ENGLISH 1110-504 *Composition I*
Fall 2024
Tues/Thurs 12-1:15PM ARTS 127
Professor Dr. Anicca Cox (she/her)
Office: Arts 115

Office Hours (F2F or Online):
T/TH 1-3PM, Weds by appointment
Zoom: https://unm.zoom.us/j/5943935118
Email: anicca@unm.edu

Welcome to **English 1110 Composition I.** My goal for this course is to build classroom community in the ways that both our in-person and digital learning environment will support and to provide a meaningful, engaging space for you to learn about yourselves and your peers as you develop your writing practice.

Course Description (per the catalog):

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, revising, and editing.

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).

Instructor Availability

- Weekly in person and Zoom office hours that you can attend to ask any questions, get additional feedback, etc. To schedule, talk to me in class or email me.
- Email availability: I plan to answer email each day M-F during reasonable working hours (8-5 ish). I will check email in the mornings consistently so if you email the night previous, expect to hear from me early the next day. I will not let email response lapse longer than 24 hours but usually it will be less than 8 hours. I will, however, not be doing email correspondence at night or weekends.

Important Information about Workflow
- Major assignments have the following parts:
    - *Phase 1*: Inquiry/Invention that might include free-writing, brainstorming, outlining, writing key questions for the project, mapping, etc.
    - *Phase 2*: Information gathering and analysis of that information that might include various kinds of research activities from reading, library research, interview work, or other kinds of research work.
    - *Phase 3*: Drafting
    - *Phase 4*: Peer Review
    - *Phase 5*: Revision
    - *Phase 6*: Reflection
- I will grade within a two-week window but typically it is sooner than that. My goal is always one week.
- All major projects may (and probably will be) revised.
- Documenting/storing your work: you will need to set up either a OneDrive or a Google Drive to store your work and share that with me so I can provide feedback and so you can save multiple versions and not lose any work.

Deadlines
We will use a grading model called "specs grading" which allows for flexibility and student-guided feedback and assessment. See section on grading for the outline of this process.

Using specs grading, deadlines work as follows:
   - *Best if by date*—the first due date, eligible for full credit.
   - *Passes the smell test*—within one week of first due date for -%10 of full credit
   - *Needs time for revision*—revise based on my comments within 1 more week for -5%, or two weeks (that it takes you to revise) for -10% of full credit (mostly, this is where folks will be).
   - *Expired*—two weeks past original due date and I've seen nothing from you.

Students who do not log in in the first week will be dropped.

Course Projects

Major Projects + Revision Project	60%
Low-Stakes Writing Assignments (discussion boards, etc.)	20%
Reading Responses	20%

Course Units

Unit One: Self-Study, Learner Narratives	The first part of the class will engage you in a kind of self-study that is aimed at helping you gain some understanding about two things: process and your own motives/approach to/experience of being a learner. This knowledge will be something we can use to examine personal histories, goals, and

	experiences as well as your connection to others in your life.
Unit Two: Artifact Analysis	Moving outward from your own self-study, this project involves choosing an "artifact" of social, personal, cultural, political, public, technological or historical significance. From there, you will compose an analysis of that artifact, telling your audience what it is, what its significance is, and what we should know about it, using research to back up your ideas.
Unit Three Remix	In this project we'll play with remixing ideas, multimodal composing and rhetorical strategies.
Unit Four: Revise, Reflect, Design	In this project, you will be asked to look at your work this semester—all of it, from peer review to reading responses, smaller assignments, to major ones and to do two activities: first, work on any revisions you would like to make and second, compose a detailed analytical reflection on that work across the semester.

Required Work and Grading:
We will write in a number of genres and formats for this course. I will let you know about those formal conventions for each assignment. For example, an academic assignment might follow MLA format, be in Microsoft Word (or Word compatible), and be double-spaced in a 12pt, Times New Roman font. A podcast assignment will verbally credit sources and use informal language, etc.

You need a "C" (73% or 730 points) to pass this course.

Grade scale:

Score	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D

60-62	D-
0-59	F

Student Privacy: Student privacy is strongly protected by professors at UNM-VC. The federal FERPA strictly prohibits the instructor or administrators from talking to anyone but the student about his/her progress. If a student has questions about a grade on an assignment or about the final grade for the course, FERPA dictates that the student is the only one who may speak to the instructor regarding their grades. All other outside requests for information release must be sent to and approved by the UNMVC registrar: (505) 925-8580 http://www.unm.edu/~unmvc/Admissions/admiss.htm

Navigating the Course

- Get comfortable with both Canvas and Eli Review. We will practice in class but it is very important that you ask questions about both of these platforms.
- Be familiar with your syllabus. It is located on the Canvas home page. Refer to the syllabus throughout the semester when you have questions. Or of course, make use of my office hours.
- Create a routine—here is a suggested routine to help you get started.

  1. Log on! Check Canvas regularly for updates, announcements, things that are due, etc. Make sure you have all materials you need to complete the assignments, such as page numbers or links, files for reading, etc.

  2. Read the assignments actively, highlighting important ideas. Use any resources (dictionaries, asking questions, etc.) to help you acquire the information the session is trying to relay. Be pro-active and disciplined in your study habits.

  3. Check your email regularly!! Watch for new announcements.

  4. Importantly, give yourself ample time to submit work well before the deadline. You can submit work right before deadlines, but this practice is risky. For example, computer failures or Internet and Canvas outages may occur. Plan for problems like these because meeting deadlines will help you successfully complete the course.

Tutoring: Free online tutoring is available through the Writing Center.

Required Materials
- A student subscription to Eli Review, our peer feedback software
- UNM email address and access to Canvas

- Access to Internet and Microsoft Office
- Access to Google docs (probably)

Attendance Policy and Overall Participation

The Covid-19 Pandemic has increased our access to flexible work and learning structures through the Internet. However, this is an in-person course and it is workshop based. For that reason, your attendance and participation is critical.

Total absences available to you: 3

Late work for smaller assignments: 0

Late work for major assignments: See grading description in our Canvas site.

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: http://undocumented.unm.edu/.

Academic Integrity/Plagiarism: Plagiarism means using language and/or ideas without acknowledging their source. Plagiarism includes such activities as copying another student's papers or ideas, downloading and turning in papers from the Internet, or copying passages from sources without proper documentation, or rephrasing an author's ideas and presenting them as the student's new, original thoughts. Plagiarism in this course may result in one or more of the following consequences: failure of the assignment, failure of the 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/tutorials/plagiarism/

AI Statement: Ok, so, it's complicated. With the introduction of software like ChapGPT, using online software to assist in writing has become ever easier. Most institutions view use of these products as a violation of academic integrity. But, it is also a tool we now have to think about our writing that can be useful. So, here is my orientation to it: I discourage you from using the software to write your assignments, in fact, I ask that you do not. Meaning, if you put a prompt from our class in and turn in something AI wrote, that's a big NO from me. HOWEVER, if you choose to use it as a tool, please propose *why* to me in writing before using it. We'll also look at ways it can be a tool. Then, I ask that you carefully document your use of it, cite it in your works cited, and talk about its role in your process in your reflection memos for each project. In other words, please do not use this tool as a substitute for your own writing and thinking or engagement. If you choose to engage with such programs, do so transparently and as a building block of your work, not as a way to get around the hard work of writing/thinking.

Online and In-Person Behavior

- Our class is an inclusive environment where everyone is welcome. Your peers are actual humans with identities, experiences, and opinions that may be different than your own. So, please treat each other with **respect**. This means that any racist, sexist, homophobic, transphobic, xenophobic, prejudiced, bullying, language will not be tolerated. Expect to have me address this with you directly if you cross that boundary.
- I welcome feedback on the course. Come to my office hours or send me an email and I will work to resolve the issues as successfully as possible.
- This is a collective learning environment. That may be uncomfortable initially but I encourage you to consider how to act within the idea that we are all in this together and the better we share and help one another, the better we all learn.
- Harassment of any kind will not be tolerated.

Mandatory Reporting: 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" 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 and reporting, please see: https://policy.unm.edu/university-policies/2000/2740.html.

Support: LoboRESPECT Advocacy Center, the Women's Resource Center, and the LGBTQ Resource Center all offer confidential services.

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.

Equal Access: Student Services provides academic support to students who have disabilities. If students think they need alternative formats for completing coursework, they should contact this service right away to ensure their needs are met in a timely manner. Students are responsible for getting all documented forms to me as soon as possible. I cannot accommodate any special needs without the proper authorization from UNM Valencia Campus Accessibility Services. They are located at Advisement & Counseling Services, Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560. http://www.unm.edu/~vcadvise/equalaccess.htm . Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

Title IX Statement

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). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html