

English 1110: College Composition I

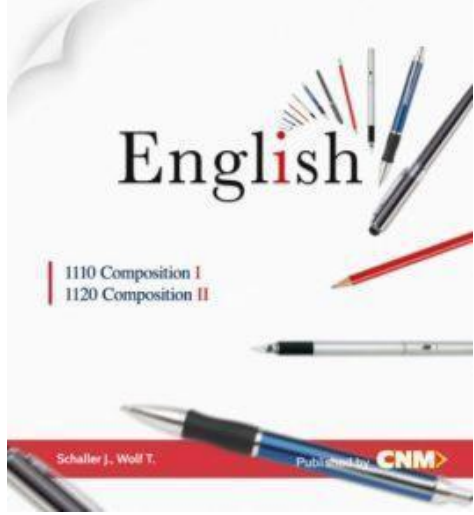
Professor: Steven Romero
Email: sromero179@unm.edu
Text: (505)-429-1179



Use this link to **schedule appointments:** <https://calendly.com/stevenromero/fall-2023-office-hours>

Use this link to **access Zoom:** <https://unm.zoom.us/j/93032820088>

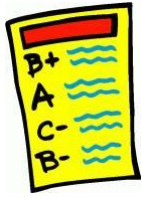
Course Description	
<p>In this course, students will read, write, and think about a variety of issues and texts. They will develop reading and writing skills that will help with the writing required in their fields of study and other personal and professional contexts. Students will learn to analyze 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, reflecting, and editing.</p>	
What You Need	What You Will Learn
<ul style="list-style-type: none"> ✓ <i>English 1110 and 1120: College and Analytical Writing</i> (This is a free textbook which can be found here: https://mytext.cnm.edu/course/introduction-to-college-writing-at-cnm/) ✓ Internet and computer ✓ Access to Canvas (canvas.unm.edu) ✓ Adobe Reader ✓ Microsoft Word or Google Docs 	<p>At the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze communication through reading and writing practices. 2. Employ writing processes such as planning, organizing, composing, reflecting, and revising. 3. Express a primary purpose and organize supporting points thoughtfully and logically. 4. Use and document primary and secondary research evidence appropriate for your purpose and

	<p>audience.</p> <p>5. Employ writing styles appropriate for different genres and audiences.</p> <p>6. Develop and use a variety of reading strategies to increase comprehension of college-level texts.</p> <p>7. Engage with language and editing practices to strengthen meaning in your writing.</p> <p>Essential Skills: Communication, Critical Thinking, Information & Digital Literacy, Community-Engaged Learning</p>
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Class Projects

Name	Project Description	Schedule
Project One: Identity Narrative	Students will explore their personal, community, or social identities and how these identities have shaped who they are, what they value, and how they engage with the world.	August 22—September 26
Project Two: Platica/Digital Cuento	Thinking about Project One, students will explore how their personal experiences reflect broader social/community issues. Students will select a topic relevant to their Identity Narrative, then draft informal interview prompts, and learn about this issue from someone who has experience or expertise.	September 27—October 31
Project Three: Research Portfolio and Reflection	Students will expand upon the topic from Project One, then develop a research question on a particular community/social issue relevant to Projects One and Two. Students will develop research skills by submitting 4-5 activities that showcase their understanding of research. Students will then write a research reflection that discusses what they learned about their topic and process.	November 1—December 5
Final Project: End-of-Semester Reflection	Students will compose a final self-reflection on all the work they've completed as well as new knowledge they've gained over the course of the semester.	December 6—17

Grading Policy



If we think about the goal of education—learning, whether that’s learning a set of skills or concepts, we see that grades are useless. Someone who earns an A in an engineering class may not be able to build a good bridge. Someone who earns a C in a writing class may go on to be a world-renowned novelist.

In fact, several studies that I’ve read in my professional experience, shows that grades inhibit learning. Students get so focused on a grade that they sacrifice actual learning to attain the grade. On the other hand, if you’ve ever taken a yoga class or participated in a sport or been taught how to play an instrument, you received support (and feedback) from an instructor and/or peers, but not a grade, and you probably learned more efficiently (and had way more fun).

If I could get rid of grades, I would. But I can’t. What I can do is think about how to appropriately credit effort and engagement in a way that’s fair and accessible to all students. Each of you will acquire different skills and reach different levels of awareness and understanding of the concepts presented in this class.

This syllabus, the activities, and major projects in this course are designed to ensure that any student who engages in the work has the opportunity to receive full credit (an “A”) by the end of the term. Some of you might be wondering how I will assess you by “engaging with the work”—only you know how much time and energy you can put into any single task, and I will not penalize you based on the “quality” of the work you do.

Instead, **each week you will receive full participation credit by completing a set of activities, which include peer discussions, reading annotations, and personal reflections. After you submit these activities, I will provide notes for you to think about as you work towards the major projects.** That’s it—you do not have to worry or stress about points being taken off for biased grammar “rules” or according to a complicated rubric. With all this in mind, here is how I will assess the major projects in class.

To receive full credit (an “A”) for major projects, you agree to meet the minimum expectations as outlined in the project prompt AS WELL AS fulfill the following:

1.) You submit a complete draft of the project by the deadline.

AND

2.) You submit a post-project reflection with the draft of your project.

OR

3.) You schedule a one-on-one conversation with me via Zoom or phone to discuss your project draft.

If you submit a completed project draft (and nothing else), you will earn a "B" for that project. You can also earn a "B" if you submit an incomplete draft but still complete a post-project reflection or do a one-on-one conversation with me.

Submitting an incomplete draft without completing a post-project reflection or doing a one-on-one conversation with me will earn a "C" or "D" for that project. **If you do not submit a draft at all, you will not receive credit for that project.**

NOTE: You are not expected to submit project revisions because even 15 weeks is not a lot of time to address my feedback thoughtfully and substantially, especially if you are taking multiple classes. However, if you want to do a project revision based on my feedback, you may do so for additional credit at the end of the term.

Finally, if this policy sounds confusing right now, please do not despair! It will become clear as we move through the semester. In the meantime, please understand that I am here to support your learning, not to penalize your efforts in the form of grades.

Final Grade Distribution

Participation = 45%	This includes peer discussions, individual weekly reflections, and reading annotations.
Major projects = 50%	Projects One and Three are worth 20% each, and Project Two is worth 15%.
End-of-Semester Reflection = 5%	The final course reflection is worth 5% of your final grade.

Project Deadlines

For my courses, I will be implementing a tiered deadline policy for all major projects (excluding the End-of-Semester Reflection). For each major unit project, you will see the following information listed and explained on the project guidelines/prompt.

The "Early Bird" Deadline: this deadline is for students who want to work ahead.

The Expected Deadline: this deadline is when I expect most students to submit their projects.

The "Last Call" Deadline: this deadline provides up to one additional week to submit your project and still receive my feedback. You may submit your project after this deadline, but I will not be able to provide feedback on it.

Here's an example of the deadline policy:

"Early Bird" Deadline: September 18

Expected Deadline: September 25

"Last Call" Deadline: October 2

So, to summarize, this deadline policy provides you the flexibility to complete and submit your major projects within fourteen (14) days and still receive feedback. Please note that this policy only applies to the major projects, not module activities such as discussions, annotations, and reflections.

Feedback and Grading Response Time

Students will have a reasonable amount of time to respond and complete all required work depending on the difficulty and specific requirements of each activity/project. In return, I will respond to emailed concerns within 24 hours from Monday through Friday between 9am and 7pm. I will do my best to provide feedback and/or grades on coursework within 2–3 weeks from the submission date. Feedback on projects may be provided in a variety of media including through Zoom communication, email, typed comments, audio clips, and screenshots; all graded coursework can be found in Brightspace.

Participation

Because this is an online class, attendance will be assessed through participation in the weekly peer discussions and individual reflection activities as well as any additional office hour appointments as needed.

Safety and Well-Being

I want to be clear, however, regardless of assigning an arbitrary point system to your participation in this course, my primary concern is your safety and well-being during this time of health, economic, and social distress. Please do not hesitate to reach out to me if attendance and participation is impacted by factors outside your control. I am here to work with you as you navigate these difficult changes in our education and society right now.

Technical Skills

To participate and succeed in this class, you will need to be able to perform the following basic technical tasks:

- **Use Canvas** for our specific course
- **Use UNM email** – including attaching files, opening files, downloading attachments
- Copy and paste within applications including Microsoft Office or Google Docs
- Open a hyperlink (click on a hyperlink to get to a website or online resource)
- **Use Microsoft Office** applications as needed
 - o Create, download, update, save and upload MS Word documents
 - o Create, download, update, save and upload MS PowerPoint presentations
 - o Download, annotate, save and upload PDF files
- **Use Zoom**
- Download and install an application or plug in – required for Zoom and the “Scribe” online annotation tool
- Be open to using software programs that may be new to you. (While these aren’t required, you may want to use different programs to design your projects.)

Web Conferencing

Web conferencing will be an optional method of instructions used in this course. For the online sessions, you will need:

- A high-speed internet connection is highly recommended for these sessions. A wireless Internet connection may be used if successfully tested for audio quality prior to web conferencing.
- A microphone on your computer that works.

Community and Collaboration Statement

This class is built on collaborative learning—studies show that learning from others helps develop new pathways for thinking and strengthen interpersonal communication. Students in this course will actively collaborate with their peers throughout the composition process. The purpose of this is to develop shared critical reflection practices about the composition process so that students build a stronger sense of community among one another. With this, you will be faced with a range of perspectives on many issues. A willingness to hear others’ perspectives is an essential part of this learning process. To make the most of our class, please remember that the classroom (whether face-to-face or virtual) is an intellectual and physical space in which cooperation and respect are essential.



Personal harm in the form of hateful language—racist, sexist, homophobic, transphobic, ethnic, ableist, and/or religious intimidations, and so forth—will not be tolerated.

Please take some time to review the student conduct policy [here](#) and the “netiquette” policy [here](#) for guidelines about how to conduct ourselves in a virtual setting.

Personal Statement on Student Inclusion

As an educator, I am committed to supporting students no matter their sexual orientation, gender, immigration status, race, religion, nationality, or socioeconomic status. I am Safe Zone and Dream Zone certified. For more information on these trainings, please feel free to ask! In general, I am available to listen and support you in a safe and confidential manner. I can also help you connect with resources on campus to address any issues and concerns you may face that interfere with your success at UNM as it relates to you and your lived experiences. My goal is to help all students be successful and to maintain a safe and equitable campus and learning community.

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/1kjClIFkukbp4BMNbH9eKget09F8SI3hmq71H9Y876kE/edit?usp=sharing>

AI and ChatGPT Statement

AI (Artificial Intelligence) and ChatGPT have been at the heart of a lot of academic discussions surrounding issues of plagiarism. As teachers, we are doing our best to understand its ethical uses and impact now and moving forward in education. Personally, as someone who has a learning disability, I find AI and ChatGPT useful in helping me untangle my thoughts and understandings on complex topics, which are the foundation for this

course. That said, I want to make clear my policy (at this current time) on assessing students who use AI and/or ChatGPT for writing activities/projects. We could dedicate a whole semester to discussing the ethical and existential dilemmas, but for now, **here is my AI/ChatGPT policy:**

- **Any student who uses AI or ChatGPT to compose a piece of writing and/or audio file for this class is required to explicitly state when they use it, otherwise it will be considered plagiarism. (Please treat AI/ChatGPT as a citation the same way you would in a research report/essay.)**
- **If I question that a piece of writing and/or audio file is composed of more than 50% assistance from AI/ChatGPT, I will reach out to you directly via email and request a reasonable explanation for why you used it before I offer feedback/ "a grade".**

If anyone has questions or concerns about this policy, don't hesitate to reach out to me!

Student Services and Additional Support Resources

Have questions about our class?

Come to office hours! I have set aside time each week to work with students who need additional guidance outside of class time.

Struggling with school, life, or an assignment?

UNM-Valencia has a variety of resources to help you succeed. Below I've listed a few.

UNM Resource	Services Provided and Contact Information
Tutoring	<p>Writing Consultant Services are free and available at UNM-Valencia. You will have the option to connect with a Writing Consultant for each of your major projects for additional credit this semester. Check out the link below for their services and hours here:</p> <p>https://valencia.unm.edu/campus-resources/learning-commons/index.html</p>
Accessibility Resource Center	<p>If you have learning needs, please speak with me at the beginning of the class about any specific assistance that may be required to support your learning. I am committed to working with student accommodations to ensure a successful learning experience.</p> <p>Should you need to, please contact the Accessibility Resource Center for support staff to assist me with course modifications. The Accessibility Resource Center contact information is: arcsrvs@unm.edu or by phone at 505-277-3506.</p> <p>The UNM-Valencia Equal Access Services (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu.</p>
UNM-Valencia Libraries	<p>UNM-Valencia librarians are research experts who can help you find and evaluate sources and guide you through the process of compiling information. They also offer study spaces for individuals and groups, and they host fun literary events each year. Check out their site for more info: http://valencia.unm.edu/library/</p> <p>We will be working closely with one of UNM-Valencia's librarians in the second half of the course, and they will be able to provide guidance and direction in finding, evaluating, and citing sources for your research project.</p>