

Fall 2018

Instructor: Mary Clark

English 100:502

Office Location: Academics

CRN: 53608

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M/W 3-4:15 pm

Classroom: H103

Dates: 08/20-12/14/18

Office Hours: M/W 1:00-1:30 pm

COURSE DESCRIPTION AND OVERVIEW

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.**

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' text.

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.

Library Information Literacy Outcomes

1. 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.
2. Students will be able to identify what type of database source they have found, e.g. magazine, journal, newspaper, website.
3. Students will write a correctly formatted Works Cited page.
4. **The UNM Valencia Campus library contact info is as follows:**

<http://valencia.unm.edu/library/> and (505) 925-8990. Instructor Information

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 Academic in Writing*. 4th ed. New York: W. W. Norton and Company, 2018. Print.

Other Materials Needed:

- Computer memory stick (flash drive)
- UNM Net ID and password
- Notebook for in class writings and notes, drafts, and revisions assignments, resources, and handouts
- Highlighters/post its for annotation

SPECIFIC COURSE AND PROGRAM REQUIREMENTS FOR ENGLISH 100 University 101

UNIV 101 is a strongly recommended co-requisite to English 100. If you are not signed up for this course, you should.

Office Hours

I am available to meet with you during my regular office hours on Mondays and Wednesdays from 1:00-1:30pm in the Academic Building and after class. If you cannot meet during these times, let me know and we can schedule an appointment. You can also reach me by e-mail at mclark01@unm.edu Mondays through Fridays from 8-5pm.

SUPPORT SERVICES

The Writing Center

Face-to-face tutoring is available at The Writing Center. You may call 925-8513 for information, or you may visit <https://www.facebook.com/unmvcwritingcenter/> on Facebook. Either Patricia Gillikin, Manager of The Writing Center, or any of the tutors will be happy to arrange tutoring sessions.

Attendance and Homework Policy for the First Two Weeks

Generally, how a student approaches attendance and homework in the first 2 weeks is a good indication of how the student will approach the entire semester. Attendance in this class is not just physical presence in the classroom; students must also turn in their homework. All students must attend and do all the homework assigned in the first 2 weeks, or they will be in danger of being dropped. In addition, 2 or more absences in the first 2 weeks will result in the student being dropped, unless the student has worked out a contract with me detailing how he or she plans to make up all work missed by the end of the third week. This means that if you find yourself in danger of being dropped in the first 2 weeks, you must make an appointment with me and make up All assignments by the third week. Since attendance is not just being in class, if you are missing more than 1 assignment in the first 2 weeks, you will be dropped regardless of how many times you attended class.

Attendance and Homework Policy for the Rest of the Semester

Students will attend all classes and will be on time. Each class will be worth 10 points. A total of 10 extra points will be awarded to students with perfect attendance. Four (4) absences during the semester are considered to be excessive; ***this will result in the student being dropped from the course***. Be mindful that closed classes have a waiting list, and any student that misses the first week will be dropped immediately. Absences will not be discussed in class. Students who are absent are responsible for all missed content and due assignments and should meet with the instructor in office hours or by appointment *before* the absence or *as soon as possible* after the absence. If the instructor is not contacted immediately, and an agreement reached, late work will not be accepted. Excessive absences are an indication that the student is at a high risk of failing the course. A student must meet with the instructor to create and complete a written contract to avoid being dropped from the course. If the student fails to meet with the instructor to create the contract, or does not complete the contract, the student will be dropped from the course when they accrue the absence limit.

Academic Honesty

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.

Email Netiquette

Guidelines for emails, discussion forums, peer reviews and written communication will be handed out at the beginning of the semester. 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. E-mails should also include a salutation. For example, “Dear Professor Clark” would be an appropriate salutation for an electronic message. Be sure to sign your first and last name, and proofread your e-mail for grammatical errors. Please avoid text-speak. Learning to write professional e-mails early on is a skill you need as you progress to higher academic levels and further career pursuits.

Equal Access

Students who require any special accommodations or instructional modifications are strongly encouraged to notify me with appropriate documentation from UNM Campus Accessibility Services, at the beginning of the semester, so that I may accommodate any academic needs in conjunction with (ADA) Americans with Disabilities Act. Contact equal Access Services at (505) 925-8907 to receive information regarding academic support to students with disabilities.

Late Paper Policy, Make-Ups, Extra Credit

The due dates for work in the class are noted in the Assignment Syllabus and posted in Blackboard Learn. For each day the essay is late, the assignment will be marked down five points. Please 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 turn in your essay early. I will not grade essays sent to me via email. They must be turned in to me by hand or left in my box in the Academics office. Learn Posts will not be accepted more than one week past the assigned due date.

Extra Credit

The Writing Center Is an excellent resource for students of all skill levels who desire help with rough drafts, revisions, essay writing.

Extra credit points on each writing assignment when I receive notification you worked with a tutor. A maximum of 10 points can be earned throughout the semester.

Classroom Behavior

- Arrive to class on time and well-prepared
- Turn off cell phone
- Use appropriate and non-offensive language during class and in written or email assignments
- Demonstrate cooperation and respect for instructor and peers
- Actively participate during collaborative group work.
- No eating or drinking during class
- Avoid focusing on matters not part of course curriculum
- Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. The offending student may be dropped from the course. Security called. Threats and stalking fall into this category.
- Bring all books to class including journal.

ENGLISH 100 WEB Component

This class will require you to use Blackboard Learn. Mostly all assignments will be submitted electronically on Blackboard Learn and some assignments will be shared with classmates on the discussion board post on Blackboard Learn. To login to Learn, go to learn.unm.edu. There you will find the course syllabus, additional course materials, assignments, homework, and learning objectives for this course. If you do not have access to a computer at home, or do not have access to the Internet, you must make time to visit the labs available on campus.

Final Portfolio

A final portfolio will be turned in for this course to be assessed by an English 100 grading panel on a pass/fail basis. The portfolio should include a collection of your best work; a more detailed description of the requirements for the final portfolio is available on Blackboard Learn. Please keep a copy of all graded work and rubrics for this purpose. Your portfolio grade is based on draft revisions. A more detailed description of the requirements for the final portfolio is available on Blackboard Learn. Panel graders look to see whether students have responded to instructor comments/rubrics and whether students have made substantial changes. The panel graders will determine student readiness for English 110 and 113.

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. Attending class, trying hard, and turning in work does not always ensure a passing grade. Students must write at an acceptable level of competency and meet the student learning outcomes of the course. Students must turn in all major writing projects, and submit a Final Essay and Evaluation to pass the course. The panel of evaluators will determine whether students have met this level of competency.

Grading Policy

The grades earned are from A through F based on the University grading system for percentages, and this course counts toward your GPA. Having a passing average in this course is based on the following:

Participation/Attendance	20%
In-class reading/writing assignments	15%
<i>Individual and group writing</i>	
Homework Assignments	15%
Discussion board posts	10%
Quizzes	10%
Presentations	10%

Final Portfolio 20%

Total 100%

Participation means contributing to class discussions activities in a meaningful and active way, which means completing assigned work and submitting it on time. In addition, it also includes attending scheduled classes on time. Preparation means coming to class having fully assigned readings and/or activities and being ready to discuss and write about them.

In-Class Writing Assignments (15%)

These activities involve pre-reading an assigned article and participating in a group discussion to examine, reflect on, and write about the reading. The assignments you complete will contribute to your in-class grade evaluated during class throughout the semester.

Discussion Board Posts (10%)

Online discussion board posts will be assigned on a weekly basis to reflect on course topics read in class/homework. Discussion board posts will be graded during the week following the date that the discussion posts are due. Criteria for discussion board posts will follow a rubric, which will allow you to successfully, achieve full credit by following directions and due dates. You will have opportunities to interact and respond to your classmates' work in collaborative manner.

Homework Assignments (15%)

All homework will be posted prior to class in the Blackboard Learn folder. Homework is due and to be complete at the beginning of each class for full credit. If you are going to be absent, please contact me beforehand to arrange for a possible extension.

Quizzes (10%)

There will be (3) quizzes (announced and unannounced) throughout the semester

Presentations (10%)

There will be a total of (2) in-class presentations assigned throughout the semester. Two presentations will involve group participation. Therefore, it is crucial that you are present to collaborate with your group during arranged class times.

Final Portfolio (20%)

(See description above)

PEER REVIEW AND WORKSHOPS

Since you are working towards effective writing for a variety of audiences, it does not make sense for you to only receive feedback from me. Writing workshops will be built into our schedule to help you get started on your essays, as well as to evaluate your peer's work through group discussions, and other class exercises. With that in mind, all papers and drafts of papers will be peer reviewed in class. To receive credit for a workshop, students must be present, actively participate and produce work. If you miss a scheduled in class peer review/workshop your paper will receive no credit, unless you make prior arrangements with the instructor beforehand. If you are unable to submit the paper early, you may make up the workshop by scheduling an appointment with me or a tutor in the Writing Center. Each paper must go through this process to be considered for the final portfolio.

Title IX policy

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 pg. 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/2000/274>

Course Schedule for English 100

(Assignments are subject to change and will be announced in a timely manner)

Week 1

08/20/18

Introduction to English 100 Syllabus Overview, Student Introductions
Assignments: Read and review syllabus, submitting homework on Learn.

Watch Ted Talk on Mindfulness

https://www.ted.com/talks/andy_puddicombe_all_it_takes_is_10_mindful_minutes

Homework: 1) Writing sample: Write a one page typed response about Ted Talk and how you will approach mindfulness in this course. Submit at least a one-page summary on TedTalk

08/22/18

Visit and orientation to Writing Center

Introduction on how to annotate a text

https://www.youtube.com/watch?v=JZXgr7_3Kw4

Read and annotate “Letter from Birmingham Jail by MLK handout or (print out PDF) posted

on Blackboard Learn

Week 2

08/27/18

Rhetorical Appeals- Ethos, Pathos, Logos “Letter from Birmingham Jail” and a “Call to Unity”

08/29/18

Watch Youtube on “How to Write A Thesis Statement

<https://www.youtube.com/watch?v=9R0ivCaLtnY>

NO School on Monday 09/03 Labor Day Holiday

Week 3

09/05 How to write a body paragraph

<https://www.youtube.com/watch?v=YzhGYHxmsa03>

Practice writing introductory paragraph include (3) main points and a thesis statement to support your topic. Topics will be posted on Blackboard Learn

<https://www.youtube.com/embed/vwKa1mWU98Y?autoplay=0&modestbranding=1A>

Homework: Read “The Art of Summarizing” in your They Say/I Say text. Critique writer’s approach to Zinzencho’s article. Was the writer biased why or why not?

Read and annotate “Shooting an Elephant” in your 50 Essays text

Week 4

09/10 “Summarizing, Paraphrasing, Quoting, and Synthesizing Sources”

09/12 Use quotations and personal examples to support thesis

Review of grammatical rules relating to sentence fragments and run-on sentences

[https://www.youtube.com/watch? V=vwrT751ZVQI](https://www.youtube.com/watch?v=vwrT751ZVQI)

Week 5

09/17 Learning Outcomes; Quoting and Summarizing Exercise

09/19 Writing Prompts and Picking an Audience to Convince

Week

09/24) Introduction to Banned Book Week

<https://www.slideshare.net/ccacnorthlib/banned-books-presentation>

09/26 Authors Discuss Censorship of Banned Books

Watch Youtube video on Censorship

<https://www.youtube.com/watch?v=hKE7k5Qjobw>

Research and Censorship Assignment posted on Blackboard Learn

Read and annotate “Jury of Her Peers handout and (PDF) posted on Blackboard Learn)

Week 7

10/01 Watch video and take notes of “Jury of Her Peers”

10/03 Library In-service Workshop on Conclusions based on essay “Jury of Her Peers “Homework: Discussion board post assignment

Week 8

10/08-10/10 Peer review: Censorship and banned book essays

Read and annotate “Two Ways to Belong in America “in your 50 Essays

Fall Break No School 10/11-10/12

Week 9

10/15 Watch “Outsourced “movie follow along and answer study guide

10/17 Midterms returned/ revisions due in class by Wednesday, October 24th

Research and Immigration Assignment (TBA)

Week 10

10/22 Guest Speaker on Immigration

10/24 Work on midterm essay revisions

Week 11

10/29 in class PowerPoint/Prezi presentations on Immigration

10/31 Halloween podcasts “Snap Judgment”

Homework: Choose a podcast from the list and write a review of the Podcast

Week 12

11/05

Revise essay for portfolio/peer review

11/07 MLA Work Cited Page (Step by step guide)

https://www.youtube.com/watch?v=4Vo8_Jw71JI

Week 13

11/12 Overview of MLA format Sample Works Cited Pages

11/14 Writing Workshop-revise rough drafts

Week 14

11/19 Writing Workshop-revise rough drafts

11/21

Overview of Portfolio Requirements, portfolio workshop-revise papers for portfolio

Week 15

11/26

How to Write an Effective Cover Letter for your portfolio

11/28

Continue Cover Letter for Portfolio

Week 16

12/03 Complete Portfolios, Finalize Revisions of Essays

12/05 Portfolios due