

ENG 100 section 501 College Reading & Writing

This class meets Face-to-Face and Online

Mondays 10:30 am to 12:10

Aug 22 to Dec 17

VAAS-124 (Valencia Arts & Sciences rm 124) VAHYB-1 (with some work on our Canvas site)

Instructor: Tricia Hermes

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Office Hours: Mondays 3:00 in A113 or by Zoom at <https://unm.zoom.us/j/99530290031>

"The real importance of reading is that it creates an ease and intimacy with the process of writing . . . reading will pull you into a place (a mind-set, if you like the phrase) where you can write eagerly and without self-consciousness. 'Read a lot, write a lot' is the great commandment."

Stephen King, *On Writing: A Memoir of the Craft*

"Reading is to the mind what exercise is to the body".

Richard Steele, *The Tatler*

Welcome to English 100, College Reading and Writing. Together, we will learn reading and writing skills that will help you produce clear and thoughtful assignments. This course is a hybrid, which means we will do much of the work during our Monday classes and some of the work on our Canvas course site online. You should access the course at XXXXXX. Please know that I am here to assist you. I care a lot about you and your success in this course so please do not hesitate to contact me by email, zoom, or phone with any questions or concerns.

Course Description: English 100 focuses on critical reading, reasoning, and composing practices to prepare students for college-level writing classes. Students develop their reading comprehension and critical thinking used in both personal and academic situations. Students will learn about purpose, audience, and context to develop rhetorical awareness when writing and communicating.

Course Goals: At completion of this course, students will be able to:

- Demonstrate use of a reading process that increases comprehension and retention. These steps include: pre-reading, active reading, and post-reading.
- Demonstrate the ability to summarize various texts while successfully integrating credible source material into new writing.
- Demonstrate use of a writing process. These steps include: prewriting, drafting, revising, and reflecting.

- Produce writing tasks that meet appropriate rhetorical expectations, which include: a clear main idea that focuses the writing; development of adequate, specific, and logical support; organization of ideas within and among paragraphs.

Other Things You Need to Know

Students do not need to purchase a textbook for this course. I will provide the reading materials. But here are a few things you will need:

- Access to a computer with reliable internet connection
- Microsoft Word or Open Office, available free for download through UNM (students must be able to save their documents as .doc or .docx)
- Ability to type, save, retrieve, download, attach, and upload documents
- Ability to log on several times a week to complete or comment on online work
- Ability to check, read, and write messages or emails

Assignments:

<p>Reading and Writing Project One: Personal Letter</p>	<p>Students will practice pre-reading, active reading, and post-reading strategies and learn about the genre of “personal letters”, and how personal letters reflect peoples’ lived experiences and memories. Students will also write their own personal letter to a loved one (family member, friend, pet, etc.).</p>
<p>Reading and Writing Project Two: Media Literacy Evaluation</p>	<p>Students will read and learn about media literacy and the importance of finding accurate information when conducting research. Students will also reflect on their own experiences on how they use or engage with media in their everyday lives.</p>
<p>Project Three: Research Narrative</p>	<p>Students will use their lived and cultural experience to develop a research question on a social/community issue. Students will be introduced to the practice of research, how to plan and organize their research, summarize and cite sources, and reflect on their research process.</p>
<p>End-of-Term Reflection</p>	<p>Students will spend the final week of class writing a reflection essay on the skills they learned and how they hope to apply them in other college courses. This will be added to the three revised projects.</p>

Grading:

We will be using a contract grading system that rewards a grade of B for specific behaviors that promote a process approach to writing, and rewards a grade of A for writing that reflects excellent quality. I am using contract grading in this class because I believe that putting aside the strain of grades has two benefits for you: (1) it creates a learning atmosphere in which you can comfortably stretch and experiment with writing, and (2) it helps you be receptive to meaningful feedback, encouraging attention to and development of elaborated writing processes and genuine revision.

Some studies have shown that contract grading often leads to less worry about pleasing your professor and more about figuring out what you really want to write or how you want to write it; and to be comfortable to take risks with your writing.

The benefit of a grading contract is two-fold: (1) our focus is truly on process, not product. If you engage in the behaviors which lead to learning (becoming a sharper reader, deeper thinker, more resourceful writer), you will be rewarded with a strong grade; (2) the responsibility for your grade (up to a “B”) is yours, not mine. The contract gives you the freedom to engage in the behaviors required for learning, or, if you choose to aim for a grade lower than “B,” to not engage in those behaviors.

You are guaranteed a final grade of at least a “B” if you meet the following six criteria:

1. Show up.
2. Do the readings.
3. Be a living force in the room.
4. Embrace the writing process.
5. Wrestle with perplexity.
6. Complete all work, plagiarism-free.

We will talk more about this on the first day of class.

Final Grade Distribution

Participation = 30%	This includes discussions, individual reflections, reading annotations, and instructor feedback discussions.
Writing projects = 60%	Projects One Personal Letter Project Two Media Literacy Evaluation Project Three Research Narrative are worth 20% each, Additional credit will be offered for students to discuss project feedback with instructor via phone or zoom.

End-of-Term Course Reflection = 10%	The end-of-term course reflection is worth 10%
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Grades:

- 98-100 A+
- 93-97.9 A
- 90-92.9 A-
- 87-89.9 B+
- 83-86.9 B
- 80-82.9 B-
- 76-79.9 C+
- 73-75.9 C
- 70-72.9 C-
- 67-69.9 D+
- 63-66.9 D
- 60-62.9 D-
- Below 60 F

Personal Statement on Equity and Inclusion The University of New Mexico considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UMN expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community. Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <http://oeo.unm.edu/title-ix/> If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify me as soon as possible and/or contact [Accessibility Recourse Center](#)

Our classroom will be a place that has respect for diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

The Writing Center The Writing Center provides help free-of-charge to all members of the University community, including students, alumni, faculty, and staff. They assist writers during all stages of the writing process, from prewriting to drafting to revising. The Writing Center employs undergraduate and graduate students from various disciplines. These Writing Center Tutors are trained to approach tutorials as your peers, acting as engaged readers of your written work.

While you determine the direction of the sessions, Writing Center Tutors can help you understand your assignment as well as help you develop your own ideas for your writing project. They can show you how to revise your paper and can help you with basic skills such as grammar and mechanics as well as strategies like summarizing and paraphrasing. Although tutors can help you identify patterns of grammatical error in your paper, tutors will not proofread it for you or speculate on what grade you may receive.

Academic Dishonesty Policies and Procedures Academic dishonesty is often referred to as plagiarism. Plagiarism occurs when writers intentionally or unintentionally use another person's language, ideas, or materials and present them as their own without acknowledging the source. For more information on the kinds and consequences of plagiarism, click here:

<https://docs.google.com/document/d/1kjClIFkukbp4BMNbH9eKget09F8SI3hmg71H9Y876kE/edit?usp=sharing>

Connecting to Campus and Finding Support: UNM has many resources and centers to help you thrive, including [opportunities to get involved](#), [mental health resources](#), [academic support including tutoring](#), [resource centers](#) for people like you, free food at [Lobo Food Pantry](#), and [jobs on campus](#). Your advisor, staff at the [resource centers](#) and [Dean of Students](#), and I can help you find the right opportunities for you.

Title IX 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. 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>.

Accessibility Resource Center Accommodations: I can make appropriate accommodations that will support you in this class by collaborating with you and the [Accessibility Resource Center](#) (<https://arc.unm.edu/>). It is important that you take the initiative to inform me of your accommodations needs, as I am not legally permitted to inquire. In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact [Accessibility Resource Center](#) (<https://arc.unm.edu/>) at arcsrvs@unm.edu (505) 277-3506.

COVID-19 Health and Awareness. UNM-Valencia is a mask friendly, but not a mask required, community. To be registered or employed at UNM, Students, faculty, and staff must all meet UNM's [Administrative Mandate on Required COVID-19 vaccination](#). If you are experiencing COVID-19 symptoms, please do not come to class. If you have a positive COVID-19 test, please stay home for five days and isolate yourself from others, per the [Centers for Disease Control \(CDC\) guidelines](#). If you do need to stay home, please communicate with me at thermes@unm.edu or 847-833-3181 ; I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let us know that you need support so that we can connect you to the right resources and please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

Land Acknowledgement: Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Course Schedule

Aug 22

Introductions, go over syllabus, Canvas, Classroom etiquette
11 am visit from Trio

Aug 29

Talk about rhetoric, rhetorical triangle, 11 am go to Tour PASOS Resource Center

Sept 5 – LABOR DAY – No class

Sep 12

Begin talking about the genre of Personal Letters, Watch YouTube on how to Annotate
<https://www.youtube.com/watch?v=muZcJXlfCWs>
Show a bit of Eyes on the Prize

Homework: read Letter from Birmingham Jail, annotate and be ready to discuss in class

Sep 19

Go over Letter From B-Jail as class, discuss rhetorical devices at work in piece
Take students to Writing Center for orientation

Sep 26

Brainstorm/pre-writing exercise for the Personal Letter

Homework: Compose the first draft of your Personal Letter and submit it to Canvas by Oct 3

Oct 3

Discuss Media Literacy, visit News Literacy Project <https://newslit.org/tips-tools/>

Oct 10

View YouTube videos on evaluating media

https://www.youtube.com/watch?v=3BAfs_oDevw

<https://www.youtube.com/watch?v=aHAApvHZ6XE>

<https://www.youtube.com/watch?v=sX7EMTjMf6k>

We will come up with ways to evaluate News Media, and using them we will analyze some examples together

Oct 17

Choose a media to evaluate

Homework: compose the 1st draft of your Media Literacy Evaluation and submit to Canvas by Oct 24

Oct 24

Workshop Media Literacy Projects

Oct 31

Read examples of persuasive and researched narratives on a social issue, discuss how the research was presented and how the piece was persuasive

Nov 7

How to research your question

Homework: Using your lived and cultural experiences and curiosity, think up a research question on a social/community issue that you can research and write on for our next project and bring your ideas to class

Nov 14

Homework: Compose the 1st draft of your Research Narrative Project and submit it to canvas by Nov 21

Nov 21

Peer Review or small group workshop on your Research Narrative

Nov 28

Revision- we will talk about how to revise and together decide on the 2 assignments that you will include in your Portfolio

Dec 5

Discuss the End of Course reflection assignment and assembling your Portfolio

Homework: Assemble your Portfolio and submit it by Dec 12

Dec 12 -17 Final Exam Week We will not meet as a class. **Your Portfolio is due Dec 12 by 5pm.**