# English 1110Z: Enhanced Composition

· Fall 2026 · Leslie Jernegan · lesliejernegan@unm.edu
· Online, asynchronous · Office: https://unm.zoom.us/j/7315512804
· Office Hours: Mondays, 4–7 p.m. MST, or by appointment

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

## 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

Welcome to English 1110Z: Enhanced Composition! In this class, we'll examine how we interact with words—as readers, as writers, as world citizens—by analyzing written work and dissecting the elements of writing that form the foundation of the work we create. As such, we'll be unearthing new appreciation for verbal communication, building upon pre-existing skills, and growing as communicators.

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

English 1110Z is a four-credit course designed for students who benefit from additional time and support in their writing process. In addition to the core learning outcomes and major projects of English 1110, this version of the course provides more time for exploration, peer collaboration, and instructor feedback. We'll move at a more deliberate pace, with extra scaffolding to help you grow your confidence and clarity as a communicator.

## Course Catalog 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 Goals**

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

**Required Course Materials:**

- UNM email address and access to Canvas (All readings will live here; no purchase of a text is required. College is pricey! Save that $$!)
- Access to Internet and writing software of your choosing (Word/Google Docs/Pages)
- Zoom (UNM login required)

## PROJECTS OVERVIEW AND EVALUATION

### ENGL 1110 Unit 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.

**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.

**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.
**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.

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

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

**Major Writing Projects**
I write "project" because you won't be graded on the final draft alone, but on the process of writing that draft. This includes responding to writing prompts, creating multiple drafts, participating in

workshops, revising, and metacognitively reflecting on the process of piecing together the final version. When you turn in your final project—or, as we'll call it, "learning record"—you'll include evidence of you gathering, organizing, analyzing, evaluating, and reporting evidence of your progress and achievement. Celebrate yourself and your growth! Each package will be an illustration of your transformation.

As part of your development in this course, **you'll be expected to meet with our embedded tutor or the Writing Center at least once during each major project**. These meetings are designed to help you reflect on your writing process, receive constructive support, and revise with confidence. You'll be asked to include a short log of your meeting(s) in your project portfolio.

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

1. Generative writing response
2. An initial draft
3. A substantially revised draft
4. A metacognitive reflection of your writing process
5. Your workshop responses for your assigned peer(s)
6. Proof of support session (brief note from tutor)

**Your Projects:**

1. **Personal Narrative:** A piece of creative nonfiction, your first essay invites you to introduce yourself through a short story—a work that says something about who you are, about why you are the way you are. Through class discussions, readings, and journals, we'll brainstorm ideas for how to choose what story you'd like to tell, and ways through which you can most effectively tell it.
2. **Rhetorical Analysis:** In this project, you'll explore how a creator uses language, visuals, sound, or structure to convey meaning about home, identity, or belonging. You'll choose a cultural or media text—such as a song, short film, podcast, spoken word piece, or personal essay—and analyze how it persuades or moves its audience. We'll break down how rhetorical choices shape emotion, argument, and voice, and you'll learn how to write analytically about a text's impact and message. This is your chance to dig into the "how" and "why" of meaning-making—and deepen your thinking about the themes you began exploring in your personal narrative.
3. **Choose Your Own Adventure–Argument in New Genres:** This culminating project invites you to return to the central theme of the semester—your exploration of *home, identity, belonging,* or *community*—and reimagine your thinking in a new form. Drawing from your personal narrative or rhetorical analysis, you'll compose an argument that builds on your earlier work and communicates your perspective to a broader audience. The format is up to you: a podcast, photo essay, zine, video, social media campaign, infographic, or another genre that suits your message and audience. Your task is to persuade, reflect, or advocate—through multimodal

composition—using intentional rhetorical strategies and creative choices. This project emphasizes *rhetorical flexibility, audience awareness,* and the ability to translate ideas across modes. You'll submit your final piece along with an artist statement explaining your process and decisions as a composer.

4. **Final Portfolio & Reflection:** Final Reflection & Wrap-Up: In this final unit, you'll take a moment to reflect on your growth as a writer over the semester. You'll write a short reflection letter to your past self, future self, or a future student in which you think through how your ideas and writing have evolved across our three major projects. If you'd like, you may revise one part of a previous project and explain what you changed and why. This is your chance to pause, reflect, and celebrate how far you've come.

**Each project includes evaluation of three discrete components:**

- **Engagement:** Writing is a social act that helps us revise our own thinking based on engagement with others. Our virtual class space is an environment for learning, and the best way to learn is through contributing your greatest effort to participating in writing prompts, discussions, time management (taking responsibility for missed work, hitting deadlines), respecting your learning community, and providing work of the highest quality that reflects your best effort.
- **Informal Writing Responses (i.e., Discussion Posts) and Workshop Responses:** Writing is a process of discovery and invention. These informal writing opportunities allow you to explore your ideas, reflect on course readings, and test new strategies without the pressure of perfection. Workshops are equally important; they give you the chance to engage with your peers' work, share constructive feedback, and develop a community of writers who support one another's growth.
- **Writing Drafts and Revisions:** Writing is a work in progress and an act of responding to the writing and feedback of others. Drafting allows you to shape and test your ideas, while revisions give you the opportunity to refine your work based on insights from both self-reflection and external critique. This iterative process is where much of the learning happens, helping you develop clarity, precision, and a deeper understanding of how to tailor your communication to your audience.

**Grade Weight**

| Value | Assignment |
|---|---|
| 20% | Personal Narrative |
| 30% | Rhetorical Analysis |
| 40% | CYOA Argument Project |
| 10% | Final Portfolio & Reflection |
| **100%** | **Course Total** |

**Letter Grades:**

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

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

**You will pass this course by earning a C (73%)**
How to earn at least a C?

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

*Kidding—but it can't hurt! 🙂

**Other helpful practices:**

- Be familiar with your syllabus. It is located on the Canvas home page for English 1110. Refer to the syllabus throughout the semester when you have questions. Feel free to stop by my office hours, as well, for personal attention regarding essay requirements or e-mail for an appointment if the hours do not fit into your schedule.
- Become familiar with Canvas software. Click on all the Course Tools to discover what is available to you in your online course. You may want to visit The Learning Center at UNM Valencia Campus if you need additional help learning how to navigate.
- Keep copies of all your work. Saving all writing is necessary. Learn how to save Word or RTF files to your desktop or a flash drive.

**COURSE POLICIES**

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

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

backgrounds, family statuses, genders, gender identities, gender expressions, languages, national origins, political affiliations, races, religions, sexual orientations, socioeconomic statuses, veteran statuses, and any other identity with which you do or do not identify. Everyone matters. Take advantage of our classroom's diversity; grow from its strengths, its lessons.

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

**Credit-Hour Statement**
This is a four credit-hour course delivered in an entirely asynchronous online modality over 16 weeks during the Fall 2026 semester. Please plan for a minimum of 9 hours per week to learn course materials and complete assignments.

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

## UNIVERSITY POLICIES AND RESOURCES

**UNM-Valencia Learning Commons (Tutoring)**
Tutoring is available to you in math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In person tutoring is in these centers in the LRC (the building that also has the library). Tutoring in Zoom and, for writing, through email, is also available.

Making use of tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. To schedule an appointment, please go to: Learning Commons Bookings

If you are making an email appointment with the Writing Center, email your draft to tutor@unm.edu after you fill out the form above.

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email tutor@unm.edu. You'll get answers during business

hours Monday through Friday. The webpage, with more details about available hours, is here: Learning Commons: Tutoring Services webpage.

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

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

**Equal Access**

Student Services provides academic support to students who have disabilities. If students think they need alternative formats for completing coursework, they should contact this service right away to ensure their needs are met in a timely manner. Students are responsible for getting all documented forms to me as soon as possible. I cannot accommodate any special needs without the proper authorization from UNM Valencia Campus Accessibility Services. They are located at Advisement & Counseling Services, Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560. https://valencia.unm.edu/students/advisement/equal-access-services.html Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

**Title IX Statement**

UAP (University Administrative Policy) 2720 and 2740. Our classroom and university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. If you ever need assistance or have concerns about incidents that violate this principle, please access campus support resources. These include 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 2740Citizenship 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. Support and resources can be found here: https://elcentro.unm.edu/services-tab/resources/elcentro-resources1.html

**Student Privacy**

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

**Responsible Learning and Academic Honesty**

Plagiarism means using language and/or ideas without acknowledging their source. Plagiarism includes such activities as copying another student's papers or ideas, 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. Plagiarism in this course may result in one or more of the following consequences: failure of the assignment, failure of the 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/tutorials/plagiarism

**Thriving and Finding Support**

Students are especially successful at UNM when they take advantage of support and get involved in campus and academic life. Your MyUNM login page provides direct links to wellbeing resources, including financial capability, mental health, food, jobs, and resource centers. MyUNM will help you identify academic resources like peer tutoring and opportunities like study abroad. You can contact academic advisors and resource advisors for information and guidance via Student Hub on MyUNM. I look forward to providing you with information about academic opportunities related to our class and to helping you find support resources.

**Technical Support:**

- For UNM Learn Technical Support: (505) 277-0857 (24/7) or use the "Create a Tech Support Ticket" link in your course.
- For UNM-Valencia IT Support: (505)925-8911 or create a supportiticket https://valencia.unm.edu/campus-resources/information-technologies/index.html
- For UNM Web Conference Technical Help: (505) 277-0857
- For issues with Canvas, tutors in the Learning Center may also be able to advise you: email tutor@unm.edu to make an appointment.

**Mandatory Reporting**

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus. Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" any disclosure of gender discrimination (including sexual harassment, sexual misconduct,

and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct and reporting, please see: https://policy.unm.edu/university-policies/2000/2740.html.

**Fall 2026 Semester Calendar**

Week 1 (Week of August 17): Introduction Week & Personal Narrative

- Due Friday, August 21: Intro post
- Due Sunday, August 23: Discussion post

Week 2 (Week of August 24): Personal Narrative

- Due Sunday, August 30: Generative writing & outline

Week 3 (Week of August 31): Personal Narrative

- Due Sunday, September 6: Messy draft

Week 4 (Week of September 7): Personal Narrative

- Due Sunday, September 13: Workshop responses

Week 5 (Week of September 14): Personal Narrative

- Due Sunday, September 20: Full learning record

Week 6 (Week of September 21): Rhetorical Analysis

- Due Sunday, September 27: Discussion post and generative writing

Week 7 (Week of September 28): Rhetorical Analysis

- Due Sunday, October 4: Outline

Week 8 (Week of October 5): Rhetorical Analysis

- Due Sunday, October 11: Messy draft

*October 8–9=Break! Please allow yourself rest, recovery, and time and space for self-care :)

Week 9 (Week of October 12): Rhetorical Analysis

- Due Sunday, October 18: Workshop responses

Week 10 (Week of October 19): Rhetorical Analysis

- Due Sunday, October 25: Full learning record

Week 11 (Week of October 26): CYOA

- Due Sunday, November 1: Generative brainstorm

Week 12 (Week of November 2): CYOA

- Due Sunday, November 8: Proposal and mockup

Week 13 (Week of November 9): CYOA

- Due Sunday, November 15: Draft submission

Week 14 (Week of November 16): CYOA

- Due Sunday, November 22: Workshop responses

*November 26–27=Break #2! Time to rest, socialize, hug your loved ones, touch a tree.

Week 15 (Week of November 23): CYOA

- Due Sunday, November 29: Full learning record

Week 16 (Week of November 30): CYOA

- Due Sunday, December 6: Final Portfolio & Reflection