

English 110z 502: Enhanced Composition



Fall 2024 (Face-to-Face)

Instructor: Lily Intong (She/They)

Room: VAHS 105

When: Tuesday and Thursdays

Time: 10:30 a.m. - 12:10 p.m.

Office Hours in the Writing Center or by
appointment via Zoom

Tuesday and Thursdays : 12:30 p.m. - 1:30 p.m.

Zoom Link: <https://unm.zoom.us/j/97449279142>

Instructor Email: lintong@unm.edu

Course Description

I look forward to working with you all this semester and learning from each of you. There is no single way to approach “good writing.” Writing is a skill set that requires practice and flexibility. If you want to be a successful writer you’ll have to be agile in your approaches and develop a writing process that works best for you! That is exactly what I am here to do is guide you on how to develop a writing style that fits your individual personality. My goal in this course is to make you confident in your language, identity, and voice when it comes to writing.

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.

Throughout the semester you will progress towards these student learning outcomes (SLOs):

- Analyze communication through reading and writing skills.
- Employ writing processes such as planning, organizing, composing, and revising.
- Express a primary purpose and organize supporting points logically.
- Use and document research evidence appropriate for college-level writing.
- Employ academic writing styles appropriate for different genres and audiences.
- Identify and correct grammatical and mechanical errors in their writing.

Additional Expected Outcomes:

- increase your confidence in your reading and writing skills
- take an increasingly active role in your education
- Build community

Attendance

Since this is an in-person course, attendance is extremely important for your success in the class. In order to get full participation credit you must come to class prepared, engage with in-class activities, and attend class regularly. Students who miss more than **6 class sessions** may be dropped or won't receive attendance credit.

Attendance is worth 5% of your grade so it is important to communicate with me regularly and let me know if you will not be able to make class. Communication will be a huge part of your success in the course, so please don't hesitate to reach out if you need anything.

Policies and Requirements

This syllabus is a contract between us. Please recognize that you are responsible for the policies on these pages. However, I do reserve the right to change our schedule and/or assignments based on our class needs, but I will always let you know in advance.

Please note: the final project for this class is a Portfolio Project. You will need to keep all your work throughout the semester for this final project. We will discuss the project more as the semester progresses.

Required Materials

- UNM email address and access to UNM Canvas
- Access to Zoom
- Access to Internet and Microsoft Office (available on UNM-VC computers)
- English 1110 and 1120: College and Analytical Writing (This is a free textbook which can be found here: <https://mytext.cnm.edu/course/introduction-to-college-writing-at-cnm/>)
- All other supplemental readings/videos will be provided by your instructor

Course Projects

Name	Project Description	Schedule
Introduction to Composition	<p>The first two weeks of assignments will get you familiar with how to navigate the course, what to expect from our English class, and an ice breaker so that we can get to know each other as we work through this course together. We will dissect what composition is, how it is used, and the different ways we can apply it in our own lives whether it be professional or personal.</p>	August 19th- September 1st
Project 1: Food Memoir	<p>This assignment requires you to write about a significant food in your life and what you have learned from it. You're not telling your whole life story in this assignment, but instead focusing on one specific time incorporating an appropriate tone/style, and including multiple scenes and lots of details. You can choose between a video memoir, an audio memoir, or a blog post.</p>	September 2nd- September 29th
Project 2: Linguistic Discrimination Commentary	<p>This brief sequence asks you to look at an example of linguistic discrimination and write a commentary on it. This piece is highly opinionated but also will ask you to bring in research to support your claims. In this commentary you will be persuading your audience to feel one way or another about a specific instance of linguistic discrimination.</p>	September 30th- October 20th
Project 3: Rhetorical Analysis of Animation	<p>Animations are a form of media that is constantly changing as technology progresses. Whether it be a show, anime, short film, movie, or even a commercial. For many, animations were a large part of childhood and growing up. For others, animation is a part of the digital consumerism that is apparent in the evolution of technological advancement. Animation can be representative of anything from life lessons, marketing, cultural awareness, and even literacy. The purpose of this assignment is to help us identify the rhetorical strategies and techniques these creators use. In this sequence we will refine your use of rhetorical analysis to understand the roles of animation in the world.</p>	October 21st- November 17th

Final Portfolio

The portfolio is your final for our class where you will account for your learning in the course. For each project you will reflect on your writing process and tell your instructor how the project helped you with composition. These reflections will be housed in the portfolio. You will write a learner's plan in which you will discuss what you would like to work on as a writer and your progress over the course of the semester. You will also revise one project into a new creative multimodal composition.

**November 18th-
December 12th**

***Due on Thursday,
December 12th. No
Exceptions**

Community Writing

Writers need thoughtful feedback on their writing if they are to improve their writing skills. For each writing project, you will engage in community writing, responding to your peers' projects, and generally just sending positivity towards each other. We've labeled the space "Community Writing Week X," and there's one of these discussion boards for each project. You'll upload your project here and give feedback to your peers in this same space. Feel free to use this space to organize your ideas, submit outlines, or generally check in with each other.

Required Work and Grading

All formal writing assignments must follow MLA format, be in Microsoft Word (or Word compatible), and be 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; 89-80% = B; 79-73%= C; 69-60% = D; and below = F.

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

Assignment submission and late work

Most assignments are due at the end of the week on Sunday's or on the scheduled date unless otherwise indicated, whether you attend class that day or not. I understand that emergencies and sick days happen; therefore, late work will be accepted upon an agreed date between the instructor and student. Otherwise, late work will be accepted with a 10% deduction after each day. Late submissions will not be accepted after three days unless discussed otherwise.

I am a good listener and encourage students to communicate with me as best they can so that they can keep up in class. I am always willing to work with you as long as you make an attempt to communicate with me.

Point Distribution

Assignment	Point Value
Sequence 0	100
Sequence 1	250
Sequence 2	100
Sequence 3	250
Final Portfolio	250
Attendance	50
Total Points:	1,000

Possible Extra Credit Points: 50

Embedded Tutors:

Tutoring will be available for you in our class! There will be a module uploaded with her introduction and how to contact them. Your embedded tutor for this course is **Stephanie Romero**.

This fabulous tutors is also a student at UNM and is here to support you in your writing. You will be working with Stephanie throughout the course of the semester. What this may look like is;

- They look over some of your drafts for each sequence and offer peer feedback,
- Responding to your DB's occasionally,
- Checking in on you personally throughout the semester,
- be supportive and encourage you to be the best writer you can be!

Making use of tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. Please do not hesitate to reach out to them or myself.

Important Dates:

Monday, August 19th	First Day of Classes
Friday, August 30th	Last Day to Add or Change Sections
Friday, September 6th (5:00 p.m. deadline)	Last Day to Drop with 100% refund
Friday, September 6th	Last day to ADD sections and/or CHANGE credit hours with form, \$10 per transaction. After this date \$75.
Friday, November 8th	Last day to DROP without Dean's Permission on LoboWEB.
Friday, December 6th	Last Day of Instruction
Thursday, December 12th	Finals Due

Plagiarism

Plagiarism is a form of theft. It is grounds for failing the course. Plagiarism occurs when a writer uses someone else's phrasing, sentences, or distinctive insights without giving proper credit. Be sure to acknowledge your sources! In this age of downloadable papers, remember that turning in work that, in whole or in part, is not your own is also plagiarism. When in doubt about quotation, citation, or acknowledgement of sources, see me for help.

"Plagiarism" is a type of academic dishonesty. It occurs when writers deliberately use another person's language, ideas, or materials and present them as their own without acknowledging the source. Every first-year writing class covers plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result.

Plagiarism can include any of the following:

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.
- Using writing from another class for this class.

The UNM Student Code of Conduct also addresses Academic Dishonesty at <https://policy.unm.edu/regents-policies/section-4/4-8.html>.

Classroom Behavior

- Our class is an inclusive environment where everyone is welcome. Treat each other with **respect**.
- Derogatory remarks, name-calling, trolling, bullying, and bigotry are prohibited.

- Students may discuss with me complaints about the course; however, this must be done in the proper environment, such as via email or during office hours.
- Discussion boards are a professional learning environment. Treat them as such.
- Sexual harassment will not be tolerated.
- Students violating any of these rules may be dropped.

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

Email Netiquette Policy

Keep the following in mind when you write emails and discussion posts:

- Please avoid text-speak. Learning to write professional emails is a skill you need as you progress to higher academic levels and career pursuits.
- Emails should include a salutation. For example, “Dear Lily” or “Hello Professor Intong” or “Hi Lily” are appropriate salutations. Part of “composition” is learning how to know when to use formal vs. informal vs. casual language.
- Please close with an appropriate phrase and sign your email with your name. Some examples of appropriate phrases are “Sincerely,” or “Thank you for your help,”.
- Use short paragraphs (in general, 3-4 lines maximum) to make the email easy to read. In addition, be sure to skip lines between paragraphs.
- Be sure to proofread your email for grammatical errors

Equal Access

Services located in 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. <https://valencia.unm.edu/students/advisement/equal-access-services.html>. Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

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.

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/>.

Connecting to Campus and Finding Support:

UNM has many resources and centers to help you thrive, including opportunities to get involved, mental health resources, academic support including tutoring, resource centers for people like you, free food at Lobo Food Pantry, and jobs on campus. Your advisor, staff at the resource centers and Dean of Students, and I can help you find the right opportunities for you.

Sexual Violence and Sexual Misconduct

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" 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>.

Under Title IX, I am considered a "responsible employee" by the Department of Education and therefore I am required to report any incidence of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). If you report any incidence of gender discrimination to me I must report it to the Office of Equal Opportunity. Please be aware that in such cases the student-teacher relationship does not guarantee confidentiality.

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/their 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

Technical Support

If you have questions about computer-related problems, call 277-5757, M-F, 8:00 am-12:00 noon and M-F, 1:00 pm-5:00 pm MST. Computer technicians are available and happy to help you solve those difficult problems