

**University of New Mexico-Valencia Campus**  
**English 120: Composition III**  
**Policy & Assignment Syllabus**

Fall 2018  
English 120-509  
Dates: 10/15/2018-12/8/2018  
Online-2<sup>nd</sup> Eight Week Course  
CRN: 52184  
Technical Support: (505) 277-5757

Dr. Heather Wood  
Office Location: A142B  
Phone: (505) 925-8514  
E-mail: hdwood@unm.edu  
Office Hours: M-W 10:00A-  
3:00P, TH 10:00A-2:00P

**Course Description**

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**Welcome to English 120-Composition III.** English 120 emphasizes academic writing, research, and argumentation. In this course, you will design and research a project of your own and will summarize, synthesize, evaluate, and integrate secondary sources to support your own argument. You will also analyze the writing and research approaches (e.g., quantitative v. qualitative v. textual) of an academic discipline that is of interest to you. You will build on the rhetorical approach introduced in English 110, 111/112 or 113 by continuing to analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to your reading and writing. You will also extend your understanding of how writing and other modes of communication (such as visual and audio elements) work together for rhetorical purposes. Prerequisites: students must have completed English 110, 112, or 113 with a C or better. (73% or above)

**Student Learning Outcomes**

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Throughout the semester, students 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 Standard 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

I. compose a research-based academic argument in one of various mediums and technologies by identifying, analyzing, evaluating, and synthesizing sources, which must include secondary sources

J. analyze and describe the writing and research conventions of an academic field in order to understand the different ways of creating and communicating knowledge.

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### **Library Information Literacy Outcomes**

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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://www.unm.edu/~unmvclib/> and (505) 925-8990.

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### **Instructor Biography**

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Dr. Heather Wood is Associate Professor of English and Chair of the Humanities Division at the University of New Mexico-Valencia Campus. She has been teaching undergraduate English for fifteen years, motivating her students with a true passion for the written word. Dr. Wood has taught all levels of college writing including Developmental English, English as a Second Language and Accelerated Composition in hybrid, face-to-face, and online formats. She now specializes in Multi-Cultural Women's Writing and Technical Writing. Her pedagogy embraces a commitment to Service Learning, Social Justice, and Equity/Inclusion. Previously, Dr. Wood served as English Program Coordinator, organizing the Reading New Mexico literary series and coordinating the curriculum/assessment/evaluation activities of the department. She has served on a number of campus committees including Teaching & Learning Assessment, Professional Development and Faculty Online Teaching & Training. Dr. Wood holds multiple certifications in online instruction from Quality Matters and is well-versed in the latest technologies to deliver educational content online. She regularly presents at academic conferences nationwide.

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### **Attendance Policy**

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Regularly log-ins and participation are mandatory in this fast-moving, eight-week course. Students who fail to log in after the first week of class are dropped to make room for people on the wait list. No late work is accepted in the course. Students who fail to turn in two or more assignments will be dropped from the course. Assignments open on Monday mornings and close

on Sunday nights. Sunday night at midnight is the deadline to turn in the week's assignments. Assignments must be turned in on the Blackboard page in the appropriate assignment area. You can e-mail me at any time through the Blackboard Mail function for assistance with course-related questions. I can also help you via telephone or in person during office hours. If you have questions, it is to your advantage and your responsibility to get the answers you need early on so you don't fall behind in the course. If you like, we can set up an appointment that accommodates your schedule. My contact information is listed at the top of the syllabus and under the faculty profile page on Blackboard Learn.

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### **Navigating Your Online Course**

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Because this class is administered fully online, it is important to have a high level of skill in operating computers. It is not recommended for students with limited computer skills to take an online course. The following tips will help students navigate the course. If you have computer problems, including log in or technical issues, please call (505) 277-5757. For issues with Blackboard Learn, tutors in the Learning Center can advise you at (505) 925-8907.

#### **Below Are Student Success Tips for this Online Course:**

- Be familiar with your syllabus. This document is located on the Blackboard Learn Course home page. Please print it out and refer to it throughout the semester when you have questions. Feel free to e-mail, call or stop by my office hours, as well, for personal attention regarding assignment requirements. If you are not free during my scheduled office hours, please call or e-mail for an appointment. I will be happy to schedule a meeting time that works for you.
- Become familiar with Blackboard Learn software. Click on each of the Course Tools to discover the navigation system of your online course. You may want to visit The Learning Center at UNM-Valencia Campus if you need additional help learning how to interact with the course.
- Keep copies of your assignments organized logically on your flash drive or desktop computer. If you do not know how to save files, please go to The Learning Center or call for assistance. It is important to name all files based on their assignment title so you can easily access and upload them. All documents must be submitted in Microsoft Word file format. Students have access to free Microsoft Office Suite through Outlook Express.
- Be proficient using the Course Messages system in Blackboard Learn. If you need to send me a message, do the following: 1) click on "Course Messages" in Course Tools, 2) then click on "Browse for Recipients," 3) choose my name, 4) type your message and 5) click "Send."
- Create a routine—here is a suggested routine to help you get started.
  1. Log on! Lessons open on Monday morning and close the following Sunday night at midnight. On Monday, log in and read the list of assignments for the week. Make sure you have all materials you need to complete the assignments, such as page numbers or links. Write down due dates and print out assignments.
  2. Read the assignments actively, highlighting important ideas. Use any resources (dictionary, thesaurus, etc.) to help you acquire necessary information. Be pro-active and disciplined in your study habits.

3. Log on periodically throughout the week to check course e-mails and review new threaded discussions or blog responses. Watch for new announcements.
4. Check Discussions. If discussions are required, please take these exercises seriously. In responses, respect the opinions of others. Finally, run spell and grammar check on your postings.
5. Importantly, give yourself **ample time to** submit work well before the deadline. **No** late work is accepted in the course, so submitting your assignments well before the deadline is highly advised.

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### Technical Assistance

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If you have questions about computer-related problems, please call (505) 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. If you do not know how to use one of the Blackboard tools, try one of the tutorials available on the Blackboard LEARN information page located here: <http://online.unm.edu/help/learn/students/>. In addition, tutors are available at The Learning Center to help you navigate the course. Please call for an appointment at: (505) 925-8907.

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### Equal Access

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Pursuant to the Americans with Disabilities Act (ADA), students with documented special needs will be accommodated in this course. Students with disabilities should visit [Accessibility Services](#) to obtain an Equal Access form, which needs to be sent to the professor within the first two weeks of class. The contact information for the Student Services Office is (505) 925-8560.

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### Academic Support

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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 you with individual writing issues during my office hours or by appointment.

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### E-Mail Etiquette

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Please use professional etiquette when sending e-mails to me during the semester. E-mails should be addressed with a subject heading including the type of question you are asking. For example, "Technical Abstract" would be an appropriate subject heading for a question regarding the Technical Abstract. E-mails should also include a salutation like "Dear Professor Wood...". Be sure to sign your first and last name and proofread your e-mail for grammatical errors. Please avoid text-speak in all professional correspondence.

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### Assignment Policy

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All formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font. Essay length requirements vary, but for the final argumentative essay the minimum length is 1000 words (four, full-length pages). MLA specifications are clearly laid out on the Purdue Owl Website available under the Writing Support Links tab.

### Required Texts and Materials

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- Kirszner, Laurie G., and Stephen R. Mandell. *Practical Argument*. Third Edition. Boston: Bedford / St. Martin's, 2017. (ISBN-13: 978-1319028565; ISBN-10: 131902856X)
- Access to Internet, Blackboard Learn, and Microsoft Office (Free version available through Microsoft Outlook/MyUNM)
- UNM e-mail address.

### Required Work and Grading

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|---|---------------|
| • Assignment 1 (50 points each)                     | 50 pts (5%)   |
| • Assignment 2 (100 points each)                    | 100 pts (10%) |
| • Assignment 3 (100 points each)                    | 100 pts (10%) |
| • Argumentative Essay First Draft (50 points each)  | 50 pts (5%)   |
| • Argumentative Essay Final Draft (100 points each) | 100 pts (10%) |
| • 5 Discussion Posts (20 points each)               | 100 pts (10%) |
| • Grammar Final                                     | 100 pts (10%) |
| • Portfolio   | 400 pts (40%) |

There are 1000 points possible in the course. Grades will be determined on a traditional percentage basis, 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); and below = F. You need a "C" (73% or 730 points) to pass this course.

Score	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

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### **Assessment of Student Work**

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Student work is assessed based on the Student Learning Outcomes (SLOs) listed above. Assignment rubrics are utilized, which correspond to the SLOs. These describe whether student work meets the assignment requirements. The activities in the course teach students the skills needed to master the learning outcomes of the course. Rubrics will be made available to students and will appear on the weekly Blackboard page. In general, an “A” is given when work is of superior quality, a “B” is assigned for solid work, a “C” for acceptable work, a “D” for work that does not meet the assignment requirements in one or more ways, and an “F” for work that fully fails to meet the requirements of the assignment. Feedback in the form of rubrics and/or in-text comments will be provided to students so that they can see areas of potential improvement.

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### **Final Portfolio**

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The portfolio consists of two revised essays created throughout the semester and an additional self-evaluation essay written at the end of the course. Because of this, students must save all graded essays, including instructor comments. A panel of English professors will evaluate student portfolios based on whether they meet the learning objectives of the course as described on pages 1-2 of this document.

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### **Student Privacy**

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Student privacy is strongly protected by professors at UNM VC. In fact, a federal statute called FERPA strictly prohibits the instructor or administrators from talking to anyone but the student about his/her progress. There are no exceptions to this policy.

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### **Plagiarism**

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Plagiarism is the practice of appropriating someone else’s work or ideas and passing it off as one’s own. Copying information from the internet is one of the most common forms of plagiarism and is strictly forbidden in college writing. Plagiarism can also include such activities as copying another student’s paper, downloading and turning in papers from the Internet, or copying passages from outside sources without proper documentation. Any of these forms of plagiarism is unacceptable. All outside sources will be tracked by internal electronic source trackers on Blackboard Learn. All research must be properly cited or the offending paper will receive a failing grade. Students who plagiarize may also receive an “F” in the course and may be reported to the judicial affairs office for disciplinary action by the University.

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### **Classroom Behavior**

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

- 1) Students must treat one another and the instructor with respect. Derogatory remarks or name-calling is prohibited.
- 2) Students should not interrupt classroom lectures or discussion with non-related comments.
- 3) Students may discuss complaints about the course with their instructor; however, the students must do so in the proper environment, such as the instructor’s office during

office hours. 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.

### **Assignment Syllabus**

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- The assignment syllabus is a tentative schedule of assignments. The professor reserves the right to make changes, add assignments, or delete assignments from this syllabus.
  - Assignments open Monday mornings and close Sunday nights at midnight. All weekly work must be turned in by Sunday night at midnight. No late work is accepted.
  - All assignments must be read by the date indicated.

### **Course Calendar**

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#### **Week 1 (October 15-21)**

Introduction to English 120, Syllabus Overview, Overview of Service Learning Project

**Assignments:** Print & Read Syllabus, Purchase Book & Secure Internet/E-Mail Access, Practice Navigating the Course in Blackboard Learn, Complete Weekly Readings Below, Complete Student Contract & Discussion Post 1

**Readings:** Read Part 1: "Understanding Argument" (*Practical Argument* PP. 1-56); Navigate, Read, and Review each of the menu items under the Writing Support Links folder

**Due: Student Contract, Discussion Post 1, Assignment 1**

#### **Week 2 (October 22-28)**

Overview of Service Learning Project (Continued)

**Assignments:** Complete Discussion Post 2

**Readings:** Read Part 2 "Thinking and Reading Critically" (*Practical Argument* PP. 57-80); Read Chapter 8 "Finding & Evaluating Sources" (*Practical Argument* PP. 285-328); Determine Preferred Charity and set-up two-hour volunteer appointment; Read and Review MLA format and Works Cited links under Writing Support Links folder

**Due: Discussion Post 2, E-Mail to Professor Wood**

#### **Week 3 (October 29-November 4)**

Writing Web Content for Service Learning Project

**Assignments:** Complete Assignment 2 and Discussion Post 3

**Readings:** Read Ch. 9 "Summarizing, Paraphrasing, Quoting, and Synthesizing Sources" (*Practical Argument* PP. 329-344); Read "Documenting Sources: MLA" (*Practical Argument* 345-368); Review Integrating Sources links under the Writing Support Folder

**Due: Assignment 2 (GoFundMe Page), Discussion Post 3**

**Week 4 (November 5-11)**

Creating a Blog for your Charity Service Project

Assignments: Complete Assignment 3

Readings: Read Chapter 11 “Using Sources Responsibly” (*Practical Argument* PP. 369-382); Review the following links on the Purdue Owl Page- Comma Splices, Run-on Sentences, and Sentence Fragments; Open & Read Synthesizing Research PowerPoint & Plagiarism Presentation (Available Under Writing Support Links); View Blogger Tutorial and Sample Student Blogs on Blackboard Page (Click on Blog Links on left-hand menu bar)

**Due: Assignment 3 (Google Blog)**

**Week 5 (November 12-18)**

Introduction to Argumentative Essay Writing, Grammar Practice & Review

Assignments: Complete First Draft Argumentative Essay

Readings/Exercises: Read Ch. 7: “Planning, Drafting, and Revising Argumentative Essays” (*Practical Argument* PP. 241-272); Do Interactive Grammar Exercises at Grammar Bytes [available under Writing Support Links tab] in the areas of Fragments, Comma Splices, Fused Sentences, Active & Passive Voice, Word Choice, Parallel Structure, Parts of Speech, Dangling/Misplaced Modifiers, Pronoun Agreement and Apostrophes. (These areas will be on the Grammar Exam)

**Due: First Draft Argumentative Essay**

**Week 6 (November 19-25)**

Final Draft Argumentative Essay

Assignments: Complete Revisions of Argumentative Essay based on professor comments; Prepare for Grammar Exam; Do Interactive Grammar Exercises at Grammar Bytes [available under Writing Support Links tab] in the areas of Fragments, Comma Splices, Fused Sentences, Active & Passive Voice, Word Choice, Parallel Structure, Parts of Speech, Dangling/Misplaced Modifiers, Pronoun Agreement and Apostrophes. (These areas will be on the Grammar Exam)

Readings: Read Ch. 6 “Rogerian Argument, Toulmin Logic, and Oral Arguments” (*Practical Argument* PP. 191-250)

**Due: Final Draft Argumentative Essay, Discussion Post 4**

**Week 7 (November 26-December 2)**

Portfolio Assembly, Grammar Exam

Assignments: Grammar Practice & Review, Portfolio Revisions

Readings: Read Portfolio Requirements Handout; Begin work on Portfolio Revisions; Review MLA Format, Source Integration, Works Cited links in the Writing Support Links folder

**Due: Grammar Exam, Discussion Post 5**

**Week 8 (December 3-9)**

Final Portfolio Assembly

Assignments: Complete Portfolio; Finalize Revisions of Argumentative Essay; Complete Cover Letter for inclusion in portfolio; submit portfolio documents online by the deadline (December 9); please complete the student survey on Survey Monkey

**Due: Final Portfolio, Student Survey**



