

University of New Mexico-Valencia Campus
English 1110: Composition I
Policy Syllabus

Fall 2020
English 1110-501
Composition I
Online Course
CRN: 66308 (16-Week Course)
Dates: 8/17/2020-12/14/2020

Lizbeth Axelrod, MFA
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Online Office Hours: Thurs 12:30-1:30PM & By Appt.

Course Description

Welcome to English 1110: Composition I. 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

Throughout the semester in English 1110, students will progress toward the following 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 Outcome

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

Instructor Information

For assistance with course-related questions, I am available to meet with you during regular office hours. (See office hours) 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 laxelrod@unm.edu during normal business hours from 8:00 AM to 5:00 PM, M-F. Please allow 24 hours for a response.

Instructor Biography: Lizbeth Axelrod, MFA has been teaching undergraduate English and Writing for over five years, motivating her students with a true passion to discover the nuances of the written word. She teaches Writing & Rhetoric, Writing & Literature, Composition, Contemporary Literature, and Creative Writing. She has held previous academic appointments at State University of New York, Westchester Community College, and the New York City College of Technology. Liz received her MFA from the New School for Public Engagement, NYC in 2013. Her work has been published in Yes Poetry, The Rumpus, The Brooklyn Rail, Electric Literature, The Ampersand Review, Wicked Alice by Dancing Girl Press, Counterpunch.com, and many more. Her first book of poetry, "Go Ask Alice" (June 2016) was a finalist in the Finishing Line Press New Woman's Voices Competition. She has been a book reviewer for Kirkus Reviews, and Publisher's Weekly, and was founder, co-host and curator of the Cedarmere Reading Series in the home of William Cullen Bryant (2014-2018).

Required Texts and Materials

- Kirszner, Laurie G., and Stephen R. Mandell. *Practical Argument*. Fourth Edition. Boston: Bedford / St. Martin's, 2015.
- Access to Internet, Blackboard Learn, and Microsoft Office (available on UNM-VC computers).
- UNM e-mail address.
- Access to Zoom

Basic Course Policies

No late work is accepted in this course. Weekly writing assignments cannot be made up if a student is absent. Students are expected to attend weekly Zoom meetings, to log in to blackboard at least three times a week, and be prepared to work when class begins. Open up your notebook, have your pen ready, and be prepared to take notes when our Zoom meetings begin. Make sure your computer is on and that you are logged in to begin work in Microsoft Word/Blackboard Learn. **Because we use the computers every day, having your NetID and password is mandatory for success in the course.** No talking is allowed during the lecture. No cellphones are allowed in class. There is a zero tolerance policy for any of these actions. Students who do not comply will be asked to leave without warning and will receive a zero for the day's activities.

Attendance Policy

Attendance will be taken at the beginning of each Zoom meeting. Missing class is not an excuse for being unprepared. If you are absent, it is your responsibility to keep up with reading, get class notes from a fellow student, and /or see me during office hours if you have questions about the material. Students who miss the first week of classes will be dropped. Students who miss more than 4 Zoom meetings will be dropped. Arriving 10 minutes after class starts counts as an absence. Excused absences include documented hospitalization or other documented, unexpected extreme emergencies. If excessive absenteeism that falls under the purview of "excused absences" continues, I reserve the right to drop students from the course. Please note: doctor's appointments, child-care, court dates, and job scheduling conflicts do not count as excused absences.

Plagiarism

Any form of plagiarism is unacceptable and the paper in question will receive a failing grade. Plagiarism means using language and/or ideas without acknowledging their source. Plagiarism includes such activities as copying another student's papers or ideas, downloading and turning in papers from the Internet, or copying passages from outside sources without proper documentation. We will have a class discussion and assignment on Plagiarism. There will be additional resources on Blackboard as well. Plagiarism may also result in failure of the entire course or disciplinary action by the University.

To learn how to avoid plagiarism, students can speak to me, consult a tutor, or refer to <http://library.acadiau.ca/sites/default/files/library/tutorials/plagiarism/>.

Online Classroom Behavior

While I do not expect problems when working with adult learners, these policies ensure a safe and productive classroom 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.

NETIQUETTE STATEMENT:

Netiquette is a set of rules for behaving properly in an online class.

In our class we will follow the following rules: Be considerate of your fellow students. No swearing or hate speech in the forums. All opinions are welcome, but they must be backed up by facts and reliable sources. No one is allowed to inflame or coerce another student's beliefs, ideas, or assumptions. Everyone has different points of view and debate is a large part of the discussions in this class. Speeches & Debate must be respectful, collegiate, informed and constructive – and it must stay in our class. Proper use of MLA format, grammar, and tone is required in all formats of this class (discussion boards, email, messages, written responses, workshops and writing assignments).

Title IX Statement

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). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Computer and Technology Policies

Students must log in on the scheduled class meeting times with materials in hand. Save your work often and have a back-up file so as to avoid losing your work. Using computers during class time for entertainment, social networking, or personal e-mailing is strictly forbidden. Students who violate this policy will be asked to leave and counted absent for the day. The same rule applies for cell phones. Cell phones must remain off and stored away from work areas. No texting or phone calls are allowed. Be prepared to dedicate our Zoom Meeting exclusively to English.

E-Mail Etiquette

In general, e-mails 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 Wood" 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

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 and <http://www.unm.edu/~vcadvise/equalaccess.htm>.

Academic Support

Free tutoring is available at the Learning Resources Center (L Building). Please call 925-8907 for an appointment. I am also available to help you with individual writing issues during my office hours or by appointment. Students who regularly seek tutoring usually see a great improvement in their grades.

Assignment Policy

Unless otherwise specified, all formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font. Essay length requirements are 750-1000 words each, or 3-4 pages. MLA specifications and help are available on our Blackboard in the Course Content and Resources section and are clearly laid out in Diana Hacker's *Pocket Style Manual*.

Required Work and Grading

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|---------------------------------------|---------|-------|
| • 3 Major Essays: 125 points each | 400 pts | (40%) |
| • Daily Writing Assignments & Quizzes | 200 pts | (20%) |
| • Grammar Work | 100 pts | (10%) |
| • Online Presentation | 50 pts | (5%) |
| • Portfolio | 250 pts | (25%) |

There are 1000 points possible in the course. Grades will be determined on 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); and below = F.

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

PowerPoint Grammar Presentation

In groups, students will be responsible for presenting a grammar presentation on one of the following features of grammar and mechanics: 1) fragments, 2) comma splices/run-on sentences, 3) pronoun reference, 4) point of view, 5) capital letters and italics, 6) commas, 7) apostrophes, 8) pronouns, or 9) parallelism. Students should deliver a professional presentation to the class (no longer than 10 minutes) that defines their assigned term. Acceptable formats for the presentation include: digital presentations, blogs, collages, video or audio essays, comic strips, and storyboards. Presentations cannot be made up if a student is absent.

Participation

Participation is mandatory in this course. Participation means actively participating in your education, including class discussions, in-class writing workshops, and other exercises. Make sure to bring course materials and take notes during every class meeting. In the case of absence, in-class writing assignments cannot be made up regardless of the reason.

Final Portfolio

A final portfolio of student work is required in this course. It is judged by a panel of UNM-Valencia professors. The portfolio includes a collection of essays and the professor will provide the guidelines to students ahead of time. Please keep a copy of all graded work and rubrics for this purpose. Part of the portfolio grade is based on revision abilities. Panel graders look to see whether students have responded to instructor comments and whether students have made substantial changes. The panel graders will determine student readiness for English 120, based on the portfolio. Students must receive a 73% or higher overall grade in the course in order to pass English 1110. A final note about “Incompletes”—this grade is rarely given as it is reserved for students who have completed all of the coursework, but due to some unforeseen emergency, is unable to complete the Final Portfolio.

Student Privacy

Student privacy is strongly protected by professors at UNM-Valencia. In fact, a federal statute called FERPA strictly prohibits the instructor or administrators from talking to anyone but the student about his/her progress. 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 their grades. In sum, parents, relatives, or friends will not be allowed access to information about student performance. All other outside requests for information release must be sent to and approved by the UNMVC registrar: (505) 925-8580.

Technical Assistance

If you have questions about computer-related issues, 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. For Blackboard Learn Assistance click on the tab entitled, “How to use Learn,” which is located on the left-hand menu bar of our course page.

Class Calendar – Assignments Will Be Posted In Modules On Blackboard Learn
Assignments are subject to change – be sure to read weekly Announcements for updates

Each Module is designed to help you to learn and demonstrate your knowledge of the Student Learning Outcomes (SLO’s) for this class. Our SLO’s are:

1. Analyze communication through reading and writing skills. (SLO1)
 2. Employ writing processes such as planning, organizing, composing, and revising. (SLO 2)
 3. Express a primary purpose and organize supporting points logically. (SLO 3)
 4. Use and document research evidence appropriate for college-level writing. (SLO 4)
 5. Employ academic writing styles appropriate for different genres and audiences. (SLO 5)
 6. Identify and correct grammatical and mechanical errors in their writing. (SLO6)
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Module 1

Zoom Meeting 10:00am Tuesday August 18, 2020

Introduction to English 1110, Syllabus Overview & Quiz, Introduction to Blackboard Learn
Read Syllabus; Purchase Book; Secure Internet/E-Mail Access;
Read Practical Argument - Intro (Pgs 3-21) Logos, Pathos, Ethos discussion
Writing Assignment, Post student intro in discussion Board – comment on 2 classmates intros
Essay Proposal Draft,
Read Chapter 1 “The Four Pillars of Argument” (*Practical Argument [PA]* PP. 23-54)
Writing Assignment 1- Memoir Topic
Essay Proposal Draft

Module 2

Zoom Meeting 10:00am Tuesday August 25, 2020

Introduction to Memoir Essay, Discussion of Thesis Writing & Five-Paragraph Essay Format
Begin Memoir Essay Proposal
Discussion Board Post – Memoir Topic
Writing Assignment (Thesis Writing Exercise)
Read David Sedaris “Us & Them”
Read Memoir - Kaveh Akbar
Read “Plagiarism & BuzzFeed’s Achilles Heel”
Writing Prompt TBA
Memoir Proposal Due Sunday at 10:00pm

Module 3

Zoom Meeting 10:00am Tuesday September 1, 2020

Begin work on First Draft Memoir Essay
Read “The Year I Grew Wildly While Men Looked On” by Ashley Ford
Writing Prompt TBA
Grammar Goodies Review: Sentence Fragments; Comma Splices, Independent & Dependent Clauses and what causes clauses.
Discussion Board: Plot in essays (10 points) – One paragraph summary of major points in one essay we read so far
Memoir Draft Due Sunday at 10:00pm (50 Points)

Module 4

Zoom Meeting 10:00am Tuesday September 8, 2020

Essay 2 Topics to discuss in class
Overview of Research Methods & MLA Format Requirements, Plagiarism, Sample Works Cited Page,
Read “Documenting Sources/MLA” (*PA* PP. 345-355); Read Chapter 11 “Using Sources Responsibly” (*PA* PP. 369-411); Read and discuss Sample MLA papers (draft and finished paper) on Blackboard in Course Content & Resources,
Discussion Board Post
Introduce Research Essay & Essays of Interest Links on Blackboard
Final Draft of Memoir Essay Due Sunday at 10:00pm
Essay 2 Proposal w/ works cited page due Sunday at 10:00pm

Module 5

Zoom Meeting 10:00am Tuesday September 15, 2020

Discussion on Research Essay #2

Read Chapter 4 “Writing a Rhetorical Analysis” (PA PP. 99-121);

Grammar Review: (Comma Splices, Run-on Sentences, and Sentence Fragments);

Essay links on Blackboard, use with synthesizing research sources (Read PA PP 341-343)

read and be prepared to discuss one of the blackboard essay links in Course content & Resources.”

Read Chapter 9 “Summarizing, Paraphrasing, Quoting, and Synthesizing Sources”

(PA PP. 329-343);

Grammar Goodies – Punctuation, Sentence Fragments Recap

Work on First Draft Essay 2

Read and begin work on Annotation Links on Blackboard in Class Content & Resource

Essay 2 Draft w/ works cited due Sunday at 10:00pm (50 points)

Module 6

Zoom Meeting 10:00am Tuesday September 22, 2020

Source Citation and Annotations, Essay 2 Workshop – online groups and Zoom

Annotation Links on Blackboard in Course Content & Resources – Pick four and properly cite and annotate

Read Chapter 7 “Planning, Drafting, and Revising an Argumentative Essay”

Read Annotation example

Continue Work on First Draft Essay 2

Check into your workshop group online

Discussion Board post

Writing Prompt TBA

Annotations due Sunday at 10:00pm (50 points)

Essay 2 Workshop Group Blog Comments Due Sunday at 10:00pm

Module 7

Zoom Meeting 10:00am Tuesday September 29, 2020

Zoom Meeting 10:00am Thursday September 24, 2020

Film Screening “The Handmaid’s Tale”

Read Chapter 6 “Rogerian Argument, Toulmin Logic, and Oral Arguments” (PA PP. 191-227)

Writing Prompt (Film Review: “The Handmaid’s Tale”)

Read Appendix A (Writing “Literary Arguments” (PA A-1 to A-11)

Begin Work on Essay 3 Literary Argument Essay based on Handmaid’s Tale Questions and Essay Links on Blackboard

Final Essay 2 Revision Due Sunday at 10:00pm (100 points)

Essay #3 Proposal Due Sunday at 10:00pm

Independent Writing and Research on Essay 3 Proposal

Writing Assignment 6 (Introductory Paragraph & Thesis Statement for Literary Analysis)

Essay 3 Proposal Due Sunday at 10:00pm

Module 8

Zoom Meeting 10:00am Tuesday October 6, 2020

Review on MLA Manuscript format (Blackboard); Read “A Plea For Close Learning” (PA PP. 236-240)

Read Internet deception

Writing Prompt TBA

Discussion Board Post - deep dive into the essay question of choice and two sentences on what you will be arguing

Work on Essay 3 Draft and Works Cited page

Essay 3 Draft due Sunday at 10:00pm (50 points)

Module 9

Zoom Meeting 10:00am Tuesday October 13, 2020

Read David Foster Wallace’s “Consider the Lobster” and do the assignment (25 points)

Writing Workshop & Review of MLA Source Citation Requirements
Review core rules of Netiquette (www.albion.com/netiquette/corerules.html)
First Draft Essay 3 in Group Workshop
Continue work on Essay 3 (Make revisions based on peer review)

Zoom Meeting 10:00am Thursday October 15, 2020

Individual Student Assessments

Module 10

Zoom Meeting 10:00am Tuesday October 20, 2020

Writing Workshop on Essay Revisions

Zoom Meeting 10:00am Thursday October 22 2020

Oral Presentations

Read Chapter 5 “Understanding Logic and Recognizing Logical Fallacies”
(PA PP. 123-189)

Essay 3 Revision – Final Due Sunday at 10:00pm

Module 11

Zoom Meeting 10:00am Tuesday October 27, 2020

In-Class Workshop-Group Grammar Presentations – costumes optional

Read “Is Google Making Us Stupid?”

Writing Prompt – Research questions

Discussion Board – Revisions

Grammar: Comma Splices and Fused Sentences

Do Grammar Quizzes online

Module 12

Zoom Meeting 10:00am Tuesday November 3, 2020

Group Grammar Presentations on ZOOM

Presentations (Please Upload to Blackboard Learn)

Do Sample Quizzes Online at CommNet (<http://grammar.ccc.commnet.edu/grammar.htm>)

Zoom Meeting 10:00am Thursday November 5, 2019

Grammar Review-Parallelism, Pronoun Usage, Subject-Verb Agreement

Assignments

Module13

Zoom Meeting 10:00am Tuesday November 10, 2020

Overview of Portfolio Requirements, Portfolio Workshop

Assemble Portfolio

Writing Prompt TBA

Work on Portfolio Revisions

Module 14

Zoom Meeting 10:00am Tuesday November 17, 2020

Grammar Review/Portfolio Workshop

Revise student papers for portfolio; Review all readings

Letters and Evaluations

Discussion Board on Evaluations - Developing an Evaluation topic and plan; Opinions vs. Facts, Stating an informed opinion

Writing Prompt – Refection Exercise

Read Reviews

Writing Prompt: Watch a Movie and write a 250 word review (25 points)

Zoom Meeting 10:00am Tuesday November 19, 2020

Grammar Review

Journal Entries and Discussion Board Catch up

Module 15

Zoom Meeting 10:00am Tuesday November, 22, 2020

Work on Portfolio Revisions

Writing Prompt TBA

Discussion Board – Class Ideas and Updates

Module 16

Zoom Meeting 10:00am Tuesday December 1, 2020

Essay Exam-English 1110 Cover Letter

Work on Portfolio Revisions

Thursday December 3, 2020

Final Day of Class/Portfolio Workshop

Final Portfolio (No late portfolios will be accepted)

English 1110 Assessment Measures

I. Sentence Level

- A. Grammar: Students write without major grammatical errors such as fragments, boundary errors, agreement errors, mixed constructions, faulty predications.
- B. Punctuation and mechanics: Students use marks of punctuation correctly and adhere to rules governing mechanics, including capitalization and use of the apostrophe.
- C. Style: Students write clearly and employ basic stylistic techniques such as parallelism, coordination and subordination of clauses, and variety of sentence types.

II. Paragraph Level

- A. Focus: Students write clearly focused, purposeful paragraphs, including effective introductions and conclusions.
- B. Development: Students develop paragraphs logically, clearly, and consistently.
- C. Organization: Students arrange paragraphs logically and link paragraphs coherently.

III. Composition Level

- A. Response to assigned topics: Students respond directly and specifically to assigned topics.
- B. Clarity of purpose: Students write purposeful documents or compositions organized and developed around a central idea or ideas.
- C. Summary, paraphrase, quotation: Students summarize fairly and accurately, paraphrase sentences and longer passages from written sources, quote sources appropriately and purposefully, and avoid plagiarism.
- D. Critical reading and writing: Students identify main ideas in sources and compose written responses to what they have read.