

**Fall 2019**

**Instructor: Mary Clark**

**English 100:501**

**Office Location: Academics**

**CRN: 53608**

**Email: mclark01@unm.edu**

**M/W 3-4:15 pm**

**Classroom: H105**

**Dates: 08/19-12/13/19**

**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.

Kirzner & Mandell. *Practical Argument*. 3<sup>rd</sup> ed. New York: Bedford/St. Martin's 2017. 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](mailto: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:

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

**Final Portfolio** 20%

**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 (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 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)**

**(Homework is due each Thursday No later than 3pm unless a change is announced)**

#### **Week 1**

**08/19/19**

Introduction to English 100 Syllabus Overview, Student Introductions, Blackboard Learn, Discussion Board posts, assignments

Visit the Writing Center

**08/21/19**

Free Write

Rhetorical Triangle: Ethos. Pathos. Logos

Excerpts from “Letter from Birmingham Jail”

#### **Week 2**

**08/26/19**

Using ethos. Pathos, logos to persuade an audience

Share audio/video clips from famous speeches

**Homework:** Read Chapter 1 (Rhetorical Analysis) in Practical Argument

**Read and annotate** Don't Blame the Eater (pdf)

Bring in an image that relates to the fast food industry and obesity in America

**8/28/19**

Persuasive strategies used by the fast food industry in order to reach out to consumers

<https://prezi.com/gyiedxkrlecx/dont-blame-the-eater/>

**Think Share Pair-** Discuss and write about how your image supports ethos, pathos, and logos

**Homework:** Answer questions related to Don't Blame the Eater on Blackboard Learn

**09/02/19 NO School on Monday Labor Day**

**09/04/19** "Working with Sources-Integrating Sources and Avoiding Plagiarism"

**Homework:** Rhetorical analysis of your favorite song/TBA

**Week 3**

**09/09/19** Introduction to Essay Writing- Thesis Statement & Five Paragraph Essay Format

In class writings (thesis & introductory paragraphs from Zinzchenko's essay.

**Grammar:** Fragmented Sentences

**Homework: Submit:** Introductory paragraph include (3) main points and a thesis statement to support your topic. Bring in a resource for your rhetorical analysis essay

**Read and annotate:** Shooting an Elephant by George Orwell in your 50 Essays text

**09/11/19** "Summarizing, Paraphrasing, Quoting and Synthesizing Sources"

**Week 4**

**09/10 Rhetorical Appeals Essay #1 Assignment**

Outline Rough Draft

**Grammar:** Run-on-Sentences

Revise Rough Draft Essay #1

**Week 5**

**09/16/19** Writing Center Workshop

**09/18/19** Revise Final Draft Essay #1. Bring in (3) copies for peer review for next class



**Homework:** (TBA)

**Week 6**

**09/23/19** In Class Peer Review/Reflection

**Homework:** Finish final Essay # 1 (refer to revisions from peer review) Follow guide and submit reflection paper on Essay #1 on Blackboard Learn

**09/25/19** Introduction to Cause and Effect Essay #2

Read and annotate Chapter 3 in Practical Arguments

Choose a Cause and Effect Research topic before Library Workshop

**Week 7**

**09/30/19** Library Workshop LRC 143

**Homework:** Write a description of at least (2) sources in MLA Format and cite them

**Week 8**

**10/07-10/09/19**

Review Cause and Effect Essays by Stemwedel, and Saunders, in Practical Argument

**Homework:** Revise Essay #2

**Fall Break No School 10/10-10/11**

**Week 9**

**10/14/19**

**Homework:** Finish final draft of Essay #2 (refer to revisions from peer review)

Follow guidelines and submit your reflection paper for Essay #2

**10/16/19**

**Turn in Essay #2**

Introduction to Argumentative Essay #3

Using Sources to Support your Argument

**Homework:** Read Chapter 7 in Practical Argument

**Grammar:** Fused Sentences

**Week 10**

**10/21/19** Introduce PowerPoint/Prezi Presentation Assignment Essay #3

**10/23/19** Develop outline for presentation

Group Activity- Close readings of Editorials and OP-Eds in New York Times

**Homework:** Revise your presentation

**Week 11**

**10/28/19** In class PowerPoint/Prezi Presentations/Peer Assessment

**10/30/19** In class PowerPoint/Presentations/Peer Assessment

**Week 12**

**11/04/19** Library Inservice-Evidence Based Arguments and Citing Sources

**Homework:** Complete rough draft for peer review. Bring in (3) copies to next class

**11/06/19** In Class Peer Review

**Homework:** Finish final Essay #3 (refer to revisions from peer review)

Follow guidelines and submit reflection paper for Essay #3 on Blackboard Learn

**Week 13**

**Turn in Essay #3**

**Introduction:** Introduction to Final Rubric

**Homework:**

**11/14/19** TBA

**Week 14**

**11/19/19** Writing Workshop-Revise Rough Drafts

**11/21/19** Portfolio Workshop-Revise Papers

**Week 15**

**11/26** Introductions to Writing Portfolio Cover Letter

**Homework:** Revise Cover Letter

**11/28** Bring in the Portfolio Essays to revise to class with USB Drive

Continue Cover Letter for Portfolio

**Week 16**

**12/02/19** Complete Portfolios, Finalize Revisions of Essays

**12/04/19 Portfolios due No later than 4:15pm**