

English 1120: Composition II

· Fall 2024 · Leslie Jernegan · lesliejernegan@unm.edu

· Online, asynchronous · Office: <https://unm.zoom.us/j/7315512804> · Office Hours: Mondays, 9–11 a.m. MST, or by appointment

Incontestably Important Disclaimer: Information in the syllabus and calendar is reflective of our class (and life, in general)—flexible, tentative, and thus subject to change.

Course Description

Welcome to English 1120: Composition II! In this class, we'll examine how we interact with words—as readers, as writers, as world citizens—by analyzing written work and dissecting the elements of writing that form the foundation of the work we create. As such, we'll be unearthing new appreciation for verbal communication, building upon pre-existing skills, and growing as communicators.

Throughout the semester, we'll be working together to understand and practice writing as a process that involves multiple cycles of conceiving and reconceiving ideas and thus shaping and reshaping verbal communication. And, in doing so, we'll be doing that whole writing thing. And a whole lot of that whole writing thing. With hopes, together we'll learn to balance the creative processes of invention and craft with technical components of play, practice, and revision in order to whip up work that's dialectical, imaginative, authentic, engaging, and—dare I say—transformational.

Learning Outcomes

- Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres
- Employ writing processes such as planning, organizing, composing, and revising
- Use a variety of research methods to gather appropriate, credible information
- Evaluate sources, claims, and evidence for their relevance, credibility, and purpose
- Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately
- Integrate information from sources to effectively support claims as well as other purposes (e.g., to provide background information, evidence/examples, illustrate an alternative view)
- Use an appropriate voice (including syntax and word-choice)

Course Goals

- Practice writing as a process, shepherding a piece of work through its various life stages—practice, inspiration, drafting, revision, critique, and editing
- Develop a shared language to critique others' work tactfully, defining a positive and respectful setting in which you can and will give and receive constructive feedback
- Apply feedback from your instructor, peers and individual reflection to rethink, re-see, and ultimately revise your work
- Explore and define who we are as writers and thinkers, considering the impact we have in these roles we're playing
- Interrogate notions of self and subject
- Embrace uncertainty and writing fears
- Turn off (or at least turn the volume down on) our internal critical apparatuses that lead to judgment and criticism rather than unselfconscious generation of language, form, and content

- Consider writing and reading as a means by which to enhance social awareness, understanding the implications of what writing does for and to people, how it does it, and how to craft language for meeting the challenges of a range of contexts

Required Course Materials:

- Internet access
- Canvas (All readings will live here; no purchase of a text is required. College is pricey! Save that \$\$!)
- Zoom

PROJECTS OVERVIEW AND EVALUATION

Unit Assignments

In addition to your three writing projects, you'll be evaluated on your resolve to engage with the assigned readings, reading prompts, discussions, workshops, and all other class assignments. Nobody expects for you to arrive (or leave) at The Best Writer Ever (whatever that even means) and nobody will be judging your work in comparison to that of your classmates or other published writers we'll be engaging with in class. (Well, maybe not nobody—but nobody you should be listening to.) Rather, you'll be assessed based on not only your ability to clearly communicate your ideas verbally, but also on your growth and earnestness, on your willingness to grow as a communicator, peer, and world citizen.

tldr: If you're engaged in the coursework, completing your assignments, and demonstrating thoughtful effort, you'll do just fine. :)

Major Writing Projects

I write “project” because you won't be graded on the final draft alone, but on the process of writing that draft. This includes answering to writing prompts, creating multiple drafts, participating in workshops, revising, and metacognitively reflecting on the process of piecing together the final version. When you turn in your final project—or, as we'll call it, “learning record”—you'll include evidence of you gathering, organizing, analyzing, evaluating, and reporting evidence of your progress and achievement. Celebrate yourself and your growth! Each package will be an illustration of your transformation.

For each unit, you'll develop and submit a portfolio that includes the following:

1. Generative writing response
2. An initial draft
3. A substantially revised draft
4. A metacognitive reflection of your writing process
5. Your workshop responses for your assigned peer(s)

Your Projects:

1. **Issue Analysis (30%):** Choose a topic important to you and explore an under-examined issue within that subject. Develop an argument of why this issue is important, both to yourself and to a real audience with whom you may one day interact. Tone and style will depend on the media/modalities chosen, as well as the audience for whom you are preparing this analysis.

2. **Forum Analysis (30%):** Who else is talking about your issue? Is it being talked about here in New Mexico? Where are they talking about it? How are others presenting their material about this issue? This is your chance to get thinking about the conversation taking place around your issue. Find three representative articles/posts/videos or other forms of production which examine the issue at length (meaning there is careful consideration, rather than just a brief statement, giving yourself information to work with). In the Forum Analysis, you will discuss the conventions of each production: What is the tone? Is there any specialized language used? What modalities are put to use? What outcome is each creator seeking? You will consider why these and other conventions are used, and to what purpose. You will formulate a stance on how an issue is being "treated," developing an argument for what these creators are saying that is "right," and what they are saying that is "wrong." Finally, you will consider the gaps left in the conversation—what they aren't saying—and how you might fill those gaps with a message addressing your personal and professional goals.
3. **Final Composition (40%),** consisting of a:
 - Proposal and Annotated Bibliography: Having considered what is missing in the Forum Analysis, compose a proposal for the importance of these goals, and the research needed to complete them. You should pretend you are approaching a panel who can fund your ongoing research, and that to do this research you must convince your panel to give you their funding. In this proposal, you will want to be clear about your focus (what you're talking about); discuss how you became interested in the topic; and provide background information for how this issue arose in the first place and how you plan on addressing it in ways the others out there talking about have not. You should also discuss the media/modalities you will use in your presentation and why you will use them. (How does this best present the material to a particular audience for a particular purpose? What does your choice offer that other methods of communication do not?) You will also complete a brief annotated bibliography. Each entry should explain how you chose your source and what essential information it communicates, as well as how it relates to your professional/personal goals.
 - Final Composition: You will utilize all the materials you have gathered throughout the semester, compose a final production—which can be a six-to-eight-page essay, or a combination of text and other media/modalities—targeted toward an audience in the "real world" that might be affected by your message, and actually take action based on their suggestions.
 - Five-To-Seven-Minute Mock TED Talk in which you will present the findings from your composition, employing various media to support your purpose. Consider how your findings fit within the larger academic conversation surrounding your topic and develop an "appropriate" tone and style for that audience and purpose.

*Though these assignments can all be "text-based," you have the option to expand the assignment to multimodal composition. Interested students can work with me to integrate other audio, video, or digital constructions.

Each project includes evaluation of three discrete components:

- **Engagement:** Writing is a social act that helps us revise our own thinking based on engagement with others. Our virtual class space is an environment for learning, and the best way to learn is

through contributing your greatest effort to participating in writing prompts, discussions, time management (taking responsibility for missed work, hitting deadlines), respecting your peers and teacher, and providing work of the highest quality that reflects your best effort.

- **Informal Writing Responses (i.e., Discussion Posts) and Workshop Responses:** Writing is a process of discovery and invention.
- **Writing Drafts and Revisions:** Writing is a work in progress and an act of responding to the writing and feedback of others.

Grade Weight

Value	Assignment
30%	Issue Analysis
30%	Forum Analysis
40%	Final Composition
100%	Course Total

Letter Grades:

A: 100-93 A-: 92-90 B+: 89-87 B: 86-83 B-: 82-80 C+: 79-77

C: 76-73 C-: 72-70 D+: 69-67 D: 66-63 D-: 62-60 F: 59-0

You will pass this course by earning a C (73%)

How to earn at least a C?

- 1.) Stay in communication with me
- 2.) Submit assignments regularly
- 3.) Meet labor-based grading criteria for assignments
- 4.) Smile*

*Kidding—but it can't hurt! 😊

COURSE POLICIES

Late Work

Assignments are due no later than the date and time posted on Canvas. I understand that we're human, that illness and emergencies happen; that said, **if you email me in advance and set an agreed-upon make-up date with me, I will accept your late work. Late submissions without pre-approval will lose ten percentage points per day for five days, starting the day after the due-date.** Assignments submitted five or more days after the due-date are therefore worth only fifty percent of the total points.

Diversity Statement

The core value in this class (and, you know, life, in general) is respect. Your voice—and everyone else's—adds value to discussions. Please respect the contributions, experiences (shared and not), beliefs, and values expressed by your fellow students. In this classroom, we welcome and benefit from people of all abilities,

ages, citizenships, colors, educational backgrounds, family statuses, genders, gender identities, gender expressions, languages, national origins, political affiliations, races, religions, sexual orientations, socioeconomic statuses, veteran statuses—you get it. Everyone matters. Take advantage of our classroom's diversity; grow from its strengths, its lessons.

Attendance

Because this is an asynchronous class, you have the freedom to take this class on your own time—well...*mostly*. We'll still have deadlines for assignments, including engagement with your peers in workshops and discussion forums. Open communication is key. If at some point, you feel like you're falling behind or unable to participate as actively as you usually would, let me know, and we'll work together to help you learn and successfully complete the course.

Credit-Hour Statement

This is a three credit-hour course delivered in an entirely asynchronous online modality over 16 weeks during the Fall 2024 semester. Please plan for a minimum of 9 hours per week to learn course materials and complete assignments.

Let's Talk!

If at any moment you find yourself confused about an assignment and/or topic, on the verge of a stress-out, or simply needing to talk about writing, school, life, etc., please don't hesitate to email me and/or schedule a meeting with me. If you're having a punch-in-the-face life experience that's negatively affecting your academic life, I can't help you if I don't know you have something going on. I'll be more than happy to talk and work with you. While I'm not a trained counselor, I can put you in touch with resources on campus to support you in whatever ways you wish.

UNIVERSITY POLICIES AND RESOURCES

[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 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. 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](#).

Resources to support study skills and time management are available through [Student Learning Assistance](#) at the Center for Teaching and Learning in Zimmerman Library or online.

These are valuable, free services. The support is there! Why not use it? :)

Student Support

Student Health and Counseling (SHAC) at (505) 277-3136. TimelyCare: Free 24/7 virtual care services (medical, emotional support, health coaching, self-care, basic needs support). LoboRESPECT Advocacy Center (505) 277-2911: help with contacting faculty and managing challenges that impact your UNM experience.

[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.

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 the [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu. Or the UNM-Albuquerque Accessibility Resource Center (<https://arc.unm.edu/>) at arcsrvs@unm.edu or by phone at 505-277-3506.

Title IX

The University of New Mexico and its faculty are committed to supporting our students and providing an environment that is free of bias, discrimination, and harassment. The University’s programs and activities, including the classroom, should always provide a space of mutual respect, kindness, and support without fear of harassment, violence, or discrimination. Discrimination on the basis of sex includes discrimination on the basis of assigned sex at birth, sex characteristics, pregnancy and pregnancy related conditions, sexual orientation and gender identity. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. You can access the confidential resources available on campus at the LoboRESPECT Advocacy Center (<https://loborespect.unm.edu>), the Women’s Resource Center (<https://women.unm.edu>), and the LGBTQ Resource Center (<https://lgbtqrc.unm.edu>). If you speak with an instructor (including a TA or a GA) regarding an incident connected to discrimination on the basis of sex, they must notify UNM’s Title IX Coordinator that you shared an experience relating to Title IX, even if you ask the instructor not to disclose it. The Title IX Coordinator is available to assist you in understanding your options and in connecting you with all possible resources on and off campus. For more information on the campus policy regarding sexual misconduct and reporting, please see <https://policy.unm.edu/university-policies/2000/2740.html> and CEEO’s [website](#).

If you are pregnant or experiencing a pregnancy-related condition, you may contact UNM’s Office of Compliance, Ethics, and Equal Opportunity at ceeo@unm.edu. The CEEO staff will provide you with access to available resources and supportive measures and assist you in understanding your rights.

Student Support

Confidential services for students are available at [LoboRESPECT Advocacy Center](#), [Women's Resource Center](#), and the [LGBTQ Resource Center](#). The [Women's Resource Center](#) supports all students, including those who are pregnant or are parents. UNM-Valencia has lactation stations located in LRC 112 (Tomé campus) and in the Workforce Training Center.

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. 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/>.

Responsible Learning and Academic Honesty

Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves presenting material as your own that has been generated on a website, in a publication, by an artificial intelligence algorithm (AI), by another person, or by otherwise breaking the rules of an assignment or exam. It is a [Student Code of Conduct](#) violation that can lead to a disciplinary procedure. When you use a resource (such as an AI, article, a friend's work, or a website) in work submitted for this class, document how you used it and distinguish between your original work and the material taken from the resource.

Connecting to Campus and Finding Support

UNM has many resources and centers to help you thrive, including [opportunities to get involved in campus life](#), [mental health resources](#), [academic support such as tutoring](#), [resource centers](#) for people like you, free food at [Valencia Campus Food Pantry](#), [jobs on campus](#) and [financial capability](#) support. Your advisor, staff at the [resource centers](#) and [Academic Affairs Office](#), and I can help you find the right opportunities for you.

Fall 2024 Semester Calendar

Week 1 (Week of August 19): Introduction Week & Issue Analysis

- Due Friday, August 23: Discussion post
- Email Leslie and set up a Zoom meeting by today :)

Week 2 (Week of August 26): Issue Analysis

- Due Monday, August 26: Discussion post
- Due Wednesday, August 28: Generative writing

*Admin Notes:

- Friday, August 30 is the last day to add or change sections (for a 16-week class)
- Friday, August 30 is the last day to change grading options without permission (for a 16-week class)

Week 3 (Week of September 2): Issue Analysis

- Due Wednesday, September 4: Messy draft

*Admin Notes:

- Monday, September 2 is Labor Day: No in-person classes today! (We're online, of course, but a friendly reminder for your other classes. Enjoy your time off!) 😊
- Friday, September 6 is the last day to drop for 100% tuition refund/last day to drop without a "W" on your transcript (for a 16-week class)
- Friday, September 6 is the last day to drop a course without a grade (for a 16-week class)

Week 4 (Week of September 9): Issue Analysis

- Due Monday, September 9: Workshop responses
- Due Wednesday, September 11: Final draft plan

Week 5 (Week of September 16): Issue Analysis

- Due Monday, September 16: Issue Analysis: Full learning record due
- Due Wednesday, September 18: Unit 1 (Issue Analysis) engagement reflection

Week 6 (Week of September 23): Forum Analysis

- Due Monday, September 23: Discussion post
- Due Wednesday, September 25: Generative writing

Week 7 (Week of September 30): Forum Analysis

- Due Monday, September 30: Discussion post
- Due Wednesday, October 2: Outline

Week 8 (Week of October 7): Forum Analysis

- Due Monday, October 7: Forum Analysis: Messy draft

*Admin Note: Thursday, October 10 and Friday, October 11=Fall Break! No in-person classes!

Week 9 (Week of October 14): Forum Analysis

- Due Monday, October 14: Workshop responses
- Due Wednesday, October 16: Final draft plan

Week 10 (Week of October 21): Forum Analysis

- Due Monday, October 21: Forum Analysis: Full learning record
- Due Wednesday, October 23: Unit 2 engagement reflection

Week 11 (Week of October 28): Final Composition

- Due Monday, October 28: Discussion post
- Due Wednesday, October 30: Generative writing

Week 12 (Week of November 4): Final Composition

- Due Wednesday, November 6: Annotated bibliography

*Admin Note: Friday, November 8 is your last day to withdraw without permission (for a 16-week class)

Week 13 (Week of November 11): Final Composition

- Due Wednesday, November 13: Rough Draft

Week 14 (Week of November 18): Final Composition

- Due Wednesday, November 20: Workshop responses

Week 15 (Week of November 25): Final Composition

- Due Wednesday, November 27: Final Composition: Full learning record

*Admin Note: On Thursday, November 28 and Friday, November 29, campus will be closed for the holidays. We'll also take it slow this week. :) Enjoy the breather!

Week 16 (Week of December 2): Final Composition

- Due Wednesday, December 4: Presentations; Unit 3 engagement reflection

*Admin Note: Thursday, December 5 is the last day to change grading options with permission (for a 16-week class)

Week 17: Finals Week!

- ...will not be a thing for us. You're done! Take the time to focus on exams/work for other classes and, of course, celebrate yourself and your accomplishments. :)

*Admin Note: Saturday, December 14 is the last day of the semester