

## FA18\_ENGL\_113\_503\_CUNICOJ



### English 113-503 Enhanced Composition.

**Instructor: Juliette Cunico, Ph.D.**

**MW 1:30-3:10 Room C113**

**Office Hours: MW 12:15-1:15 and by appointment**

**Office: UNM-VC Academic Building, Phone: (505) 925-8600**

**Email: juliette@unm.edu**

**Contact Information:** Contact me anytime through UNM email or Course Messages in Blackboard LEARN.

### Policy Syllabus

**Course Description:** English 113.503-Enhanced Composition is a 4-credit class that augments the English 110 curriculum with a once-per-week "studio." During the 1-hour-per-week studio, students meet in small groups with the instructor to receive extra support in their writing, including working closely on the writing process and receiving immediate feedback from peers or the instructor.

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. They must learn to analyze new situations and respond to them appropriately. We seek to make students flexible writers who can transfer what they've learned in 113 to new contexts and new genres.

English 110, 111/112, 113 and 120 teach students to analyze rhetorical situations and respond with appropriate genres and technologies. In addition, these courses are designed to help students improve their fluency in standardized edited American English while valuing and, at times, incorporating linguistic diversity. This focus on linguistic pluralism fits the mission of Core Writing, of UNM, and of an increasingly global workplace.

**Prerequisite: English 110 with a B or better.**

### Required Texts and Materials

Kirszner, Laurie G. and Stephen R. Mandell. *Practical Argument: A Text and Anthology*, 3<sup>rd</sup>

Edition, 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*, 2<sup>nd</sup> Edition, W.W. Norton, 2010.\*

**\*NOTE: I will accept ANY edition you have or can get of this book, no matter how old. The chapters relevant to us do not change significantly from edition to edition.**

- Folder with pockets for class documents
- Pen, pencil, and loose-leaf paper or a spiral notebook
- Regular access to a computer with Microsoft Word
- A digital storage device (thumb drive or flash) to save documents and projects.
- UNM e-mail address and access to UNM Learn.
- UNM email and Course Messages should be used for all correspondence.
  
- Access to Internet and Microsoft Office (available on all UNM-VC computers)

### **Instructor Biography**

I can think of nothing that I'd rather do more than, in Geoffrey Chaucer's words, "gladly learn and gladly teach." That is why after working as a Speech-Language Pathologist and in semi-professional theatre, I went back to school for a Ph.D. in English Literature. While in school, I worked one summer as a script writer / tech writer in Motion Picture and Video Services at Sandia National Laboratories and co-authored "What You Will: A Shakespeare Study Guide for Secondary Teachers" and "A Handbook for Secondary School Speech-Language Pathologists." After graduation, I was fortunate to be hired by the English Department at Bradley University as the Department's Shakespeare specialist. I came back to New Mexico (ever try to find green chile in north central Illinois?).

I am a political junkie, environmental activist, Shakespeare lover, and a HUGE Godzilla / Kaiju/ monster / Sci-fi / horror film fan. Except for my sojourn at Bradley, I'm a lifelong New Mexican and am interested in ice hockey, and fly fishing. I have two children, two grandchildren, and two cats - Sam the Norwegian Forest Cat and Lucylittlecat.

### **Student Learning Outcomes (SLOs)**

**By the end of the course, you will be able to**

#### Rhetorical Situation and Genre

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

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

#### Writing as a Process

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

#### Grammar and Usage

Improve your fluency in the dialect of Standardized Written American English at the level of the sentence, paragraph, and document.

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

### 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.

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

In this course, students will read, write, and think about a variety of issues and texts. They will develop reading and writing skills that will help with the writing required in their fields of study and other personal and professional contexts. Students will learn to analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading and writing. They will also gain an understanding of how writing and other modes of communication work together for rhetorical purposes. Students will learn to analyze the rhetorical context of any writing task and compose with purpose, audience, and genre in mind. Students will reflect on their own writing processes, learn to workshop drafts with other writers, and practice techniques for writing, revising, and editing.

### **Student Learning Outcomes**

1. Analyze communication through reading and writing skills.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Express a primary purpose and organize supporting points logically.
4. Use and document research evidence appropriate for college-level writing.
5. Employ academic writing styles appropriate for different genres and audiences.
6. Identify and correct grammatical and mechanical errors in their writing.

### **Library Information Literacy Outcomes**

#### **Library Information Literacy Outcomes**

1. 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.
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.

### **Access to Learn**

Many of the materials for this course will be found on **the Learn classroom management system**. You can access it at <https://learn.unm.edu/>. You will complete a tutorial on how to use this site. The syllabus, writing assignments, grading standards, assigned readings, quizzes, and discussion questions will be posted there. In addition, you will need to use Learn for submitting your homework and writing assignments. **All writing assignments must be completed in Microsoft Word** and submitted electronically via Learn **unless otherwise noted. Do not** submit assignments in any other word processor format (such as Microsoft Works, Pages, Word Online, or WordPerfect).

### **Technical Support**

If you are having technical problems with Learn, you can contact free technical support by phone (505) 277-0857 or toll free 1-877-688-8817, anytime day or night (24/7), or on the Web at <http://online.unm.edu/help/learn/students/>

### Equal Access

**In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), accommodations may be made for qualifying students. If you qualify for ADA or have a disability that I need to provide accommodation for, please let me know, as I am not legally permitted to inquire. Contact either UNM's Main Campus Accessibility Services at 277-3506 or online at: [as.unm.edu/home](http://as.unm.edu/home) or the UNM-VC Student Services, Accessibility Services at 505-925-8560, or at <http://www.unm.edu/~vcadvise/equalaccess.htm>.**

If you believe you need accommodations but have not documented a disability, please contact Jeanne Lujan, the coordinator for Equal Access Services at 925-8910 or [jmlujan@unm.edu](mailto:jmlujan@unm.edu).

### Academic Support

Free tutoring is available at the Learning Resources Center (L Building) on the UNM-Valencia Campus or through the Main Campus tutoring program. Please call (505) 925-8907 for an appointment at the Valencia Campus. I am also available to help with individual writing issues during office hours or by appointment.

### Policies and Requirements

**This policy syllabus and assignment schedule represent a contract between us. Please recognize that you are responsible for the policies on these pages.**

### Respectful Campus Policy

The English Department affirms its commitment to the joint responsibility of instructors and students to foster and maintain a positive learning environment. **UNM students and instructors are bound by the terms of the Student Code of Conduct, which is published in the UNM Pathfinder: <https://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>. All communication with me and with your classmates (by Course Messages, email, Discussion Board, or Learn comments features) must be in compliance with the Respectful Campus Policy: <http://policy.unm.edu/university-policies/2000/2240.html>.**

### Equal Opportunity and Title IX

UNM Main Office of Equal Opportunity:

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>.



SafeZone Policy

Racism, classism, sexism, homophobia/heterosexism, ableism, ageism, or any other discriminatory attitude will not be tolerated in this class. **Please feel free to share in private any concerns you might have.**



I support undocumented students.

### **Course Participation and Conduct**

You are expected to contribute constructively to the learning environment. For everyone to participate fully, and in accordance with UNM campus policy, **you are responsible for expressing utmost respect for your classmates and for your instructor at all times.**

**Do not text, message, or post material that is unrelated to course content or inappropriate to share with the class. If your communication contains language, images, or behavior that violates the Respectful Campus Policy, you will be dropped from the course.** Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process.

**Please use professional etiquette when sending e-mails or course messages to me during the semester.** All messages should be addressed with a subject heading including the type of question you are asking. E-mails and course messages should also include a salutation. For example, "Dear Professor Cunico" or "Dr. C" would be an appropriate salutation for an electronic message. Be sure to sign your first and last name and proofread for grammatical errors. Please avoid text-speak.

### **Classroom Behavior**

The following policies are listed in the *University of New Mexico Student Handbook* and are set to ensure a safe and productive learning environment for all students.

- 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. 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.
- 4) 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.
- 5) Sexual harassment will not be tolerated.
- 6) 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.
- 7) Students must not threaten the instructor concerning their grades. This type of behavior is considered harassment and/or verbal assault. Security will be called.
- 8) If you ever feel unsafe on campus, please call security at (505) 925-8570.
- 9) No food or drink is allowed in class.
- 10) **Cell phone policy: Phones must either be turned off or have the "Do Not Disturb" feature**

**enabled during class time. Should there be a valid reason to have the phone on, please let me know in advance. In those cases, set the ringer to “Vibrate.”**

- 11) Full participation is required. Students are expected to check Blackboard Learn regularly. Check the assignment schedule and the Announcements to find out what is due and whether assignments have been modified, omitted, or added.

### **Attendance**

**Drop Policy:** Students who do not attend class, contact the instructor and / or do not submit assignments during the first two weeks of the semester will be dropped from the class. Dropping or being dropped from a course can affect your GPA, enrollment status and financial aid/award status. Always talk to your instructor before it's too late about the possible consequences of a drop and opportunities for avoiding it.

**Excessive absences:** Students who miss four classes without an approved reason will be dropped from the class.

### **Writing Requirements**

**Student work is assessed based on the Student Learning Outcomes (SLOs) on pages 2 and 3.**

Students will complete 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 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 that credible sources be incorporated with in-text citations and a Works Cited entry. Students must complete **ALL** essay assignments.

**Detailed descriptions and prompts for each paper will be available in the Writing Assignments folder.**

- Each assignment **must follow** current MLA format unless otherwise indicated, both for parenthetical citations and the works cited page; address the questions asked, and not be plagiarized.
- **ALL sources must be cited in the text of the paper; plagiarism, whether intentional or unintentional can result in a failing grade. See Plagiarism section.**
- **All items MUST include your name, the name of the assignment, and the date submitted in the upper-left-hand corner of the document itself. **Dates** must accurately reflect the date the assignment or revision was submitted. Assignments lacking that information will be returned and will not be graded until the information appears on the assignment.**

**Assessment:** Writing assignments will be assessed using the following criteria:

- ◆ demonstrates critical reading,
- ◆ analysis and /or interpretation
- ◆ an ethical and correct integration of research,
- ◆ employs current (2016) MLA format throughout, including in-text citation and works cited pages
- ◆ shows an understanding of the conventions of writing
- ◆ addresses audience and purpose using effective strategies
- ◆ maintains focus and mature expression of ideas
- ◆ employs the conventions of Standard American English
- ◆ revisions demonstrate measurable improvement
- ◆ uses **Times New Roman 12-point font**, is double-spaced, and includes at least **THREE** quotations for support unless otherwise noted in the individual prompts
- ◆ paper has a title



## Websites and other Sources for MLA formatting

**MLA Handbook (on Library Reserve)**

**Pocket Style Manual by Diana Hacker (On Reserve at the Library).**

[MLA Style and Formatting \(Purdue Owl\)](#)

[MLA Rules \(UNM-Valencia Campus Library\)](#)

[MLA 8th ed. guide](#)

[APA help from APA](#)

[OWL Purdue Writing Lab](#)

[EasyBib.com](#)

[KnightCite \(Calvin College\)](#)

**Nota bene: Do not use Wikipedia as a source. It is a good place to go to for an overview and for references, but since anyone can edit it, it is not to be used as a reliable source itself.**

**Revisions:** You will revise some of your assignments. Sometimes I will ask individuals to do so; other times, students will have that option. **I encourage revision. The revision grade always replaces the original.**

**Revising** includes work on organization, argument, analysis, development, and focus. **Editing** includes correcting grammatical and mechanical errors. Revisions must be submitted together with original documents including rough draft and any rubrics. Revisions must be attached to the first graded draft. Some revisions may be graded holistically.

**ALL sources must be cited; plagiarism, whether intentional or unintentional is not acceptable.**

**The revision is due one week from the time of the graded original's return.** Revisions must illustrate substantial work done on the papers, including both revising and editing and include the revision date.

### Assignment Submissions

**Most assignments (unless otherwise noted) are to be submitted as an MS Word documents in the Assignments link on Learn.**

### Late Assignments

Students will not be allowed to make up work missed without instructor permission. I will not accept assignments after the due date unless a) you have contacted me in advance, and b) in my opinion, good and sufficient reason exists for so doing. If you know that you will not be able to complete an assignment by the due date, please let me know in advance; I am very flexible.

Unless other arrangements have been made, I will deduct 5 points from the final grade for each day the assignment is late, so make sure to turn in your assignments in a timely manner. If you know that you will not be able to submit an assignment by the due date and time, or if an emergency has prevented you from completing an assignment, please contact me right away, so that we can make arrangements. Extremely late assignments, if submitted late without explanation, will not be accepted.

Students who consistently submit papers late with no explanation will receive a lower course grade.

### Plagiarism

**Plagiarism** is defined as presenting someone else's work, including the work of other students, as one's own, or submitting **your own work completed for another class**. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

### Academic Honesty and Integrity

Having academic integrity is paramount to success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. **The University considers plagiarism a serious form of academic dishonesty.** Here is the link to the UNM Academic Dishonesty Policy:

<https://policy.unm.edu/regents-policies/section-4/4-8.html>. The policy states:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

This means that you are expected to write your own papers, and to provide full and accurate citations when you use others' specific language (words, phrases, sentences) visuals, or ideas.

If you do plagiarize, you will face one or more of the following consequences: failing the assignment, failing the course, or facing disciplinary action taken by the University. Any infraction of UNM's policies on academic integrity and honesty will be documented and may also be reported to the English Department Coordinator and / or Chair of CHESS. **For more about plagiarism, check out The Owl at Purdue website <http://owl.english.purdue.edu/owl/resource/589/01>.**

**The departmental policy on cheating is as follows: If a paper is intentionally plagiarized, all or in part, the student will receive a "0" for that assignment and may be reported to the Chair of the English Department. Plagiarism is an offense that meets with dire consequences; simply put, it is theft. Consequences:** I check each paper for plagiarized material. Any paper which is intentionally plagiarized, either whole or in part will receive an automatic grade of 0. Students will NOT be allowed to redo the assignment. **Plagiarism in this course will result in one or more of the following: failure of the assignment, failure of the course, or disciplinary action by the University.**

1. A student **must not** adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
2. A student **must** give credit to the originality of others and **acknowledge** indebtedness whenever:
  - a. Directly quoting another person's actual words, whether oral or written;
  - b. Using another person's ideas, opinions, or theories;
  - c. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
  - d. Borrowing facts, statistics, or illustrative material; or
  - e. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

(modified from *Code of Student Rights, Responsibilities, and Conduct*, [Part II, Student Responsibilities, Academic Misconduct](#), By action of the University Faculty Council (April 12, 2005) and the Trustees of Indiana University (June 24, 2005).

This is not to say that students cannot use other sources; they should! Sources provide support for ideas. When using **any** sources, however, students **must** cite them properly. Students should also consult with the instructor and use the sources listed below to discover how to avoid plagiarism.

<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/whatisplagiarism.html>



**To avoid plagiarism, students can speak to the instructor, consult a tutor, and complete two Plagiarism Tutorials.**

**Success in Web-Enhanced classes: Here are some ways to help you be successful in this class.**

1. Set and keep to an established study schedule that fits in with your individual schedule.
2. Login to the course once a day to check for announcements, scheduling changes, etc.
3. Make the most of online discussions.
4. Ask thoughtful questions of both instructor and other students.
5. Let the instructor know which techniques work best for you.

### **Library Contact Information**

The UNM Valencia Campus library is an excellent resource for articles and books. Go to <http://valencia.unm.edu/library/> to search remotely (from home). Call (505) 925-8990 to ask for passwords available to UNM students. LeAnn Weller, the campus public service librarian, is always available to help students with research issues. She is also a Course Builder resource for our class.

### **Student Privacy**

**Student privacy is strongly protected by professors at all UNM Campuses. The federal statute called FERPA, The Student Privacy Act, strictly prohibits instructors 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, UNM instructors and administrators cannot speak to parents or anyone else about student grades, progress, or work unless the student is present and gives his / her permission to do so. All other outside requests for information release must be sent to and approved by the UNMVC registrar: (505) 925-8580 <http://www.unm.edu/~unmvc/Admissions/admiss.htm>** UNM instructors and administrators will follow the guidelines set forth by FERPA.

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

The following statement is from UNM Main Office of Equal Opportunity:

“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>.”

In other words, if you tell me (out loud or in writing) about an incident or experience of “sexual harassment, sexual misconduct [and/or] sexual violence” which is based on gender and can include stalking, and which occurred on or off campus, then I am obligated to share that information with our OEO folks. They will follow up with you and provide support and resources you can access.

### **Grade Determination and Semester Assignments**

There are 1000 points possible in this course. Grades will be determined using a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (1000-900 points); 89-80% = B (899-800 points); 79-73%= C (799-700 points); 69-60% = D (699-600); 0-59.9% = F (599) and below. **A passing grade in English 113 is “C” or higher; a grade of “C-minus” or lower is a failing grade**

### *Points-to-Grade Conversion*

|             |             |             |             |           |
|-------------|-------------|-------------|-------------|-----------|
| A+ 99-100+% | B+ 86-89.9% | C+ 76-79.9% | D+ 66-69.9% | F 0-59.9% |
| A 93-98.9%  | B 83-86.9%  | C 73-76.9%  | D 63.66.9%  |           |
| A- 90-92.9% | B- 80-82.9% | C- 70-72.9% | D- 60-62.9% |           |

**Assessment of Student Work:** Your semester grade will be determined as follows:

### *Points Allocation*

| Assignment List  | Points      |
|--|-------------|
| Three Major Essays at 100 points each  | 300         |
| MLA, Editing, and Style Workshops  | 100         |
| Short Writing Assignments and Quizzes  | 200         |
| Grammar Exam   | 100         |
| Portfolio  | 300         |
| <b>Total Possible Points =</b>   | <b>1000</b> |
| <p><b>Extra Credit: Extra credit is not a substitute for a missing assignment. All assignments must be completed in order for extra credit to be granted.</b><br/> <b>1) Complete one of the extra credit assignments available on Learn, 2) Tutoring, 3) Perfect attendance, and 4) Attend <i>Reading New Mexico</i>, which will be held at the UNM-VC on Thursday, November 1 from 1:30-2:45 PM.</b></p> <p><b>Extra credit points will be added to your overall points total.</b></p> |             |

### **Grade Disputes**

**There are several guidelines concerning grade disputes, Below is a BRIEF outline of some of the policies.**

- 1) A student must discuss the grade dispute with the instructor first.
- 2) If a student has discussed the problem with his/her instructor and if the problem has not been solved, then the student may discuss the problem with the Chair of the English Department.
- 3) If the student has discussed the problem with the Chair and if the problem has not been solved, then the student may discuss the grade dispute with the Dean of Instruction. Students can read more about how to dispute a grade by consulting the University of New Mexico Student Handbook, which outlines the procedure in detail.

**English 113-503**

**A Guide to Instructor Grading**

**What you should know:**

**I value “thinking outside the box” in discussions and in written work. Do not be afraid to take risks; my responsibility is to assist in figuring out how to think, not what to think (except in matters of grammar, punctuation, and organization).**

**I value content over matters of grammar, punctuation, and sentence division, but:**

- when the above errors occur frequently, they become a distraction and interfere with the message the writer is trying to convey, they can lower the overall grade;
- correct use of standard English, grammar, and mechanics are the hallmark of clear and professional-grade writing, and
- proofreading is essential.

I read carefully for correct MLA format in all areas, citation of all sources, and for accurate Works Cited formatting.

I check for plagiarized material.

I use a specially designed grading rubric for each longer assignment.

Comments can appear in either bubbles in the right-hand margin of the paper (I use the Word Review function or as in-text comments, or a combination of both.

I highlight problem areas and use colors to emphasize same; if anyone finds this practice distracting, please let me know.

**Conferences:** I want you to succeed in this class. If you are having difficulty, please contact me right away-- don't wait until you feel completely lost. Keep the lines of communication open. Message me, call me, arrange a time to meet--whatever we need.

**MOST IMPORTANT!** This is your class. Do not hesitate to ask questions and / or voice your opinions. It is not my intention to tell you **what** to think; instead it is to act as a guide through ways in **how** to think about these texts and issues.

## UNM Main and UNM VC Student Support Services

### Technical Support from UNM VC or UNM Main Campuses

All Campuses Computer Support 505-277-5757

UNMVC Computer Support 505-925-8911

Learn Support <http://online.unm.edu/help/learn/support/index.html> (505) 277-0857 [learn@unm.edu](mailto:learn@unm.edu)

Library: Contact LeAnn Weller, Public Services Librarian at the UNM-Valencia Library.  
[lweller1@unm.edu](mailto:lweller1@unm.edu) 505-925-8993.

### Accessibility Support

UNM's Accessibility Resource Center <http://as2.unm.edu> 505-277-3506

### Academic Services Support, and Student Services Support

<http://valencia.unm.edu/students/student-services.html>

Veterans Resource Center (<http://vrc.unm.edu/>) (505) 277-3181

Student Services Affairs UNM VC Hank Vigil [vigilh@unm.edu](mailto:vigilh@unm.edu) (505) 925-8560

**Student Support Services-TRiO** (<http://ceop.unm.edu/sss/index.html>)

**LGBTQ Resource Center** (<http://lgbtqrc.unm.edu/>) **277-5428, 277-LGBT**

### **Alternate Format Course Materials**

If you are a student with a disability who is having problems with any of the content delivered through UNM Learn, you should contact your instructor and the UNM [Accessibility Resource Center](#). Your instructor may be able to provide you with a more accessible version of the information or make other accessibility accommodations. Resource Center staff can help both of you determine the best format.

### **Adaptive Technology Support**

Resource Center staff may also be able to provide you with access to adaptive technology that can help you use UNM Learn course sites. The [Accessibility Resource Center](#) website contains a listing of computer labs and adaptive software available to Resource Center clients.

**Contact Details for ARC** Phone: (505) 277-3506 Fax: (505) 277-3750 Email: [arcsrvs@unm.edu](mailto:arcsrvs@unm.edu)

### **Blackboard Learn**

Blackboard, the company that develops the Learn software, is committed to ensuring that the software is usable and [accessible](#). Blackboard measures and evaluates accessibility levels using two sets of standards: the Web Content Accessibility Guidelines (WCAG) issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. The Learn software has been awarded Non-visual Accessibility Gold Certification by the National Federation of the Blind.

If you have any concerns regarding the functionality of the UNM Learn application in relation to accessibility, please [contact the UNM Learn Support team](#).

## **Fall Calendar**

### **Fall Semester 2018**

**All Transactions need to be completed by 5:00 PM on deadline dates**

|  |                    |
|--|--------------------|
| Registration for Fall 2018 begins                      | April 16, Monday   |
| Senior Citizen special tuition rate registration opens | August 20, Monday  |
| <b>Instruction Begins</b>                              |                    |
| 8-week term  | August 20, Monday  |
| First 4-week term                                      | August 20, Monday  |
| Second 4-week term                                     | October 15, Monday |
| Enrollment Cancellation for non-payment                | August 31, Friday  |

|  |   |
|--|---|
| <i>Labor Day Holiday (campus closed)</i>   | September 3, Monday   |
| Registration Ends – Last Day to Add Courses or Change Sections                                       |   |
| 16-week term<br>First 8-week term<br>Second 8-week term  | August 31, Friday<br>August 24, Friday<br>October 19, Friday      |
| Last Day to Drop for 100% Tuition Refund/Last Day to Drop Without a "W"                              |   |
| 16-week term<br>First 8-week term<br>Second 8-week term  | September 7, Friday<br>August 31, Friday<br>October 26, Friday    |
| <b>Tuition and fees for courses dropped after the above deadlines will <i>Not</i> be refundable.</b> |   |
| Last Day to Change Grading Options   |   |
| 16-week term<br>First 8-week term<br>Second 8-week term  | December 7, Friday<br>October 12, Friday<br>December 7, Friday    |
| Last day to drop a course without a grade  |   |
| 16-week term<br>First 8-week term<br>Second 8-week term  | September 7, Friday<br>August 31, Friday<br>October 26, Friday    |
| <i>Fall Break</i>  | October 11, Thursday<br>October 12, Friday                        |
| Last Day to Withdraw Without Student Services Permission   |   |
| 16-week term<br>First 8-week term<br>Second 8-week term  | November 9, Friday<br>September 28, Friday<br>November 31, Friday |
| Last Day to Withdraw with Student Services Permission  |   |
| 16-week term<br>First 8-week term<br>Second 8-week term  | December 7, Friday<br>October 12, Friday<br>December 7, Friday    |
| Last day of instruction  | December 8, Saturday  |
| <b>Finals Week (Mon-Sat)</b>   | December 10-15  |
| Last Day for Removal of Incomplete grade   | December 14, Friday   |
| Semester Ends  |   |
| 16-week term   | December 15, Saturday   |

First 8-week term  
Second 8-week term

October 13, Saturday  
December 15, Saturday

**Winter Intersession Begins Monday 12/17/2018**

### **English 113-503 Enhanced Composition Fall 2018**

**English 113-503                                      MW                                      1:30-3:10                                      C113**

#### **Assignment Schedule**

**Nota Bene:** The assignment syllabus is a tentative schedule of assignments. Assignments may be deleted, added, or changed. Any changes will be announced in class, posted in the Announcements Module, and / or e-mailed through Course Messages. Changes are usually made to give students more time.

#### **Week 1- August 20-25**

**August 20: Introduction to English 113-503. Introductions. Review Policy Syllabus**

**Assignments:** Read Policy Syllabus. Secure Textbook, Flash Drive, NETID & password. Read Chapter 1 "The Four Pillars of Argument" *Practical Argument* 23-56.  
**Respond** to Discussion Topic #1 in Learn. **Due 8/24.**

**August 22: Review Course Content. In-class description group activity-Writing Assessment. Review complete Assignment Schedule Write personal narrative**

**Assignments:** Read Policy Syllabus.

#### **Week 2- August 26-September 1**

**August 27: Group sharing, visual description. Visit the Writing Center. Discuss readings. Complete Policy Syllabus and Plagiarism Quiz #1. Submit as MS Word documents in the Assignments link on Learn or complete in class. Discuss Diagnostic Essay and Quiz #1. Discussion Topics / Writing Assignments #1**

**August 29: Grammar diagnostics. Discuss readings. Begin Plagiarism Tutorials. Intro. to Comparison and Contrast Essay #1. Discussion. Thesis Writing & Five-Paragraph Essay Format. Explore topic choices.**

**Assignments:** Read Chapter 2 "Thinking & Reading Critically" PA Chapter 2 57-77.  
**Choose** a topic for Essay #1

#### **Week 3- September 2-8**

**September 3: Labor Day Holiday – No Classes**

**Assignments:** Prepare for Workshop #1 Workshop #1 Style and Sentence Structure.  
Know what a sentence is and is not; what a clause is and is not; whether a clause is independent or dependent.  
**Look up** sentence fragments, run-on sentences, and comma splice errors, <https://owl.english.purdue.edu/>



**Read Chapter 11 "Using Sources Responsibly," PA 369-405.**

**September 5: Library Workshop in LRC 143.**

**Assignments:** Read PA "An Introduction to Argument" 3-22. **Complete** Writing Assignments- Definitions a and b in Discussions. **Due 9/8 and 9/9.** Read *They Say / I Say*, Chapter 1 "They Say."

**Week 4- September 9-15**

**September 10: Discussion. Thesis statements and Introductions. Workshop, thesis statement and sentence division.** Do exercises in Owl individually. Then complete handout as a group. *They Say / I Say* workshop.

**Assignments: Readings TBA** Write a first draft of your introduction; include your three main supporting points and a thesis statement in the last sentence of the first paragraph. Bring to class on Wednesday 9/12.

**September 12: Review** thesis statements and introduction paragraphs and citing research in text and on Works Cited page. **Workshop: Introduction to peer review. Look for *They Say / I Say* patterns.**

**Assignments: Revise** thesis statement and introduction. **Write** first body paragraph.  
**Readings TBA**