

**University of New Mexico-Valencia Campus**  
**English 1120: Composition II**  
**Policy Syllabus**

Fall 2023  
English 1120-501  
Composition II  
M/W 12:00pm-1:10pm VABS 124  
CRN: 66347 (16 -Week Course)  
Dates: 8/21/2023-12/10/2023

Lizbeth Axelrod, MFA  
Office: Arts & Sciences Bldg CU 113  
Phone: **505-633-8259**  
E-mail: [Laxelrod@unm.edu](mailto:Laxelrod@unm.edu)  
Office Hours: Wed 10:30-11:30am  
and by appointment

Welcome to **English 1120-501**. I look forward to working with you as we learn how to use the English language to convincingly argue in favor of 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*. This will not be an easy-breezy class. I will make you read and I will make you write. My goal in this class is to build your confidence as a writer and thinker. 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.

**Required Texts and Materials**

- *Bright Lights, Big City*, Jay McInerney, ISBN: 0-394-72641-3 Available on Redshelf in our Canvas Shell
- UNM email address and access to UNM Canvas Learn
- Access to Zoom (preferably a zoom account)
- Access to internet and Microsoft Office (available on UNM-VC computers)

For assistance with course-related questions, I am available to meet with you during regular office hours. (See office hours above) If you cannot meet during these times, let me know and we can schedule an appointment. You can also reach me by e-mail at [laxelrod@unm.edu](mailto:laxelrod@unm.edu) during normal business hours from 8:00 AM to 5:00 PM, M-F. Please allow 24 hours for a response.

**Instructor Biography:** Lizbeth Axelrod, MFA has been teaching undergraduate English and Writing for close to a decade, motivating her students to discover the passion and nuances of the written word. She teaches Writing & Rhetoric, Writing & Literature, Composition 1&2, Technical Communication 1 & 2, Contemporary Literature, and Creative Writing. She has held previous academic appointments at State University of New York, Westchester Community College, City Tech, The New York City College of Technology, and she currently teaches at CNM as well as UNM Valencia. Liz received her MFA from the New School for Public Engagement, NYC in 2013. She was Managing Editor of the [New School's Literary Journal - 12th Street](#). Her work has been published in Yes Poetry, The Rumpus, The Brooklyn Rail, Electric Literature, The Ampersand Review, Wicked Alice by Dancing Girl Press, Counterpunch.com, and many more. Her first book of poetry, *Go Ask Alice* (June 2016) was a finalist (5th Place) in the Finishing Line Press New Woman's Voices Competition. She also writes book reviews, and her work has been published in The Brooklyn Review, Boog City Press, Kirkus Reviews, and Publisher's Weekly. She was founder, co-host and curator of the Cedarmere Reading Series in the home of William Cullen Bryant (2014-2018). You can find more about my creative writing life here: [www.yourmoonsmine.com](http://www.yourmoonsmine.com)

### **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 Literacy**

Students will access Libros and find a book relevant to the writing project.

- Students will learn how to skim a text or document 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.

**Some important stuff to keep in mind:**

- The assignment syllabus is a tentative schedule. Any changes will be announced and the assignments will be posted in our Canvas Weekly Learning Modules
- Most assignments will be due on Sundays at 10:00pm.
- No emailed essays will be accepted, all assignments will be posted on Canvas
- Late essays will be docked 5 points per day after due date.
- Abbreviations are used to identify our texts: *ICW = CNM Online Intro to College Writing*  
*BLBC = Bright Lights Big City*

**Required Work and Grading**

All formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font.

Grades will be determined on a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (1000-900 points); 89-80% = B (890-800 points); 79-73%= C (790-730 points); 69-60% = D (690-600); and below = F. You need a “C” (73% or 730 points) to pass this course.

**Points Breakdown**

3 Essays: 100 points each	300 pts
3 Essay Proposals ( 25 points each)	75 pts
3 Annotation or Reflection Essays (25 each)	75 pts
Weekly Journal Entries	100 pts
3 Peer reviews (15 each)	45 pts
3 Writing Workshops (10 each)	30 pts
1 Oral or Group Presentation	75 pts
Grammar homework & quizzes	100 pts
Final Portfolio	200 pts
<b>Total Possible Points</b>	<b>1000 pts</b>
Possible Extra Credit:	100 pts

## **UNM Covid 19/Health & Accommodations Information**

COVID-19 Health and Awareness. UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to class. If you do need to stay home, please communicate with me at [ ]; I can work with you to provide alternatives for course participation and completion. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. Please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

Support:

[PASOS Resource Center](#) (505) 925-8546, <mailto:pasos@unm.edu>. The Resource Center is an on-campus center that serves as a “one-stop” for all non-academic needs of UNM-Valencia students.

[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

**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](mailto:arcsrvs@unm.edu) or by phone at 505-277-3506. The [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at [sjclawson@unm.edu](mailto:sjclawson@unm.edu).

**Support:** Contact me via email ([laxelrod@unm.edu](mailto:laxelrod@unm.edu)) or Canvas messaging or in office/drop-in hours. Or Contact the [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at [sjclawson@unm.edu](mailto:sjclawson@unm.edu)., Or [Accessibility Resource Center](#) (<https://arc.unm.edu/>) at <mailto:arcsrvs@unm.edu> (505) 277-3506.

## Basic Course Policies

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No late work is accepted in this course without prior permission from the instructor. Weekly writing prompts cannot be made up if a student is absent. Students are expected to attend class and optional Zoom meetings if needed, to log in to Canvas in the classroom and at least twice weekly at home. Be prepared to work when class begins. Open up your notebook, have your pen ready, and be prepared to take notes when class begins. Make sure your computer is on and that you are logged in to begin work in Microsoft Word/Canvas Learn. **Because we use the computers every day, having your NetID and password is mandatory for success in the course.** No talking is allowed during the lecture. No cellphones are allowed in class. There is a zero tolerance policy for any of these actions. Students who do not comply will be asked to leave without warning and will receive a zero for the day's activities.

This is a three credit-hour course. Class meets for two 65-minute sessions of direct instruction for fifteen weeks during the Fall 2023 semester. Please plan for a *minimum* of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

### Resources to support study skill and time management are available through

#### [UNM-Valencia Learning Commons \(Tutoring\)](#)

Tutoring is available to you in math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In person tutoring is in these centers in the LRC (the building that also has the library). Tutoring in Zoom and, for writing, through email, is also available.

Making use of tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. **To schedule an appointment, please go to: [Learning Commons Bookings](#)** If you are making an email appointment with the Writing Center, email your draft to [tutor@unm.edu](mailto:tutor@unm.edu) after you fill out the form above. If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email [tutor@unm.edu](mailto:tutor@unm.edu). You'll get answers during business hours Monday through Friday. The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#).

[Center for Academic Program Support](#) (CAPS). Many students have found that time management workshops can help them meet their goals (consult ([CAPS](#)) website under "services").

## Attendance Policy

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Attendance will be taken at the beginning of each class. Missing class is not an excuse for being unprepared. If you are absent, it is your responsibility to keep up with reading, get class notes from a fellow student, and /or see me during office hours if you have questions about the material. Students who miss the first week of classes will be dropped. Students who miss more than 4 classes without a written doctor's note will be dropped. Arriving 10 minutes after class starts counts as an absence. Excused absences include documented hospitalization or other documented, unexpected extreme emergencies. If excessive absenteeism that falls under the purview of "excused absences" continues, I reserve the right to drop students from the course. Please note: doctor's appointments, child-care, court dates, and job scheduling conflicts do not count as excused absences.

## **Plagiarism**

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Any form of plagiarism including using *AI* to write your papers is unacceptable and the paper in question will receive a failing grade. Plagiarism means using language and/or ideas without acknowledging their source, copying directly from websites and AI Generated writing. Plagiarism includes such activities as copying another student's papers or ideas, downloading and turning in papers from the Internet, or copying passages from outside sources without proper documentation. We will have a class discussion and assignment on Plagiarism. There will be additional resources on Canvas as well. Plagiarism may also result in failure of the entire course or disciplinary action by the University.

To learn how to avoid plagiarism, students can speak to me, consult a tutor, or refer to <http://library.acadiau.ca/sites/default/files/library/tutorials/plagiarism/>.

## **Classroom Behavior**

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While I do not expect problems when working with adult learners, these policies ensure a safe and productive classroom environment. The following policies are listed in the University of New Mexico Student Handbook.

- 1) Students must treat one another and the instructor with respect. Derogatory remarks or name-calling is prohibited.
- 2) Students should not interrupt classroom lectures or discussion with non-related comments.
- 3) Students may discuss complaints about the course with their instructor; however, the students must do so in the proper environment, such as the instructor's office during office hours. Constant complaining in class may result in the student being asked to leave for the day's lesson; continued complaining after the first warning may result in the student being dropped from the course.
- 4) Students should not yell or curse at other students or at the teacher. Class time is a professional learning environment. Obscene language will not be tolerated.
- 5) Sexual harassment will not be tolerated.
- 6) Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. The offending student will be asked to leave for the day and may be dropped from the course. Security will be called. Intoxication, physical assault and or battery, violence, stalking, or threats fall into this category.
- 7) Students must not threaten the instructor concerning their grades. This type of behavior is considered harassment and/or verbal assault. Security will be called.
- 8) If you ever feel unsafe on campus, please call security at (505) 925-8570.

## **NETIQUETTE STATEMENT:**

Netiquette is a set of rules for behaving properly in an online class.

In our class we will follow the following rules: Be considerate of your fellow students. No swearing or hate speech in the forums. All opinions are welcome, but they must be backed up by facts and reliable sources. No one is allowed to inflame or coerce another student's beliefs, ideas, or assumptions. Everyone has different points of view and debate is a large part of the discussions in this class. Speeches & Debate must be respectful, collegiate, informed and constructive – and it must stay in our class. Proper use of MLA format, grammar, and tone is required in all formats of this class (discussion boards, email, messages, written responses, workshops and writing assignments).

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### **Title IX Statement**

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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). **Our classroom is a designated “Safe Space.”** For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

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### **Computer and Technology Policies**

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Students must log in to their classroom computers on the scheduled class meeting times with materials in hand. Save your work often and have a back-up file so as to avoid losing your work. Using computers during class time for entertainment, social networking, or personal e-mailing is strictly forbidden. Students who violate this policy will be asked to leave and counted absent for the day. The same rule applies for cell phones. Cell phones must remain off and stored away from work areas. No texting or phone calls are allowed.

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### **E-Mail Etiquette**

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In general, e-mails that you write to me during the semester should include professional language, addressed with a subject heading including the type of question you are asking. For example, “Essay 1” would be an appropriate subject heading for a question regarding the first essay. E-mails should also include a salutation. For example, “Dear Professor Axelrod” would be an appropriate salutation for an electronic message. Be sure to sign your first and last name, and proofread your e-mail for grammatical errors. Please avoid text-speak. Learning to write professional e-mails early on is a skill you need as you progress to higher academic levels and further career pursuits.

## Assignment Policy

Unless otherwise specified, all formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font. Essay length requirements are 750-1000 words each, or 3-4 pages. MLA specifications and help are available on our Canvas in the Course Content and Resources, and Grammar Goodies section.

## **Class Calendar & Assignment Syllabus**

*The assignment syllabus is a tentative schedule of assignments. I reserve the right to make changes, add assignments, or delete assignments from this syllabus – the Weekly Learning Modules in Canvas will be where to find the definitive assignments.*

### **Week 1**

Introduction to English 1120, Introduction to Canvas Learn, Syllabus Overview, Student Introductions. Review core rules of Netiquette (on Canvas)

**Read Syllabus**; Purchase Book and Flash Drive; Secure Internet/E-Mail Access

**Read Chapter 5** “Understanding Logic & Recognizing Logical Fallacies” (on Canvas) Discussion on elements of Chapter 5 – False Dilemma, Hasty or Sweeping Generalizations, Red Herrings, Exercise 5.10

**Read** “Why I Write” by Joan Didion

Discussion Board Intro and Journal One Assignments

### **Week 2**

Introduction to Rhetorical Analysis Essay 1, Discussion of Argumentative Writing, MLA, Essay Proposal 1 – topics discussion Overview of Research Methods & MLA Format Requirements, Plagiarism, Sample Works Cited Page, Citation Worksheet (on Canvas and in Class)

**Work on** Essay Proposal 1, Writing Assignment 2 (Thesis Writing Exercise) Complete Citation Worksheet. **Read** <https://mytext.cnm.edu/lesson/rhetoric-and-argumentation/> &

<https://mytext.cnm.edu/lesson/drafting-your-paper/> **Read** Sample MLA papers (draft and finished paper) on Canvas in Course Content & Resources, work on essay 1 draft

**Due:** Essay Proposal on Canvas in assignments area by 10:00pm

Journal Entry 2

### **Week 3**

Discuss Online Workshop Session for Essay 1: Use Workshop Guidelines from Canvas Course Content & Resources. How to use the Workshop groups online. Annotations in class

Post three links to Opinionated Articles or Advertisements in Writing Prompts & Journals – annotate and define using terms from *PA* Chapter 5, be prepared to discuss one of them in class.

**Due:** First Draft Essay 1 for workshop group in class.

Continue work on Essay 1, post comments in Essay Workshop Group Critical Reading activity (from opinionated articles) Read one Essay of Interest (on Canvas), annotate

**Workshop Day – Draft due in class**

Journal Entry 3

**Week 4**

Discussion of workshop group experience, Source Citation and Annotation Workshop  
 Annotation Links on Canvas in Course Content & Resources – in class properly cite and  
 annotate. Read: <https://mytext.cnm.edu/lesson/writing-for-different-rhetorical-situations/> &  
<https://mytext.cnm.edu/lesson/rhetoric-and-argumentation/> Introduce Rhetorical Argument  
 Essay, Begin Grammar Work – Sentence structure basics. Sentence Structure assignment on  
 Canvas,

Final Draft of Essay 1 on Canvas – Sunday at 10:00pm

Journal Entry 4

**Week 5**

Introduce **Essay #2** – Introduce Argumentative Research Essay paper topics, revision  
 and proper format. Read: <https://mytext.cnm.edu/lesson/sample-argument-and-persuasion-essays/>

Start working on Essay #2 Proposal

Read “The Politics of Language” George Orwell

Work on essay #3 Proposal Draft

Work on Essay #2 Draft, finish reading assignments, Journal entry 5

Essay #2 Proposal in Assignments on Sunday @ 10:00pm

**Week 6**

Annotations & proper in-text citations, Essay 2 – What kind of argument will you make?

What is your topic – what do you want to argue?

Read – <https://mytext.cnm.edu/lesson/developing-an-analysis-from-a-critical-reading-of-examples/>

Journal Entry 6

**Week 7**

Work on Essay 2 Draft

Writing Reflection – thoughts on argumentative essay in Writing, Prompts & Journals

Grammar Review-Run On Sentences, Parallelism, Subject Verb Agreement

Finish Essay #2 Draft, prepare for in class workshop

Journal Entry 7

**Week 8**

Essay 2 workshop w/grammar; Sentence Structure, four types of sentences, Grammar worksheet

Write how your essay 2 has improved with your readings Essay 2- Discussion on different types

of Arguments, Rhetorical Strategies worksheet. Pick a Rhetorical Strategy, write how you are

using it in your essay, Essay 2 Draft Posted on Canvas in Assignments area by Sunday at

10:00pm

Journal Entry 8

**Week 9**

Different Types of Arguments continued: Evaluation, Ethical, Proposal  
 Annotate the three essays – post in Writing, Prompts & Journals, and finish Essay 2  
 Continue work on Essay 3 – Source & Argument evaluation  
 Revise sources and Argument if needed  
 DUE: Essay 2 – Sunday @ 10:00pm on Canvas  
 Journal Entry 9

**Week 10**

Begin Essay 3 Discussion – Literary Analysis & Argument – Introduce  
*Bright Lights Big City* by Jay McInerney  
 Read *Bright Lights Big City* to Chapter 3 (On Canvas or book)  
 Keep reading, Writing Reflection  
 Essay Topic discussion, BLBC discussion  
 Continue Reading BLBC  
 Journal Entry 10 - Writing Reflection - BLBC

**Week 11**

BLBC Pages 56-80 discussion in class  
 Discussion on Grammar usage: Subject Verb Agreement, Tense, Second Person Voice in BLBC  
 BLBC – Read pages 80-128 Discussion BLBC “Coma Baby Lives”  
 Finish reading BLBC – Read 128-182,  
 Journal Entry 11

**Week 12**

Film Screening *Bright Lights Big City*  
 Read article on Jay McInerney “Yuppies in Eden” on Canvas  
 Reflection on *BLBC* – *compare movie to book*, post in Writing, Prompts & Journals  
*BLBC* movie continued – class discussion.  
 Independent Writing and Research on Literary Analysis of BLBC  
 Essay 3 Proposal topics, Grammar goodies  
 Essay Proposal 3 – pick thesis topic, do draft, find articles to compare and contrast and support  
 Your thesis and ideas. Check into third Essay Group on Canvas, make introductions.  
 Start essay #3 draft  
**Essay 3 Proposal** Due on Canvas Sunday, at 10:00pm, Journal Entry 12

**Week 13**

In class online workshop on Essay #3  
 Essay 3 revisions based on workshop  
 Work on Essay 3  
 Essay #3 Discussions and in class writing, revisions  
 Journal Entry 13  
**DUE: Essay 3** by Sunday @ 10:00pm

**Week 14**

Grammar Review/Final Portfolio Discussion

Pick Revisions – work on grammar sentence revisions on Essay 3

Review Grammar readings; Do any unfinished Quizzes

Add one more source to each essay you choose for revision.

Annotate and revise

Journal Entry 14

**Week 15**

Extra Credit discussion and assignment info

**HW:** Work on Portfolio Revisions

Journal Entry 15

Extra Credit Assigned

**Week 16**

Work on Portfolio Revisions, final reflection

**DUE:** Final Portfolio Online (**No late portfolios will be accepted**)

**Journal Entry 16**