FYEX 1110 Fall 2021

(UNM Main and Valencia Campus are located on the original land of the indigenous Puebloans, and located adjacent to the reservation lands of the Shiewhibak tribe, otherwise known as the Isleta Pueblo. Your instructor supports the Land Back movement.)

Instructor: Anne Turner, M.A. (she/her)
Class: FYEX 1110-501 (Online)
Virtual Student Hours: M/W 11 a.m.-12p.m. (or by appointment) https://turner-office-hours-unm.youcanbook.me

Contact: annetturner@unm.edu

I am passionate about student success in my courses, partly because I have experienced several life-altering events during my educational experience, including losing a parent, being pregnant, raising children, and being diagnosed with mental and neurological disabilities. This course is designed to be completely accessible to students of all experiences and abilities and to provide flexibility when you encounter those situations yourself. I also acknowledge that higher education is a colonized system that is not easily accessible to students of color, students with disabilities, LGBTQIA+ students, and female students. I pledge to do my best to break down the systemic barriers in our classroom and ask for your feedback so I can meet your needs. You can succeed in this course if you 1) stay in communication with me, 2) submit assignments regularly, and 3) meet labor-based grading criteria for assignments.

COURSE DESCRIPTION

This course is designed to accelerate a successful transition to university life.

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.

REQUIRED TEXTS

OER Textbook #1 (free):
https://open.lib.umn.edu/collegesuccess/ (each chapter linked in reading assignments)

OER Textbook #2 (free):
https://openstax.org/books/college-success/ (each chapter linked in reading assignments)

Various OER Resources from the Web linked in assignments.

REQUIRED CO-REQUISITE COURSE

English 100 with Steven Romero

REQUIRED TECHNOLOGY

- Internet access (at least 2x a week)
- Microsoft 365 (free student account)
  - Microsoft Word
  - Microsoft Excel
  - Microsoft Teams

AIMS AND OUTCOMES OF FYEX 1110

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.

COURSE ASSIGNMENTS

READING: You are required and expected to read <u>every</u> reading assignment. Failure to do so can inhibit your learning and impact your application of the knowledge presented. Reading points are tied to responses and discussion and will be represented there. It is difficult to successfully complete the Response or Discussion for the week without doing the full reading.

DISCUSSIONS AND PARTICIPATION: I expect you to participate in discussions and class work. Points are assigned each day based on your participation. I am interested in what your first thoughts/best thoughts are in these discussions. You will receive full credit for completing the assignments according to the instructions.

BLOG AND DRAFTS: I will frequently assign you blogs and drafts to prepare you for the major assignments. These assignments should be considered "writing practice" and will give you the opportunity to develop your ideas and ultimately save you time as you draft the final work. There is no wrong or right answer in these practice assignments. You will receive full points for following the instructions.

MAJOR PROJECTS: These projects are the accumulation of knowledge gained from reading, reading responses, writing practice, and drafting. If you have completed the discussions, blogs, and drafts for these projects, you should not have difficulty with these projects. I encourage you to reach out to the Writing Center for help on these assignments. All project requirements will be noted in the assignment instructions, so please refer to those for requirements. All major projects are due on Saturday at 11:59 p.m. via Learn.

STUDENT HOURS
One time this semester, you will be required to meet with me outside of regular class discussions to work through a major project. If you miss a conference, you can reschedule it.
I highly encourage you to attend my Student Hours each week to ask questions about the material, assignments, etc. I have seen a correlation between students who come to office hours and better performance on assignments because they came to me to discuss potential obstacles and confusion early in the process. And if my regular office hours are not convenient for you, please talk with me about making an appointment for a different time.

GRADING POLICIES

LABOR-BASED GRADING
In our class, I employ a tactic called labor-based grading. Your work and effort in the class is valuable to me, and therefore, if you do the minimum work, turn in all assignments, don't disappear from the class for more than a 1 week, and participate regularly, you will receive an

"A" grade upon completion of the course. If you have any missing assignments, or if you have not the minimum requirements for an assignment, such as not leaving 2 responses on blogs or discussions or not meeting length requirements, then your grade will dip below an A based on the points assigned to those minimum requirements. Most students earn an "A" or "B" in my classes.

GRADE DETERMINATION
Every assignment will include an explanation of the assignment's grading standards (a grading "rubric"). Each week of our class is worth 6.5% of your grade. The assignments in each week will be equally divided by the assignments in that week, which vary between 5-6 assignments.

Your semester grade will be determined as follows:

Week 1 – 6.5%
Week 2 – 6.5%
Week 3 – 6.5%
Week 4 – 6.5%
Week 5 – 6.5%
Week 6 – 6.5%
Week 7 – 6.5%
Week 8 – 6.5%
Week 9 – 6.5%
Week 10 – 6.5%
Week 11 – 6.5%
Week 12 – 6.5%
Week 13 – 6.5%
Week 14 – 6.5%
Week 15 – 6.5%
Final -- Dreams & Goals = 2.5%

Points-to-Grade Conversion

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

COURSE POLICIES AND REQUIREMENTS

This syllabus is a contract between us. Please recognize that you are responsible for the policies on these pages. However, I do reserve the right to change our schedule and/or assignments based on our class needs, but I will always let you know in advance.

ATTENDANCE & PARTICIPATION

Since we are fully online, your "attendance and participation" is tied directly to 1.) logging into the course on Learn. I am able to see the dates that you log in, and I expect multiple logins every week and 2.) participating in weekly discussions and assignments. You can easily plan your logins and participation around your own schedule. If you fall ill or experience other circumstances that may inhibit you in completing the assignments on time, please email me to let me know.

LATE WORK POLICY

All late work is accepted in this course. You must maintain course progression in order to be eligible to turn in late assignments (you cannot be more than 2 full weeks behind in the course). For example, Mercedes is unable to complete week 6 of the course due to an illness. She picks up on week 7 to stay current and complete week 6 later when she is able.

You may turn in late work at any time for full points—there is no penalty for late assignments since I understand that circumstances are never in our control.

COMMUNICATION POLICY

All communication with me should be conducted through email at annetturner@unm.edu. I will respond to your question through email generally within 24 hours (see exception below). If your question is similar to other questions from students I will respond in class or via announcement on Blackboard. Because I strive for the all elusive work/life balance, I will not respond to any communication on the weekends from Friday at Noon to Monday at Noon. Please plan your communication accordingly.

DROP POLICY

_____ is the last day to drop without a W grade for 100% tuition refund.
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. A drop before the end of the third week in a sixteen-week semester will not appear on your transcript, and you will not earn credit hours or a grade in the course.
   B. Your instructor can drop you from the course at any point in the semester before finals for violating attendance policy.

C. If you, your instructor, or the Dean of Students initiates a drop after the end of the third week in a sixteen-week semester, you will receive a W. Although a W will not earn you credit hours for the course or affect your GPA, it will appear on your transcript.

D. 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.

E. In English, a C or above is passing. When deciding whether or not to drop a course, consider the outcomes of earning either a grade below C or a W. 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. See the above description of a W.

COMPUTER REQUIREMENTS

Access to Learn. This class is supplemented by the Learn classroom management system. You can access it at https://learn.unm.edu/. You will complete a tutorial teaching you how to use this site during the first week of class.

I'll post the syllabus there as well as writing assignments, grading standards, some assigned readings, quizzes, and discussion questions. In addition, you will need to use Learn for submitting most of your homework and writing assignments.

Slack App

Microsoft Word . All writing assignments must be completed in Microsoft Word, and submitted electronically (through the assignment tab) via Learn. Do not submit assignments in any other word processor format (such as Microsoft Works or WordPerfect) because assignments I'll use Word features to comment on your work.

Adobe Acrobat Reader. You will need Adobe Acrobat Reader (which can be downloaded free from the Internet) because you will need Acrobat Reader to access certain documents on Learn.

Technical Support. If you are having technical problems with Learn, you can contact free technical support one of the following ways:

Phone: (505) 277-0857 (M-F, 8am–5pm),

Web: https://learn.unm.edu/.

NETIQUETTE POLICY

As far as communication goes, the online environment is very different from being face-to-face with someone. It is often difficult to understand meaning from tone online, and what you think may be clear in your writing may be exactly the opposite. To help us all understand one another better, I have a few ground rules for communication in this class:

1. Be Respectful

Please be respectful of the privacy of other students, their time, and differences of opinions. It's all right to disagree, but do so respectfully and provide evidence of your own opinion. We live in a beautifully diverse world and this classroom should reflect that.

2. Be Thoughtful

Please take time to read your writing before sharing/posting. Read it out loud to listen to your own tone. If you feel that your writing is confrontational or sarcastic, please revise it to be more polite and consider using emojis to help express emotions if anything could be taken wrong. Also, please assume that your fellow students have good intentions. In

addition, your language matters! You should never post offensive words or slurs in your discussions. Address your responses to the original poster and use their name to be more personal.

3. Be Professional

Please keep all discussions focused on the topics provided. Check to make sure you have cited any sources referenced and please proofread before posting. Finally, please spell out all words (including acronyms for the first reference).

COURSE SCHEDULE
Updated Schedule Available on Learn.

Welcome	https://www.theverge.com/21372574/colleges-online-remote-learning-first-generation-students https://www.insidehighered.com/news/2020/10/15/students-continue-be-stressed-about-college-their-futures	Knowledge assessment quiz? Blackboard intro quiz? note-taking
Week 1 Welcome to college	https://open.lib.umn.edu/collegesuccess/part/chapter-1-you-and-your-college-experience/ Chaper 1.1, 1.3, 1.4 https://www.youtube.com/watch?v=XAFmxJn6Wcg (What are you going to be?) https://www.youtube.com/watch?v=eXw9o4j43iY	Video intro your "why" what are your beliefs about college? Second week to-do list (template)
Week 2 Reading Strategies	https://www.youtube.com/watch?v=faZF9x4A2Vs College Reading https://openoregon.pressbooks.pub/wrd/chapter/use-pre-reading-strategies/ Pre-reading involves detective skills https://writingcenter.unc.edu/esl/resources/academic-reading-strategies/ https://open.lib.umn.edu/collegesuccess/part/chapter-2-staying-motivated-organized-and-on-track/	-Reading notes -Discussion Try one reading strategy with a reading you have this week and write 1 paragraph on your experience. -Write 1 paragraph reflection on the time tracking activity from last week. -Video Discussion: select 1 Time Management tool

	Time Management https://openstax.org/books/college-success/pages/3-2-time-management-in-college https://openstax.org/books/college-success/pages/3-4-how-to-manage-time	and use it. Tell us about your experience with it. -Look ahead to a reading you have this week. Write 3 strategies you will use to tackle this reading.
Week 3 Reading Strategies	http://media-studies.ca/articles/difficult_reading.htm https://www.affordablecollegesonline.org/college-resource-center/improving-reading-comprehension/ video: https://www.youtube.com/watch?v=i2QiVHdFeaQ analyzing prompts https://openstax.org/books/college-success/pages/5-2-effective-reading-strategies (read AFTER the pie chart image, about halfway).	-Prompt reading practice (highlight document/drop comments) -Reading discussion: tools & strategies -Calendar screenshot for upcoming week -Timeline for a current major assignment. -Reflection on pre-reading strategies?
Goals and Time Management (integrate into 2 & 3)	https://openstax.org/books/college-success/pages/3-4-how-to-manage-time https://www.youtube.com/watch?v=E2Rfg_d5WYo (Education/Career Goals) https://www.youtube.com/watch?v=qnfNJGmvNO8 (Education/Career Goals)	Google Calendar/iCal setup screenshot -Upcoming Week Timetable -Timeline for a current major assignment.

		Follow-up on reading plan
Week 4 Writing Strategies	https://openenglishatslcc.pressbooks.com/chapter/code-switching-in-the-digital-age/ https://owl.purdue.edu/owl/english_as_a_second_language/esl_instructors_tutors/esl_teacher_resources/code_switching.html	Outline upcoming paper Write drafting plan Write revision plan -
Week 5 Writing Strategies		
Resources (integrate into 4 &5)		-Notes on 3 resources -2 min video on 1 resource respond to 4
Week 6 Communication		- Discussion on discussions -Email template for interview -notes for an invitation/conversation??
Week 7 Project Planning Strategies		
Week 8 Testing Strategies		Discussion on test experiences Quiz on testing -Testing plan Try one study strategy and write 1 page on your experience -Study plan
Week 9 Managing Conflict		Identify a school/personal conflict

		Write conflict plan (use Canva graphics)
Week 10 Managing Stress		Sleep commitment De-stress checklist Priority tasks by week for rest of semester
Week 11 Preparing for Finals		Finals Week Calendar Screenshot Study/writing checklist for one of your finals
Week 12 Financial Obstacles		Budget 1 scholarship you are interested in
Week 13 Systemic Obstacles		Discussion on systemic issues No homework
Week 14 Other obstacles		No homework
Week 15 Your why		Goals and dreams paper

DEPARTMENT AND UNIVERSITY POLICIES AND RESOURCES

EQUAL ACCESSIBILITY

This course is Universally Designed, meaning it should be accessible to all students regardless of ability. To ensure your equal access to learning in this class, if you have a qualified disability that requires some form of accommodation outside of the course's inclusive design, please contact Student Services at 505.925.8560 to begin the accommodation process.

I recognize that not all students are able to obtain disability diagnoses, so please see me as soon as possible so I can examine the course and provide for any need you have.

Additionally, the University makes reasonable accommodation for religious observances, national origin practices of a student, so if our course falls during a religious observance, festival, etc., and your coursework/progress will be negatively impacted, please email me and let me know.

RESPECTFUL CAMPUS POLICY
I welcome and encourage diversity of thought and experience in my classroom so we can learn from each other. I expect everyone to be a decent human, which means acting with respect and compassion. We live in a beautiful world full of beautiful people that we can learn from and with. I do not tolerate bullying or harassment of any kind and will deal with it swiftly. If you experience or see bullying or harassment in our class, please email me immediately.

CLASSROOM CONDUCT
UNM students and instructors are bound by the terms of the Student Code of Conduct, which is published in the UNM Pathfinder (http://pathfinder.unm.edu/policies.htm#studentcode). I expect you to enter class ready to learn and participate and with a positive and respectful attitude. If you disagree with someone or something, I expect you to handle the disagreement in a mature, compassionate manner. Please notify me if you see any violations of the Student Code of Conduct.

COVID-19 POLICIES
UNM Administrative Mandate on Required Vaccinations
All students, staff, and instructors are required by UNM Administrative Mandate on Required Vaccinations to be fully vaccinated for COVID-19 as soon as possible, but no later than September 30, 2021, and must provide proof of vaccination or of a UNM validated limited exemption or exemption no later than September 30, 2021 to the UNM vaccination verification site. Students seeking medical exemption from the vaccination policy must submit a request to the UNM verification site for review by the UNM Accessibility Resource Center. Students seeking religious exemption from the vaccination policy must submit a request for reasonable accommodation to the UNM verification site for review by the Compliance, Ethics, and Equal Opportunity Office. For further information on the requirement and on limited exemptions and exemptions, see the UNM Administrative Mandate on Required Vaccinations.
UNM Requirement on Masking in Indoor Spaces
All students, staff, and instructors are required to wear face masks in indoor classes, labs, studios and meetings on UNM campuses, see masking requirement. Vaccinated and unvaccinated instructors teaching in classrooms must wear a mask when entering and leaving the classroom and when moving around the room. When vaccinated instructors are able to maintain at least six feet of distance, they may choose to remove their mask for the purpose of increased communication during instruction. Instructors who are not vaccinated (because of an approved medical or religious exemption), or who are not vaccinated yet, must wear their masks at all times. Students who do not wear a mask indoors on UNM campuses can expect to be asked to leave the classroom and to be dropped from a class if failure to wear a mask occurs more than once in that class. With the exception of the limited cases described above, students and employees who do not wear a mask in classrooms and other indoor public spaces on UNM campuses are subject to disciplinary actions.

Communication on change in modality: The university may direct that classes move to remote delivery at any time to preserve the health and safety of the students, instructor and community. Please check your email and your UNM Learn site regularly for updates about our class, and please check https://bringbackthepack.unm.edu regularly for general UNM updates about COVID-19 and the health of our community.

Acceptable masks and mask wearing in class: A two-layer mask that covers the nose and mouth and that is cleaned regularly is acceptable, as are disposable medical masks, KN95, KF94, FFP1 and FFP2 masks. A face shield is not sufficient protection. It is vital that you wear your mask correctly, covering your nose and mouth. Removing your mask for an extended period to eat or drink in class violates the university mask requirement and endangers others.

Consequences of not wearing a mask properly: If you don't wear a mask, or if you do not wear a mask properly by covering your nose and mouth, you will be asked to leave class. If you fail to wear a mask properly on more than one occasion, you can expect to be dropped from the class. If you insist on remaining in the classroom while not wearing a mask, class will be dismissed for the day to protect others and you will be dropped from the class immediately.

The instructor will try to have a few disposable masks available in the classroom on a first-come, first-served basis.

SEXUAL VIOLENCE AND SEXUAL MISCONDUCT

If you or someone you know has been harassed or assaulted, you can find the appropriate resources from the UNM Sexual Assault Response Team here: Phone: (505) 277-3716 (Women's Resource Center); http://sart.unm.edu/index.html. There are several resources available outside UNM that may help as well, such as: Know your IX: http://knowyourix.org/; Not Alone: https://www.notalone.gov/; Clery Center for Campus Security: http://clerycenter.org/. 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/2000/2740.html.

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website (http://loborespect.unm.edu/). Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: https://policy.unm.edu/university-policies/2000/2740.html.

UNDOCUMENTED STUDENTS
As an educator (AND as a human being), I fully support the rights of undocumented students to an education and to live free from the fear of deportation. I pledge full confidentiality to any student who wishes to disclose their immigration status, and I will work with students who require immigration-related accommodations. For more information and/or resources, please contact the New Mexico Dream Team at info@nmdreamteam.org.

OTHER RESOURCES

COURSE RESOURCES

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. 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