

Mary Cooper-Wallace, M.Ed.

English 100 - 501 Room C113 Tues., and Thurs. 10:30 a.m. to 12:10.

Office Hours: Immediately before and after class and by appointment in A113

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***Welcome to English 100:***  
**WRITING STANDARD ENGLISH**  
**FALL 2018**

CATALOG Description for English 100: Writing Standard English (4 credits) is a developmental writing course providing concentrated practice writing and revising basic essays, as well as intensive study of grammar, punctuation, and usage. This class is intended to prepare you for the kinds of writing that will be expected of you in your future college classes. Academic writing, in general, requires communication that is clear and responsive. In addition, most writing that you will do in college will require that you demonstrate your understanding of course concepts. To create such communication, you must be able to respond to a variety of situations. This course will focus on the tools, skills, and strategies necessary to the creation of academic writing. Note: Credits for this course do not count towards a degree.

ENGLISH 100 WEB COMPONENT This class will require you to use Blackboard Learn, Lobomail, and Word. To login to Learn, go to [learn.unm.edu](http://learn.unm.edu). There you will find the syllabus, additional course materials. A UNM login/Gmail account is needed to access Learn. Being able to access Learn is a requirement of the class.

ENGLISH 100 COMPUTER LAB (1 hour)

Each four-credit developmental-level course at Valencia Campus contains an integrated one-hour lab component. The lab component supplements regular classroom instruction and provides hands-on opportunities for students to complete computer-assisted revision of essays, conduct Internet research, complete interactive grammar and writing exercises and quizzes, and access online applications such as PowerPoint..

Some specific lab activities might include

- word-processing (drafting and revising student essays, creating brief paragraphs, answers to questions, free writing, writing exercises)
- revision of essays (saved on USB memory stick)
- Internet exploration for various research *and* writing tasks; use of specific Websites for on-line writing help or other topics of interest

**Library Literacy Objectives**

- Students will become familiar with academic databases and library search engines.
- Students will write an accurately formatted Works Cited page.
- Students will access LIBROS library database software and find a book relevant to the writing project.
- Students will learn how to skim the book and find quotations that are both relevant and appropriate for the paper

**REQUIRED TEXTS AND MATERIALS**

Cohen, Samuel, ed. *50 Essays: A Portable Anthology*. 5th ed. New York: Bedford/St.

Martin's, 2017. Print.

Graff, Gerald, and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*. 4<sup>th</sup> ed. New York: W.W. Norton, 2018. Print.

- A three-ring notebook or folder specifically for this class (with pockets)
- Loose-leaf, college-ruled notebook paper (not torn from a spiral notebook)
- USB Memory stick
- Small stapler

NOTE: Revisions of essays and portfolio work *must* be backed up. Our class computers are cleaned off every day.

**STUDENT LEARNING OBJECTIVES** Throughout the semester, you will progress toward the following student learning outcomes:

**Rhetorical Situation A. analyze, compose, and reflect on arguments for a variety of audiences, considering the strategies, claims, evidence, and various mediums and technologies that are appropriate to the rhetorical situation.**

**Writing as a Social Act B. experience the social nature of composing recognizing that writing affects the world around us, including the role of discourse communities at the local, national, and international level.**

**Writing as a Process C. use multiple approaches for planning, researching, generating ideas, 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 academic writing at the level of the sentence, paragraph, and document. E. recognize the value of incorporating various languages, dialects, and registers in your own and others' texts.**

**Reflection F. Reflect on your development as a writer over the course of the semester, paying attention to how writing can be used in many contexts to advance your goals.**

**Research**

**G. use writing to critically analyze research as a means of discovery and use writing to examine your personal beliefs in specific contexts.**

**H. integrate others' positions and perspectives into your writing ethically, with appropriate and effective documentation in various mediums and technologies.**

**GENERAL STUDENT OBJECTIVES FOR WRITING IN ENGLISH 100**

By the end of the semester, students should write competent basic essays that

- are coherently organized by means of a recognizable structure, held together by a focus, a thesis, or an overall expository pattern of development
- use separate paragraphs logically for separate ideas
- develop paragraphs sufficiently with details, personal experience, quotes from other sources or explanations
- reveal sound sentences - avoiding fragments, run on sentences, comma splices, and mixed constructions
- use parallel structure, adequate diction, and appropriate tone
- use basic marks of punctuation adequately: coordinating conjunction commas, commas after introductory

- elements, apostrophes, periods, and end marks.
- include basically correct word usage and grammar skills (i.e., following the conventions of Standard Written English)
- use quotes or summaries/paraphrase of other writer's words to support your own ideas
- create a Works Cited page using MLA 8 citations

**Attendance Policy** Students should miss class only for valid reasons, such as illness or family emergency. Students who miss four class meetings without explanation may be dropped.

Please text or email me the reason you have been absent. Students who miss class are responsible for finding out about and making up missed work. Arrange to have a class buddy for this purpose. All essays and portfolios must be completed in order for a student to receive credit for the class. Attendance will be taken during each class and reported to the college.

**Respect and Classroom Community** We are all going to write together and get to know each other fairly well, and so the following is particularly necessary: the class will be conducted on the basis of respect. This means that, while we might disagree (and in fact discussion and debate are part of the university experience, part of our education) we will do so courteously and with care for each other as human beings. We will all be learning from each other, and we all have things to learn from each other.

I especially ask that we respect the writing of all, offering encouragement and specific positive response before constructive criticism, making a place where we can write what we need to and share it when we write together. Part of this respect is your right *not* to share what you write. If we are writing and reading aloud, you may opt to pass. But sharing writing is an important part of the writing experience.

**Academic honesty** is always the expectation.

It is academically dishonest to present someone else's work as your own. This also includes submitting previously written work for more than one class. It is academically dishonest to submit an assignment, which contains text or work taken from another source (i.e. a web site, without any use of quotation marks. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests or assignments. Academic dishonesty may result in you failing this course and may result in further disciplinary action by the University.

### **Students with Learning Challenges**

Students who require any special accommodations or instructional modifications are strongly encouraged to check in with appropriate documentation at from UNM Campus Accessibility Services, at the beginning of the semester, so that they may send a confidential letter to your instructors. I will accommodate any academic needs in conjunction with (ADA) Americans with Disabilities Act. Contact Equal Access Services in the Advisement office or call (505) 925-8560 to receive information regarding academic support to students with disabilities.

### **EQUAL OPPORTUNITY AND NON-DISCRIMINATION:**

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

## Grading

Homework Assignments:

Participation in Group work 30%

and peer workshops 30%

Final Papers = 40%

Total = 100% \*You may not receive a passing grade in class without turning in a complete Portfolio as described below.

- Portfolio --Each English 100 student will prepare a formal portfolio which will consist of a minimum of two fully revised essays with all drafts attached, and a cover letter. The essays will reflect a two types of basic organizational structures. All essays will be revised several times, and all of the rough drafts and revisions of each essay should be attached to each final draft. Essays that have not been both critiqued by the instructor and fully revised by the student are not accepted in the portfolio.
- Final Exam--In addition to submitting a final portfolio, English 100 students are required to pass a written final exam. This essay exam is assessed pass-fail borderline by the English 100 grading panel and assessed in terms of basic coherence and competence.
- Final Assessment--Students whose final essay exams are satisfactory will have their portfolios graded by their instructor, but if the student's final essay exam is borderline or failing, the English 100 grading panel will evaluate the portfolio on a pass/fail basis. These students must ultimately receive a grade of "pass" from the panel in order to pass the course.

**If you do the work of the course and turn it all in on time, and if you participate in figuring out what it is you need to learn, talk with me and your tutors about that, and work to learn it, you have a strong chance of completing this class successfully. The course is designed so that by doing the work, you practice what you need to learn.**

### Late Paper Policy

Assignments are due at the beginning of class. Generally, late assignments will not be accepted, unless there is a case of emergency. If your paper will be late due to this type of emergency, please contact me as soon as possible for an possible extension.

### Extra Credit

Extra Credit may be earned to boost Participation or Homework averages in 2 ways:

1. A session with a Writing Center Consultant. Bring the slip of paper they give you to me for credit
2. By attending a campus event and typing up what you learned there (at least one page, double spaced). These events

Could be Health Fair, special guest speakers, Nov. 1 "Reading New Mexico"/Others will be announced in class.

Extra Credit is never given for major papers or for portfolio.

## **IMPORTANT DATES FOR FALL 2018**

<b>Enrollment Cancellation for non-payment</b>	<b>Friday, Aug. 31</b>
<b>Last Day to Add Course or Change Sections</b>	<b>Friday, Aug. 31</b>
<b>Labor Day Holiday (campus closed)</b>	<b>Monday, Sept. 3</b>
<b>Last Day to Drop for 100% Tuition Refund/ Last Day to Drop without a W</b>	<b>Friday, September 7</b>
<b>Last Day to Drop without a Grade</b>	<b>Friday, September 7</b>
<b>Fall Break (No classes)</b>	<b>Thurs.-Fri., Oct. 11 and 12</b>
<b>Last Day to Withdraw without Student Services Permission</b>	<b>Friday, Nov. 9</b>
<b>Final Exam Week</b>	<b>December 10-15</b>