Composition I

English 1110 (505) · CRN 73029 · Fall 2026 · 3.00 Credits

The University of New Mexico–Valencia

Last updated: 17 Aug. 2026

Instructor: Pooya Jamaly, Lecturer in English
Course Format
Modality: Fully Online (Asynchronous)
Course Dates: Aug. 17, 2026 – Dec. 4, 2026

Contact & Office Hours
Email: pjamaly@unm.edu
Office Hours: Tues. & Thurs., 12:00 p.m. – 1:00 p.m.
Zoom Office Hours: Join Office Hours

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The Course Syllabus

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.

Course Description

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.

First Year Writing at UNM Valencia

Building on the statewide learning outcomes and course descriptions from main campus, at UNM Valencia, this course, English 1110/1120 will be tailored to the unique needs of our student population. That means that region, place, identity, culture, language and rural lifeways are centered and honored within the curricular sequence students undertake. Our curricular sequence then values relational approaches to written communication by foregrounding approaches to learning and writing rooted in community, materiality, culture, peer-to-peer engagement and reflective practices.

Student Learning Outcomes

Rhetorical Situation and Genre

A. Analyze, compose, and reflect on arguments in a variety of genres, considering the strategies, claims, evidence, and various mediums and technologies that are appropriate to the rhetorical situation

Writing as a Social Act

B. Describe the social nature of composing, particularly the role of discourse communities at the local, national, and international level

Writing as a Process

C. Use multiple approaches for planning, researching, prewriting, composing, assessing, revising, editing, proofreading, collaborating, and incorporating feedback in order to make your compositions stronger in various mediums and using multiple technologies

Grammar and Usage

D. Improve your fluency in the dialect of Standardized Written American English at the level of the sentence, paragraph, and document

E. Analyze and describe the value of incorporating various languages, dialects, and registers in your own and others' texts

Reflection

F. Evaluate your development as a writer over the course of the semester and describe how composing in multiple genres and mediums using various technologies can be applied in other contexts to advance your goals

Research

G. Use writing and research as a means of discovery to examine your personal beliefs in the context of multiple perspectives and to explore focused research questions through various mediums and technologies

H. Integrate others' positions and perspectives into your writing ethically, appropriately, and effectively in various mediums and technologies

Course Materials

Required Readings and Editions

There is no required textbook, and there is nothing to purchase. All required readings, materials, and resources—including selected chapters from Stuart Greene and April Lidinsky's *From Inquiry to Academic Writing* (cited in the course schedule as "Greene & Lidinsky")—will be provided through Canvas. These assigned versions will serve as the basis for all course work and must be cited in MLA style. *You must use the assigned editions*: references to alternative versions will result in a deduction of points.

Note: You will need reliable access to a laptop or desktop computer and a stable internet connection. Technical difficulties are common, but they do not excuse missed deadlines or lack of sustained engagement. See "A Note on Technology" below.

Note: Access this course only through the official UNM Canvas site using a laptop or desktop computer. Do not rely on mobile apps, unofficial interfaces, or third-party platforms. Claims of lost work or late submissions resulting from the use of unsupported apps or platforms will not be accepted.

Note: Please reach out if you need a more accessible PDF format (or other) and I'll do my best to assist you.

Copyright Notice

Some of the readings shared in this course may be protected by copyright. While the principle of *fair use* permits limited reproduction of copyrighted materials for purposes such as teaching, scholarship, criticism, and research, it is essential to remain within those legal boundaries.

You may not circulate or share course materials beyond what fair use permits. Students are expected to use all resources ethically and in keeping with copyright law, respecting the intellectual property of the authors.

For reference, see Title 17, Section 107 of the U.S. Copyright Code, which outlines the scope of fair use.

Tip: If you're unsure whether a particular use is appropriate, check with me first.

Course Policies

Student Responsibilities

You are expected to keep this syllabus accessible and consult it regularly throughout the semester. All students are responsible for familiarizing themselves with requirements and assignments outlined here. Announcements and updates will be posted on `Canvas` or sent to your LoboMail; you are responsible for checking both consistently. The semester moves in weekly modules and deadlines arrive steadily, so staying current with both is especially important.

Expectations for Online Asynchronous Engagement

Because this course is *fully online and asynchronous*, your success depends on steady, weekly engagement rather than occasional bursts of activity. You should therefore expect to:

- log into `Canvas` multiple times per week,
- read module materials closely and on time,
- complete writing tasks in sequence (drafting and revision matter here),
- meet deadlines, and
- review instructor feedback and implement it in subsequent work.

Reading Policy

Complete the readings and assignments in the week they appear. Each week's module is designed as a sequence; skipping early steps will make later tasks harder and will undercut your performance. (See below for how your final grade will be determined.)

Tip: Get into the habit of downloading the PDFs from `Canvas` first; then, while reading annotate them, whether digitally or in print. Passive scrolling on `Canvas` rarely produces the kind of critical engagement this course requires. Note taking—that is, marking what strikes you, tracing a pattern as it recurs, puzzling over what resists you, jotting questions in the margins—is precisely what turns reading into thinking, and where the raw material for discussion and writing comes from.

Tracking Course Activity

`Canvas` automatically logs your activity, including assignment submissions, access times, participation, and the specific course materials you view, such as the readings, assignments, syllabus, guidelines, and so on. As your instructor, I have access to this data and will use it to assess participation and engagement.

Community Standards

This course is grounded in the principle that a productive learning environment is one in which ideas are exchanged openly and knowledge is collectively formed. That requires respect: for one another, for the work of

learning and writing, and for the intellectual labor of developing and revising ideas. You are therefore expected to engage with others' arguments and contributions seriously and respectfully, even, and especially, when you might disagree. Disruptive or demeaning behavior, whether in discussion or in written work, will not be tolerated.

Discrimination and harassment have no place in this course. Nor will I tolerate conduct or expression, in any medium, that demeans or targets anyone on the basis of sex, gender, race, ethnicity, age, disability, class, citizenship, religious affiliation, or personal difference. Moreover, language that dehumanizes or threatens individuals or groups undermines the conditions that make learning possible, and it will be treated accordingly. Depending on severity, consequences may include a mandatory conference with me, removal from the course, or referral to the Dean of Students Office or the Office of Compliance, Ethics & Equal Opportunity as a Code of Conduct or Title IX violation.

Email and Announcements

Please make it a habit to check both your LoboMail (UNM email) and the announcements posted on `Canvas`. I will use these platforms to communicate important course information and reminders. If you need to reach out, send me a message from your university email address. When doing so, please observe the following guidelines:

- State the purpose of your email clearly in the subject line (e.g., ENGL 1110: question about week 2 assignments); do not leave the subject line blank or reply to an unrelated earlier thread.
- Begin with a brief salutation (e.g., Hello Professor Jamaly).
- Write the body in complete sentences, using appropriate grammar, punctuation, and spelling.
- Sign off with your full name so I can identify you quickly.

Note: Course assignments must be submitted through `Canvas` only. Do not email assignments or send links to cloud-based platforms such as SharePoint, OneDrive, or Google Drive. (See "A Note on Technology" below.)

Email Hours: I check email Monday through Friday, 9:00 a.m. to 5:00 p.m. (MT). I do not check or respond to email after 5:00 p.m. or on weekends. While I try to respond promptly, replies may take up to two business days depending on volume. If I don't respond immediately, please be patient; I will follow up as soon as I can. Likewise, if I contact you, I expect a timely reply.

Office Hours

I will hold Zoom and in-person office hours on Tuesdays and Thursdays from 12:00 p.m. to 1:00 p.m. (MT). You can join using the Zoom link provided here, at the top of the syllabus, or on `Canvas`.

Tip: You're welcome to drop in during these hours, or, if you'd prefer, email me in advance to schedule an appointment. If these hours don't work for you, reach out and we'll arrange an alternative. Attend office hours to check in and discuss course materials or your concerns; or ask questions about readings, develop or refine ideas, workshop a thesis, test an argument or structure, troubleshoot research, clarify feedback, or plan revisions.

Academic Integrity

Academic integrity anchors meaningful education; it builds trust and earns mutual respect within a scholarly community. Plagiarism and other forms of academic dishonesty represent serious breaches of these principles in that they undermine shared standards of honesty and compromise the learning process for everyone involved.

Note: *Student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity*. Every student is responsible for understanding and upholding the course's and University's standards of academic integrity, and behaving accordingly. The university requires all students to uphold the highest standards of honesty and integrity in academic and professional matters, with serious consequences for violations.

Plagiarism means using language or ideas without acknowledging their source. It includes such activities as copying another student's papers or ideas, having (gen)AI (or a bot) write parts of or a whole of an assignment, 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.

Note: Submitting work, whether in part or in whole, created by Large Language Models (LLMs) or generative AI tools (e.g., ChatGPT, Copilot, Grammarly, Google Gemini, Claude, Apple Intelligence, and so forth) as your own constitutes plagiarism. Nor will citing or disclosing your use of such tools absolve you of the responsibility to do your own work. This course requires that the thinking and writing be yours, not that AI use be acknowledged.

To learn how to avoid plagiarism, students can speak to me or consult a tutor; see also "Avoiding Plagiarism" below.

Plagiarism is a form of Academic Dishonesty, which the university defines as follows:

> 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.

Note: If you are caught plagiarizing, you will fail the course. All instances will be reported as violations of Academic Integrity and may lead to a student conduct hearing.

Common forms of academic dishonesty include plagiarism; cheating on examinations; multiple submissions; unauthorized collaboration; and submitting material—whether in part or in whole—as one's own that has been generated by another person, a publication, a website, an artificial intelligence system (including large language models). Academic dishonesty also includes breaking the stated rules of an assignment or exam, as well as acts such as forgery, sabotage, falsification, bribery, theft, and the misuse or destruction of library or ITS resources. All such actions constitute violations of the Student Code of Conduct and may result in disciplinary procedures.

When you use any external resource in work submitted for this course—including articles, websites, encyclopedias, or another person's ideas—you must document how the resource was used and clearly distinguish your original word (and voice) from borrowed material.

Authorship and Process. Generative AI and LLMs cut out process, but thinking *is* process. Shortcuts degrade quality: that is, LLM outputs, simulations of training data found on the internet, are inaccurate and often biased. This technology, heavily promoted by corporations, relies on stolen property and exploited laborers, and exacts significant environmental costs. Evidence is also rolling in that the tools are bad for brain functioning. Using LLMs makes your work bland and superficial, and impedes the development of analytical skills. Developing your own critical faculties as a reader and writer equips you for success as a professional, for participation as a citizen, and for fulfillment as a human being. That development only happens with sweat, practice, shitty first drafts, errors, time, and revision. So it is that your work in this course must be made by you—not someone you pay and most certainly not a bot. And work not made by you will be considered an academic integrity violation and evaluated accordingly. Similarly, all lectures, assignments, feedback, and grades will be made by me without AI; nor will any of your intellectual property be fed to tools that train AI. *Ideas are social, so let's make them together*.

Note: Grammarly is no longer limited to proofreading or surface-level editing; it now integrates generative AI features. Using Grammarly to produce original sentences, paragraphs, or entire papers for course assignments constitutes plagiarism and will be treated as an academic integrity violation. Beyond the question of integrity, there is the matter of your own development as a writer: learning to write is partly learning to sound like yourself, to develop a voice and a sense of style that are recognizably your own. Any AI involvement, from minor edits to

wholesale rewrites, flattens that voice into the smooth, anonymous prose these tools are built to produce. Let your own voice and style come through on the page.

Avoiding Plagiarism. Academic dishonesty and plagiarism are often driven by time pressure, desperation, or uncertainty about how to identify and cite sources correctly. If you are unsure how to proceed, or if you are struggling to meet a deadline, communicate with me and ask for guidance—even at the last minute—rather than risking serious academic consequences.

All submitted work must be original and solely your own. Submitting recycled or previously submitted work, including work from another course, is strictly prohibited. When using primary or secondary sources—whether quoting directly, summarizing, or paraphrasing—you must cite them properly, both as in-text citations and as bibliographic entries in the Works Cited list. This requirement applies to every source you draw on, namely, from literary works and scholarly articles to books, reference entries, and material found online.

Avoid general internet searches and AI-generated summaries, which often lead to unreliable sources and increase the risk of plagiarism. Instead, conduct your research using the UNM-Valencia Library's Online Databases or UNM Libraries Databases. Let me reiterate: it is essential that you cite all sources accurately. (See the `Resources, References, and Research` module on `Canvas`.) If you have research-related questions, feel free to reach out to me or Ask a Librarian.

Note: The University Libraries offer a range of in-person and online services to support your research. You can schedule an appointment with a librarian, use UNM-Valencia Campus Library Virtual Reference Desk where you can connect with a live Librarian ready to help via Zoom, explore research databases, or work through the online Library Tutorials.

Additional Resources:

- What Plagiarism Is and Why It's a Serious Matter
- Purdue OWL: Plagiarism Overview
- Research Guides
- UNM-Valencia Campus Library Virtual Reference Desk via Zoom
- UNM Reference and Research Consultations
- Avoiding Plagiarism

Assignments

The writing in this course unfolds across four units, following the First-Year Writing program's curricular sequence: you will begin from your own experience and knowledge (Unit 1), move into the analysis of texts (Unit 2), extend those analytical skills to visual and multimodal composition (Unit 3), and close the semester by revising and reflecting on your own writing (Unit 4).

A guiding principle of the course is continuity: assignments are sequenced so that skills, concepts, and practices build on one another over the semester. While some projects may ask that you develop ideas over multiple stages, others may invite you to shift focus or explore new questions. The emphasis is not really on locking you into a single topic, but on allowing your reading, research, writing, and reflection to develop cumulatively rather than restarting from scratch each week.

You are encouraged to pursue questions and subjects that interest you, especially those you want to understand more deeply; but the course is designed to support both sustained inquiry and productive revision or redirection as your thinking evolves.

Each Inquiry Project moves through the same cycle: inquiry (brainstorming, questioning, prewriting), drafting,

feedback, revision, and a brief reflection. Writing *is* this process; far from optional preliminaries, the drafts and intermediate steps are necessary to your development as a writer.

Engagement & Weekly Coursework (15%)

Because this course is fully online and asynchronous, your steady presence and participation matter. You should plan to spend at least eight to ten hours per week on this course: reading, annotating, taking notes, posting, writing, revising, and editing. This holistic grade, assigned at the end of the semester, reflects the overall consistency of your participation: logging into `Canvas` regularly and working through the module materials (which `Canvas` logs, as noted under "Tracking Course Activity"), completing the weekly readings and assignments, meeting deadlines, incorporating instructor feedback into subsequent work, and reaching out early when questions or difficulties arise.

Note: If you signed up for this course, I assume that you plan to log in to `Canvas` and do the work! Students who miss the first week will be dropped to make room for a student on the wait list—I will not readmit you if you are dropped. If you miss an entire project or do not log in regularly, you might also be dropped. If you're having trouble keeping up for any reason, please reach out to me, and I will work with you to the best of my ability.

Discussion Forums (10%)

Writing is a social act. You will practice this dimension of writing in the discussion forums. They constitutes a shared space for us to present our analysis of the assigned texts, pose thoughtful questions, and respond to one another's ideas. Discussion assignments appear regularly in the weekly modules on `Canvas` or under `Discussions`. Each graded discussion asks for an initial post that engages the week's material specifically and at least one substantive reply to a classmate, one that extends or complicates their reading, rather than simply agreeing. Each forum will have a detailed prompt that contextualizes the discussion. Your posts must meet the MLA style requirements (i.e., format, in-text citations, and the Works Cited list).

Short Writing Assignments (10%)

Short, low-stakes writing tasks (e.g., narratives, inquiries, close reading and annotation exercises, rhetorical analyses, proposals, revision plans) that appear in the weekly modules and build directly toward the unit projects. These are where you can practice specific skills and where I can give you feedback early enough for it to matter. All elements of these papers (i.e., format, in-text citations, and the Works Cited page) must adhere to MLA style guidelines. Detailed assignment prompts, including the due dates, will be made available on `Canvas`.

Inquiry Project 1: Self and the World (10%)

Unit One asks you to reflect about your experiences, using narrative and analysis. This unit builds foundational aspects of the first semester writing course by centering your knowledge, story, voice, and lived experience. Work in this unit might include an inquiry into learning practices, linguistic, or cultural identities. You will build skills in systematic consideration of personal experience in dialogue with your understanding of cultures, languages, communities or educational experiences.

Inquiry Project 2: Rhetoric and Textual Analysis (20%)

Unit Two builds on the work of Unit One by asking you to practice analytical skills in rhetorical modes. We may look at cultural artifacts of significance or other textual genres and begin to analyze linguistic or material cultures, practices, memories, archives and records. This unit takes as its primary focus audience, purpose, and rhetorical situation (time, place, materiality) as dynamic, socially situated, and flexible.

Inquiry Project 3: Visual Rhetoric and Recomposition (20%)

Unit Three asks you to develop rhetorical dexterity in your composing process, building playfully and meaningfully with ideas, modes, and genres. Specifically, this unit asks that you compose multimodally, using a rhetorical foundation in audience, purpose, and genre in consideration of new emergent meanings. This unit might utilize previous work from Units One or Two or may build a new direction for composition (a "choose your own adventure approach"). The project may focus on one particular mode (visual rhetoric for example), or the class will provide you with multiple options and choices.

Final Revision and Reflection (15%)

Unit Four is an opportunity for you to revise and engage in critical reflective work relating to the composing and learning processes as well as considering elements of presentation, audience, and purpose in a summative and reflexive modality. Unit four may ask that you select, compile, revise, and reflect on semester work and present it to an audience of peers and instructor. Retrospective reflection and revision constitute the key processes here.

MLA: Citation & Documentation

All assignments in this course must follow the formatting and style guide laid out in The MLA Handbook (9th ed.) of Modern Language Association of America. That means that whenever you are drawing on the ideas or language of others (e.g., a quote, a paraphrase, a summary) in your essays or posts—whether from primary or secondary sources, directly or indirectly—you are required to correctly signal and document those instances using in-text citations and list them under Works Cited, without exception. Academic writing depends on your ability to enter a critical conversation in which you are expected to engage both primary and secondary sources, while accurately crediting ideas, quotations, summaries, and paraphrases. Failure to properly document your sources constitutes *plagiarism*, which will be addressed in accordance with the course's and the university's Academic Integrity policy.

For further guidance on citation and formatting, see the resources below:

- Modern Language Association (MLA) official website
- Purdue OWL: MLA Formatting and Style Guide
- MLA In-text citations
- MLA Works Cited Page
- Create a hanging indent in Word
- Writing Toolbox: MLA Style
- Sample Papers in MLA Style
- CSWR Resource Guide: MLA Style

Note: More resources on MLA Style will be made available on `Canvas / Resources, References & Research / MLA & Style`.

Grading

Please review the following submission requirements carefully:

- All written work must follow the MLA style guidelines in both formatting your paper as well as citing and documenting sources.
- Assignments must be submitted through the designated `Canvas` assignment portal in Microsoft Word `.docx` format. (See also "A Note on Technology" below.)
- Always confirm that your file has uploaded correctly. If you do not see a confirmation or preview after submitting, resubmit immediately.
- You are responsible for ensuring that your work uploads successfully, is in the correct format, is written in

English, is legible, and fully adheres to MLA style.

Note: To pass the course, you must complete all course requirements and assignments.

Note: I do not accept assignments by email under any circumstances.

Grade Breakdown

Component	Weight
Engagement	15%
Discussion Boards	10%
Short Writing Assignments	10%
Inquiry Project 1: Self and the World	10%
Inquiry Project 2: Rhetoric and Textual Analysis	20%
Inquiry Project 3: Visual Rhetoric & Recomposition	20%
Final Revision and Reflection	15%

Every assignment in the first two categories and all four major projects are graded individually on `Canvas` with a posted rubric, so your standing in the course is visible and itemized throughout the semester.

Grading Scale

Grade	Percentage Range
A	95-100
A-	91-94
B+	88-90
B	84-87
B-	80-83
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

Late Work Policy

Late work will be marked down by one-third of a letter grade for each calendar day it is late (for example, from a B+ to a B). This includes weekends and holidays, so plan accordingly.

Note: `Canvas` assignment portals generally remain open until grading for that assignment is complete. If a portal is still open, submissions are accepted; however, the late work policy still applies. Once a portal closes, the course has moved forward and no further submissions will be accepted.

Note: The final paper is due by the last day of class (Dec. 4). Late submissions will incur the same one-third–letter-grade penalty per day. No final submissions will be accepted after Dec. 6th. Submissions made after that cutoff—for any reason—will result in failure of the course.

If an urgent or unforeseen situation interferes with your ability to complete work on time, contact me as early as possible. You are not required to share private details; what matters is timely communication and the possibility of establishing a workable plan.

Please consult the Fall 2026 Academic Calendar for official semester dates.

Credit-Hour Statement

This is a three-credit-hour course. Because the course is delivered fully online and asynchronously, instructional time is measured through structured weekly modules rather than scheduled class meetings. These modules include instructor-provided materials, readings, writing activities, and assignments that meet the credit-hour requirements for the course. Students should plan to devote a minimum of eight hours per week to class work, including reading, writing, research, revision, and engagement with course content.

A Note on Technology

Back up your work. Save drafts in more than one location. Technology fails at the worst possible times, and last-minute writing makes every failure catastrophic. To avoid unnecessary stress and missed deadlines, back up your work regularly and manage your time wisely.

Please keep in mind the following:

- Do not use your phone or tablet to access or submit assignments in this course. The ideal computing device for this course is a reasonably efficient desktop or laptop computer.
- When submitting assignments, plan ahead, and be aware of scheduled IT service updates or outages, which may temporarily interrupt access to `Canvas`. During such times, you may be unable to submit or view assignments.
- If a technical problem with `Canvas` or another university system prevents submission by the deadline, you may email me the completed `.docx` file as a time-stamped, temporary measure. But you must upload it to `Canvas` as soon as access is restored. Personal technical problems (e.g., a device failure, Internet outage) do not qualify, so budget your time accordingly.
- Only assignments successfully uploaded to `Canvas` will be graded; emailing a file does not replace `Canvas` submission.
- Always double-check your submissions, that is, if you do not see a confirmation or preview after submitting your work, try again; do not assume your work went through without verifying it.
- Computers are available on campus (whether in Albuquerque or Valencia), so if your personal device fails or your home Wi-Fi is unreliable, use library computers or other university facilities to complete and submit your work.
- If you happen to use Word for the web (Microsoft 365) to complete an assignment, download the document to your computer as a `.docx` file before submitting it on `Canvas`.
- As a UNM student, you can install Microsoft 365 Apps, including Microsoft Word, on your personal devices for free using your UNM credentials; if you are not sure how, reach out to UNM IT support.

Note: You may be accustomed to drafting in Google Docs, but it is not a suitable environment for academic writing in this course. If you choose to use it anyway, you are fully responsible for formatting your document in MLA style and submitting a properly formatted `.docx` file (use `File / Download / Microsoft Word (.docx)`). Converting from Google Docs to Word can introduce formatting errors, and any resulting problems may affect your grade.

Technical Support

If you run into technical problems with `Canvas` or other UNM systems, contact support directly (and early):

- **UNM Canvas Support:** (505) 277-0857 (24/7), or use the "Help" menu within Canvas to create a support ticket.
- **UNM-Valencia IT Support:** (505) 925-8911, or create a support ticket.
- **Canvas questions:** Tutors in the Learning Center may also be able to advise you; email tutor@unm.edu to make an appointment.

Student Support and Resources

UNM Valencia and the broader UNM system offer a range of academic, personal, emergency, and advocacy resources to support your success. If you are unsure where to begin, your academic advisor, staff at PASOS Resource Center, Academic Affairs Office, or I can help direct you to appropriate support.

Resources for Distance Learners

Canvas is your home base for this course. If you need help navigating the platform, check out the Help tab on Canvas:

- Online Learning
- Student Online Learning Resources

Equal Access Services

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. But you 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. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class, please contact the UNM-Valencia Accessibility Services. They are located at Advisement & Counseling Services, Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031. Call to schedule an appointment at 505-925-8560 or connect with them at vcaccess@unm.edu. Make an appointment here.

You may also reach out to Accessibility Resource Center (ARC) at UNM-Albuquerque by phone at 505-277-3506, or by email at arcsrvs@unm.edu.

Citizenship and Immigration Status

All students are welcome in this class regardless of citizenship, residency, or immigration status. I 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. Support and resources are available through El Centro de la Raza.

PASOS Resource Center (Non-Academic Support)

Phone: 505-925-8907
Email: pasos@unm.edu

The PASOS Resource Center serves as a one-stop hub for non-academic support services for UNM–Valencia students, including assistance with basic needs and campus navigation. Pasos connects UNM-Valencia students with academic support, campus resources and people who can help them move forward. Whether you need advising, tutoring, food pantry information or help finding the right office, Pasos is the place to start.

Tutoring Services

PASOS Tutoring Services provide tutoring support in math, science, writing, and other subjects through the Learning and STEM Centers and the Writing Center. Tutoring is available online and in-person. To make an

appointment visit Tutoring Services.

Note: If you have difficulty with scheduling an appointment, would like an appointment in a subject not listed, or have a question, email tutor@unm.edu. You'll get answers during business hours Monday through Friday.

Student Health and Counseling (SHAC — UNM Albuquerque)

Phone: 505-277-3136

UNM SHAC is located on Main Campus north of Johnson Center and across the mall from (east of) the Student Union Building. SHAC provides quality health and counseling services to all UNM students to foster student success. Fees charged at SHAC are much lower than community rates. SHAC is funded in part by student fees. SHAC is accredited by the Accreditation Association for Ambulatory Healthcare (AAAHC).

LoboRESPECT Advocacy Center

Phone: 505-277-2911
Email: loborespect@unm.edu

LoboRESPECT Advocacy Center provides a safe and welcoming environment for students to receive support and advocacy services in the aftermath of any form of crisis including, but not limited to, sexual assault or misconduct, harassment, or gender-based discrimination.

Additional confidential support services are available through:

- **Women's Resource Center**
- **LGBTQQIA/Arcoíris Resource Center**

Psychological Wellness

It is important to prioritize self-care and seek assistance without feeling stigmatized. If you find that personal stressors interfere with your academic performance or negatively impact your daily life, confidential support is available to you. UNM's Student Health and Counseling provides confidential services by licensed mental health providers including psychological counseling and evaluation for emotional, social and academic concerns. For questions or to make an appointment, call 505-277-3136 or visit Counseling Appointment.

In addition, you have access to crisis counselors around the clock through the following Emergencies, After-Hours Options:

- In case of an emergency, **dial 9-1-1 or go directly to a local hospital emergency room**.
- Timely Care: Timely Care is FREE resource for after hour care.
- Mental Health Emergencies: **Call or text 988** (National Suicide & Crisis Lifeline).

Emergencies / After-Hours Resources.

- SHAC After-Hours Resource Guide
- NM Poison & Drug Information Center
- Rape Crisis Center of Central NM
- UNM LoboRESPECT
- Timely Care
- **Crisis Text Line:** Text HOME to 741-741
- **The Trevor Project's LGBTQ+ Lifelife:** Call 1-866-488-7386 or text START to 678-678
- **The Network / La Red:** Call 800-832-1901. This is an English/Spanish, LGBTQ, kinky and polyamory competent resource.

If your life or someone else's life is in danger, please call 911. If you are in a crisis and need help right away, please call the National Suicide Prevention Lifeline at 988. Students dealing with heightened feelings of

sadness or hopelessness, increased anxiety, or thoughts of suicide may also text "HOME" to 741741 (Crisis Text Line). See also the Emergencies, After-Hours Options.

University Policies

UAP 2720 (Equal Opportunity, Prohibited Discrimination, and Related Misconduct) and UAP 2740 (Sex Discrimination Including Sexual Harassment and Other Prohibited Conduct)

Our classroom and university should foster mutual respect, kindness, and support. If you have concerns about discrimination, harassment, or violence, please seek support and report incidents. Find confidential services at LoboRESPECT Advocacy Center, the Women's Resource Center, and the LGBTQQIA/Arcoíris Resource Center). UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). All instructors are "responsible employees" who must communicate reports of sexual harassment, sexual misconduct and sexual violence to Compliance, Ethics and Equal Opportunity. For more information, please see UAP 2720 and UAP 2740.

Student Privacy (FERPA)

Student privacy is strongly protected at UNM-Valencia. Under the federal Family Educational Rights and Privacy Act (FERPA), I cannot discuss your academic progress or grades with anyone but you. If you have questions about a grade on an assignment or your final grade, you are the only one who may speak with me about it. All outside requests for release of information must be sent to and approved by the UNM-Valencia Registrar: 505-925-8580.