

Instructor:	Mary Clark, Ed.S.
Class Time:	Monday and Wednesdays 1:30-2:45 pm
Room:	H 103
Phone:	(505) 925-8600-Leave message)
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Office Hours:	1:00- 1:30 p.m. Monday/Wednesday Location: Academic Office Building A

UNIVERSITY 101-501 CRN 53607
UNM Valencia
Fall 2018
(August 20 December 16)

Course Description:

This course is designed to accelerate a successful transition to university life. UNM-Valencia co-requisite: English 100.

This course integrates academic reading, writing, and critical thinking. Students will develop and use strategies and approaches appropriate to texts they are reading and the purposes students have for reading—that is, what they want to get out of texts. These strategies will include close reading, annotation, summary, rereading, prediction, discussion of texts with others, development of exploratory questions to focus reading, and irreverent reading. In the process, students will learn to understand, demystify, and identify patterns in the structures, codes, expectations, and vocabulary of academia.

Student Learning Outcomes

Rhetorical Situation

- A. Analyze and reflect on the rhetorical situations and the rhetorical strategies of the authors and texts you read.

Reading as a Social Act

- B. Experience the social nature of reading, recognizing how texts are in dialogue with each other and how each text displays within it different voices and discourse communities.

Reading as a Process/Rhetorical Reading

- C. Develop a variety of strategies for approaching texts, choosing strategies appropriate to the purpose you have for reading, and recognize that the approaches you use as a writer—including planning, generating ideas, assessing, incorporating new information—influence reading and rereading and that you revise your understanding of a text in ways similar to how you revise a paper you are writing.

Language and Vocabulary

- D. Develop strategies for understanding the meanings of new words, phrases, and references in the context of individual texts.
- E. Recognize the value of the incorporation of various languages, dialects, and registers in texts, including languages other than English, other versions of English, and various kinds of academic registers.

Reflection

- F. Reflect on your development as a reader over the course of the semester, paying attention to how reading can be used in many contexts to advance your goals.

Research

- G. Analyze research as a means of discovery and use reading to examine your own personal beliefs in specific contexts.

- H. Consider others' positions and perspectives during your reading.
- I. Examine appropriate and effective documentation methods in texts you read.

Library Literacy Objectives

1. Students will become familiar with academic databases and library search engines.
2. Students will write an accurately formatted Works Cited page.
3. 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 Academic In Writing*. 4th ed. New York: W.W. Norton and Company, 2018. Print.

Materials:

UNM email address

Folder with pockets for this class

Loose-leaf paper

USB flash drive to save your work

Highlighters/post its for annotation

Course Policies: Attendance Policy

This is the largest percentage of your entire grade. Therefore, a student with more than 4 absences automatically will be dropped from class. In addition, arriving late or leaving class early 2 tardies equal 1 absence. If you are going to miss class, please contact me. If you are absent, keep in touch with me via phone or email, to be sure you are informed of any missed assignments. I strongly suggest that you have several student contacts from this class that you get in touch.

E-Mail Etiquette

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.

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.

Behavioral Policy

- 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

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.

Gender Discrimination

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/2000/2740.html>

Computer and Technology Policies

The use of cell phones, texting, or using computers during class time for entertainment, social media, or personal e-mailing is prohibited. Students who fail to comply with these policies will be asked to leave and be counted as absent. In case of an emergency you can provide family members with the Academic Office phone number (505) 925-8600 in case they need to reach you.

Equal Access Services:

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.

The Writing Center- Tutoring

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

Office Hours/Tutoring

I will be happy to meet with you and discuss your work during my office hours M/W 1:00-1:30 pm (or by appointment.) You may contact me anytime on “Mail” in Blackboard Learn. I will try to respond in 24 hours. I also encourage you to utilize tutoring available on campus through the Learning Resource Center and through Learning Communities/Highway to Success. Call for an appointment: (505) 925-8907.

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	15%
Quizzes	10%
Final reflection paper	10%
Presentations	15%
Total	100%

Participation/Attendance (20%)

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 (15%)

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 (15%)

There will be a total of (3) 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 Reflection Paper (10%)

You will be asked to write a final in-class paper at the end of the semester.

Course Outline for UNIV 101-501

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

Week 1

08/20/18 Introduction to course, Blackboard Learn and Email, syllabus review, netiquette rules for discussion board posts, syllabus icebreaker

08/22/18

Watch Youtube video on **How to Annotate**

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

Group interactive activity

Homework: Read and annotate handout or printout (PDF) of “Letter from Birmingham Jail” for next class.

Week 2

08/27/18

Rhetorical Appeals: Ethos, Pathos, Logos

08/29/18 Rhetorical devices and their impact on MLK essay

Read and annotate: “Don’t Blame the Eater” by Zimacenko in your *They Say, I Say* text.

Week 3

09/01/18 Last day to Add or Change Sections

09/03/18 Labor Day Holiday (No Classes) (No homework)

09/05/18 Writing and Critiquing Summaries (TSIS). How does author of “Don’t Blame the Eater” use ethos, pathos, and logos to appeal to the audience?

Homework: Questions related to essay posted on Blackboard Learn

09/08 Last day to Drop without “W” grade and 100% tuition refund on Lobo Web

Week 4

09/10

Watch Youtube video on George Orwell

Identifying Summary/Paraphrase Activity using “Shooting an Elephant”

Read and annotate the “Art of Quoting” in (TSIS)

09/12 Library In-service (Summarizing, Quoting, Paraphrasing, MLA format) meet in LRC 143. Bring a quote from “Shooting an Elephant” along with your 50 Essays text.

Homework: Discussion Board post (Week #4)

Week 5

09/17

Introduction to Banned Book Week

Youtube video on banned books

https://www.youtube.com/watch?v=J11P9Xdsi_g

Homework:

09/19 Oral Presentations on your banned book **due on 10/01**

Guidelines for Banned book presentation posted on BB Learn

Week #6

09/24 In class- Develop your banned book presentations

09/26 Library In-service (Banned Books) in LRC 143. Please bring your banned book and please be on time!

Homework: Discussion Board Post on BB Learn

Read and annotate “Jury of Her Peers” handout or print (PDF)

Week 7

10/01 In class- Banned book presentations/Peer review

10/03 Post it session on “Jury of Her Peers” Group Activity

Week 8

10/08 Career Planning- UNM Valencia guest speaker

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

10/10 In class Midterm

Fall Break: (No Classes) Thursday, October 12th-Friday, October 13th

Week 9

10/15 Watch film “Outsourced” in class and follow study guideline

Homework: Complete handout questions on film for group discussion. Before class choose (1) posted reading in Blackboard Learn for next class

10/17

Watch interview with writer, Bharati Mukherjee and summarize interview.

Homework: Research and write a (2 page) paper about one cultural aspect of Indian culture of your choice in class and be prepared for group discussion

Week 10

10-22 Grammar Review: Sentence fragments/run ons

10/24 Midterm revisions due

Week 11

10/29 Peer review/Rubric

10/31 Critique and write a summary about Halloween Podcast “**Snap Judgment**”

Week 12

11/05 Homework: Bring in (2-3) page rough draft on your Reflection essay to class

11/07 Tech tips: Editing and Proofreading

Homework: Choose a magazine article provided in class (New Yorker, Economist, Science) and follow assignment posted on Blackboard Learn **for presentations**

Week 13

11/12 Introduction to Magazine article Oral Presentations. Read and annotate article and follow outline for oral presentation posted on Learn.

Homework:

11/14 In class New Yorker article oral presentations. Peer review/rubric

Homework: Read and annotate “Me Talk Pretty One Day” by David Sedaris in your 50 Essays for next class.

Week 14

11/19 Watch Youtube video “Me Talk Pretty One Day” by David Sedaris <https://www.youtube.com/watch?v=YXfzRXxThOY>

[Prezi Presentation](#)

<https://prezi.com/47e0v7s0f8kg/me-talk-pretty-one-day/>

In class group activity

Read and annotate “Let It Snow” by David Sedaris. Compare/contrast essay

11/21 Develop in class Compare/Contrast essay in class on Sedaris’s essays

November 22, 24 Thanksgiving Holiday: (No Classes)

Week 15

11/26 How Effective Write an Effective Cover Letter

11/28 Revise Cover Letters for Portfolio

Week 16

12/03 -12/05 In class final- reflection paper

12/10-12/14 Finals exam week