

ENGL 1120 504 Composition II
Fall Semester : Aug 22 to Dec 17
This course is Asynchronous Online

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Office Hours: Mondays 1:00 – 3:00 or by appointment and Online via Zoom

“Writing is thinking. To write well is to think clearly. That’s why it’s so hard.” ~David McCullough.

Welcome to **English 1120-504**. I look forward to working with you as we learn how to use language to write persuasively about things we care about and to use our brains to challenge and refute weak arguments when we see them. We will learn close reading techniques, how to analyze various texts and how to parse *Fact from Fiction*. You will read and write. My goal in this class is to build your confidence as a writer and thinker. I believe writing is a process, not a product. But you will always be able to revise your writing. You will receive solid feedback from me on your draft and will be able to revise. If this works for you, stick with me and we will explore new genres of writing and communication together.

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.

Course Objectives

In English 1120, you will progress toward the following student learning outcomes:

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

Library Information Literacy Outcomes

1. Students will access Libros library database software and find a book relevant to the writing project.
2. Students will learn how to skim the book and find quotations that are both relevant and appropriate for the paper.
3. Students will be able to identify what type of database source they have found, e.g. magazine, journal, newspaper, website.
4. Students will write a correctly formatted Works Cited

Course Materials

PARTICIPATION & ATTENDANCE IN AN ONLINE COURSE:

We benefit from your presence as a prepared and involved member of our writing community. You will too.

It's important to note that this is not a self-paced course.

- ✓ Expect to log on several times each week
- ✓ Plan to follow the schedule & due dates posted on Canvas

But taking a class online is more than that. Taking classes online can be challenging, but convenient. The ability to access all of your materials online, wherever you are, at whatever time of day is most convenient to you, is a benefit of taking classes online. However, without meeting in person, it's easy to forget about assignments or upcoming tests. You don't have the same level of access to classmates and your professor, which means working more independently, and with less collaboration than a typical college class would allow.

Tip 1- treat this like a regular class- build regular "class times" into your schedule and stick to using that time for course work.

Tip 2 - attend the Monday evening Overview session on Zoom. It will feel a little like a class in that you will get more information from me on the readings and assignments. You can ask me questions and I can help you with stuff.

Textbook

Our textbook is available on our canvas course by going to the Home page, Looking on the list of link on the left, click on Redshelf Course materials, and follow the prompts.

Fall 2022

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+ Module



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☰ ▾ Week 1 Aug 22- Aug 28 ✓ + ⋮

☰ 📄 **Week 1** ✓ ⋮

☰ 💬 **Introduction Discussion Board** ✓ ⋮
Aug 24 | 5 pts

☰ 🎯 **Overview Session Survey** ✓ ⋮
Aug 28 |

☰ ▾ Week 2 Aug 29- Sept 4 ✓ + ⋮

☰ 📄 **Week 2** ✓ ⋮

☰ 📄 **Review of Key Words in Rhetoric** ✓ ⋮

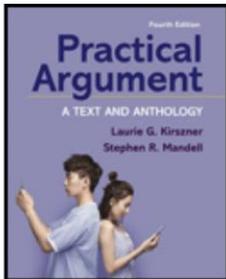
☰ 💬 **Fallacy Discusion Board** ✓ ⋮
Sep 1 | 7 pts

☰ ▾ Week 3 Sept 6 - Sept 11 ✓ + ⋮

Term: FALL 22
Department: ENGL
Course: 1120

Section: 504
Instructor: Hermes

TextBooks



EP PRACTICAL ARGUMENT
Author: KIRSZNER
Publisher: MPS PUB
Edition: 4TH 20
ISBN: 9780000000000
Cover Type: Emailed Product
VitalSource: \$49.99
ebook
Usage: REQUIRED

Assignments & Grade Distribution

Assignments in this class build on one another, so it's important to stay on track and submit all work on time. This course is part of the University Liberal Studies core, and students must achieve a grade of C- or better to receive graduation credit.

Here's an overview of what we'll do and how much each activity counts:

Week 1 Aug 22-Aug 28 <i>Introduction Discussion Board</i>	5 points
Week 2 Aug 29- Sept 4 <i>Fallacy Discussion Board</i>	5 points
Week 3 Sept 6- Sept 11 <i>Summary</i> <i>Reading Response</i>	5 points 5 points
Week 4 Sept 12- Sept 18 Read Chapter 14 Evaluation Arguments	
Week 5 Sept 19 – Sept 25 <i>Evaluation Topic Discussion Board</i>	5 points
Week 6 Sept 26 – Oct 2 <i>1st draft of 4-5 pg Evaluation Essay due Thurs, Sept 29</i>	10 points

Week 7 Oct 3 – Oct 9

Revise your Evaluation Essay

Week 8 Oct 10 – Oct 16 Midterm Week

Topic Discussion Board

5 points

Converse with me on this week's Discussion Board until your topic has been okayed.

Week 9 Oct 17 – Oct 23

Talk to a Librarian about your research process by joining the Overview session on Monday, Oct 10, or dropping in to the virtual reference desk (Tuesday, Wednesday or Thursday between 10m to 2 pm), or email Kat at krg@unm.edu to make an appointment.

5 points

Week 10 Oct 24 – Oct 30

Annotated Bibliography

10 points

This is a standard academic genre that includes a summary and evaluation of each source that contributes to your researched issue. You must have 5 relevant sources, including 2 scholarly sources, for the bibliography.

Week 11 Oct 31 – Nov 6

Thesis Discussion Board

5 points

Converse with me on this week's Discussion Board until your thesis has been okayed.

Week 12 Nov 7 – Nov 13

Peer Review

5 points

You will post a first draft to your small group and provide feedback to your group members

Week 13 Nov 14 – Nov 20

Conference with Prof. Hermes

10 points

You and I will meet in-person or by Zoom to go over your paper. I will provide detailed and personalized feedback.

Week 14 Nov 21 – Nov 27 (Thanksgiving Week)

Revision Week

Read pages 272 – 282 in *Practical Argument*, and using the feedback from our conference, revise/keep writing your Research Argument Paper

Week 15 Nov 28 – Dec 4

Multimodal Project Discussion Board

5 points

This visual assignment will articulate the core of your Researched Argument, using multimodal resources to help the audience grasp your argument. It is due to Multimodal Discussion Board by 11:59 pm Nov 30

Week 16 Dec 5 – Dec 11

Submit your Final Research Paper by Wed Dec 7 by 5:00pm

10 points

100 points

Expectations

Please note that **this is not a self-paced course** with a due date of the last day of scheduled class. This course includes firm weekly deadlines scheduled throughout the quarter. Your CALENDAR lists the schedule and due dates for all assignments. Again, although we are not tied down to meet on a specific day, we will adhere to a weekly schedule that includes many activities, including readings, discussions, assignments, etc. Please review the schedule, and please pay careful attention to deadlines. If you miss an assignment or activity, work very hard to earn the maximum number of points on all subsequent activities. Extra credit is not available in this course.

All assignments are due on the scheduled day at the scheduled time. Assignments must be submitted via the appropriate links on Learn; assignments submitted via email WILL NOT BE ACCEPTED. Should your individual circumstances prevent you from completing your work on time, get in touch with your instructor to discuss a possible extension. You may be allowed additional time to complete your work on a case-by-case basis.

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.

[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](https://arc.unm.edu/) (505) 925-8910 and/or the Accessibility Resource Center (<https://arc.unm.edu/>) at arcsrvs@unm.edu or by phone (505) 277-3506.

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/) (<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/) (<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.

