



A Quality Education –A Lifetime of Success

Professor: **Dr. Jami L. Huntsinger**

Course Title: **Composition III : Argumentation and Analysis**

Semester: **Spring 2019 (1/14/19 - 5/11/19)**

Course Number and Time: **120.509, CRN 38939, Online**

Prerequisites: **English 110 (C or higher), ACT 26-28, Compass 75-100, or SAT 610-640**

Office Hours: **Online – T, 8:00-9:00 PM; Face-to-face or phone– T/R, 12:30-1:20**



Course Description

Welcome to Composition III: Analysis and Argumentation (English 120)! In this course, you will investigate interesting issues and write summary analysis, definition, causal, rebuttal, evaluation, or proposal arguments. To write these essays, you will need to read critically, to research carefully, and to evaluate evidence objectively. You must also develop good writing habits, including prewriting, drafting, revising, and editing, to create essays with a strong sense of purpose, focus, development, and organization. Another skill you will learn is respect for your audience (including your fellow classmates and your instructor) who may have differing views or opinions, answering their objections logically and persuasively, avoiding purely emotive responses. Finally, you must use correct grammar, formal diction, and strong sentences, and you must cite your sources responsibly and accurately. If you learn these writing skills, you will become a more successful communicator in college courses and a more thoughtful professional in your careers.

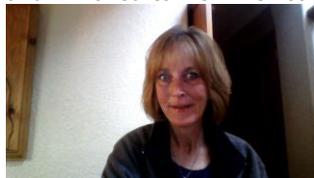
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Your Professor

I am Dr. Jami L. Huntsinger (pronounced Hun-singer). I grew up in South Dakota (I am Lakota French), and I moved to New Mexico in 1989. After graduating from the University of New Mexico in 1997, with a Ph.D. in English, I chose to work at a two-year college because I enjoy teaching. In 1997, I accepted a position as a professor at Valencia Campus. I am now a tenured full professor, who enjoys teaching such classes as Composition 110 (face-to-face and online), 120 (face-to-face and online), Composition 220, Grammar 240 (face-to-face and online), Introduction to Literature 150 (face-to-face and online), Southwest Literature 211, Expository Writing 220 (face-to-face) and Native American Literature 264 (face-to-face and online). I am a resident of Belen, New Mexico. I love my life in the valley; I especially enjoy hearing the braying of the burro, Chelsea, who lives next door. She is my 6:00-am alarm clock. To make my life complete, I have three special animal friends – Heidi, an eight-year-old Dachshund who loves to eat socks; and Mia, a Dachshund cross who loves to race about the yard. The newest addition to the family is Dawn Noel (Noe), a dachshund who Santa Claus dropped down the chimney two Christmases ago.



Heidi



Mia



Dawn Noel



The University of New Mexico's Learning Outcomes For Composition III: Argumentation and Analysis

All students registered at any of the University of New Mexico campuses must meet the following goals and objectives to pass Composition III: Argumentation and Analysis.

The Learning Outcomes for Composition II: Argumentation and Analysis

Students should be able to do the following:

- 1. Use the appropriate rhetorical situation and genre** – You should be able to 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.
- 2. Use writing as a social act** -- You must be able to describe the social nature of composing, particularly the role of discourse communities at the local, national, and international level.
- 3. Approach writing as a process** – You will 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.
- 4. Use Standard Written American English grammar and usage** – You will improve your fluency in the dialect of Standardized Written American English at the level of the sentence, paragraph, and document and analyze and describe the value of incorporating various languages, dialects, and registers in your own and others' texts.
- 5. Reflect on your progress** – You will 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.
- 6. Employ research responsibly** – You will 1) 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, 2) integrate others' positions and perspectives into your writing ethically, appropriately, and effectively in various mediums and technologies, 3) 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, and 4) analyze and describe the writing and research conventions of an academic field in order to understand the different ways of creating and communicating knowledge.

To meet these goals at the 120 level, we will,

- 1. Read and analyze difficult texts accurately.** **Reading critically**, summarizing accurately and **analyzing** insightfully, helps you to interpret a variety of interesting texts that you or famous authors create. When reading critically, you find thesis statements, topic sentences, main ideas, and premises that reveal the writer's point of view and ensures your presenting ideas accurately in quotations and in analysis. Developing this skill gives you a keen eye for revising and editing (**analyzing**) your own work, which will make you a more successful writer.
- 2. Establish organization in your analysis or argument essays.** You establish **organization** when you answer one central question throughout the essay. **Organization** is evident when you maintained focus (a strong thesis statement, good topic sentences, and solid transitions). Importantly, **organization** must help your audience understand easily what you are accomplishing in your writing.
- 3. Choose a rhetorical strategy.** For writing tasks, you need to choose the appropriate **type of argument**. You can choose several **rhetorical strategies**, such as definition, cause and effect, proposal, rebuttal, reflection, comparison/contrast, and evaluation arguments. These structures are evident in the overall **organization** or your paragraph structure. You can also reveal a strong **rhetorical strategy** by providing transitions, which create unity – these signal words tell your reader how your ideas are connected and related.
- 4. Develop and support your argument.** When writing, you need to consider **development**, which means supporting your ideas. You need to meet length requirements, but more importantly, you must provide appropriate quotations and examples to illustrate your assertions. To do so, you make choices about what and how much information your audience needs to understand your points. Additionally, you must consider how that information should be presented to convince readers and to answer their objections.
- 5. Research effectively and use sources properly and ethically.** For your essays, you need to gather information by conducting **research** in the library and on the internet. After you gather information, you must integrate quotations from these credible sources throughout your essays to support your arguments. Using proper **MLA** in-text citations and Works Cited or Consulted pages are important when writing argument or analysis essays.
- 6. Employ the conventions of Standard English by expressing ideas clearly, writing sentences well, and using good grammar.**

To be good writers, you need to express yourself clearly, to write well-constructed **sentences**, and to use good **grammar**; mastering these skills will result in your communicating with your audience well. In English 120, you are required to focus on five grammar competencies, all of which address complex sentence structure used for writing sophisticated arguments: **1) fragments, 2) comma splices/run-ons, 3) passive voice, 4) parallelism, 5) wordiness, 6) parts of speech, 7) dangling and misplaced modifiers, 8, commas, and 9) pronoun usage.** Good grammar also includes **voice, tone, and accurate word choice.** You will be tested on these competencies in both quizzes and a final examination, all of which are worth 10% of your final grade. Hint: If you have problems with **grammar** or with any of the areas in the **grammar competency**, seek tutoring immediately, use grammar/spell check often, and practice on recommended websites.

7. Use revision to improve writing. Donald M. Murray describes the process of **revision** and its importance, noting that, "A piece of writing is never finished. It is delivered to a deadline, torn out of the typewriter on demand, sent off with a sense of accomplishment and shame and pride and frustration. If only there were a couple more days, time for just one more run at it, perhaps then. . ." (86). To improve your writing, you need to peer edit papers and to **revise** drafts repeatedly before you turn them in for credit. You will also be required to **revise** (one more time) the essays that you wrote during the semester, which becomes the Final Portfolio that determines whether you pass the course.

Materials and Supplies Needed

Books are available at UNM Valencia's bookstore. For directions, please see the map: <https://valencia.unm.edu/about/campus-map.html>

Textbooks and Supplies Required



- **Text: Kirsner, Laura G. and Stephen R. Mandell. *Practical Argument*. (See 102 in the UNM Valencia bookstore for updated information on ISBN and edition**
- **Other Supplies Needed** A computer memory stick (thumb drive), a UNM Net ID and password, pens, paper, and, importantly, an available computer.

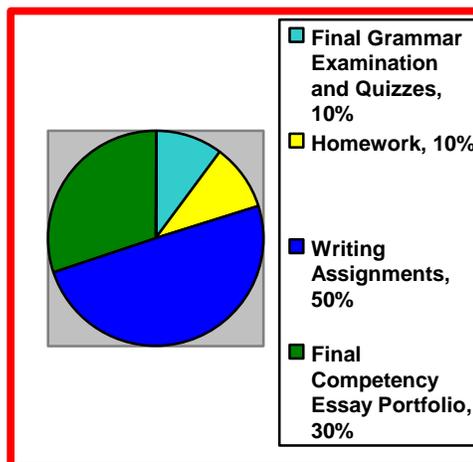
Support for Student Success: Getting Help

<p>Begin with Dr. Huntsinger</p> 	<p>My office hours are T, 8:00-9:00 online, T, 12:30-1:20 PM F-to-F, and by appointment. I also have office hours; see Blackboard Learn for details. You may contact me anytime with "Mail" in Blackboard LEARN. In Course Tools, click on "Mail" to send me a message. I will respond within 24 hours. Please do not wait for responses on Sunday – I rest. ☺</p>
<p>Blackboard LEARN Support Services</p> 	<p>Computer Technicians: Password problems? Trouble with files opening? Can't figure out why your browser doesn't work? What is a browser, anyway? If you have questions about computer 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.</p> <p>Tutorials: Having problem with one of the Course Tools in Blackboard LEARN? If you do not know how to use one of the tools, try one of the tutorials available on the Blackboard LEARN information page. http://BlackboardLEARNinfo.unm.edu/student/.</p> <p>Tutors: At the Learning Center at UNM Valencia Campus, tutors are available, both face-to-face and online, to help you navigate Blackboard LEARN. Call for an appointment: 925-8907.</p>
<p>Library Resources</p> 	<p>The UNM Valencia Campus library is a resource for articles and books. Go to http://valencia.unm.edu/library/ to search remotely (from home). To search remotely, you will need passwords. Call (505)-925-8990 to ask for passwords available to UNM students. These passwords are also posted on the UNM Valencia Library webpage.</p>

<p>Equal Access Services/ADA</p> 	<p>The UNM Accessibility Services, phone (505) 925-8560 and website http://valencia.unm.edu/students/advisement-and-counseling/equal-access-services.html , provides academic support to students with disabilities. If you need alternative formats for completing coursework, you should contact this service immediately to ensure your success. Once you have been to UNM Valencia Campus Equal Access Services and I have received your paperwork, I can accommodate your needs. I cannot accommodate any special needs without the proper authorization from UNM Valencia Campus Equal Access Services, which tells me how to help you best. Once I receive your paperwork, pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs. I encourage students to discuss their concerns with me!</p>
<p>The Writing Center: Tutoring</p> 	<p>Face-to-face tutoring is available at The Writing Center. You may call 925-8513 for information, or you may visit https://www.facebook.com/unmvcwritingcenter/ on Facebook. Either Patricia Gillikin, Manager of The Writing Center, or any of the tutors will be happy to arrange tutoring sessions.</p>

Grading Scale

Not all assignments are equal in value. Some are worth more than others and have more weight. For example, [grammar quizzes and the Grammar Examination](#), which are over grammatical competencies, are worth **10%**; these multiple-choice tests cover fragments, run-ons/CS comma splices, parallelism, passive voice, and wordiness. Another type of assignment, which has a different weight, is [homework](#), which includes, but is not limited to, reading quizzes, reading worksheets, online discussions, rough drafts, peer editing, and template assignments; homework is worth **10%**. [Writing assignments](#), final revised drafts of essays and short formal multimodal writing assignments, are worth **50%**; I expect more when grading major essays because you have the benefit of comments to help you and you have revised your writing. [The Final Portfolio](#) is worth **30%**. You submit this portfolio to the English Panel Evaluators, who determine if you are ready to pass 120. You must put effort into this essay because if you fail this revision evaluation, you could fail the course with a 72% or less. (See the section called "The Final Portfolio.")



Types of Grades

You can earn **A, B, C, D (fractionated), W, F, or I**. **C through A+** is passing, and **C- or lower** is failing. Students who are failing at a 60% or lower or who are not submitting work earn a **W or F**. If you earn an **I**, you have neither passed nor failed the course; you must complete the missing portfolio during the following semester or the University automatically converts the **I** to an **F**.

Reasons for Failing

The sad fact is that some students will fail the course. Logging in, trying hard, and/or turning in work does not ensure you a passing grade. You must write at an acceptable level of competency, and if you do not, your writing will fail. The panel of 120 evaluators will determine if you have met this level of competency and will make recommendations based on the writing sample.

- 1. If the Final Portfolio does not pass the panel evaluation, you could fail the course.**
- 2. If you have an average of less than 73% on work completed, you will fail the course.**
- 3. If you do not submit all major essays assigned, take the Grammar Examination, or submit the Final Portfolio, you will fail the course. To avoid failing, you must meet the Learning Outcomes included above.**

Reasons Students May Be Dropped If. . .

Students may be dropped from the course **if they,**

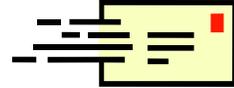
1. **Do not post assignments for more than two weeks.**
2. **Do not turn in any one of the major essay assignments.** Please remember, **late papers are not accepted.**
3. **Have a 50% grade average at the Midterm** (end of Week 8).
4. **Threaten the mental or physical safety or well-being of any member of the class.** This includes stalking, cyber stalking, or threats of/actual physical violence, online or face-to-face.
5. **Are disrespectful to me or other classmates** in correspondence, such as discussions, e-mails, or peer editing sessions. This behavior includes rude comments, swearing, or threats.
6. **Students will receive an e-mail informing them that they will be dropped.**

Grade Disputes

Because at least two 120 instructors evaluate and recommend that the student pass/fail, it is rare that your writing has been misevaluated. However, if you wish to challenge your final grade, follow the procedure in **The Student Handbook**. Always discuss grade concerns with your instructor first. If an error has been made, the problem can often be solved quickly. For example, if you had B in Blackboard LEARN in the Final Grade column and you receive an F for the course, contact me immediately to fix the error -- jamilynn@unm.edu.

General Policies for Grade Disputes

You should be familiar with one very important rule regarding disputes: The Student Privacy Act, a federal statute called **FERPA, strictly prohibits the instructor or administrators from talking to anyone but the student** about his/her grades, progress, or work. Therefore, if you have questions about a grade on an assignment or about the final grade for the course, FERPA dictates that **you** are the **ONLY ONE** who may speak to me regarding grades, work, or progress. In other words, a UNM VC instructor or administrator cannot speak to parents, relatives, or friends of the student about your grades, progress, or work if you are not present.



Writing Requirements: Major Essays and Writing Assignments

You must write two to three essays, which are 4-5 pages in length. These essays must include outside sources, use parenthetical documentation, and have Works Cited pages. You will also complete several smaller, multimodal writing assignments. These writing assignments are worth 50% of your grade. The longer and more difficult assignments will be worth more. (Plagiarized papers will not be accepted—see the section in this syllabus on plagiarism for more information.)

Avoiding Plagiarism

Your writing assignments must not be plagiarized. Plagiarism means using or copying language and/or ideas without acknowledging where you got them. Plagiarism includes copying another student's papers or ideas, downloading and turning in papers from the Internet, copying passages from sources without proper documentation, or rephrasing an author's ideas and then presenting them as your own original thoughts. To learn how to avoid plagiarism, talk to me, e-mail me, or consult a tutor. To learn more, complete the Plagiarism Tutorial in Course Materials in Blackboard LEARN or * at <http://library.acadiu.ca/tutorials/plagiarism>. (Pick Dylan in the tutorial.) If you would like even more information about plagiarism, The Owl at Purdue website offers sage advice: <http://owl.english.purdue.edu/owl/resource/589/01>. In addition, talk to me about methods of quoting that will help you avoid plagiarizing. In a world of high stress and busy schedules, coupled with ample resources on the Internet, you may be tempted to plagiarize. Stop! Ignore that temptation! Why? If you do plagiarize, you will face one or more of the following consequences: being dropped from the course, failing the assignment, failing the course, or facing disciplinary action taken by the University. Your actions may also be reported to the Dean of Instruction. Further disciplinary action, in addition to the actions taken for the plagiarism, may be taken based on the severity of the behavior. The University considers plagiarism a serious form of academic dishonesty or stealing.



Due Dates

- Due dates for work will be posted in Blackboard Learn folders. I do not accept late homework or essays.
- Your essays are due during a period of several days and are not accepted after that period.

Revising Your Essays

All revisions you do throughout the semester should illustrate substantial work done on a writing assignment, such as working on organization, structure, or development. To revise, review peer editors' comments, ask your instructor questions, read comments on the assignment, or get help from face-to-face tutors at The Writing Center (See "Support for Student Success above). Revising means making substantial changes (see Example of Global Revisions below.)

EXAMPLE OF GLOBAL REVISIONS

Sports on TV--A Win or a Loss?

Team sports are as much a part of American life as Mom and apple pie, and they have a good tendency to bring people together. They encourage team members to cooperate with one another, they also create shared enthusiasm among fans. Thanks to television, this togetherness now seems available to nearly all of us at the flick of a switch. We do not have to buy tickets, and travel to a stadium, to see the World Series or the Superbowl, these games are on television. We can enjoy the game in the comfort of our own living room. ~~After Thanksgiving or Christmas dinner, the whole family may gather around the TV set to watch football together.~~ It would appear that television has done us a great service. But is this really the case?

Although television does make sports more accessible, it also creates a distance between the sport and the fans and between athletes and the teams they play for.

The advantage of television is that it provides sports fans with greater convenience.

[insert]

We can see more games than if we had to attend each one in person, and we can follow greater varieties of sports.

Editing Your Essay: Running the Spell and Grammar Checker

Before you submit any writing, run the spell/grammar check. While this is not a full "revision," it is a type of revision called line-by-line editing, a necessary step that will help you get a better grade. In Word, you can set the spell and grammar check to catch more errors. (If you need additional help, type "settings for spelling and grammar" in the help box.) The following are the directions for **Word 2007**:

1. In the 2010 version of Word, click on "File" in the upper left-hand corner or the screen. Select "Options" located at the bottom of "File."
2. Click on "Proofing."
3. In the section that reads, "When correcting spelling and grammar in Word," make sure "Writing Style" is set to "Grammar and More."
4. Next, click on "Settings," which is right next to "Writing Style."
5. Make sure all boxes are checked.
6. "Punctuation required with Quotes" should be set as "Inside."
7. "Spaces Between Sentences" should be set as "Two Spaces."
8. Click on "Ok."
9. Each time you check grammar and spelling, click on "File," "Options," and "Recheck Document" to ensure that your document is checked thoroughly each time.

You are now ready to spell/grammar check your document. To spell check, click on the tab called "**Review**" in the upper middle of the screen and then click on "**Spelling and Grammar**," on the upper left-hand side of that screen. After you have run the "Spelling and Grammar," you must read your document carefully to





catch any errors grammar and spell check may have missed – e.g. form/from. You may also want to consult your Bedford Pocket Style Handbook or helpful grammar sites, like “Grammar Girl” if you have questions about usage: [Grammar Girl](http://www.quickanddirtytips.com/grammar-girl), <http://www.quickanddirtytips.com/grammar-girl>.

The following example illustrates the type of editing you should be doing:

EXAMPLE OF SENTENCE-LEVEL REVISIONS

~~Televised~~
Sports ~~on TV~~ – A Win or a Loss?

Team sports, ~~are~~ as much a part of American ~~in~~ life as Mom and apple pie, ~~and they have a good~~ ^{tend} tendency to bring ^{us} people together. They encourage team members to cooperate with one another, ~~and~~ ^{and} they also create shared enthusiasm among fans. ~~Thanks to~~ ^{Because of} television, this togetherness now seems available ~~to nearly all~~ ^{of us} at the flick of a switch. ~~It would appear that~~ television has done us a great service. But is this really the case? Although television ~~does make~~ ^{makes} sports more accessible, it also creates a distance between the sport and the fans and between athletes and ~~the~~ ^{their} teams. ~~they play for.~~

The advantage of television is that it provides sports fans with greater convenience. We do not have to buy tickets/ and travel to a stadium/ to see the World Series or the Super Bowl/ ~~these~~ ^{but} ~~games are on television.~~ We can enjoy ^{any} the game in the comfort of our own living ~~room.~~ ^{rooms.} We can see more games than if we had to attend each one in person, and we can follow ^a greater ^{variety} ~~varieties~~ of sports.

Assessment: Passing 120 **The Final Portfolio**

The Final Portfolio is worth 30%. For this final portfolio, revise one essay you have written during the semester thoroughly and carefully. In this essay, you must demonstrate that you have met the learning outcomes listed at the beginning of this syllabus. You will be evaluated on **organization, rhetorical strategy, reading, research, development, grammar and expression, and revision.**



The Final Portfolio essays includes one essay that is at least 4 to 5 pages in length (minimum) and should contain **source(s)**, and it should also include a self-evaluation. **The Final Portfolio essays** must not be plagiarized and must use MLA for formatting and documentation. (See section on "Plagiarism.")

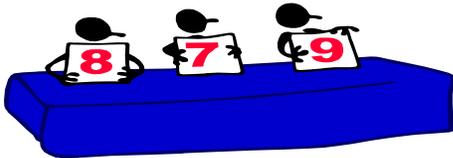
Submitting the Final Portfolio

The Final Portfolio must be submitted online as Word documents in Assignments. In the folder, you will include your Grammar Examination Score, a final reflection essay, and one revised essay.



Final Portfolio: 120 Panel Evaluation

A **panel of 120 instructors** recommend whether the student has meet competency and influences the final decision whether your Final Portfolio passes or fails. "Passing" means your writing meets expectations and has earned a C through A+. They also consider your The Grammar Examination Score into account when making their decision.



Passing or Failing the Panel Evaluation

First, if at least two graders mark your Final Portfolio as passing (C or higher), I pass you for the course if your course average is a 73% or higher. The portfolio is then graded and can earn 73%-100%.

Second, you must have an average of 73% to pass Composition 120. **This is important** → **If your total average for the course is not above a 73%, you will have to take the course over again even if you passed the panel.** (Turning in work throughout the semester is important.)

Third, if two graders fail your portfolio, you may have to retake the course.

General Policies for English 120: Student Responsibilities

While I do not expect problems when working with adult learners, these policies ensure a safe and productive online environment. These policies are also in University of New Mexico Student Handbook:

1. Students must treat one another and the instructor with respect. Nasty remarks and name-calling are prohibited.
2. Students should not post non-related comments or questions about matters that are not a part of course curriculum.
3. Students may discuss complaints about the course with their instructor; however, they must do so in the proper environment, e.g. in the instructor's office or in a private e-mail to the instructor.
4. Students should use appropriate, polite language. Class time, e.g. discussion postings, is a professional learning environment, so obscene or offensive language, such as cursing, will NOT be tolerated.
5. Sexual harassment will not be tolerated.
6. Behavior that threatens the safety of any class member, including the instructor, are not allowed. The offending student may be dropped from the course. Threats, cyber stalking, or stalking fall into this category.
7. Threatening the instructor to get a change of grade is prohibited. This behavior is harassment and/or verbal assault. Grades can be disputed; students should use the process outlined in the UNM Student Handbook.
8. Students violating any of these rules will be given a written warning and may be dropped from the class. They may be required to meet with the Chair of CHES and the Dean of Instruction.

Title IX Policies

The following statement indicates your rights under 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>"

E-mail Netiquette

Please keep the following in mind when you write e-mails:

- Send messages to me through Blackboard LEARN e-mail, not through my UNM e-mail account. Please use UNM e-mail for emergencies ONLY. If you must use UNM e-mail for an emergency, type "**___ (Your Name) ___ from English 120: E-mail Concerning___ (fill in blank) ___**" in the subject line. I am not expecting e-mails from you in the general account, and I do not want to delete your message as spam.
- **Include an informative subject line.** In **every e-mail you write to me**, the subject line should contain a descriptive phrase specifically about the problem. For example, "**Problems with Nouns Worksheet in Lesson 5, question 4**" is clear and helpful, but "**Homework**" is not. Unclear subject lines slow my response because I may not have enough information to help you without having to asking you for clarification.
- **Include a salutation.** E-mails do not usually include "Dear," as a letter does, but they do include titles and last names. When you write to me, call me **Dr. Huntsinger or Professor Huntsinger**. Informal words of address, such as "**Hey,**" are never appropriate and are often rude.
- **Include a closing.** Please close with an appropriate phrase and sign your e-mail with your name. Signatures help me; I may not recognize your e-mail address. Some examples of appropriate phrases are "Sincerely" or "Thank you for your help."
- **Capitalize only the first word of a complimentary close.** If you close your e-mail with a multi-word phrase such as "Thank you," only the first word takes an initial capital letter.
- **Use short paragraphs.** Because legibility on the screen is not as good as legibility on paper, use short paragraphs (3-4 lines maximum) to make the e-mail easy to read. In addition, be sure to skip lines between paragraphs.
- **Do not use instant-messaging spelling.** BTW, if u want 2 b treated like a pro, write like 1Ⓢ.
- **Adhere to the conventions of Standard English.** Please edit and proofread for spelling errors and grammatical mistakes. Use your spell/grammar check in Blackboard Learn, located above the right-hand side of the text box. In addition, the computer does not catch all errors (form/from), so give your document one final read before submitting or sending it.
- **DO NOT SEND ALL CAP MESSAGES.** All capital letters mean you are screaming at me. This is inappropriate behavior. To emphasize a point, underline it or put it in bold font.

Computer Policies

Technical Safeguards

Please save all your work. First, save all assignments on your hard disk and then save copies to memory sticks. For even better protection, print out hard copies of your work. **Important Note:** At UNM Valencia, losing a file or computer problems is not an excuse for late work. Have a back-up file and an available computer if you have problems with yours.

Getting Computer Help

If you experience computer difficulties, you must call **(505) 277-5757** for help and fix the problem. These computer technicians can answer questions you may have concerning specific software, hardware, and other procedural issues related to this course.

Computer Policies in a UNM VC Lab

If you use the computers on campus, you must adhere to all policies set forth by the University of New Mexico at Valencia Campus. Check with the person who oversees the lab for a copy of the policies.

Printing Syllabus at UNM Valencia

If you use computers at UNM Valencia Campus to print your syllabus, please print on both front and back of the paper. Ask for assistance if you do not know how to do this.



Assignments Syllabus

Dr. Jami L. Huntsinger

Note: The outlines here will appear again in each lesson as labeled. These are the major assignments to complete (this section does not include reading, shorter writing assignments, or practice exercises). Major assignments are listed in the order that they should be completed. These assignments **may be changed or adjusted to meet student needs, so please ALWAYS assume the Checklists in Blackboard Learn are the most correct and timely. (I am adding/revising materials to this course this semester, so you can expect some changes to this list.) **This list is only a secondary checklist giving you an idea of the type of assignments we will complete.** It is best to rely on the lesson checklists in Blackboard Learn for assignments due. All assignments are due either Wednesday or Saturday, 11:59 PM, MST, EXCEPT THE PORTFOLIO, which is due on FRIDAY.**



Module One

1. Write and post your Essay Diagnostic in Assignments, "A1: Essay Diagnostic." (Do not post in Blackboard Learn Mail.)
2. Post an introduction of yourself in "Blogs, B1: Intro."
3. Take the "Grammar Diagnostic," located in Assessments, GR Q1: Grammar Diagnostic 2015.
4. Post an answer in "D1: Analysis and Analyze" in Discussions.
5. Complete Blog posting "B2: Evaluation of Essay Diagnostic."

Module Two

6. Take "GR Q2 Parallelism" quiz in Assessments.
7. Submit "GR(A) Q3: Dangling and Misplaced Modifiers in Assignments.
8. Complete "D2: Informal Writing" in Discussions.
9. Complete "A2: Introduction for Analysis Essay" in Assignments.

Module Three

10. Complete "A3: MLA Formatting" in Assignments.
11. Complete "D3: Defining Ethos, Pathos, and Logos" in Discussions.
12. Post an answer in Assignments in "A5: Defining Ethos, Pathos, or Logos."
13. Take "GR Q4: Wordiness" quiz in Assessments.

Module Four

14. Complete the comma splices and run-ons quiz, GR Q4 CSRO in Assessments.
15. Finish the essay you are working on. Use the MLA formatting, parenthetical documentation rules, introduction, first body paragraph, and Works Cited page as the beginning for your essay.
16. Complete at least 2 more body paragraphs (you may have more) and the conclusion. Add them to the document you have been building. Be prepared to submit at the end of the week.

17. Submit your first draft of Analysis Essay #1 in Assignments -- A6: Submitting Essay #1.

Module Five

18. Take the Active and Passive Voice Quiz, GR Q5 ActPass, in Assessments.
19. Write the introduction for your essay and submit it in Assignments, A7: Introduction for Definition Assignment.
20. Submit your annotated bibliography in Assignments, A8: Creating the Annotated Bibliography.

Module Six

21. Take the Fragments Quiz (QR Q6 Frags).
22. Submit your clustering in DW B4: Blogs.
23. Submit your formal outline in the posting called DW B3 Outline in Blogs.
24. Write either a general definition paragraph or a characteristic/symptom paragraph for your Definition Essay and submit your paragraph in "A9: Writing a General Definition or Characteristic/Paragraph for the Definition Essay" in Assignments.

Module Seven

25. Submit Definition Essay #2 in WR A10: E#2 by Wednesday, 11:59 PM. Those who submit the essay on Monday, by 11:59 PM will earn 1% extra credit (90% will become 91%, for example).
26. Begin revising and editing Essay #1 and Essay #2. The Final Portfolio is due Week Eight.

Module Eight

27. Take the Final Grammar Examination in Assessments called GR Test Final 2015. The test closes on Wednesday, 11:59 PM.
28. **Submit the Final Portfolio. No late portfolios accepted.**