English 1120: 503 (CRN: 66349)
Composition II
Fall 2026 (online)
Assoc. Professor Justin Bendell
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Office Hours
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- by appt (email me to set a time)

Welcome to English 1120 (Composition II)!

I look forward to working with you this semester as we learn how to use the English language with research and writing to develop arguments and seek deeper understanding of topics that you choose to write about. You will become a writer and a thinker.

UNM Indigenous Peoples' Land and Territory Acknowledgement:

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Puebloan people. 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. [Prof. Bendell adds: any serious land acknowledgment acknowledges that the only acknowledgment that truly walks the walk is one that calls for the return of ancestral indigenous lands to the people from whom they were stolen.]

Course description:

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. The assignment syllabus is a tentative schedule. Any changes will be announced and/or posted on the Canvas calendar.

Quick Reminders:

- The assignment syllabus is a tentative schedule. Any changes will be announced and/or posted on the Canvas calendar:
- Readings and assignments are due every week on either Friday night or Monday night at 11:59 pm (or earlier! :)).
- Students who do not log in by the end of Week 2 will likely be dropped.
- Please communicate with me. All questions and concerns are valid: jbendell@unm.edu

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.

About Justin: I am an Associate Professor of English at UNM-Valencia. I earned an MFA in Creative Writing from Florida International University, an MA from Northern Arizona University, and a BS from the University of Wisconsin-Madison. A practicing writer, my stories and poems have been published in *McSweeney's Internet Tendency, Meridian, 3:AM Magazine, Harper's Ferry Review, Washington Square Review, Thuglit*, and elsewhere. I like tent camping, hot sauce, crime fiction, spaghetti westerns, loud fast music, loud slow music, weird music, noisy music, story writing, chess playing, and organizing with movements for liberatory social change. I live in Albuquerque with my partner and our doggo, Henny. For more info: www.justinbendell.com

Instructor Information: My office hours are Mon: 10-12 (online); Tues: 12-1 (online or office); Thurs: 12-1 (online or office) or by appt. My office in in the Academic Building (A 142 E). My office hours Zoom link is https://unm.zoom.us/j/9782161262. Email me anytime. I usually answer emails quickly, but give me 12-24 hours to respond, Monday through Friday. I may respond to weekend emails, but sometimes I am out of town and will not be able to respond until Monday morning.

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. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. 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

Honoring Immigrants in The United States: The United States of America is a country that is built on the strength of immigrants that came here, either voluntarily or involuntarily. Whether they look or speak differently from us, we will do our best to understand, respect, appreciate, and value their cultures and contributions, with the goal to welcome them and elicit their potential for the betterment of all societies.

Grading

Labor-based Grading: I am a practitioner of labor-based grading. I believe that if students do the work, they should receive credit. Thus, we will negotiate a labor-based grading contract at the start of the semester.

"A labor-based grading contract is essentially a set of social agreements with the entire class about how final course grades will be determined for everyone. These agreements are articulated in a contract, a document, that is negotiated at the beginning of the term or semester, then reexamined at midpoint to make sure it is still fair enough for everyone" (Inoue 130).

3 Outlines/First Drafts:	100 pts
3 Major Projects ("Final Drafts"):	300 pts
3 Peer Reviews	100 pts
Attendence/Participation/Journals:	200 pts
Reading/Writing Responses	100 pts
Portfolio Reflection & Revision:	200 pts
Total Possible Points	**1000 pts**

Important Information about Workflow

- Major assignments 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.
  - *Phase 3*: Drafting
  - *Phase 4*: Peer Review
  - *Phase 5*: Revision
  - *Phase 6*: Reflection
- I will grade within a two-week window but typically it is sooner than that. My goal is always one week except for major projects, which take longer.
- All major projects may (and probably will be) revised.
- All weekly assignments are due Monday at 11:00 pm

Units (0-4)

Unit Zero: Why Write? / How to Spot BS — Weeks 1-2

Week 1: Introduction
Week 2: Media Literacy

Unit Zero introduces the class and lays the groundwork for the units to follow.

Unit One: Identity/Place Narrative — Weeks 3-5

Week 3: Memoir/Reflection

Week 4: Personal Narrative

Unit One asks writers to explore regional, local, cultural, or place/based understandings of experience and/or identity. In this unit, you will engage in research practices through self-study to arrive at assertions about your contextualized experiences within your lifeworld. You may conduct primary research, field work, write reflectively or put your experience in conversation with more global, critical discourses related to space, place, identity and experiential landscapes.

Unit Two: Exploratory Narrative — Weeks 6-9

Week 6: The Art of Persuasion
Week 7: Idea Exchange/Thesis
Week 8: Outline/First Draft/Introduction & Conclusions
Week 9: Second Draft

Unit Two asks writers to critically analyze and evaluate a variety of texts (research) as well as their own ideas (thinking processes) while they explore a complex, significant and interesting community or social issue/problem, phenomena/exigence and its rhetorical impact. Writers engage in research wayfinding practices by exploring multiple viewpoints related to complex issues. The goal is to understand complex questions and problems/issues relevant to your learning and life-worlds aimed at addressing community/social needs and resources.

Unit Three: Community Research — Weeks 10-13

Week 10: Creative Nonfiction
Week 11: Idea Exchange
Week 12: Outline/First Draft
Week 13: Second Draft

Unit Three asks writers to engage inquiry related to the discourses and values of their life-worlds-disciplinary/vocational, written, embodied, critical, creative. Writers may consider community spaces through examining language, culture, histories, memories, identity or they may, alternatively, study the discourses of their professional communities from a rhetorical lens, looking at texts, social norms, and values related to fields of study and professions. Final project might take on a cultural form–*platicas* for example–or podcasts, and alphabetic/academic texts.

Unit Four: Revision & Portfolio — Weeks 14-16

Week 14: MLA & Citations
Week 15: Portfolio Revision
Week 16: Portfolio Revision

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.

Course Calendar

Week 1: Introduction

Overview: In the first week, we will introduce ourselves. We will help each other to understand why we are here and what we might gain from a class that focuses on the importance of writing and thinking clearly. We will discuss the reading "Why I Write" by Elie Wiesel. Familiarize yourself with Canvas: Canvas is our homebase on the Internet. This is where your assignments are accessed and where you upload your writing assignments.

Assignments Due the following Monday Night:

- Read "Why I Write" by Elie Wiesel
- Complete Discussion Post 1
- Reading/Writing Response 1

Week 2: Media Literacy

Overview: This week, we discuss media literacy. How do we know what we know? How can we trust the media sources we use? What tools are out there to help us detect bullshit and to identify truth? What's the difference between legitimate journalism and fake news? We are going to discuss these questions and more this week. This will help set us up to be more nuanced and thoughtful researchers. This will also help us to articulate persuasive, compelling, and trustworthy arguments.

Assignments Due the following Monday Night:

- Watch Adiche's TED talk
- Complete Discussion Post 2
- Reading/Writing Response 2

Week 3: Identity/Place Narrative (Outline) / Idea Exchange

Overview: This week, we talk about memoir. We talk about reflection. Why is the "I" important in writing. Who are we as writers and as human beings? What do we want to get out of our writing life? What is it we love and what is it we want to fight for in our lives? How do we talk about ourselves in a way that is inviting, thoughtful, and engaging? How do we say what we mean and mean what we say? We begin to generate ideas for our identity narrative.

Assignments Due the following Monday Night:

- Read and watch (See Canvas)
- Complete Discussion Post 3
- Reading/Writing Response 3

Week 4: Identity/Place Narrative (Outline/First Draft)

Overview: This week, you are tasked with completing an outline of your identity/place narrative. This narrative may talk about your relationship with the place you live (or another place of your choosing). How has place shaped you? This first draft will be due at the end of this week. It does not have to be a perfect draft. Given the nature of writing as a process, we will return do it during our revision unit later in the semester.

Assignments Due the following Monday Night:

- Read and watch (See Canvas)
- Complete Discussion Post 4
- Submit outline/first draft of your Personal Narrative (50 pts)

Week 5: Identity/Place Narrative (Second Draft)

Overview: This week, we peer review our outline/first drafts and refine/deepen our narratives into a draft that will be due at the end of the week. It does not have to be a perfect draft. Given the nature of writing as a process, we will return do it during our revision unit later in the semester.

Assignments Due the following Monday Night:

- Read and watch (See Canvas)
- Complete Discussion Post 5
- Reading/Writing Response 5
- Submit second draft of your Personal Narrative (133 pts)

Week 6: Let's Go Exploring!

Overview: This week, we will talk about Project #2, the exploratory narrative. What is it and how do I start? What makes it different from a typical essay? How does it help me sharpen my research skills? These are some of the topics we will discuss this week. Also, what does good research look like?

Assignments Due the following Monday Night:

- Read and watch (See Canvas)
- Complete Discussion Post 6
- Reading/Writing Response 6

Week 7: Exploratory Narrative/Idea Exchange

Overview: This week, we generate ideas for our exploratory narrative. We will come in and share some ideas with each other. We will discuss in small groups the various ways we might tackle this project. You will walk away from this class feeling energized and capable of putting together a strong outline or first draft the following week.

Assignments Due the following Monday Night:

- Read and watch (See Canvas)
- Complete Discussion Post 7
- Reading/Writing Response 7

Week 8: Outline/First Draft

Overview: This week, we build our outlines and/or first drafts for our exploratory narrative. We will talk about the importance of identifying our audience and the purpose of the thing we're writing. To know both our audience and our purpose are big keys to writing effectively.

Assignments Due the following Monday Night:

- Read and watch (See Canvas)
- Complete Discussion Post 8
- Submit first draft (50 points)

Week 9: Second Draft

Overview: This week, you are tasked with completing the second draft of your exploratory narrative. You will reread the assignment sheet to make sure you are checking all the necessary boxes. In class we will discuss the nuances of completing a second draft. We will be trading our papers with our peers to get support. You will review the comments I've left in your first draft. The more eyes you can have on your writing, the more likely you're writing is going to stand up to scrutiny. We will return to this essay during our revision unit later in the semester.

Assignments Due the following Monday Night:

- Read and watch (See Canvas)
- Complete Discussion Post 9
- Submit second draft (133 points)

Week 10: Community Research

Overview: This week, we begin the final major project -- which is to write about a community space (language, culture, histories, memories, identity) or to study / write about a professional community from a rhetorical lens, looking at texts, social norms, and values related to fields of study and professions. The final project might take on a cultural form–*platicas* for example–or podcasts or written/academic texts.

Assignments Due the following Monday Night:

- Read and watch (See Canvas)
- Complete Discussion Post 10
- Reading/Writing Response 10

Week 11: Idea Exchange

Overview: This week, we will settle in on our ideas for our community research projects. You will come to class with some ideas in mind, and we will pare these ideas down in small groups. We will put the ideas to the test. The best idea is one that you are passionate about. If you don't have an interest in your topic, it will show in your writing. What really inspires you in some way? This will be the topic that you want to dive in the water with. You will walk out of the class

feeling more confident about the direction of your project. We will begin the drafting process next week.

Assignments Due the following Monday Night:

- Read and watch (See Canvas)
- Complete Discussion Post 11
- Reading/Writing Response 11

Week 12: Outline/First Draft

Overview: This week, we will develop our outlines and first drafts of our community research project. Which direction are you taking your project? This is the week we will find out.

Assignments Due the following Monday Night:

- Read and watch (See Canvas)
- Complete Discussion Post 12
- Submit first draft (50 points)

Week 13: Second Draft

Overview: This week, we will spend time discussing the feedback we received on our first drafts. Our intent is to turn what we have into a second draft. We are going to peer review our work this week. We are going to help each other out. At the end of this week, you should feel confident that you are on the path to writing the best possible community research project that you can at this time.

Assignments Due the following Monday Night:

- Read and watch (See Canvas)
- Complete Discussion Post 13
- Submit second draft (133 points)

Week 14: MLA & Citations

Overview: This week, we will spend time talking about MLA style formatting and how to correctly incorporate citations into our writing. We will also learn how to build a work cited page. This can be boring stuff, but it's very important stuff to know. If you want to demonstrate credibility and trustworthiness, you need to know how to cite sources effectively. By citing your sources effectively, it shows that you respect the writers that came before you and that you recognize when you are borrowing the ideas of others. Those who cite poorly say to the world, "I don't care where these ideas came from. I'm gonna present them as if they are my own." Obviously, this looks a little sketchy, so it's best to learn how to avoid falling into this trap.

Assignments Due the following Monday Night:

- Read this week's article (See Canvas)
- Complete Discussion Post 14
- Reading/Writing Response 14

Week 15: Revision 101

Overview: This week, we will talk about the revision process. You've heard me stress the importance of revision in the past, and I'm going to do it again. We have two weeks left in the semester to double down on making our drafts exactly what we wanted them to be. We are going to not only edit our writing but take a step back and re-envision what our writing might become. Some students have entirely rewritten their essays. You don't have to go to such extremes, but this process shouldn't be easy. You should come out on the other side of the revision process having felt that you've gone to war on behalf of your piece of writing. You should walk away from the revision process feeling proud of your ability to get your work closer to what you imagined it being.

Assignments Due the following Monday Night:

- Read and watch (See Canvas)
- Complete Discussion Post 15
- Reading/Writing Response 15

Week 16: Portfolio Revision

Overview: This week, we wrap up our portfolio revisions and reflections.

Assignments Due the following Monday Night:

- Read and watch (See Canvas)
- Complete Discussion Post 16
- Submit final portfolio (200 points)

Important Dates:

Monday, Aug. 17	First day of classes
Friday, Aug. 28	Last day to Add or Change Sections
Friday, Aug. 28	Last Day to Drop with 100% refund
Thurs.-Fri. Oct. 8-9	Fall Break – no classes
Friday, November 13	Last Day to Withdraw w/o approval of Student Services
Thurs.-Fri. Nov 26-27	Thanksgiving -- no classes
Friday, December 5	Last Day to Withdraw with approval of Student Services
Friday, December 5	Last Day of Instruction (before finals)

Navigating this Course: Because this class is online, it is important to have a high level of skill in operating computers. This class is not recommended for students with limited computer skills. The following tips will help students navigate the course. If you have computer problems, including log

in or technical issues call 505-277-5757. For issues with Canvas, check out https://canvasinfo.unm.edu/

How to Succeed in this Class:

• Be familiar with this syllabus. It is located on the Canvas home page for English 1120. Refer to the syllabus throughout the semester when you have questions. Feel free to stop by my office hours for personal attention regarding essay requirements, for 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.
• Keep copies of all your work. Saving your writing in multiple places is a smart move. Learn how to save Word or RTF files to your desktop, your email and/or a flash drive.
• Communicate with the professor, get help during office hours, and engaged in discussions on a weekly basis.
• Create a routine—here is a suggested routine to help you get started.

1. Log on! Lessons open on Tuesday morning and conclude Monday night at 11:59 pm. On Tuesday, come to class. Also, log in to Canvas to read the list of assignments for the week. Make sure you have all materials you need to complete the assignments, such as page numbers or links. Jot down due dates and come up with a plan to manage your time.
2. Read the assignments actively, highlighting important ideas. Use any resources (dictionaries, asking questions, etc.) to help you acquire the information the session is trying to relay. Be pro-active and disciplined in your study habits.
3. Log on periodically throughout the week to check course e-mails and review new threaded discussions or blog responses. Watch for new announcements.
5. Importantly, give yourself ample time to submit work before the deadline. You can submit work right at 11:59 pm, but this practice is risky. For example, computer failures, corrupted discs, and Canvas outages are not always an excuse for work not completed (UNM V policy). Plan for problems like these because meeting deadlines will help you successfully complete the course.

Student Learning Outcomes (SLOs):

Throughout the semester in English 1120, you will progress toward the following student learning outcomes:

Rhetorical Situation and Genre

- 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

- describe the social nature of composing, particularly the role of discourse communities at the local, national, and international level

Writing as a Process

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

Grammar and Usage
- improve your fluency in the dialect of Standardized Written American English at the level of the sentence, paragraph, and document
- analyze and describe the value of incorporating various languages, dialects, and registers in your own and others' texts

Reflection
- 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
- 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
-integrate others' positions and perspectives into your writing ethically, appropriately, and effectively in various mediums and technologies

In addition to the outcomes listed above, the following outcomes are added under Research:

Research
- compose a research-based academic argument in one of various mediums and technologies by identifying, analyzing, evaluating, and synthesizing sources, which must include secondary sources
- analyze and describe the writing and research conventions of an academic field to understand the different ways of creating and communicating knowledge
- develop strategies for identifying fake or misleading media.

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 send me an email (jbendell@unm.edu); I can work with you to provide alternatives for course participation and completion. There is no mask mandate, but if you would like to wear a mask in class, please do so.

Extra Writing Support

: Free tutoring is available at the Writing Lab. Here is the link to access their services https://valencia.unm.edu/campus-resources/pasos/tutoring-services.html

Required Materials

- UNM email address and access to UNM Canvas
- Access to Internet and MS Word (available on UNM-V computers), Open Office, or similar.

Academic honesty

: Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves claiming that work created by another source is

your own original work. It is a Student Code of Conduct violation that can lead to a disciplinary procedure. When you use a resource in work submitted for this class, document how you used it and distinguish clearly between your original work and the material taken from the resource.

AI Statement: So, it's complicated. With the introduction of software like ChatGPT, using online software to assist in writing has become ever easier. Most institutions view use of these products as a violation of academic integrity. But it is also a tool that can be useful for thinking about our writing. So, here is my take: I discourage you from using the software to write your assignments for you; in fact, I ask that you do not. Meaning, if you put a prompt from our class into AI software and submit something AI wrote as your writing, that's a big NO from me. However, if you choose to use AI as a tool (which I do not recommend because it replaces mind work that you should be doing), please propose *why* to me in writing before using it. I also ask that you carefully document your use of it, cite it in your works cited, and talk about its role in your process in your reflection memos for each project. In other words, please do not use this tool as a substitute for your own writing and thinking or engagement. If you choose to engage with such programs, do so transparently and as a building block of your work, not to get around the hard work of writing/thinking. Writing/thinking is the whole point of this class. AI cannot teach these things. You will learn by doing.

Class Behavior

- Our class is an inclusive environment where **everyone** is welcome. Your peers are actual humans with identities, experiences, and opinions that may be different than your own. So, please treat each other with **respect**. Derogatory remarks, name-calling, trolling, bullying, harassment, and bigotry are prohibited. This means that any racist, sexist, homophobic, transphobic, xenophobic, prejudiced, bullying language will not be tolerated. Expect to have me address this with you directly if you cross that boundary.
- This is a collective learning environment. That may be uncomfortable initially, but I encourage you to consider how to act within the idea that we are all in this together and the better we share and help one another, the better we all learn.
- I welcome feedback on the course. Come to my office hours or send me an email and I will work to resolve the issues as successfully as possible.

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.
https://valencia.unm.edu/students/advisement/equal-access-services.html

Required Work and Grading: All formal writing assignments must follow MLA format, be in Microsoft Word (or Word compatible), and be double-spaced in a 12pt, Times New Roman font.

Grades will be determined on a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A; 89-80% = B; 79-73%= C; 69-60% = D; and below = F. You need a "C" (73% or 730 points) to pass this course.

Canvas: Students are responsible for posting responses to discussion questions or prompts that I have posted on our UNM Canvas site. These questions are designed to generate discussion, promote further inquiry into our topics, and scaffold the essays.

Major Projects You are required to submit several 2-5-page projects (or equivalent, not including the Works Cited page) plus one major portfolio revision for your Final Portfolio. Each project will require the synthesis of credible sources in text and in the Works Cited page. Students may be dropped from the class for failure to turn in one of the major essays. I will provide instructions and rubrics for each assignment at the beginning of each new unit.

Late Policy: If you run into issues with your assignments, the best thing you can do for yourself is to communicate with me. I'm a good listener and I will do what I can to find a just & equitable solution. That said, it is required that you turn in your essays on time.

Attendance/Participation: Participation means actively participating in your education. if you do not attend class, log on to Canvas, complete assignments, or engage with classmates and discussions on a regular basis, you will be dropped from the course. I will collect journals at the end of the semester--your journals are part of your participation points.

Portfolio Reflection & Revision: The Major Essay Reflection & Revision is worth 20% of your final grade, so don't overlook its importance.

Once Again: You need a "C" (at least 73%) to pass the course.

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. Where to find support: LoboRESPECT Advocacy Center, the Women's Resource Center, and the LGBTQ Resource Center all offer confidential services.

Student Privacy Student privacy is strongly protected by professors at UNM-V. The federal 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. All other outside requests for information release must be sent to and approved by the UNMVC registrar: (505) 925-8580.

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 2740.

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 support ticket 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.