates, and job scheduling conflicts do not count as excused absences. If you are frequently absent, for whatever reason, I reserve the right to drop you from the course.

### Plagiarism

Plagiarism means using language and/or ideas without acknowledging their source. Plagiarism includes copying another student's papers or ideas, downloading and turning in papers from the Internet, 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 the following consequences: failure of the assignment, failure of the course, 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/sites/default/files/library/tutorials/plagiarism/>.

## **Classroom Behavior**

While I do not expect problems when working with adult learners, these policies ensure a safe and productive classroom environment (and they are also listed in the University of New Mexico Student Handbook):

- Students must treat one another and the instructor with respect. Derogatory remarks, racism, sexism, and name-calling is prohibited.
- Students should not interrupt classroom lectures or discussion with non-related comments.
- Students may discuss complaints about the course with their instructor; however, students must do so in the proper environment, such as the instructor's office during office hours.
- Sexual harassment will not be tolerated.
- 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.
- Students must not threaten the instructor concerning their grades. This type of behavior is considered harassment and/or verbal assault.
- If you ever feel unsafe on campus, please call security at (505) 925-8570.
- Food and beverages (except for water) are generally not permitted in the classroom.

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

## **Computer and Technology Policies**

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

## **Email Netiquette Policy**

Please keep the following in mind when you write emails:

- Please avoid text-speak. Learning to write professional emails early on is a skill you need as you progress to higher academic levels and career pursuits.
- Emails that you write to me during the semester should include professional language, addressed with a subject heading including the type of question you are asking. For example, "Essay 1" would be an appropriate subject heading for a question regarding the first essay.
- Emails should include a salutation. For example, "Dear Mr. Bendell" or "Hello Prof. Bendell" would be an appropriate salutation. Part of Composition is learning when and how to use proper diction and registers of language, and in a formal setting like a college course, professional titles are appreciated.
- Please close with an appropriate phrase and sign your email with your name. Some examples of appropriate phrases are "Sincerely," or "Thank you for your help."
- Use short paragraphs (in general, 3-4 lines maximum) to make the email easy to read. In addition, be sure to skip lines between paragraphs.
- Be sure to proofread your email for grammatical errors.
- Also, feel free to send me the occasional riddle (nothing too weird or inappropriate). I like trying to solve riddles.

## **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 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>

## Essays

You are required to turn in 3 formal 3-4 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 will not guarantee that revisions will gain a higher grade. That’s up to the quality of your revision. The highest grade that a revised essay can receive is a “B.”

## Late Policy

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

## Grammar Presentation

In groups, students will be responsible for delivering one multimodal presentation on grammar and mechanics. Podcasts, blogs, collages, video or audio essays, comic strips, and storyboards all fall under the category of multimodal composition (see the multimodal folder on our Learn site for examples). The grammar 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 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 per the syllabus. Quizzes can be completed before the deadlines, but not after. Students have half an hour, and one attempt, to complete these quizzes. Quizzes cannot be made up.

## Blackboard Learn

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

## Writing Workshops and Peer Reviews

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

## Participation

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

## Grammar Examination

In week 14, I will give a comprehensive grammar examination over all 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. A team of instructors will determine the effectiveness of students' overall expository writing ability. Portfolios will be evaluated using the learning outcomes. They are worth 20% of your final grade.

## 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.

## Anti-Discrimination Policy

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](http://oeo.unm.edu)). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>.

## Technical Support

- If you have questions about computer-related problems, call 277-5757, M-F, 8:00 am-12:00 noon and M-F, 1:00 pm-5:00 pm MST. Computer technicians are available and happy to help you solve those difficult problems.
- Tutorials: If you do not know how to use Blackboard Learn, try one of the tutorials available on the information page at <http://online.unm.edu/help/learn/students/>
- Tutors: Tutors are available at The Learning Center, both face-to-face and online, to help you navigate Blackboard LEARN. Call for an appointment: 925-8907.