

University of New Mexico-Valencia Campus
English 110: Accelerated Composition
Assignment Syllabus

Spring 2019
English 110-502-38923

M, W, 10:30-11:45 AM
(16-Week Course)
Classroom: VABS 127
Dates: 1/14/2019-5/11/2019

Rudolfo Serna
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Office Hours: M,W, 12:00-1:00PM
(please make appointment)

Course Description

Welcome to English 110 (Composition)!

English 110 introduces you to academic writing, research, and argumentation. You will design and research a project of your own and will summarize, synthesize, evaluate, and integrate secondary sources to support your own argument.

You will work on learning rhetorical approaches and analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies, then apply this knowledge to your reading and writing.

Course Objectives

Throughout the semester in English 110, you will progress toward the following student learning outcomes:

1. **Create essays using the appropriate genres required for writing tasks.** Genres are types of rhetorical strategies, or ways you present information. Your teacher will ask you to respond to questions that require a specific **genre**. These may include evaluative, ethical, cause and effect, and literary.
2. **Organize your essay.** Organization includes employing a number of skills, such as writing strong thesis statements and topic sentences, using transitions, organizing sentences within focused paragraphs, and ordering paragraphs in logical way.
3. **Develop your paragraphs.** Development includes using examples and support to help illustrate your points. You, quotations from readings and/or web sources are also required in two essays. You will be required to produce essays 3-4 pages in length.
4. **Read texts accurately.** To be successful writers and thinkers, you should read critically, summarize accurately, and/or analyze insightfully. You will also be required to analyze and evaluate web sources that you use to support your points.
5. **Revise and edit papers.** Using good writing strategies, including prewriting, drafting, revising, and editing, will help you create strong essays. You will be required to demonstrate an ability to revise and edit in the final portfolio and in papers submitted during the semester.

6. **Write good, well-crafted sentences and use correct grammar.** Awkward sentences and grammatical errors make writing hard to read and result in bad communication. Because this is a college course, the inability to use correct grammar is one reason for failing papers or the course. Therefore, in English, you must demonstrate **competency** in these areas: **1) fragments, 2) comma splices/run-ons, 3) pronoun reference and point of view, 4) punctuation, focusing on commas, apostrophes and quotation marks, and subject verb agreement.** You need to demonstrate this competency by passing an assessment with a 73% or higher and by writing correctly edited papers.
7. **Use MLA for formatting papers and citing sources.** This learning outcome includes using MLA formatting for presenting papers citing sources to avoid plagiarism. You will focus on learning to cite and find web sources.

Library Literacy Outcomes

1. Students will access Libros and find a book relevant to the writing project.
2. Students will learn how to skim that book and find quotations that are both relevant and appropriate for the paper.
3. Students will be able to identify what type of database source they have found, e.g. magazine, journal, newspaper, website.
4. Students will write a correctly formatted Works Cited page.

Instructor Information

I am not online after 5:00 pm and before 8:00 am. Please give me at least 24 hours to respond, Monday through Friday. I am offline during the weekend.

Tutoring

Free tutoring is available at the Learning Center (505) 925-8907

<http://www.unm.edu/~tutor/>. Writing Lab tutoring sessions are scheduled weekly for all English classes. Students may receive up to 30 points (5 points each session) for attending tutoring sessions or Writing Labs.

Required Texts and Materials

- *Practical Argument*, Second Edition, Eds. Laurie G. Kirszner and Stephen R. Mandell. ISBN-13: 978-1457683886; ISBN-10: 1457683881
- *The Pocket Style Manual*, Sixth Edition (another edition is fine), Diana Hacker. ISBN-13: 978-1-4576-0293-9; ISBN-10: 1-4576-0239-3
- UNM email address and access to UNM Blackboard Learn
- Access to Internet and Microsoft Office (available on UNMVC computers)

Attendance Policy and Overall Participation:

Attendance will be taken at the beginning of class. Missing class is not an excuse for being unprepared; if you are absent, it is your responsibility to keep up with reading, get class notes from a fellow student, and /or see me during office hours or by appointment if you have questions about the material. **Students who miss the first week will be dropped. Students who miss more than 4 classes will be dropped. Two instances of arriving 10 minutes after class begins, or before it ends count as an absence.**

Excused absences include documented hospitalization or other documented, unexpected extreme emergencies; if excessive absenteeism that falls under the purview of “excused absences” continues, I reserve the right to drop students from the course. Please note: doctor’s appointments, child-care, court dates, and job scheduling conflicts do not count as excused absences.

Students who miss the first week will be dropped (those registered at the immediate start of the semester).

Plagiarism

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/>.

Classroom Behavior

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

- 1) Students must treat one another and the instructor with respect. Derogatory remarks or name-calling is prohibited.
- 2) Students should not interrupt classroom lectures or discussion with non-related comments.
- 3) Students may discuss complaints about the course with their instructor; however, the students must do so in the proper environment, such as the instructor’s office during office hours.
- 4) Class time is a professional learning environment. Obscene language will not be tolerated.
- 5) Sexual harassment will not be tolerated.
- 6) Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. Intoxication, physical assault and or battery, violence, stalking, or threats fall into this category.
- 7) Students must not threaten the instructor concerning their grades. This type of behavior is considered harassment and/or verbal assault.
- 8) If you ever feel unsafe on campus, please call security at (505) 925-8570.
- 9) Food and beverages are not permitted in the classroom.

Students violating any of these rules will be asked to leave the class for the day.

Computer and Technology Policies

When in computer labs, refrain from using computers during class time for entertainment, social networking, or personal emailing. The same rule applies for cell phones. No texting or phone calls are allowed. Repeated problems with texting and phone calls can result in a student being asked to leave the class, and can affect that student's grade. Please be respectful and mindful of the students around you!

Email Netiquette Policy

Please keep the following in mind when you write emails:

- Please avoid text-speak. Learning to write professional emails early on is a skill you need as you progress to higher academic levels and career pursuits.
- Emails that you write to me during the semester should include professional language, addressed with a subject heading including the type of question you are asking. For example, "Essay 1" would be an appropriate subject heading for a question regarding the first essay.
- Emails should also include a salutation. For example, "Dear Mr. Serna" or "Hello Mr. Serna" would be an appropriate salutation. Part of Composition is learning when and how to use proper diction and registers of language, and in a formal setting like a college course, professional titles are appreciated.
- Please close with an appropriate phrase and sign your email with your name. Some examples of appropriate phrases are "Sincerely," or "Thank you for your help,".
- Use short paragraphs (in general, 3-4 lines maximum) to make the email easy to read. In addition, be sure to skip lines between paragraphs.
- Be sure to proofread your email for grammatical errors.

Equal Access

Accessibility Services located in 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. Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

They are located in Advisement & Counseling Services Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560.

<http://www.unm.edu/~vcadvise/equalaccess.htm>

NB: In order for me to best accommodate you, please submit the appropriate paperwork to me within the first two weeks of the semester.

Office of Equal opportunity and Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered responsible employees. This designation requires that any report made to a faculty member, TA, or GA regarding sexual misconduct or gender discrimination must be reported to the Office of Equal Opportunity and the Title IX

Coordinator. For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Required Work and Grading

Essays

All formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font. You are required to turn in 3 formal 3-4 page essays (not including the Works Cited page). Each essay requires credible sources to be incorporated in text and in the Works Cited page (**Wikipedia does not count**). 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. Students have the option to revise if they receive a grade of “D” or below. I will not accept revisions after two class periods, and I cannot guarantee that this will improve the grade unless there are both major organizational, content, and surface revisions. The highest grade that a revised essay can receive is a “B.”

Late Policy

I will not accept essays more than two days after the assigned date. For each day the essay is late, the assignment will be marked down half a letter grade, so make sure to turn in your essays in a timely manner. If you know that you will not be in class on a due date, make arrangements to turn in your essay early, or have it turned into the Academic Affairs office with a stamp by 5:00 pm. I will not accept essays as email attachments.

Blackboard Learn

Students are responsible for posting reading responses to discussion questions/prompts that I have posted on our UNM Blackboard Learn site. These assignments are designed to generate class discussion, promote further inquiry into our topics, and scaffold the higher stakes essays. Learn posts are due before we meet as a class on the assigned due date. Posts will be unavailable two days after the deadline, and will be counted as zero.

Writing Lab

The class has a writing lab element to it, please have work ready present or talk about when we are working in class. This is intended to give you a jumpstart on your essays, as well as give you the opportunity to ask questions one on one and show me if there are any problems you are having. Students are encouraged to be present, actively participating, and producing work.

Participation

Participation is mandatory in this course. Participation means actively participating in your education; just sitting in your seat and allowing everything to sink in (the “osmotic method”) is not actively participating. I strongly urge you to take notes in class, ask questions, and participate in class and group discussions. In addition, I ask you to complete drafts, assignments, quizzes readings, and collaborative projects.

Grammar Examination

There will be two grammar examinations that will be required, one at the beginning of the semester and one at the end. There may be additional quizzes throughout the semester. This grade counts as 10% of your final grade.

Portfolio

- The portfolio is a collection of your work and contains one original and graded essay from the semester, a revision of this essay, and a cover letter.
- Portfolios receive a pass/fail and a letter grade. A team of instructors will determine the effectiveness of students' overall expository writing ability and readiness for English 120. Portfolios will be evaluated using the learning outcomes.

Please Note: You need a "C," at least 74% to pass the course:

A "C- " means that the student has failed the course and must retake the course.

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 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 UNM-VC registrar: (505) 925-8580
<http://www.unm.edu/~unmvc/Admissions/admiss.htm>

Technical Support

If you have questions about computer-related problems, call 277-5757, M-F, 8:00 am-12:00 noon and M-F, 1:00 pm-5:00 pm MST. Computer technicians are available and happy to help you solve those difficult problems.

Tutorials: If you do not know how to use Blackboard Learn, try one of the tutorials available on the information page at <http://online.unm.edu/help/learn/students/>

Tutors: Tutors are available at The Learning Center, both face-to-face and online, to help you navigate Blackboard LEARN: (505) 925-8907 <http://www.unm.edu/~tutor/>

Assignment Syllabus

- The assignment syllabus is a tentative schedule of assignments. The professor reserves the right to make changes, add assignments, or delete assignments from this syllabus. Changes will be announced in class. Regular attendance is crucial for success in this course.
- All assignments must be read by the date indicated.
- Please bring all class materials to each meeting date, as well as a flash drive.
- For computer-related issues, call 277-5757.
- The following abbreviations are used to identify our texts:
 - *PA* = *Practical Argument*

Required Work and Grading

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|-----------------------------------|---------|-------|
| • 4 Major Essays: 100 points each | 400 pts | (50%) |
| • 17 Writing Assignments | 425 pts | (25%) |

- Grammar Exam 200 pts (10%)
- Portfolio 250 pts (25%)

There are 1,275 points possible in the course. Grades will be determined on a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (1000-900 points); 89-80% = B (899-800 points); 79-73% = C (799-700 points); 69-60% = D (699-600); and below = F. (Please feel free to inquire about grades. The numbers do not always reflect accurately)

Score	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

*Assignments are subject to change

Calendar

Week 1

Monday January 14

Introduction to English 110, Syllabus Overview, Blackboard

Wednesday January 16

Grammar Assessment

Prompt 1 for Essay 1 “Evaluation Arguments: Evaluate a Law for Good, Bad, or the Other”

Rule of 3

Sample “Works Cited” page, MLA

Read Chapter 7 “Planning, Drafting, and Revising an Essay” (PA), Read Chapter 14 “Evaluation Arguments” (PA)

HW: Writing Assignment #1 (Reading Response)

HW: Writing Assignment #2 (Works Cited)

Week 2

Monday January 21

Martin Luther King Day – no class

Wednesday January 23

Review assignment & works cited

Outline example

Read Chapter 8 “Finding and Evaluating Sources” (*PA*), Chapter 9 “Summarizing, Paraphrasing, Quoting, and Synthesizing Sources” (*PA*)

Due: Writing Assignment #1 (Works Cited)

Due: Writing Assignment #2 (Reading Response)

HW: Writing Assignment #3 (Reading Response)

HW: Writing Assignment #4 (Outline)

Week 3

Monday January 28

Library Visit, meet in LRC, room to be announced

Wednesday January 30

Review outline & start on 1st draft

Chapter 1 “The Four Pillars of Argument” (*PA*)

Due: Writing Assignment #3 (Reading Response)

Due: Writing Assignment #4 (Outline)

HW: Writing Assignment #5 (Reading Response)

HW: Writing Assignment #6 (1st Draft)

Week 4

Monday February 4

Review Outline & get started on 1st draft

Due: Writing Assignment #5 (Reading Response)

Due: Writing Assignment #6 (1st Draft)

HW: Final Draft of Essay 1

Wednesday February 6

Review 1st draft and work on final draft

Week 5

Monday February 11

Introduce Ethical Argument prompt for Essay 2 (Subject: Technology)

Read Chapter 16 “Ethical Argument” (*PA*)

Due: Final Draft of Essay 1

HW: Writing Assignment #7 (Reading Response)

HW: Writing Assignment #8 (Works Cited)

Wednesday February 13

Review assignment & continue working on works cited page

Week 6

Monday February 18

Review works cited & work on outline

Due: Writing Assignment #7 (Reading Response)

Due: Writing Assignment #8 (Works Cited)

HW: Writing Assignment # 9 (Outline)

Wednesday February 20

Review outline and look at 1st draft

Due: Writing Assignment #8 (Works Cited)

Due: Writing Assignment # 9 (Outline)

HW: Writing Assignment #10 (1st Draft)

Week 7

Monday February 25

Due: Writing Assignment #10 (1st Draft)

HW: Final Draft of Essay 2

Wednesday February 27

Review 1st draft & start on final draft

Week 8

Monday March 4

Introduce Prompt Essay 3 “Cause and Effect Argument” (Topic: Issues in New Mexico)

Read Chapter 12 “Cause and Effect Argument” (*PA*)

Due: Final Draft of Essay 2

HW: Writing Assignment #11 (Reading Response)

HW: Writing Assignment #12 (Works Cited)

HW: Writing Assignment #13 (Outline)

Wednesday March 6

Review assignment & work on the works cited page

Week 9

Monday March 11

Spring Break

Due: Writing Assignment #11 (Reading Response)

Wednesday March 13

Spring Break

Week 10

Monday March 18

Review works cited and outline

Due: Writing Assignment #12 (Works Cited)

Due: Writing Assignment #13 (Outline)

HW: Writing Assignment #14 (1st Draft)

Wednesday March 20

Review 1st draft

Week 11

Monday March 25

Review final draft

Due: Writing assignment #14 (1st draft)

HW: Final Draft of Essay 3

Wednesday March 27

Review final draft

Week 12

Monday April 1

Introduce Essay 4: TBA

Due: Final Draft of Essay 3

HW: Writing Assignment #15 (Reading Response)

HW: Writing Assignment #16 (Works Cited)

Wednesday April 3

Review assignment & start on works cited

Week 13

Monday April 8

Review works cited & work on 1st draft

Due: Writing Assignment #15 (Reading Response)

Due: Writing Assignment #16 (Works Cited)

HW: Writing Assignment # 17 (1st Draft)

Wednesday April 10

Review works cited and work on 1st draft

Week 14

Monday April 15

Due; Writing Assignment # 17 (1st Draft)

HW: Final Draft of Essay 4

Wednesday April 17

Review 1st draft

Week 15

Monday April 22

Portfolio

Review grammar exam

Due: Final Draft of Essay 4

Wednesday April 24

In-Class Grammar Examination

HW: Work on Portfolio Revisions

Week 16

Wednesday May 1

Finish up portfolios