University of New Mexico-Valencia Campus
English 1110: COMPOSITION 1 Syllabus

Fall 2026
English 1110-506
First Year Composition
M/W 1:30-2:45pm VABS 124
CRN: 81497 (16-Week Course)
Dates: 08/17/2026-12/12/2026

Lizbeth Axelrod, MFA
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Office Hours: M/W 12:15-1:15pm and by Appt.

COURSE DESCRIPTION:
Welcome to English 1110: Composition I. 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 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
Throughout the semester in English 1110, students will progress toward the following student learning outcomes:

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

Expanded Student Learning Outcomes

1. **Rhetorical Situation and Genre —** Learn to make arguments that fit your audience, purpose, genre, medium, and situation. You should be able to explain why you chose particular claims, evidence, strategies, and technologies.
2. **Writing as a Social Act —** Understand that writing happens within communities. You should recognize how different groups—local, national, and international—develop their own expectations, language, and ways of communicating**.**

3. **Writing as a Process —** Show that strong writing usually develops through multiple stages: planning, research, drafting, feedback, revision, editing, and proofreading. You should be able to use different tools and approaches depending on the project.
4. **Grammar and Usage —** Develop stronger control of Standardized Written American English, including sentence structure, paragraphs, grammar, punctuation, and overall document conventions.
5. **Languages, Dialects, and Registers —** Understand that Standard English is only one way of communicating. You should be able to recognize the value of different languages, dialects, and levels of formality and make thoughtful choices about when to use them.
6. **Reflection —** Think critically about how you have developed as a writer during the semester. You should be able to identify what you have learned and explain how those skills can help you in school, work, or other situations.
7. **Research** — Use research not just to prove what you already believe, but to discover new ideas. You should investigate questions, consider multiple perspectives, and use different research methods, media, and technologies.
8. **Integrating Sources —** Learn how to bring other people's ideas into your writing ethically and effectively. This includes accurately representing their perspectives, providing appropriate context, and giving credit to sources.

Credit-hour statement: This is a three-credit-hour course. Class meets for two 75-minute sessions of direct instruction for 15 weeks during the fall 2026 semester. Please plan for a minimum of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

Required Texts and Materials –
All required Reading Materials are Free & Available Online & In our Canvas Shell

- Megan Barnes and Tammy Wolf. *Introduction to College Writing*.
  Central New Mexico Community College, 2024
  https://nmoer.pressbooks.pub/english1101/
- A current MyUNM account and working UNM email account.
- A notebook or Journal
- Access to ZOOM for possible classes put online (weather or covid issues)

LIBRARY INFORMATION FOR LITERACY OUTCOMES (and Extra Support):

- Students will learn to access Libros library database software and find information relevant to their writing projects. Students will learn how to skim books and articles and find quotations that are both relevant and appropriate for the paper.
- Students will be able to identify what type of database source they have found, e.g. magazine, journal, newspaper, website.
- The UNM Valencia Campus library contact info is: http://valencia.unm.edu/library/ and (505) 925-8990.

INSTRUCTOR INFORMATION

For assistance with course-related questions, I am available to meet with you during regular office hours (M/W 12:15-1:15pm) If you cannot meet during these times, let me know and we can schedule an appointment. You can also reach me by e-mail at laxelrod@unm.edu during normal business hours from 8:00 AM to 5:00 PM, M-F. Please allow 24 hours for a response.



Instructor Biography: Lizbeth Axelrod, MFA teaches Writing & Rhetoric, Writing & Literature, Composition 1&2, Technical Communication 1 & 2, Contemporary Literature, and Creative Writing. She has held previous academic appointments at State University of New York, Westchester Community College, City Tech, The New York City College of Technology, and she currently teaches at UNM Valencia as well as CNM. Liz received her MFA from the New School for Public Engagement, NYC in 2013. She was Managing Editor of the New School's Literary Journal - 12th Street. Her work has been widely published. Her first book of poetry, *Go Ask Alice* (June 2016) was a finalist (5th Place) in the Finishing Line Press New Woman's Voices Competition. She also writes creative non-fiction, fiction, and book reviews. Her work has been published widely. She was founder, co-host and curator of the Cedarmere Reading Series in the home of William Cullen Bryant (2014-2018). You can find more about my creative writing and publishing life here: Liz Axelrod, MFA

REQUIRED TECHNICAL SKILLS

In order to participate and succeed in this class, you will need to be able to perform the following basic technical tasks:



- Use Canvas (https://canvasinfo.unm.edu/students/index.html)
- Use email – including attaching files, opening files, downloading attachments
- Copy and paste within applications including Microsoft Office
- Open a hyperlink (click on a hyperlink to get to a website or online resource)

- Use Microsoft Office applications
  - Create, download, update, save and upload MS Word documents
  - Create, download, update, save and upload MS PowerPoint presentations
  - Create, download, update, save and upload MS Excel spreadsheets
  - Download, annotate, save and upload PDF files
- Be open to using software programs that may be new to you. **While these aren't required, you may want to use different programs to design your projects.**

STUDENT SUPPORT:

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

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

Student Health and Counseling (SHAC) at (505) 277-3136. If you are having active respiratory symptoms (e.g., fever, cough, sore throat, etc.) AND need testing for COVID-19; OR If you recently tested positive and may need oral treatment, call SHAC.

LoboRESPECT Advocacy Center (505) 277-2911 can offer help with contacting faculty and managing

Accommodations:
UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center at arcsrvs@unm.edu or by phone at 505-277-3506. The UNM-Valencia Equal Access Services (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu.

Contact me via email (laxelrod@unm.edu) or Canvas messaging or in office/drop-in hours if you need additional support. Or Contact the UNM-Valencia Equal Access Services (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu., Or Accessibility Resource Center (https://arc.unm.edu/) at mailto:arcsrvs@unm.edu (505) 277-3506.

Our classroom and university 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 **http://arcoiris.unm.edu/**. UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity).

BASIC COURSE POLICIES

LATE WORK POLICY: While I do understand that life and prior commitments can sometimes get in the way of your work, late work is not accepted in this course without approval. Weekly assignments can be made up if a student is absent, but points will be taken off for lateness – **5 points for the initial lateness requested, and then 3 points per 24 hours later than the due date**. Students are expected to attend class, to log in to Canvas at least three times a week and be prepared to work when class begins. This is a computer classroom - Make sure your computer is on and that you are logged in to begin work in Microsoft Word/Canvas Learn. **Because we use the computers every day, having your NetID and password is mandatory for success in the course.** No talking is allowed during the lecture. No cellphones are allowed in class. There is a zero-tolerance policy for any of these actions. Students who do not comply will be asked to leave without warning and will receive a zero for the day's activities.

ASSIGNMENT POLICIES

Unless otherwise specified, all writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font. Essay length requirements are 1000-1500 words each, or 4-5 pages. We will go over and MLA specifications for your papers in class. Additional help is available in Canvas in the Course Content and Resources section with links and other resources to help you format your papers correctly.

MISSED WORK – *I will allow students to make up missed work. But I hardly ever allow students to make up missed journal entries or in class presentations.* Exceptions are limited to documented, serious, and inescapable emergencies, such as car accident or hospitalization

1110 Classwork Information:

Unit	Approach / Assignments Included in This Unit
Unit 1: Writing from Experience — Self, Language, and Learning	Students begin the semester by exploring their own experiences with language, education, identity, culture, and community. Through low-stakes writing, brainstorming, discussion, and peer feedback, students learn to use personal experience as evidence and develop ideas through specific details and examples. **Assignments include:** memoir or personal narrative; literacy or educational narrative; brainstorming and "data dump" activities; sensory-detail exercises; reading responses; discussion posts; peer review; and revision. Students practice developing a clear purpose, organizing ideas, writing effective paragraphs, using description and detail, and revising their work based on feedback.
Unit 2: Rhetoric, Analysis, and Research	Students build on their writing skills by examining how writers, speakers, media, and other texts communicate with different audiences. Students study **audience, purpose, genre, context, evidence, language, and rhetorical strategies** and learn to move from summary and observation to analysis and argument. Research skills are introduced and practiced throughout the unit. **Assignments may include:** rhetorical or media analysis; reading responses; source evaluation; research and inquiry activities; annotated source work; quotation, paraphrase, and summary exercises; discussion posts; peer review; and a revised analytical or research-based essay. Students practice developing focused claims, integrating credible sources, using evidence effectively, and documenting sources appropriately.
Unit 3: Multimodal and Professional Communication	Students apply the rhetorical and research skills developed earlier in the semester to different genres, audiences, technologies, and modes of communication. Students consider how written, visual, audio, digital, and other forms of communication create meaning and how writers adapt their choices for different situations. **Assignments may include:** presentation, infographic, digital story, website, visual argument, podcast/video project, professional document, or other multimodal composition; project proposal or planning activities; script, storyboard, or design work; peer workshop; and a written reflection or rhetorical rationale. Students practice making purposeful choices about **audience, purpose, genre, medium, design, accessibility, and technology** while developing confidence as flexible writers and communicators.
Unit 4: Revision, Reflection, and Final Portfolio	Students conclude the semester by looking across their work and evaluating their development as writers, researchers, and communicators. Students select significant assignments, revise major pieces, and reflect on the writing and learning strategies they developed throughout English 1110. **Assignments may include:** a final digital portfolio containing selected and revised work from the semester; substantial revision of major assignments; résumé and/or other professional materials when appropriate; final course reflection; self-assessment connected to course learning outcomes; and portfolio presentation or discussion. Students identify specific areas of growth and consider how the writing, research, rhetorical, revision, and technology skills developed in English 1110 can transfer to future academic, professional, civic, and personal writing situations.

ENGAGEMENT: You can participate best when you are prepared, having done the reading and homework before class. Come ready to demonstrate what you've learned. I evaluate your level of engagement - *evidenced by active listening, quality contributions, and productive use of class time* – during and after each class.

RESOURCES TO SUPPORT YOUR LEARNING AND TIME MANAGEMENT SKILLS:

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.

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

ATTENDANCE POLICY

Attendance will be taken at the beginning of each class. Missing class is not an excuse for being unprepared. If you are absent, it is your responsibility to keep up with reading, get class notes from a fellow student, and /or see me during office hours if you have questions about the material. Students who miss the first week of classes will be dropped. Students who miss more than 4 classes unexcused will be dropped. Arriving 10 minutes after class starts counts as an absence. Excused absences include documented hospitalization or other documented, unexpected extreme emergencies. If excessive absenteeism that falls under the purview of "excused absences" continues, I reserve the right to drop students from the course. Please note: doctor's appointments, child-care, court dates, and job scheduling conflicts may not count as excused absences (always check with me first).

PLAGIARISM

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

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

CLASSROOM BEHAVIOR

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

1) Students must treat one another and the instructor with respect. Derogatory remarks or name-calling is prohibited.
2) Students should not interrupt classroom lectures or discussion with non-related comments.

3) Students may discuss complaints about the course with their instructor; however, the students must do so in the proper environment, such as via email to the instructor, or during private office hours. Constant complaining in class discussions or in ZOOM meetings may result in the student being asked to leave that day's lesson; continued complaining after the first warning may result in the student being dropped from the course.
4) Students should not yell or curse at other students or at the teacher. Class time is a professional learning environment. Sometimes a curse word is needed and the instructor will set that policy – but we never curse at each other.
5) Sexual harassment will NEVER be tolerated.
6) Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. The offending student will be asked to leave for the day and may be dropped from the course. Security will be called. Intoxication, physical assault and or battery, violence, stalking, or threats fall into this category.
7) Students must not threaten the instructor concerning their grades. This type of behavior is considered harassment and/or verbal assault. Security will be called.
8) If you ever feel unsafe on campus, please call security at (505) 925-8570.

NETIQUETTE STATEMENT:

Netiquette is a set of rules for behaving properly in an online and computer classroom.

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

Computer and Technology Policies

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

E-Mail Etiquette

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

Equal Access

Pursuant to the Americans with Disabilities Act (ADA), students with documented special needs will be accommodated in this course. Students with disabilities should visit Accessibility Services to obtain an Equal

Access form, which needs to be sent to the professor within the first two weeks of class. The contact information for the Student Services Office is (505) 925-8560 and http://www.unm.edu/~vcadvise/equalaccess.htm.

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.

Resource: Division for Equity and Inclusion.

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/.

Respectful and Responsible Learning: We all have shared responsibility for ensuring that learning occurs safely and equitably. UNM has important policies to preserve and protect the academic community, especially policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the *Student Pathfinder* (https://pathfinder.unm.edu) and the *Faculty Handbook* (https://handbook.unm.edu). Please ask for help in understanding and avoiding plagiarism or academic dishonesty, which can both have very serious consequences. Support: Center for Academic Program Support (CAPS). Many students have found that time management workshops can help them meet their goals (consult (CAPS) website under "services").

Connecting to Campus and Finding Support: UNM-Valencia has many resources and centers to help you thrive, including opportunities to get involved, mental health resources, academic support including tutoring, resource centers, free food at Valencia Campus Food Pantry, and jobs on campus. Your advisor, staff at the resource centers and I can help you find the right opportunities for you.

Student Privacy

Student privacy is strongly protected by professors at UNM-Valencia. In fact, a federal statute called 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. In sum, parents, relatives, or friends will not be allowed access to information about student performance. All other outside requests for information release must be sent to and approved by the UNMVC registrar: (505) 925-8580.

Participation

Participation is mandatory in this course. Participation means actively participating in your education, including class discussions, in-class writing workshops, and other exercises. Make sure to bring course materials and take notes during every class meeting. In the case of absence, in-class writing assignments cannot be made up regardless of the reason.

Required Work and Grading

- 3 Major Essays: 125 points each — 400 pts — (40%)
- Daily Writing Assignments & Quizzes — 200 pts — (20%)
- Grammar Goodies — 100 pts — (10%)
- Writing Presentation — 50 pts — (5%)
- Portfolio — 250 pts — (25%)

There are 1000+ points possible in the course (this is approximate - points may fluctuate when additional assignments are added throughout the semester). Grades will be determined on a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (1000-900 points); 89-80% = B (899-800 points); 79-73%= C (799-700 points); 69-60% = D (699-600); and below = F.

Grading Scale

Score	Grade
96-100	A+
93-95	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

Final Portfolio

A final portfolio of student work is required in this course. It may be judged by a panel of UNM-Valencia professors. The portfolio includes a collection of essays and the professor will provide the guidelines to students ahead of time. Please keep a copy of all graded work and rubrics for this purpose. Part of the portfolio grade is based on revision abilities. Panel graders look to see whether students have responded to instructor comments and whether students have made substantial changes. The panel graders will determine student readiness for English 120, based on the portfolio. Students must receive a 73% or higher overall grade in the course in order to pass English 1110. A final note about “Incompletes”—this grade is rarely given as it is reserved for students who have completed all of the coursework, but due to some unforeseen emergency, is unable to complete the Final Portfolio.

TECHNICAL REQUIREMENTS

- We will be in a computer classroom so everyone will have access to a computer. For homework - a laptop, desktop, iPad, etc.is recommended - basically something that you can use to access the Canvas class and upload your required assignments.
- Supported browsers include: Internet Explorer, Firefox, and Safari.
- Any computer capable of running a recently updated web browser should be sufficient to access your online course. However, bear in mind that processor speed, amount of RAM and Internet connection speed can **greatly** affect performance. Many locations offer free high-speed Internet access including UNM's Computer Pods.
- Microsoft Office and Adobe products are available free for all UNM students (more information on the UNM IT Software Distribution and Downloads page: http://it.unm.edu/software/index.html)

For external Canvas Technical Support: Click the "Help" icon at the bottom of the left-hand sidebar in Canvas.

Class Calendar – ENGLISH 1110

This is an example of our possiuble class Assignments. *All Assignments are posted in Weekly Modules on Canvas*

Assignments aresubject to change – check weekly Canvas Modules for updates

Most written assignments due on Sundays at 11:59pm in Canvas



Week	Topics & Readings	Assignments / Activities	Due Dates & Points
1	- Read Syllabus - David Sedaris, *"Us & Them"* *-Intro To College Writing Part 1 – Introduction to College Writing*	- Syllabus Quiz - Post Intro in Discussion Board - Writing Prompt: in class	Due Sunday @ 11:59pm in Canvas
2	- Memoir: Kaveh Akbar - Memoir: Ashley Ford, *"The Year I Grew Wildly While Men Looked On"* *- Intro to College Writing Part 2 – the Writing Process Chapters 5-7*	- Watch Memoir Writing Video - Subject/Verb Quiz (25 pts) - Writing Prompt (TBD) - Essay 1: Memoir Writing Proposal (50 pts)	- Assignments due Sun 11:59 PM
3	- Grammar Goodies: Fragments, Comma Splices, Clauses, Memoir Draft *Intro to College Writing: Chapters 8-12*	- Writing Prompt (TBA in class) - Discussion Board: Plot in essays (summary paragraph) - Begin Draft of Memoir - Essay 1: Memoir Draft (50 pts)	- Memoir Draft: Sun 11:59 PM
4	- Grammar Goodies: Parallelism *Intro to College Writing: Chapters TDB*	- Memoir Draft Workshop - MLA Format Assignment - Journal Entry (TBA)	- Final Memoir: Sun 11:00 PM

Week	Topics & Readings	Assignments / Activities	Due Dates & Points
		- Essay 1: Final Memoir Essay Revision	
5	- Grammar Goodies: Tense & Subject/Verb Agreement - *Intro To college Writing TBD*" - Sample essays for Research Argument Essay –"Getting The Led Out"	- Writing Prompt (TBA) - Discussion Board: Essay choice - MLA Format & Source Citations - Read MLA Guide & Samples	Grammar Goodies & "Getting The Led Out" Assignment.
6	- *Intro To College Writing* TBD - Research Proposal Example	- Thesis Work - Post Thesis Statement in Discussion Board - Writing Prompt: What is plagiarism - Essay 2: Research Argument Proposal (50 pts)	- Research Proposal: Wed 11:59 PM
7	- Works Cited Example - Research Questions & Reliable Sources - Annotation Example	- Works Cited & In-Text Citations (in class) - Journal Entry (TBA) - Essay 2: Annotations (25 pts)	- Works Cited Page Sun 11:59 PM
8	- David Foster Wallace, *"Consider the Lobster"*	- Assignment (25 pts) - Journal Entry (TBA) - Grammar: Comma Splices & Fused Sentences - Begin Draft of Essay 2	- CTL Assignment due: Sun 11:59 PM
9	Read: Nicholas Carr, *"Is Google Making Us Stupid?"*	- Writing Prompt: Research Questions - Journal Entry (TBA) - Workshop Groups & Blog Directions - Essay 2: Research Essay Draft (in class Wed) - Essay 2: Revised Draft (50 pts)	- Revised Draft: Sun 11:59 PM
10	Revision and Reflection	- Revision Work - Works Cited & Citations Discussion - Journal Entry (TBA) - Essay 2: Final Research Argument Essay (100 pts)	- Final Essay: Sun 11:59 PM
11	-Read Reviews Discuss Digital media and alternative writing formats	- Writing Prompt: Reflection - Watch Movie + 250-word Review (25 pts) - Read Evaluation Essay Directions - Pick Evaluation Topic - Essay 3: Evaluation Proposal (50 pts)	- Proposal: Sun 11:59 PM

Week	Topics & Readings	Assignments / Activities	Due Dates & Points
12	- Read on Reports & Evaluations Digital media	- Journal Entry (TBA) - Essay 3: Draft (50 pts)	- Draft: Sun 11:59 PM
13	Sample Persuasive Essay - Internet Deception	Workshop Groups Assigned - Post to Workshop Group (Wed 10:00 PM) - Essay 3: Final Evaluation Essay (50 pts)	- Final Essay: Sun 11:59 PM
14	Portfolio Discussion and catch up!	- Journal Discussion - Extra Credit Assigned - Catch up on Journals & Discussions - Final Essay Revision Project - Journal Entry (TBA)	- Extra Credit & Deadlines Announced
15/16	Prepare and complete the final portfolio	- Final Essay Revision Project (150 pts) - Final Grammar Goodies Review - Class Evaluation: 2 paragraphs (25 pts) - Final Journal Entries - Extra Credit Due	- Journals & Extra Credit: Fri 11:59 PM - Final Project: Sun 11:59 PM