

Instructor: Patricia Gillikin

Pronouns: she, her, hers

e-mail: gillikin@unm.edu

Times when I'm available to talk with you and support you—online "Office Hours":

- Mondays 4:30 p.m. to 5:00 p.m. and Wednesdays 3 to 6 at the Writing Center at the Valencia Campus
- Thursdays 12 to 4 at the Workforce Training Center (or Twig)
- In Zoom or by phone at these times and at many other days and times

Email me and I will send you a Zoom link or we will arrange to talk on the phone.

Spring 2022

16 week course, Monday, August 22- Friday, December 9

ENGLISH 1110Z: Enhanced Composition

Section 501, CRN: 66319: Meets in Zoom Tuesdays 6 to 7:30 p.m.

Section 502, CRN: 66321: Meets in person outside the the Lobo Café on the Valencia Campus,
Mondays 3 to 4:30

Land Acknowledgment

The following is quoted and paraphrased from UNM-Albuquerque's website, with my own added thoughts:
<https://diverse.unm.edu/about/land-acknowledgement.html>

“Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia.” This refers specifically to UNM-Albuquerque. The statement goes on to identify “The original peoples of New Mexico – Pueblo, Navajo, and Apache.”

The purpose of statements like this is to recognize the significance of Indigenous peoples' histories and presence in our state and to our university. The statement goes on to say:

“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.”

While that first sentence is specific to the campus in Albuquerque, we are at UNM-Valencia and online in many places so there is more to it than that.

Course Description (per the catalog):

In this course, students will explore argument in multiple genres. Research and writing practices emphasize summary, analysis, evaluation, and integration of secondary sources. Students will analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading, writing, and research. Students will sharpen their understanding of

how writing and other modes of communication work together for rhetorical purposes. The emphasis of this course will be on research methods.

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. out

Library Information Literacy Outcomes

- 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.
- Students will be able to identify what type of database source they have found, e.g. magazine, journal, newspaper, website.
- Students will write a correctly formatted Works Cited page.

Course Texts and Materials

UNM email address and access to UNM Canvas. A textbook is not required for this course.

The Importance of Mistakes/Writing and Reading/Resources and Support Available to You: Informal writing you do in this course—and you will do a lot of it!—is PRACTICE, and will be evaluated accordingly. You need to and are expected to make many different kinds of mistakes in this writing. Why? I can think of at least two reasons: first, you and I need to know what sorts of mistakes you make, so you can then know what you need to learn in order to revise and edit final drafts of formal papers; second, and more important, making mistakes is how you learn. If you never make any mistakes, you'll never learn from them. All of us have many, many things to learn about writing, and so we have lots of mistakes to make.

This means I do NOT grade informal short writings for spelling, usage, grammar, structure, paragraph unity, or even whether they make any sense. I do ask that you do them, and that you try to make them readable. You may want to read repurpose them later in formal projects.

If you do the work of the course and turn it all in on time, and if you participate in figuring out what it is you need to learn, talk with me and your tutors about that, and work to learn it, you have

a strong chance of completing this class successfully. The course is designed so that by doing the work, you practice what you need to learn.

Finding writing and reading to be challenging tasks is normal, because they are both often tough. (Note: the rest of this is going to focus on writing, but it applies to reading too.) I still find writing tasks to be difficult sometimes, and I always will—it’s the nature of writing. If you struggle with writing tasks in this class, then you are being a writer and engaging fully with your learning as a writer, and that does not mean you won’t accomplish your own goals with writing and the goals of the class.

You already have inner resources to do the writing in this class: you communicate out loud and online to many different audiences for many reasons and you hone your language skills as you do so. You also now have the resources that college students have: your teacher, your classmates, and Writing Consultants in the Writing Center.

Let me break that down:

I (and all your teachers) are resources for you to learn. We want you to reach out to us, to meet with us during drop-in (or “office”) hours. I encourage you to email me with questions you have and to let me know how I can support you. **I care about your growth as a reader and a writer and you as a person, and I want you to experience being well-supported in this class.**

Your classmates are a resource: you will get to talk with the students in our class in small groups during class sessions, and you will be part of workshops in which all students respond to drafts-in-progress. You will get ideas from the writing choices your classmates make—and you will in turn inspire them with your own work.

Writing Center Consultants are also there for you. They are students like you who have learned how to tutor writing by listening and asking questions. They don’t have all the answers. They can be there with you as you wrangle with writing. Some people think seeking support from a tutor is a weakness. In fact, it’s a superpower to ask for help and to make use of all the resources available to you. In this class, you’ll meet with consultants as part of the process of composing your major projects, and you can meet with them additionally to that—and there are extra credit points in it, though I hope you’ll mainly do it because you have developed the skills of seeking assistance and of expanding your methods of strengthening your writing, which include talking things through with others and sharing drafts with others.

Grading Policy

50%: Attendance, Participation, and Completion of Weekly Practice Writings and assignments that lead in to the major assignments, including 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 Canvas (in “My Grades”) will be **THIS 50%**, and will include credit for just turning in the final drafts of major assignments and the portfolio.

10%: Average of major assignments (must include first drafts) (Letter grades: will show up along% with points assigned by the instructor attached Learn Final Draft assignments for these

papers)

40%: Final Portfolio (also a letter grade which will show up in comments in Learn assignment)

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 Canvas. Overall, you will be composing three major assignments, one at a time, with many shorter, informal writings leading to these major projects. 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 project, you'll work on revision of the project 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 22 - 28: Preparatory readings and writings

Week Two, August 29 - September 4: Preparatory writing for First Major Project

Week Three, September 5 - 11: First Major Project full draft due; Workshop

Week Four, September 12 - 18: Final draft due, First Major Project and beginning prep, Exploratory

Week Five, September 19 - 25: Building Exploratory Incrementally

Week Six, September 26 - October 2: More Building Exploratory incrementally

Week Seven, October 3 - 9: Exploratory Full Draft and Workshop

Week Eight, October 10 - 16: Exploratory Final Draft Due/Prospectus and early drafting, Local Proposal (Note: Oct. 13 and 14 is Fall Break)

Week Nine, October 17 - 23: Building the Local Proposal (pieces/incremental drafts)

Week Ten, October 24 - 30: More Building the Local Proposal (pieces/incremental drafts)

Week Eleven, October 31 - November 6: Local Proposal First Draft and Workshop

Week Twelve, November 7 - 13: Local Proposal Final Draft and Begin Presentations

Week Thirteen, November 14 - 20: Presentations and Portfolio Revision

Week Fourteen, November 21 - 27: Work on Reflective Portfolio Cover Letter and Presentations; Thanksgiving

Week Fifteen: November 28 - December 4: Presentations

Week Sixteen: December 5 - 9: Reflective Portfolio Letter and Final Portfolio Due

Major Projects

ALL formal writing and homework assignments must be typed and saved as a separate document in order to best facilitate revision. Use a reasonable font and point size (such as 12 pt. Times New Roman). All formal documents should be double-spaced with one-inch margins. Be sure to proofread every assignment you turn in. Drafts—early and final—will usually be accompanied by a self-assessment and reflection.

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 work revised especially for the portfolio, including a Self-Assessment (Reflection Letter) and a final revision of one of the major projects. 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 2nd 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 or your instructor 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. Here is the link to the UNM Academic Dishonesty Policy:

<https://policy.unm.edu/regents-policies/section-4/4-8.html>.

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.

Plagiarism most often occurs because students aren’t aware of how to properly cite sources, or because students become overwhelmed and desperate. However, in this class you will have lots of support when you have to cite sources formally using MLA (the system we use for citing sources)—you aren’t alone in figuring this stuff out. Most of the writing you will do in this class will be informal, and the main thing you do for that is use quotation marks accurately when you quote what we read (and you’ll be doing that a lot). Make sure you quote the exact words while you are at it!

If you are concerned about how you are doing in this course or about a looming deadline you aren’t sure you can meet, please talk with me instead of considering academic misconduct. **You are very capable of meeting my expectations for your writing in this course.**

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.

Attendance Policy: Attendance is extremely important: if you want to pass this course, you must attend class regularly, prepare for class, and participate fully in class activities.

I may drop students who miss class sessions without being in touch with me or doing the make up for the class, or who do not keep up with the work. Similarly, if you consistently fail to participate in the class by not turning in a significant number of assignments or not contributing to group work, you will be dropped.

In the first three weeks of the course, you may be dropped for failing to keep 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. The main/best way is for you to work with a Writing Consultant (tutor) in the Writing Center on one of your writings for this class, including weekly responses.

I am also open to other ways you can earn alternate credit: if an assignment doesn’t work for you or you need to make up some stuff, we can talk about a different way of doing that than the assignments that are already part of the course.

Caregiver Responsibilities Policy: I have great respect for students who are balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges that require you to miss a class, please contact me. There may be some instances of flexibility I can offer to support your learning.

THIS is a policy leftover from teaching this class in person before the pandemic, and applies to those of you attending the class that meets Mondays outdoors:

Children on Campus: According to the Catalog, at UNM-Valencia, “Parents must not bring children to University classes or leave children unattended while at campus activities or conducting business on campus.” This is an insurance issue and cannot be waived. If you experience an emergency involving a child in your care that prevents you from attending class, please be in touch with me.

The following three policies are specifically Zoom related, and mostly apply if you attend the Zoom class Tuesdays. However, if we have to move to Zoom for the Monday class these go into effect—or if you and I meet in Zoom sometime.

How to Do Zoom: It is helpful for me and your classmates to see you during our synchronous meetings in Zoom. If you are able to turn on your video, please do so. When using video, you can use a virtual background; if you don’t, make sure your actual background protects your privacy and is respectful to other classmates. If you are unable to turn on the video, or if you have internet connectivity problems when your video is on, you are welcome to leave it off. (I am going to have to turn my own camera off sometimes because my wifi from home is awful.) I encourage you to upload a picture of yourself if you need to turn off your camera. This will help me get to know you.

Relevant to the “Children on Campus” policy above: I do not have any problem if your children, accidentally or on purpose, ending up joining our Zoom class. We are all mixing our personal and academic lives right now, and I completely get it if you need to step away to attend to

something during Zoom class, including kids. If they or anyone/anything else is especially high volume, it can be good to mute, or I might mute you.

Zoom Adorable Pet Policy: This next is not REQUIRED, exactly, but is an issue worth considering: if you have a cat or dog or other animal, and that animal happens to photo-bomb your Zoom, that is not only acceptable, it is a kindness you do for all of us. If I notice, I may or may not (I totally will) interrupt what I'm saying in Zoom to appreciate your cat or dog etc.

Respect, Difference, and Class Community: We are all going to read and write together and get to know each other fairly well this semester, 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.

In this class, different perspectives, experiences, and identities are valued as a source of strength. These differences include ones based in culture, race, class, gender identity, ability, language, and others.

To be clear: I work from a strengths-based, not a deficit, approach. This means that I focus on the strengths you bring because of who you are. And I do this for all your classmates as well. If you have struggled because of systemic injustices in our society (systemic racism or classism or ableism or ageism or misogyny, etc.) then you bring perspectives that can give you powerful things to say in your writing. If your original language is not English, then you bring us linguistic wealth. If you are neurodivergent, you see things some of the rest of us may not. The ways we are all different are precisely the sources of how we can learn from each other, as readers and writers and people.

I would ask especially that we respect each other's writing and interpretations of the readings/texts/videos we experience together, 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 do an informal writing and find you don't want to share it in Discussions, you can email it directly to me and I'll still give you points. If you have written a rough draft for a 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). 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 Albuquerque 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.
- For UNM Web Conference Technical Help: (505) 277-0857

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

I am also one of the advisors for the Gender and Sexualities Alliance at UNM-Valencia—let me know if you’d like to connect with this student group (there’s a Discord, events, and gaming days).

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. 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 this website: <http://undocumented.unm.edu/>.

DREAM TEAM: I have also 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 by 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 contact the coordinator for Equal Access Services at UNM Valencia, Cheryl Dilger, cdilger@unm.edu.

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 work together to form a plan for your academic success, such as discussing possible adjustments or alternative arrangements as needed in assignments.

Writing Center: Free writing consultation (tutoring) is also available on campus through the Writing Center—in person, Zoom and email appointments. You'll be doing these appointments as part of your major project sequences, and you will be able to earn extra credit for additional appointments.

Pandemic Related Info you'll likely encounter in all your syllabi (with my email address added in the appropriate spot). NOTE: if you need support figuring all this out or accessing a vaccine, ask me—I might be able to help, and if not, I'll find you someone who can:

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 at gillikin@unm.edu; 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.