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***Online Office Hours:***

Tuesdays 10:00 a.m. to 12:00 p.m. and 6 p.m. to 8 p.m., and many other possible days and times.  
Email me and I will send you a Zoom link or we will arrange to talk on the phone.

**Fall 2020**

***16 week course, Monday, August 17 – Friday, December 4***

**ENGLISH 1120: Argument and Analysis**

Section 504, CRN: 66349

**Course Description**

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. You must learn to analyze new situations and respond to them appropriately. Instead of teaching one right way of writing, we seek to make students flexible writers who can transfer what they've learned in 1120 to new contexts and new genres.

**Student Learning Outcomes**

Throughout the semester in English 1120, you will progress toward the following student learning outcomes:

1. Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Use a variety of research methods to gather appropriate, credible information.
4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.
5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.
6. Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.).
7. Use an appropriate voice (including syntax and word choice).

## 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.

## Course Texts and Materials

UNM email address and access to UNM Blackboard Learn

*Practical Argument*, Fourth Edition, Eds. Laurie G. Kirszner and Stephen R. Mandell. ISBN 978-1-319-19445-1. **IMPORTANT NOTE:** This text is primarily a resource. I will ask you to read part of the chapter on writing Proposal Arguments before we do the third paper--and that's about it. You may already have a copy from 1110 or 110; I will accept other editions of this book. If you don't have this book and it would be difficult to acquire, I will find a way to post a pdf of that one chapter before we have to read it.

## Grading Policy

Attendance, Participation, and Completion of Weekly Practice Writings and assignments that lead in to the major papers, including major paper first drafts and final drafts turned in on time—basically, everything you turn in to Learn: full points if you follow directions and turn it all in. **NOTE:** your grade in Learn (in “My Grades”) will be **THIS 50%**, and will include credit for just turning in the final drafts of major papers and the portfolio.

50%

Average of major papers (must include first drafts) (Letter grades: will show up in *comments* to Learn Final Draft assignments for these papers)

10%

Final Portfolio (also a letter grade which will show up in comments in Learn assignment)

40%

To pass this course, students must earn a final grade of C (not C-) or higher.

## Course Outline Overview:

Details on what is due throughout the semester will be available in Learn. Overall, you will be writing three major papers, one at a time, with many shorter, informal writings leading to these major papers. We will workshop drafts in class, you will reflect a LOT on your writing and writing process, and you'll do readings to inform your writing.

After you've completed the third major paper, you'll work on revision of the paper you've chosen for the portfolio and on editing skills

At the end of the semester, you'll complete the portfolio including a reflection cover letter.

***Rough schedule subject to change:***

**Week One, August 17 – 23** Preparatory Activities

**Week Two, August 24 -30** Informal Proposal and beginning for Paper #1, Literacy Narrative and Rhetorical Analysis

**Week Three, August 31 – Sept. 6** Paper #1 full draft due: Workshop

**Week Four, Sept. 7 – 13** (Sept. 7<sup>th</sup> is Labor Day) Paper #1 Final draft Library connection/ Begin second paper, Exploratory

**Week Five, Sept. 14 – 20** More pieces of Exploratory including workshopping

**Week Six, Sept. 21 – 27** More pieces of Exploratory including workshopping

**Week Seven, Sept. 28 – Oct. 4** Exploratory full draft: Workshop

**Week Eight, Oct. 5 – 11** (Wed. Oct 7<sup>th</sup> is a Fall Break day) Exploratory Paper Final Draft

**Week Nine, Oct. 12 – 18** Prospectus for Local Proposal and begin drafting

**Week Ten, Oct. 19 – 25** Pieces of Local Proposal (naysayer)

**Week Eleven, Oct. 26 – Nov. 1** Proposal full draft: Workshop

**Week Twelve, Nov. 2 – 8** Tuesday, Nov. 3: Election Day Local Proposal Final Draft

**Week Thirteen, Nov. 9 – 15** Plan for Portfolio Revision/reimagining Portfolio Paper in a different genre (ppt, video)

**Week Fourteen, Nov. 16 – 22** Tues: Revision of Portfolio Paper Thursday: Workshop

**Week Fifteen, Nov. 23 – 29** Tuesday: Reflective Portfolio Letter Workshop (Nov. 26 – 29: Thanksgiving weekend)

**Week Sixteen, Nov. 30 – Friday Dec. 4<sup>th</sup>** (short week) PORTFOLIO DUE Tuesday Dec. 1<sup>st</sup>

**Formal Writing and Cover Letter**

You will write three formal essays in this class. ALL formal essays and homework assignments must be typed in a word-processing program and saved as a separate document in order to best facilitate revision. Use a reasonable font and point size (12 pt. Times New Roman is standard). ALL documents should be double-spaced with one-inch margins. Be sure to proofread every paper you turn in. Drafts—early and final—will usually be accompanied by a self-assessment and reflection. Papers which lack this reflection, when requested, will not be graded.

**NOTE: Save ALL the writing you do during the semester.** You never know what may prove useful during a revision or what I may require you work with or turn in. Keep electronic copies

for yourself of all major assignments handed in to me. Make back up copies several places including in the cloud.

### **Final Portfolio**

The end-of-semester portfolio consists of writing revised especially for the portfolio, including a Self-Assessment (Reflection) and a final revision of one of the formal writing assignments. Earlier drafts will be in Discussions and/or posted as assignments, and we'll talk about your drafts during check-ins sometimes. We will spend a considerable amount of time working on revision during the latter half of the semester so please stay tuned.

### **Drop Policy**

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.

A few things to consider:

- A drop before the end of the third week in a sixteen week semester session or the 2<sup>nd</sup> in an 8 week summer session will not appear on your transcript, and you will not earn credit hours or a grade in the course.
- Your instructor can drop you from the course at any point in the semester before finals for lack communication, and/or not turning in assignments
- If you, your instructor, or the Dean of Students initiates a drop after the third week (for fall or spring) or second week (for summer), you will receive W.
- If no drop is initiated by the end of the semester by any party, then based on your performance and attendance your instructor will use his/her discretion to decide whether to assign you a grade from A+ to F or a W.

In Core Writing, a C or above is passing. When deciding whether or not to drop a course, consider the outcomes of earning a grade below C as opposed to a W, and vice versa. For grades C- to D-, you will earn credit hours, but you will have to repeat the course, and the grade will appear on your transcript and factor into your GPA.

### **Academic Integrity**

Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. 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.*

Academic Dishonesty is defined as:

*"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.*

## **Plagiarism**

“Plagiarism” is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source.

### **Types of Plagiarism**

Plagiarism can include any of the following:

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.

### **Possible Consequences**

The instructor decides the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:

- Adequately redo or revise the assignment in question;
- Fail the assignment in question;
- Be dropped from the class with a W; or
- Fail the class.
- Be subject to more severe sanctions.

**Deadlines:** I expect to receive written assignments on or before their due dates. If you arrange with me in advance, alternate assignments and/or due dates are possible.

All assignments in this class are turned in on Learn as Assignments and sometimes also in Discussions. If you ever have difficulty putting these assignments in Learn, you must still turn them in on time: e-mail them to me at [gillikin@unm.edu](mailto:gillikin@unm.edu). If you cannot do that but have completed the assignments, call me. You will still need to solve whatever the issue is with Learn and post the assignments there.

**“Attendance” Policy:** Keeping up with assignments is extremely important: if you want to pass this course, you must participate fully in class activities. **This includes check-ins.**

If you miss work, you are responsible for keeping in touch with me, and finding out about and making up missed work. (Some teachers will require documentation of reasons; I do not, I just want to hear from you and see your work!) If you consistently fail to participate in the class by not turning in a significant number of assignments, you will be dropped.

In particular, during the first three weeks of a 16 week course or two weeks of an 8 week course, you may be dropped for not keeping up with the work.

**“Extra Credit” or ALTERNATE Credit:** I once had a colleague who said, “It’s not an extra credit world.” That may be true, but in this class I am open to your earning some credit in alternate ways. You **must** make a complete, well-revised portfolio no matter what, but if your grade looks likely to suffer because of missing too many low-stakes assignments, you may work with a Writing Consultant in the Writing Center on one of your writings for this class and write about it to make up some points.

**Respect and Classroom Community:** We are all going to write together and get to know each other fairly well, and so the following is particularly necessary: the class will be conducted on the basis of respect. This means that, while we might disagree (and in fact discussion and debate are part of the university experience, part of our education) we will do so courteously and with care for each other as human beings. We will all be learning from each other, and we all have things to learn from each other.

I interrupt this important subsection of the syllabus to say: in one of your responses to someone else’s self introduction due Thursday, August 20, at 5 p.m., use the word “synchronicity” for five extra points. If you also explain the meaning that it has that is relevant to our class, that’s ten extra points. This video uses a somewhat different meaning for the word: <https://www.youtube.com/watch?v=Si5CSpUCDGY>.

Now, go back to reading this section of the syllabus, which is one of the most important.

I would ask especially that we respect each other’s writing, offering encouragement and specific positive response before constructive criticism, making a place where we can write what we need to and share it when we write together. Part of this respect is your right *not* to share what you write. If we are writing and reading aloud, you may opt to pass. If you have written a rough draft for workshop and do not wish to share that draft with other classmates, let me know and I will look at it myself and return it directly to you.

**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 in gender—which can include stalking, and which may have 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. (Ignore the part of the statement above about TAs and GAs—those are just folks who can be your teachers once you are taking Main Campus classes.)

### **Technical Support:**

- For UNM Learn Technical Support: (505) 277-0857 (24/7) or use the “Create a Tech Support Ticket” link in your course.
- For UNM-Valencia IT Support: (505) 925-8911. If you don’t reach them directly, you can leave a message or create a support ticket <http://valencia.unm.edu/campus-resources/technology-support/contact-ts.html>. For assistance with creating a support ticket or reaching IT, email Kristie Martinez, Administrative Assistant, [kmartinez8@unm.edu](mailto:kmartinez8@unm.edu).
- For UNM Web Conference Technical Help: (505) 277-0857
- For issues with Blackboard Learn, tutors in the Learning Center can advise you: email [tutor@unm.edu](mailto:tutor@unm.edu) to make an appointment.

**SAFEZONE:** I have been Safe Zone trained by the LGBTQ Resource Center at UNM-Main. This means I have some knowledge of issues and terminology for folks who are lesbian, gay, bisexual, transgender, and/or queer/questioning, I am familiar with resources and support available, and I am committed to being a support and advocate.

**Citizenship and/or Immigration Status:** All students are welcome in this class regardless of citizenship, residency, or immigration status. I will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration’s welcome is found on our website: <http://undocumented.unm.edu/>.

**DREAM TEAM:** I participated in a two day training at UNM by students who are part of the New Mexico Dream Team. This means I have some knowledge of issues faced by people who are undocumented and their families and I am familiar with resources and support available.

### **Accessibility and Universal Design**

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations, but have not documented your disability, please talk with them. They are located at Advisement & Counseling Services, Student Services 8 Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560. <http://www.unm.edu/~vcadvise/equalaccess.htm>

I also encourage you to approach me with any other life circumstances that may affect your participation in the course. These may be personal, health- or family-related issues, or other concerns. The sooner I know about these, the earlier we can discuss possible adjustments or alternative arrangements as needed in assignments or in the classroom.

**Office Hours:** I am happy to meet with you to discuss your work at times that work for both of us.

**Writing Center Tutors Online:** Tutors are available through the Writing Center live in videoconference or phone, or through email (you email a paper and the tutor responds) to support you as you navigate Blackboard Learn and other platforms, make sense of writing assignments, brainstorm approaches and topics, structure appropriate to your genre, revise, edit, and figure out MLA. Tutors will support your choices and will not make them for you.

To make an appointment, email [tutor@unm.edu](mailto:tutor@unm.edu). You can also email the Writing Center Director, Patricia Gillikin, with questions or help getting connected to a tutor. This link has full information on UNM-Valencia tutoring, including math and other subjects: <https://valencia.unm.edu/campus-resources/the-learning-center/learning-center.html>

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