

ENHANCED COMPOSITION ENGL 1110Z-502

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Student Hours: T 3:30-6:00 and by appointment

COURSE DESCRIPTION

This course builds upon and refines the writing skills acquired in previous writing courses, with a focus on non-fiction prose. Research, composition, exposition and presentation abilities will be practiced and developed. Through analysis and revision, students will develop strategies to improve the versatility and impact of their writing. Course topics and emphases may vary by section.

REQUIRED TEXTS AND TOOLS

This course has no required formal textbook that you will need to buy. Instead, all required readings will be posted on Canvas.

During our face-to-face class on Tuesdays, you will need to bring your preferred method of writing. This can be your laptop, a rented laptop (available for the semester from the Library), or just a pen and paper. You may also need to access the texts during class, so be ready to pull them up on your laptop or phone, or bring a printed copy.

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. 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	86-83=B	76-73=C	66-63=D	
92-90=A-	82-80=B-	72-70=C-	62-60=D-	

ASSIGNMENT & GRADING BREAKDOWN

Essay 1 – Autobiography of a Writer (200 pts)

For the first essay, you will write a 3-4 page essay exploring your relationship with writing. See Canvas for more details.

Essay 2 – Biography of Place (200 pts)

Students will have the option to write about a place they know and love, or a place they've always wanted to visit. This will be a creative non-fiction 4-5 page essay that explores the history and experience of being in a certain place. See Canvas for more details.

Essay 3 – How to Survive the Apocalypse (200 pts)

Students will write a 4-5 page essay explaining if/how they think the world will “end” and what they think we (as individuals, societies, and/or humans) need to do in order to survive. See Canvas for more details.

Individual Assignments – 15 points each (200 pts total)

Every week, students will be asked to write about 200 words responding to a prompt. These will be submitted on Canvas. You can skip two with no consequence.

Workshop Assignments – 15 points each (200 pts total)

Students will receive 15 points for each workshop they attend (if you show up to class, you get the points!). You will need to submit your verification on Canvas, but we will do this at the end of each class. You can skip two with no consequence.

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)

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: Profiling
- 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: “On Keeping a Notebook” by Joan Didion (pdf on Canvas)
“The Writing Process: Invention and Planning” by Crash Course (YouTube)
“Invention and Planning Techniques” by Crash Course (YouTube)
- Lecture: Writing is hard! But important, right?
- Workshop: Freewriting and Looping (What if...?)
- Assignment: Reflections on 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 Maker’s Eye: Revising Your Own Manuscript” by Donald M. Murray (pdf on Canvas)
“The Writing Process: Revision” by Crash Course (YouTube)

Lecture: Revision Techniques

Workshop: Revising with the Writing Center Tutors!

Assignment: Revisions for essay #1 Reflections

Week Five (Sept 18-24) –

Texts: “How to Write With Style” by Kurt Vonnegut (pdf on Canvas)
“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: “Seeing” by Annie Dillard (pdf on Canvas)
“The Moths” by Mary Oliver (link on Canvas)

Lecture: Nature and Descriptions

Workshop: Go outside and write intensely about a thing

Assignment: Edit and Revise your observations

Week Seven (Oct 2-8) –

Texts: “SNM – An Introduction” by Joshua Wheeler (pdf on Canvas)
“Identity and Culture in Communication” by CrashCourse (YouTube)
“Picturing the Personal Essay: A Visual Guide” by Tim Bascom (link on Canvas)

Lecture: Identity, Culture, and Place

Workshop: Visual Pre-writing (mind-mapping/diagramming)

Assignment: Drawing your Process

Week Eight (Oct 9-15) –

October 12-13 – Fall Break

Texts: “The Gift of Strawberries” by Robin Wall Kimmerer (pdf on Canvas)
“Writing for Non-Human Audiences” by CrashCourse (YouTube)

Lecture: Research Questions and Keywords, Taking Notes

Workshop: Researching Practice

Assignment: Annotated Citations/Reflection

Week Nine (Oct 16-22) –

Texts: “Pale Blue Dot” by Carl Sagan
“We Should Treat Earth As Kindly as we Treat Spacecraft” by Chris Hadfield

Lecture: Earth as Place

Workshop: Revising Essay #2 (for universality)

Assignment: Your Place in the Cosmos

Week Ten (Oct 23-29) –

Texts: “A Ghost is a Memory” by GennaRose Nethercott
“A Haunted House” by Virginia Woolf (pdf on Canvas)

Lecture: Haunted Houses/Ghost Stories as Optimistic

Workshop: Stakeholder activity

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: “Apocalypse” by Junot Diaz

Lecture: Intro to Researching (with Kat?)

Workshop: More Researching!

Assignment: Potential Apocalypses

Week Thirteen (Nov 13-19) –

Texts: “Postcards from the Apocalypse” by Rebecca Roanhorse
“My Nuclear Family” by Alicia Inez Guzmán

Lecture: Kinds of Apocalypses

Workshop: Apocalypse Brainstorming

Assignment: Annotated Bibliography Due

Week Fourteen (Nov 20-26) –

November 23-24 – Thanksgiving Break

Texts: “Survival of the Richest” by Douglas Rushkoff

Lecture: Presentation Options & Strategies

Workshop: Brainstorm Presentation Ideas

Assignment: Essay 3 Pre-writing

Week Fifteen (Nov 27-Dec 3) –

Texts: “To Live in the Ending” by Alyssa Harad

Lecture: Final Thoughts

Workshop: Work on Presentations/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: Student Presentations

Workshop: Student Presentations

Assignment: Rest, recover, and reflect

Week Seventeen (Dec 11-17)

December 11-16 – Final Exams

December 17 - Last day to report removal of Incomplete

December 16 – Commencement