

## College Reading & Writing – 100-501

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Student Hours: T 3:30-6:00

### 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.

### REQUIRED TEXTS AND TOOLS

- Internet Access
- Canvas
- Purdue Online Writing Lab (online, linked on Canvas)

### SUGGESTIONS FOR SUCCESS

This is a hybrid course, which means you'll do most of the reading/viewing on your own, and we will meet in person only once per week. We will use this in-person time to ensure our understanding of the materials, and workshop our writing as a class.

### CLASSROOM POLICIES

**Student Hours:** Office hours will be held both virtually and in person on Tuesdays from 3:30-6:00 and by appointment.

**Email:** Send any and all questions, concerns, or comments to [nsheppard1@unm.edu](mailto:nsheppard1@unm.edu). I generally am pretty quick to reply during business hours (M-F 9:00-5:00), but if you don't hear from me by the next business day you should send a follow-up email. Additionally, you can expect at least weekly email updates or announcements from me with reminders and updates for the course. In

an effort to maintain a healthy work/life balance I may take longer to respond on nights and weekends.

**Make-Up/Late/Missing Work:** The due dates for the weekly assignments and major projects are suggestions for your benefit. There are no penalties for turning in assignments, essays, or projects late and I don't require a written request or reason for doing so. All weekly assignments, essays, and major projects can be turned in at any time before the end of the semester. With that being said, one of the main benefits of turning in work by the suggested due date is that you will receive feedback in a timely manner that will benefit you in the subsequent assignments, in addition to not being burdened with attempts to complete everything in the final two weeks of the semester. Discussions cannot be made up for obvious reasons, but you are able to miss two without any consequence to your grade.

**Revise and Resubmit:** All major essays or projects are eligible to be revised and resubmitted for a better grade so long as the author schedules a conference with me within one week of receiving their graded essay. The essay must show significant revisions beyond small corrections to be eligible for an improved grade.

**Neurodivergency and Accessibility Statement:** This course is designed to support diversity of learners. As a neurodivergent person myself, my hope is to create an inclusive and accessible environment for all students. If you want to discuss your learning experience, or have concerns regarding the accessibility of the course, please talk to me as early in the term as possible. If you know you have, or suspect you have, any neurodivergency, learning disability, mobility or sensory deficit/impairment, chronic illness, or psychiatric disability (anxiety, depression, bipolar disorder, post-traumatic stress, and others) that limits your ability to fully access and/or participate in this course, you may reach out to me directly to discuss resources, support networks, and/or course accommodations with or without disclosing any diagnoses.

**Policy of Tolerance:** In order to foster a community of learning that is welcoming to all of us, we must engage in discourse that is respectful and kind. In many of our readings and discussions, we will be discussing sensitive topics that challenge your beliefs, thoughts, and opinions. This is to be expected and encouraged in any community of learning! But while we will almost certainly disagree with each other on a variety of things, a healthy and productive discussion or debate must be conducted respectfully and in good faith without personal or prejudiced attacks.

*I will not tolerate any discrimination, harassment, or generally not-nice behavior on the basis of sex, gender, race, ethnicity, age, disability, class, citizenship, religious affiliation, or personal difference in any written, verbal, or artistic expression.*

Consequences for this sort of behavior may include a mandatory conference, a failing grade, or being dropped from the course entirely. Disregarding this policy may also result in being reported to the Dean of Students or the Office of Compliance, Ethics & Equal Opportunity as a Code of Conduct or Title IX violation where applicable.

## UNIVERSITY POLICIES

**Accommodations:** UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center at arcsrvs@unm.edu or by phone at 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, 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>.

**Academic Integrity:** Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

**Indigenous Peoples' Land and Territory 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.

### Plus/Minus Grade Policy:

For determining mid-term and final grades, the following scale will be used:

100-97=A+

89-87=B+

79-77=C+

69-67=D+

59-0=F

96-93=A  
92-90=A-

86-83=B  
82-80=B-

76-73=C  
72-70=C-

66-63=D  
62-60=D-

### **ASSIGNMENT BREAKDOWN**

25% Personal Narrative (750 words)

Tight Five – Students will write a short, funny story from their lives.

25% Evaluation (1000 words)

Film Review – Students will analyze and evaluate a movie from their childhood.

25% Research (1200 words)

The Pitch – Students will develop a researched, persuasive argument.

25% Workshops and Assignments

Throughout the semester, students will be asked to complete various in-class assignments to reinforce learning outcomes. These might include reading responses, writing exercises, quizzes, feedback surveys, conferences, or peer review. All participation work will be graded on a complete/did not complete basis; if you complete the assignment, you get full credit. If you do not, you get a 0. We'll track this on Canvas.

Extra Credit – Points to be determined by Instructor

Any and all participation in tutoring (in writing or any other subject!) or campus events (any UNM main or branch campus!) will earn you guaranteed extra credit, simply forward me the email receipt of your session or write me a quick email.

### **COURSE SCHEDULE (subject to change)**

All course readings/viewings will be available beginning the first week of classes, and all assignments/discussions will open on Monday of the given week. Feel free to read/watch ahead. All “due dates” are set for the Sundays of the given week, but will remain open until Finals Week. Discussions will be closed on Wednesday of the following week and *cannot be made up*. This gives you a few extra days to participate, should you fall behind on the readings, but I highly encourage you to contribute to the discussion as early as possible. Supplemental texts are entirely optional, but will be linked on Canvas.

### **Week One (Aug 21-27) – Introductions**

*August 21 – Classes Begin*

Texts: Course Documents  
“The Danger of a Single Story” by Chimamanda Ngozi Adiche (TEDtalk)

Lecture: Going over course structure, documents, expectations, and how to use Canvas.

Workshop: Who Are You? Who Are They?

Assignment: Using Canvas

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**Week Two (Aug 28-Sept 3) –**

*September 1 – Last day to ADD sections and CHANGE credit hours on LoboWEB*

*September 1 – Last day to CHANGE grade mode on LoboWEB.*

*September 1 - Last day to PETITION for In-State Tuition Classification (continuing students only).*

Texts: “The Writing Process: Invention and Planning” by Crash Course (YouTube)  
“Invention and Planning Techniques” by Crash Course (YouTube)  
“How to Spend a Thousand Dollars on Sushi by Me, An Idiot” by Chris Galletta

Lecture: Introducing the Personal Narrative

Workshop: Freewriting and Looping (What if...?)

Assignment: Invention Strategies

**Week Three (Sept 4-10) –**

*September 4 – Labor Day*

*September 8 – Last day to DROP without "W" grade and receive a 100% tuition refund on LoboWeb*

*September 8 - Last day to ADD sections and/or CHANGE credit hours with form, \$10 per transaction. After this date \$75*

Texts: “Shitty First Drafts” by Anne Lamott  
“The Writing Process: Drafting” by Crash Course (YouTube)  
“Drafting Techniques” by Crash Course (YouTube)

Lecture: Mistakes is part of the process, no perfect writing.

Workshop: Quick drafts!

Assignment: Turn in Draft #1

**Week Four (Sept 11-17) –**

Texts: “The Writing Process: Revision” by Crash Course (YouTube)

Lecture: Revision Techniques

Workshop: Revising with the Writing Center Tutors!

Assignment: Turn in Revisions for essay #1

**Week Five (Sept 18-24) –**

Texts: “3 Ways to Speak English” by Jamila Lyiscott (TEDtalk)  
“The Writing Process: Editing” by Crash Course (YouTube)  
“Editing Techniques” by Crash Course (YouTube)

Lecture: Constructing a Rubric/How do YOU want to be graded?

Workshop: Self-editing (reading backwards) and Peer-review (in groups!)

Assignment: Turn in “Final” draft for essay #1

**Week Six (Sept 25-Oct 1) –**

Texts: RogerEbert.com

Lecture: Introducing Essay 2

Workshop: Essay 1 Reflections

**Week Seven (Oct 2-8) –**

Texts: “Picturing the Personal Essay: A Visual Guide” by Tim Bascom (link on Canvas)

Lecture: Visual/Rhetoric

Workshop: Judging a book by its cover

Assignment: Essay 2 pre-writing (mindmapping/cluster)

**Week Eight (Oct 9-15) –**

*October 12-13 – Fall Break*

Texts: *The Anthropocene Reviewed*

Lecture: Review Practice

Workshop: Review vs. Analysis

**Week Nine (Oct 16-22) –**

Texts: TBD

Lecture: More Review Practice

Workshop: Revising Essay #2 (for depth)

Assignment: Work on Essay #2

**Week Ten (Oct 23-29) –**

Texts:

Lecture:

Workshop:

Assignment: “Final” draft for Essay 2 due

**Week Eleven (Oct 30-Nov 5) –**

Texts: “Write Till You Drop” by Annie Dillard (pdf on Canvas)  
Two-Sentence Horror Stories (selections on Canvas)

Lecture: Sentences!!!

Workshop: Two Sentence Horror Stories

Assignment: Two Sentence Horror Story + Reflection

**Week Twelve (Nov 6-12) –**

*November 10 – Last day to DROP without Dean’s Permission on LoboWEB*

Texts: “A guerrilla gardener in South Central LA” by Ron Finley (TEDtalk)

Lecture: Introducing Essay #3

Workshop: Essay #3 Brainstorming

Assignment: Invention

**Week Thirteen (Nov 13-19) –**

Texts: “Writing for Non-Human Audiences” by CrashCourse (YouTube)

Lecture: Intro to Researching

Workshop: Research Practice

Assignment: Research Summary

**Week Fourteen (Nov 20-26) –**  
*November 23-24 – Thanksgiving Break*

Texts: TBD

Lecture: TBD

Workshop: Essay 3 Pre-Writing

Assignment: Essay 3 Progress

**Week Fifteen (Nov 27-Dec 3) –**

Texts: TBD

Lecture: Final Thoughts for Essay #3

Workshop: Revisions for Essay 3

Assignment: “Final” draft for Essay 3 Due

**Week Sixteen (Dec 4-10) -**

*December 7 - Last Day for CHANGE grade mode with form*

*December 7 - Last Day to ADD sections and/or CHANGE credit hours with forms \$75 per transaction*

*December 7 - Last day to DROP with Dean's Permission with form*

Texts: (None)

Lecture: Preparing for English Composition I

Workshop: Reflection

Assignment: Enjoy Winter Break!

**Week Seventeen (Dec 11-17)**

*December 11-16 – Final Exams*

*December 17 - Last day to report removal of Incomplete*

*December 16 – Commencement*