

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

Fall 2022  
English 1110-501  
Composition I  
M/W 3:00-4:15pm VHAS 105  
CRN: 66306 (16-Week Course)  
Dates: 8/22/2022-12/14/2022

Lizbeth Axelrod, MFA  
Office Location: Valencia Campus  
Phone: 505-633-8259  
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Office Hours: W 1:30-2:30pm & 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](mailto: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 Information**

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

**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).

### **UNM Administrative Mandate on Required Vaccinations**

UNM requires COVID-19 vaccination and a booster for all students, faculty, and staff, or an approved exemption (see: UNM Administrative Mandate on Required Vaccinations). Proof of vaccination and booster, or a medical, religious, or online remote exemption, must be uploaded to the UNM vaccination verification site. Failure to provide this proof may result in a registration hold and/or disenrollment for students and disciplinary action for UNM employees.

**Booster Requirement:** Individuals who received their second dose of a Pfizer or Moderna vaccine on or before June 15, 2021, or their single dose of a Johnson & Johnson vaccine on or before October 15, 2021, must provide documentation of receipt of a booster dose no later than January 17, 2022.

Individuals who received their second dose of a Pfizer or Moderna vaccine after June 15, 2021 or who received their single dose of Johnson & Johnson after November 15, 2021 must provide documentation of receipt of a booster within four weeks of eligibility, according to the criteria provided by the FDA (6 months after completing an initial two-dose Moderna vaccine, 5 months after completing the Pfizer sequence, and 2 months after receiving a one-dose Johnson and Johnson vaccine).

**International students:** Consult with the Global Education Office.

**Exemptions:** Individuals who cannot yet obtain a booster due to illness should request a medical, religious, or online remote exemption (which may have an end date) and upload this to the vaccination verification site.

**COVID-19 Health and Awareness:** UNM 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 via email ([emailaddress@unm.edu](mailto:emailaddress@unm.edu)) or Canvas course messaging; 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.

[Student Health and Counseling](#) (SHAC) at (505) 277-3136. If you are having active respiratory symptoms (e.g., fever, cough, sore throat, etc.) AND need testing for COVID-19; OR If you recently tested positive and may need oral treatment, call SHAC.

[LoboRESPECT Advocacy Center](#) (505) 277-2911 can offer help with contacting faculty and managing challenges that impact your UNM experience.

**Accommodations:** UNM is committed to providing courses that are inclusive and accessible for all participants. As your instructor, it is my objective to facilitate an accessible classroom setting, in which students have full access and opportunity. If you are experiencing physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me after class, via email/phone or during office/drop-in hours (I am not legally permitted to inquire about the need for accommodations). We can meet your needs in collaboration with [UNM Valencia Campus community](#) (505) 925-8910 and/or the Accessibility Resource Center (<https://arc.unm.edu/>) at arcsrvs@unm.edu or by phone (505) 277-3506.

Support: Contact me via email ([laxelrod@unm.edu](mailto:laxelrod@unm.edu)) or Canvas messaging or in office/drop-in hours.

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### Basic Course Policies

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No unexcused late work is accepted in this course. Weekly assignments cannot be made up if a student is absent. Students are expected to attend class, to log in to Canvas 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 class begin. Make sure your computer is on and that you are logged in to begin work in Microsoft Word/Canvas 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.

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### Attendance Policy

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Attendance will be taken at the beginning of each class. 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 classes unexcused 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 may not count as excused absences (always check with me first).

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### Plagiarism

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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/>.

### **Classroom Behavior**

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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 via email to the instructor, or during private office hours. Constant complaining in class discussions or in ZOOM meetings may result in the student being asked to leave that 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).

### **Computer and Technology Policies**

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Students must log in on the computer in our classroom during 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.

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### E-Mail Etiquette

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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 Axelrod” 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.

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### Equal Access

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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>.

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### 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.

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### Assignment Policy

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Unless otherwise specified, all 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 in Canvas in the Course Content and Resources section with links and other resources to help you format your papers correctly.

**MISSED WORK** – *I will allow students to make up missed work.* Exceptions are limited to documented, serious, and inescapable emergencies, such as car accident or hospitalization. If you should miss a speech, you would do well to submit your outline to me in *Canvas* ASAP (for partial credit only).

**ENGAGEMENT** – You can participate best when you are prepared, having done the reading and homework before class. Come ready to demonstrate what you’ve learned. I evaluate your level of engagement – *evidenced by active listening, quality contributions, and productive use of class time* – during and after each class.

**RESPECT** – Public speaking can be very nerve wracking. It is of utmost importance to demonstrate courtesy to your fellow classmates. Each of you will be working for a grade when you get up to present your speech. As such, distractions and inattentive audience can have a negative effect on the speaker. I have zero tolerance for rude or disruptive behavior. Students who persist in such behavior will forfeit points from their own presentation and those points will be awarded to the speaker who was disrupted.

**Disruptions** include: use of phones at all – call, text, surf; cell phone ringing during a classmate’s speech; open laptops or other electronic devices; rummaging through backpacks, grooming, practicing your own speech, general behaviors associated with non-listening, or any other behavior that I deem controllable and inappropriate during a presentation.

**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>.

Support: [LoboRESPECT Advocacy Center](#) and the support services listed on its website, the [Women's Resource Center](#) and the [LGBTQ Resource Center](#) all offer confidential services and reporting.

**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.

Resource: [Division for Equity and Inclusion](#).

**Citizenship and/or Immigration Status:** All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor 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/>.

**Respectful and Responsible Learning:** We all have shared responsibility for ensuring that learning occurs safely and equitably. UNM has important policies to preserve and protect the academic community, especially policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the *Student Pathfinder* (<https://pathfinder.unm.edu>) and the *Faculty Handbook* (<https://handbook.unm.edu>). Please ask for help in understanding and avoiding plagiarism or academic dishonesty, which can both have very serious consequences.

Support: [Center for Academic Program Support](#) (CAPS). Many students have found that time management workshops can help them meet their goals (consult (CAPS) website under "services").

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

### 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 Goodies                     | 100 pts | (10%) |
| • Writing 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     |

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### 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.

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### 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.

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### 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

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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 – ALL Assignments will be posted in weekly modules on Canvas**  
***Assignments are subject to change – be sure to read weekly announcements and modules for updates***

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### **Week One:**

Read Syllabus & Do Syllabus Quiz

Post your intro in the discussion board – Due Tuesday by 10:00pm

Read David Sedaris “Us & Them”

Writing Prompt – Protest Songs



**Week 2:**

Read Memoir - Kaveh Akbar

Read "The Year I Grew Wildly While Men Looked On" by Ashley Ford

Discussion Board – Memoir Topic

Watch Memoir Writing Video

Subject/Verb Quiz – 25 points

Writing Prompt TBD

**Essay 1 Assignment: *Memoir Writing Proposal* due Sunday at 11:59pm 50 points**

**Week 3:**

Writing Prompt TBA in class

Grammar Goodies Review: Sentence Fragments; Comma Splices, Independent & Dependent Clauses and what causes clauses.

Discussion Board: Plot in essays – Paragraph summary of major points in one essay we read this week

Begin Work on First Draft of Memoir

**Essay 1 Assignment: *Memoir Draft* Due Sunday at 11:59pm (50 Points)**

**Week 4:**

Grammar Goodies: Parallelism

Memoir Draft Workshop

MLA Format Assignment

Journal Entry - TBA

Discussion Board – Memoir why

**Essay 1 Assignment: *Memoir Essay Final Revision* Due Sunday @ 11:00pm**

**Week 5:**

Grammar Goodies – Tense and Subject Verb Agreement

Read list of Essays of Interest – pick one or two to look further into for 2<sup>nd</sup> Essay (Argument Research Essay)

Writing Prompt TBA

Discussion Board – post your choice of essay

MLA Format & Source Citations

Read MLA Format Guide and Sample MLA Research Papers

**Week 6:**

Thesis Work

Thesis statement posted in Thesis Discussion board

Read Research Proposal Example

Writing Prompt – what is plagiarism

**Essay 2 Assignment -*Research Argument Essay Proposal* due Wednesday by 11:59pm (50 points),**

**Week 7:**

Read Works Cited Example, Do works Cited exercise

Read - Research Questions & Gathering reliable information and Compiling & Managing Research

Read Annotations Example

Works Cited & In-Text Citations Assignments in class

Journal Entry TBA

**Essay 2 Assignment: *Essay 2 Annotations* due Sunday at 11:59pm (25 points)**

**Week 8:**

Read David Foster Wallace's "Consider the Lobster" and do the assignment (25 points)

Journal Entry TBA  
Discussion Board – Workshop Etiquette  
Grammar: Comma Splices and Fused Sentences  
Begin work on draft of essay 2

**Week 9:**

Writing Prompt – Research questions  
Read “Is Google Making Us Stupid?”  
Journal Entry TBA  
Workshop Groups and blog directions

**Draft of Essay 2 Research Argument Essay - Due in class Wednesday**

**Essay 2 Assignment: Research Essay Draft revised from Wednesday’s workshop due on Sunday at 11:59pm (50 Points)**

**Week 10:**

Revision Work  
Works Cited and in text citations discussion  
Work on revising final essay  
Journal entry TBA

**Essay 2 Assignment: Final Essay 2 Research Argument Essay due Sunday at 11:59pm (100 points)**

**Week 11:**

Writing Prompt – Refection Exercise  
Read Reviews  
Writing Prompt: Watch Movie and write a 250 word review (25 points)  
Read Evaluation Essay Directions  
Pick topic to evaluate

**Essay 3 Assignment: Essay 3 Evaluation essay Proposal Due Sunday at 11:59pm (50 points),**

**Module 12:**

Read - Reports & Evaluations, 13 on Reflections  
Discussion Board on Evaluations - Developing an Evaluation topic and plan; Opinions vs. Facts, Stating an informed opinion  
Journal Entry TBA

**Essay 3 Assignment: Essay 3 Draft Due Sunday at 11:59pm (50 points)**

**Module 13:**

Read - Sample persuasive essay  
Read Internet deception  
Evaluation Essay Workshop groups assigned  
Post in your workshop group by Weds at 10:00pm

**Essay 3 Assignment: Essay 3 Final Evaluation Essay Due Sunday at 11:59pm (50 points)**

**Module 14:**

Journal Discussion, Extra Credit Assigned  
Catch up on Journal entries and discussion board posts  
Final Essay Revision Project discussion board  
Journal Entry TBA

## **Module 15 & 16:**

### **Final Essay Revision Project**

### **Final Grammar Goodies Review**

Two paragraph evaluation of our class (25 points)

Final Journal Entries Due, Extra Credit Due by Friday at 10:00pm

**Final Revision Project Due on Sunday by 10:00pm (150 points)**

## **English 1110Z 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.