Instructor: Patricia Gillikin
Pronouns: she, her, hers
e-mail: gillikin@unm.edu

Times when I'm available to talk with you and support you–"Office Hours"–subject to revision:

- Tuesdays 9:30 a.m. to 10:30 a.m. and 12:10 p.m. to 1 p.m. in the Writing Center at the Valencia Campus

I can also meet with you at many other days and times. Email me to set a time with me to meet in person--or to Zoom or talk on the phone.

Fall 2026

16 week course, Tuesday, August 18– Friday, December 4

ENGLISH 1110Z: Enhanced Composition

Section 501, CRN: 80392

10:30 a.m. to 12:10 p.m. Tuesdays and Thursdays

VAAS 141 (Arts and Sciences)



Land Acknowledgment

The following is quoted and paraphrased from UNM-Albuquerque's website, with my own added thoughts: https://diverse.unm.edu/about/land-acknowledgement.html "Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia." This refers specifically to UNM-Albuquerque. The statement goes on to identify "The original peoples of New Mexico – Pueblo, Navajo, and Apache."

The purpose of statements like this is to recognize the significance of Indigenous peoples' histories and presence in our state and to our university. The statement goes on to say: "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." While that first sentence is specific to the campus in Albuquerque, we are at UNM-Valencia so there is more to it than that.

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 1110Z 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.

Course Texts and Materials

UNM email address and access to UNM Canvas. A textbook is not required for this course.



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



The Importance of Mistakes/Writing and Reading/Resources and Support Available to You:

Informal writing you do in this course—and you will do a lot of it!—is PRACTICE, and will be evaluated accordingly. You need to and are expected to make many different kinds of mistakes in this writing. Why? I can think of at least two reasons: first, you and I need to know what sorts of mistakes you make, so you can then know what you need to learn in order to revise and edit final drafts of formal projects; second, and more important, making mistakes is how you learn. If you never make any mistakes, you'll never learn from them. All of us have many, many things to learn about writing, and so we have lots of mistakes to make.

This means I do NOT grade informal short writings for spelling, usage, grammar, structure, paragraph unity, or even whether they make any sense. I do ask that you do them, and that you try to make them readable. You may want to or need to repurpose them later in formal projects.

If you do the work of the course and turn it all in on time, and if you participate in figuring out what it is you need to learn, talk with me and your tutors about that, and work to learn it, you have a strong chance of completing this class successfully. The course is designed so that by doing the work, you practice what you need to learn.

Finding writing and reading to be challenging tasks is normal, because they are both often tough. (Note: the rest of this is going to focus on writing, but it applies to reading too.) I still find writing tasks to be difficult sometimes, and I always will—it's the nature of writing. If you struggle with writing tasks in this class, then you are being a writer and engaging fully with your learning as a writer, and that does not mean you won't accomplish your own goals with writing and the goals of the class.

You already have inner resources to do the writing in this class: you communicate out loud and online to many different audiences for many reasons and you hone your language skills as you do so. You also now have the resources that college students have: your teacher, your classmates, and Writing Consultants in the Writing Center.

Let me break that down:

I (and all your teachers) are resources for you to learn. We want you to reach out to us, to meet with us during drop-in (or "office") hours. I encourage you to email me with questions you have and to let me know how I can support you. **I care about your growth as a reader and a writer and you as a person, and I want you to experience being well-supported in this class.**



Your classmates are a resource: you will get to talk with the students in our class in small groups during class sessions, and you will be part of workshops in which all students respond to drafts-in-progress. You will get ideas from the writing choices your classmates make—and you will in turn inspire them with your own work.

Writing Center Consultants are also there for you. They are students like you who have learned how to tutor writing by listening and asking questions. They don't have all the answers. They can be there with you as you wrangle with writing. Some people think seeking support from a tutor is a weakness. In fact, it's a superpower to ask for help and to make use of all the resources available to you. In this class, you'll meet with consultants as part of the process of composing your major projects, and you can meet with them additionally to that—and there are extra credit points in it, though I hope you'll mainly do it because you have developed the skills of seeking assistance and of expanding your methods of strengthening your writing, which include talking things through with others and sharing drafts with others.

Credit-hour statement: This is a four-credit-hour course. Class meets for two 1 hour and 40 minute sessions of direct instruction for fifteen 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.

Important Information about Workflow

Major projects in this class have the following parts:

- *Phase 1*: Inquiry/Invention that might include free-writing, brainstorming, outlining, writing key questions for the project, mapping, etc.
- *Phase 2*: Information gathering and analysis of that information that might include various kinds of research activities from reading, library research, interview work, or other kinds of research work. **This begins with Project Two: you will not do outside research for Project One.**
- *Phase 3*: Drafting
- *Phase 4*: Peer Review
- *Phase 5*: Revision
- *Phase 6*: Reflection

These elements are, in fact, parts of most writing projects you will do in and out of school, and they are also recursive: it often makes sense to return to earlier parts of the process even after you've drafted and are revising.

I will respond and/or grade what you turn in, both free writes and class activities and larger projects, within a two-week window, sooner if I can. I will prioritize what will help you with revision for the next part of a project.

Tentative Schedule

We'll adjust the following as needed.

Project One, on Something You Know Well: Weeks One through Three

Project Two, a film analysis: Weeks Four through Seven

Project Three, a proposal or exploration in two modes, with research: Weeks Eight through Twelve

Project Four, Portfolio Revision and Reflection: Weeks Thirteen through Sixteen

Any changes will be announced and/or posted on the Canvas calendar.

Unit and Project Descriptions

Unit 1: Self in Place, in language, in learning

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, inquiry, and story. Work in this unit might include a consideration of learning practices, linguistic, or cultural identities. You will build skills in systematic consideration of personal experience in conversation with your understanding of cultures, communities and/or educational experiences.

In this class, your Project One will invite you to share about a topic you know well and care deeply about, without using research.

Unit 2: Rhetorical analysis/study, language and culture, and/or media literacy

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 and/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.

In this class, your Project Two will be an analysis of a film.

Unit 3: Multimodal composing (Visual, Aural, Gestural/Material, and/or Remix)

Unit Three asks you to build rhetorical dexterity in your composing process, building playfully and meaningfully with ideas, modes, and genres. Specifically, this unit asks you to 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.

In this class, your Project Three will ask you to explore or propose, using research, in both writing and using visual elements (slide show, video). You will have the option of building on earlier work in the class.

Unit 4 Portfolio and/or Revision and/or Reflection
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 asks you to select, compile, revise, and reflect on semester work and present it to an audience of peers and instructor. Examples of portfolio content may incorporate goal setting, learning of systematic analysis of your own writing as data, or composing letters to future students.

In this class you will revise from previous work and write a reflective essay on yourself as a writer and your work in the class.

Pasos Resource Center: Tutoring Services—and specifically, the Writing Center

Tutoring is available to you in math, science, ***writing,*** and other subjects through the **Pasos Resource Center: Tutoring Services**, which includes STEM tutoring and the **Writing Center.** In person tutoring is in Pasos 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.

The webpage, with more details about available hours and a link to schedule appointments, is here: Pasos Resource Center: Tutoring Services.

You'll be doing Writing Center appointments as part of your major project sequences, and you will be able to earn extra credit for additional appointments.

Grading Policy

50%: Attendance, Participation, and Completion of Weekly Practice Writings, assignments that lead into the major assignments, and Projects, including first drafts and final drafts turned in on time—basically, everything you turn in to Canvas: full points if you follow directions, do it fully in your own voice, and turn it all in.

NOTE: your grade in Canvas (in "My Grades") will be THIS 50%, and will include credit for just turning in the final drafts of major assignments and the portfolio. This is also where extra credit you earn will go.

The following percentages will be from letter grades separate from assignments in Canvas, though you will get points in Canvas for turning in rough and final drafts, and I'll indicate the letter grades you earn in the notes for the final drafts.

20%: Average of major assignments (must include first drafts) (these will be letter grades separate from assignments in Canvas, though you will get points in Canvas for turning in rough and final drafts)

30%: Final Portfolio: Revision of one of the earlier projects with accompanying Reflection Essay (also a letter grade; will show up in comments in Canvas)

IMPORTANT: in order for your Portfolio Revision to be graded, you MUST complete all previous short Projects or alternatives that you and I agree to.

To pass this course, students must earn a final grade of C (not C-) or higher.



Small, Larger, and Revised Projects

ALL formal writing and homework assignments must be typed and saved as a separate document in order to best facilitate revision. Use a reasonable font and point size (such as 12 pt. Arial or Times New Roman). All formal documents should be double-spaced with one-inch margins. Be sure to proofread every assignment you turn in. Drafts—early and final—will usually be accompanied by a self-assessment and reflection.

NOTE: **Save ALL the writing you do during the semester**. You never know what may prove useful during a revision or what I may require you work with or turn in. Keep electronic copies for yourself of all major assignments handed in to me. Make back up copies several places including in the cloud.

Drop Policy

Dropping or being dropped from a course can affect your GPA, enrollment status, and financial aid/award status. Always talk to your instructor before it's too late about the possible consequences of a drop and opportunities for avoiding it.

A few things to consider:

- A drop before the end of the third week in a sixteen week semester session or the 2nd in an 8 week summer session will not appear on your transcript, and you will not earn credit hours or a grade in the course.
- Your instructor can drop you from the course at any point in the semester before finals for lack of attendance and communication, and/or not turning in assignments
- If you or your instructor initiates a drop after the third week (for fall or spring) or second week (for summer) due to lack of work turned in, you will receive W or a not passing grade.
- If no drop is initiated by the end of the semester by any party, then based on your performance and attendance your instructor will use his/her discretion to decide whether to assign you a grade from A+ to F or a W.

  In Core Writing, a C or above is passing. When deciding whether or not to drop a course, consider the outcomes of earning a grade below C as opposed to a W, and vice versa. For grades C- to D-, you will earn credit hours, but you will have to repeat the course, and the grade will appear on your transcript and factor into your GPA.

Academic Integrity

Having academic integrity is paramount to your success in any class. Here is the link to the UNM Academic Dishonesty Policy: https://policy.unm.edu/regents-policies/section-4/4-8.html.

Plagiarism

"Plagiarism" is a type of academic dishonesty. It occurs when writers deliberately use another person's language, ideas, or materials and present them as their own without acknowledging the source.

Types of Plagiarism

Plagiarism can include any of the following:

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person.

Plagiarism most often occurs because students aren't aware of how to properly cite sources, or because students become overwhelmed and desperate. However, in this class you will have lots of support—you aren't alone in figuring this stuff out. One of the most important moves you will make when using sources is use quotation marks accurately when you quote a source. Make sure you quote the exact words while you are at it!

If you are concerned about how you are doing in this course or about a looming deadline you aren't sure you can meet, please talk with me instead of considering academic misconduct. **You are very capable of meeting my expectations for your writing in this course.**

Here's some recent language that partially restates the above but adds some very current wrinkles:



"Respectful and Responsible Learning:

We all have shared responsibility for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your own work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure. *Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively.* Off-campus paper writing services, problem-checkers and services, websites, and AIs can be incorrect or misleading. You can only learn the course material if you complete and submit your own work. UNM preserves and protects the integrity of the academic community through multiple policies including 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)."

A likely question you have: are you permitted to use ChatGPT in your writing process for materials you turn in for class? The answer, for this class, is "NO." However, if you are curious about the use of such algorithms in writing and want to research and write *about* it, I am happy to talk with you about how you can do that for one of your projects.

Here's the official UNM language for this:

"No Generative AI Use"

"This course is meant to help you develop and demonstrate key knowledge and skills without the support of generative artificial intelligence (AI) tools for submitted work. Using generative AI to complete submitted coursework in this course will interfere with the advantages in learning and understanding that this course offers you. You are expected to complete submitted work without any generative AI assistance. Prohibited generative AI use includes tools such as ChatGPT, Claude, Gemini, Copilot, Grammarly's generative AI features, AI image generators, AI video or audio generators, AI code generators, AI paraphrasing tools, AI presentation generators, AI design tools, and similar technologies. The purpose of this course policy is educational, not punitive. The assignments in this course are aligned with specific learning processes and outcomes that support your future learning and expertise. Submitting AI-generated or AI-assisted in this course is inconsistent with course expectations and may violate UNM's academic integrity standards and Student Code of Conduct. If AI use is suspected, I will use submitted coursework, assignment directions, conversations with you about your work and process, and this syllabus to determine whether academic misconduct occurred. If you are unsure if a tool or use is allowed, please ask before submitting the assignment."

To learn how to avoid plagiarism, you can speak to me or refer to http://library.acadiau.ca/tutorials/plagiarism/

Deadlines: I expect to receive assignments on or before their due dates. If you arrange with me in advance, alternate assignments and/or due dates are possible.

Attendance Policy: Attendance is extremely important: if you want to pass this course, you must attend class regularly, prepare for class, and participate fully in class activities. If you are unable to attend class, you must do the Make Up work for class, which includes keeping in communication with me.

I may drop students who miss class sessions **without being in touch with me or doing the make up for the class, or who do not keep up with the work.** Similarly, if you consistently fail to participate in the class by not turning in a significant number of assignments or not contributing to group work, you may be dropped.

"Extra Credit" or ALTERNATE Credit: I once had a colleague who said, "It's not an extra credit world." That may be true, but in this class I am open to your earning some credit

in alternate ways. The main/best way is for you to work with a Writing Consultant (tutor) in the Writing Center on one of your writings for this class.

I am also open to other ways you can earn alternate credit: if an assignment doesn't work for you or you need to make up some stuff, we can talk about a different way of doing that than the assignments that are already part of the course.

Caregiver Responsibilities Policy:

I have great respect for students who are balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges that require you to miss a class, please contact me. There may be some instances of flexibility I can offer to support your learning.

If we ever need to meet class in Zoom, the following policies apply:

How to Do Zoom:

It is helpful for me and your classmates to see you during our synchronous meetings in Zoom. If you are able to turn on your video, please do so. When using video, you can use a virtual background; if you don't, make sure your actual background protects your privacy and is respectful to other classmates. If you are unable to turn on the video, or if you have internet connectivity problems when your video is on, you are welcome to leave it off. I encourage you to upload a picture of yourself if you need to turn off your camera.

Zoom Adorable Pet Policy:

This next is not REQUIRED, exactly, but is an issue worth considering: if you have a cat or dog or other animal, and that animal happens to photo-bomb your Zoom, that is not only acceptable, it is a kindness you do for all of us. If I notice, I may or may not (I totally will) interrupt what I'm saying in Zoom to appreciate your cat or dog etc.



Respect, Difference, and Class Community:

We are all going to read and write together and get to know each other fairly well this semester, and so the following is particularly necessary: the class will be conducted on the basis of respect. This means that, while we might disagree (and in fact discussion and debate are part of the university experience, part of our education) we will do so courteously and with care for each other as human beings. We will all be learning from each other and we all have things to learn from each other.

In this class, different perspectives, experiences, and identities are valued as a source of strength. These differences include ones based in culture, race, class, gender identity, ability, language, and others.

To be clear: I work from a strengths-based, not a deficit, approach. This means that I focus on the strengths you bring because of who you are. And I do this for all your classmates as well. If you

have struggled because of systemic injustices in our society (systemic racism or classism or ableism or ageism or misogyny, etc.) then you bring perspectives that can give you powerful things to say in your writing. If your original language is not English, then you bring us linguistic wealth. If you are neurodivergent, you see things some of the rest of us may not. The ways we are all different are precisely the sources of how we can learn from each other, as readers and writers and people.

I would ask especially that we respect each other's writing and interpretations of the readings/texts/videos we experience together, offering encouragement and specific positive response before constructive criticism, making a place where we can write what we need to and share it when we write together. Part of this respect is your right *not* to share what you write. If we are writing and reading aloud, you may opt to pass. If you do an informal writing and find you don't want to share it in Discussions, you can email it directly to me and I'll still give you points. If you have written a rough draft for a workshop and do not wish to share that draft with other classmates, let me know and I will look at it myself and return it directly to you.

EQUAL OPPORTUNITY AND NON-DISCRIMINATION—Official language from UNM:

UAP 2720 and 2740. 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 LGBTQ Resource Center. The University of New Mexico prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). UNM faculty and graduate teaching assistants are considered "responsible employees." "Responsible employees" must communicate reports of sexual harassment, sexual misconduct and sexual violence to Compliance, Ethics and Equal Opportunity. For more information on the campus policy regarding sexual misconduct, reporting, and reporting for "responsible employees," please see UAP 2720 and UAP 2740. https://policy.unm.edu/university-policies/2000/2740.html.

Technical Support:



- For UNM-Valencia IT Support: if you are on campus, you can go to the support desk just by the Library and Writing Center entrances. You can also call (505) 925-8911.
- For UNM Canvas Technical Support: https://canvasinfo.unm.edu/support/index.html
- For UNM Web Conference Technical Help: (505) 277-5757, **Support :: UNM Web Meetings | The University of New Mexico**



SAFEZONE: I have been Safe Zone trained by the LGBTQ Resource Center at UNM-Albuquerque. This means I have some knowledge of issues and terminology for folks who are lesbian, gay, bisexual, transgender, and/or queer/questioning (that's what the acronym stands for), I am familiar with resources and support available, and I am committed to being a support and advocate.

Citizenship and/or 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. As for all students in the class, family emergency-related absences are normally excused with reasonable communication with the professor. 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 can be found here: https://elcentro.unm.edu/services-tab/resources/elcentro-resources1.html.

DREAM TEAM: I have also participated in a two day training at UNM by students who are part of the New Mexico Dream Team. This means I have some knowledge of issues faced by people who are undocumented and by their families, I am familiar with resources and support available, and I am committed to being a support and advocate.

Accessibility and Universal Design

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

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, 505-925-8560. https://valencia.unm.edu/students/advisement/equal-access-services.html

Also available is the Accessibility Resource Center at UNM-Albuquerque at arcsrvs@unm.edu or 505-277-3506.

I also encourage you to approach me with any other life circumstances that may affect your participation in the course. These may be personal, health- or family-related issues, or other concerns. The sooner I know about your needs, the earlier we can work together to form a plan for your academic success, such as discussing possible adjustments or alternative arrangements as needed in assignments.

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

Pasos Resource Center

The Resource Center is an on-campus center that serves as a "one-stop" for all non-academic needs of UNM-Valencia students. **It is also where you can access Success Coaches/Advisors to advise you on your course schedules—and access Tutoring Services—STEM tutoring and Writing Center—see page 7 of this syllabus for that.**

Contact: (505) 925-8546, pasos@unm.edu

https://valencia.unm.edu/campus-resources/pasos/pasos-resource-center/index.html

COVID-19 Health and Awareness:

UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 or flu symptoms, please do not come to class. If you do need to stay home, please communicate with me at gillikin@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.