

University of New Mexico-Valencia Campus
English 1120: Composition II
Policy Syllabus

Spring 2020
English 1120-505
Composition I I
T/TH 9:00-10:15 AM
CRN: 50011 (16-Week Course)
Classroom: VACTC 113

Lizbeth Axelrod, MFA
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Office Hours: T -Th 12-1pm
Dates: 1/21/2020-5/14/2020

Welcome to **English 1120-505**. I look forward to working with you as we learn how to use the English language to convincingly argue in favor of things we care about and to use our brains to challenge and refute weak arguments when we see them. This will not be an easy-breezy class. I will make you read and I will make you write. My goal in this class is to build your confidence as a writer and thinker. If this works for you, stick with me and we will explore new genres of writing and communication together.

Course Description (per the catalog):

In this course, students will explore argument in multiple genres. Research and writing practices emphasize summary, analysis, evaluation, and integration of secondary sources. Students will analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading, writing, and research. Students will sharpen their understanding of how writing and other modes of communication work together for rhetorical purposes. The emphasis of this course will be on research methods.

Required Texts and Materials

- *Practical Argument*, Third Edition, Eds. Laurie G. Kirszner and Stephen R. Mandell. ISBN-13: 978-1-319-06375-7
- *Bright Lights, Big City*, Jay McInerney, ISBN: 0-394-72641-3
- UNM email address and access to UNM Blackboard Learn
- Access to internet and Microsoft Office (available on UNM-VC computers)

For assistance with course-related questions, I am available to meet with you during regular office hours. (See office hours) If you cannot meet during these times, let me know and we can schedule an appointment. You can also reach me by e-mail at laxelrod@unm.edu during normal business hours from 8:00 AM to 5:00 PM, M-F. Please allow 24 hours for a response.

Instructor Biography: Lizbeth Axelrod, MFA has been teaching undergraduate English Composition and Creative Writing for over five years, motivating her students with a true passion to discover the nuances of the written word. She teaches Writing & Rhetoric, Writing & Literature, Composition, Contemporary Literature, and Creative Writing. She has held previous academic appointments at State University of New York, Westchester Community College, and the New York City College of Technology.

Some important stuff to keep in mind:

- The assignment syllabus is a tentative schedule. Any changes will be announced in class and/or posted on the Blackboard Learn calendar.
- If you miss class, check the syllabus to ensure they are prepared for the next class.
- All assignments must be read by the date indicated and students are expected to bring the texts we are discussing to class.
- Students absent for more than 4 classes will be dropped.
- Learn Posts are due on the posted due date.
- No emailed essays will be accepted, all assignments will be posted on Blackboard
- Late essays will be docked 5 points per day after due date.
- Abbreviations are used to identify our texts: *PA = Practical Argument*

Required Work and Grading

All formal writing assignments must follow MLA format and be typewritten, 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 (1000-900 points); 89-80% = B (890-800 points); 79-73%= C (790-730 points); 69-60% = D (690-600); and below = F. You need a “C” (73% or 730 points) to pass this course.

Points Breakdown

3 Essays: 100 points each	300 pts
3 Essay Proposals (25 points each)	75 pts
3 Annotation or Reflection Essays (25 each)	75 pts
Weekly Journal Entries (2x each week)	100 pts
3 Peer reviews (15 each)	45 pts
3 Writing Workshops (10 each)	30 pts
1 Oral or Group Presentation	75 pts
Grammar homework & quizzes	100 pts
Portfolio	200 pts
Total Possible Points	1000 pts
Possible Extra Credit:	100 pts

Important Dates:

Tuesday, Jan 21	First day of classes
Friday, Jan 31	Last day to Add or Change Sections
Friday, Feb 7	Last day to Drop W/ 100% Refund
Friday, Feb 14	Last Day to Change Grading Options
March 15-22	Spring Break - no classes
Friday, April 17	Last Day to Withdraw <i>w/o</i> approval of Student Services
Friday, May 8	Last Day to Withdraw <i>with</i> approval of Student Services

Course Objectives

In English 1120, you will progress toward the following student learning outcomes:

1. Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Use a variety of research methods to gather appropriate, credible information.
4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.
5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.
6. Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.).
7. Use an appropriate voice (including syntax and word choice).

Library Literacy

Students will access Libros and find a book relevant to the writing project.

- Students will learn how to skim a text or document and find quotations that are both relevant and appropriate for the paper.
- Students will be able to identify what type of database source they have found, e.g. magazine, journal, newspaper, website.
- Students will write a correctly formatted Works Cited page.

Brass Tacks and Policies

Instructor Information

My office hours are Tue & Thurs from 12-1:00pm. My office is Academics Affairs, Room 113. Email me anytime, but keep in mind that I am generally not online after 5:00 pm and before 8:00 am. Please give me 24 hours to respond, Monday through Friday. I will respond to weekend emails on Monday morning.

Blackboard Learn

Blackboard Learn is the definitive portal for our class. I will post weekly announcements on the status of your assignments and info on all major readings, assignments, journals, and extra credit. Students are responsible to check blackboard at least twice weekly and to post in Writing, Prompts & Journals daily class prompts, certain assignments and extra credit. All assignments are to be turned in on Blackboard in the Assignment area.

Tutoring

Free tutoring is available at the Learning Center (505-925-8907) or the VC Writing Lab (505-925-8513). Students may receive up to 30 points (5 points per session) for attending tutoring sessions or writing labs.

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 5 classes will be dropped. If you twice come in 15 minutes late, it will count as an absence.

Excused absences include documented hospitalization or other documented, unexpected emergencies. Doctor's appointments, child-care issues, court dates, and job scheduling conflicts do not count as excused absences. If you are frequently absent, for whatever reason, I reserve the right to drop you from the course.

Plagiarism

Plagiarism means using language and/or ideas without acknowledging their source.

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 presenting them as the student's new, original thoughts.

Plagiarism may result in the following consequences: failure of the assignment, failure of the course, disciplinary action by the University. To learn how to avoid plagiarism, students can speak to me, consult a tutor, or refer to

<http://library.acadiu.ca/sites/default/files/library/tutorials/plagiarism/>.

Classroom Behavior

While I do not expect problems when working with adult learners, these policies ensure a safe and productive classroom environment (and they are also listed in the University of New Mexico Student Handbook):

- Students must treat one another and the instructor with respect. Derogatory remarks, racism, sexism, and name-calling is prohibited.
- Students should not interrupt classroom lectures or discussion with non-related comments.
- Students may discuss complaints about the course with their instructor; however, students must do so in the proper environment, such as the instructor's office during office hours.
- Sexual harassment will not be tolerated.
- 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.
- Students must not threaten the instructor concerning their grades. This type of behavior is considered harassment and/or verbal assault.
- If you ever feel unsafe on campus, please call security at (505) 925-8570.
- Food and beverages (except for water) are generally 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. This is an hour and fifteen-minute period where you are devoted to English.

Email Netiquette Policy

Please keep the following in mind when you write emails:

- 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 include a salutation. "Dear Mr. Bendell" or "Hello Prof. Bendell" 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.
- Also, feel free to send me the occasional riddle. I like trying to solve riddles.

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 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>

Essays

You are required to turn in 3 formal 4-5-page essays (not including the Works Cited page). Each essay requires at least one credible source 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 may 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 will not guarantee that revisions will gain a higher grade. That's up to the quality of your revision. The highest grade that a revised essay can receive is a "B."

Late Policy

I will not accept essays more than three 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 able to post your essay on a due date, discuss this with me so we can make arrangements.

Grammar Quizzes

Open-book grammar quizzes on Blackboard Learn will be available, plus grammar worksheets, and homework assignments.

Writing Workshops and Peer Reviews

Built into our schedule are writing workshops intended to give you a jumpstart on your essays, as well as help you get used to constructively evaluating your peers' work through brainstorming, questioning, group discussions, and other class exercises. To receive credit for a workshop, students must 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 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.

Portfolio

The portfolio is a collection of your work. The best portfolios effectively showcase a student's ability to research, write, and revise. Portfolios will be evaluated using the learning outcomes. They are worth 20% of your final grade.

Student Privacy

Student privacy is strongly protected by professors at UNM-Valencia. 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.

Anti-Discrimination Policy

To meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see page 15: <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf> . This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>.

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. Call for an appointment: 925-8907.

Class Calendar & Assignment Syllabus

- The assignment syllabus is a tentative schedule of assignments. I reserve the right to make changes, add assignments, or delete assignments from this syllabus. Changes will be announced in class and on Blackboard. Checking Blackboard regularly as well as regular attendance is crucial for success in this course.
- Please bring all class materials to each meeting date, as well as a flash drive.
- The following abbreviations are used to identify our texts:

Week 1 - Jan 21 & 23

Tuesday

Introduction to English 1120, Introduction to Blackboard Learn, Syllabus Overview, Student Introductions. Review core rules of Netiquette (on Blackboard)

Assignments: Read Syllabus; Purchase Book and Flash Drive; Secure Internet/E-Mail Access

HW: Read Chapter 5 “Understanding Logic & Recognizing Logical Fallacies” (*Practical Argument [PA]* PP. 144-163 and on Blackboard)

HW: Thursday

Discussion on elements of Chapter 5 – False Dilemma, Hasty or Sweeping Generalizations, Red Herrings, Exercise 5.10 in class, Visit to Writing Center

HW: Read “Why I Write” by Joan Didion

Week 2 – Jan 28 & 30

Tuesday

Introduction to Rhetorical Analysis Essay 1, Discussion of Argumentative Writing, MLA, Essay Proposal 1 – topics discussion

Assignments: Read Chapter 4 “Writing a Rhetorical Analysis” (*PA* PP. 99-121 and on Blackboard)

HW: Work on Essay Proposal 1, Writing Assignment 2 (Thesis Writing Exercise)

Thursday

Overview of Research Methods & MLA Format Requirements, Plagiarism, Sample Works Cited Page,

Citation Worksheet (on Blackboard and in Class)

Assignments: Complete Citation Worksheet. Read “Planning Drafting & Revising an Argumentative Essay” (PA 253-284) Continue work on Essay 1

Due: Essay Proposal on Blackboard in assignments area by 10:00pm

HW: Read Sample MLA papers (draft and finished paper) on Blackboard in Course Content & Resources, work on essay 1 draft

Week 3 - Feb 4 & 6

Tuesday

Discuss Workshop Session for Essay 1: Use Workshop Guidelines from Blackboard Course Content & Resources. How to use the Workshop groups online. Annotations in class

Assignments: Post three links to Opinionated Articles or Advertisements in Writing Prompts & Journals – annotate and define using terms from *PA* Chapter 5, be prepared to discuss one of them on Tuesday

Due: First Draft Essay 1 – On Blackboard in workshop group by 10:00pm

HW: Continue work on Essay 1, post comments in Essay Workshop Group

Thursday

Critical Reading in class activity (from opinionated articles)

Assignments: Read one Essay of Interest (on Blackboard), annotate

Due: Workshop Day - Please bring 3-4 printed copies of your Essay to class

HW: Finish Essay #1

Week 4 - Feb 11& 13

Tuesday

Discussion of workshop group experience, Source Citation and Annotation Workshop

Assignments: Annotation Links on Blackboard in Course Content & Resources – in class properly cite and annotate

HW: Finish essay 1

Due: Final Draft of Essay 1 on Blackboard – Sunday, Feb 16 at 6:00pm

Thursday

Introduce Rhetorical Argument Essay,

Begin Grammar Work – Sentence structure basics

Assignments: Sentence Structure assignment on Blackboard,

Begin reading Bright Lights Big City (on Blackboard)

Due: Final Draft of Essay 1 on Blackboard – Sunday, Feb 16 at 6:00pm

Week 5- Feb 18 & 20

Tuesday: Introduce **Essay #2** – Introduce Argumentative Research Essay paper topics, revision and proper format.

Assignments: Read “Planning, Drafting & Revising an Argumentative Essay (PA pgs 253-284)

HW: Start working on Essay #2 Proposal, find 4 sources list them in Writing, Prompts & Journals

DUE: Essay #2

Thursday

Individual Student Assessments, Source Annotation

Assignments: Read “The Politics of Language” George Orwell; Read: Chapter 8 “Finding & Evaluating Sources” (PA 287 – 343) Work on essay #3 Proposal Draft

HW: Work on Essay #2 Draft, finish reading assignments

Due: Essay #2 Proposal in Assignments on Sunday, Feb 23 @ 6:00pm

Week 6 – Feb 25 & 27

Tuesday –Annotations & proper in-text citations, Essay 2 – What kind of argument will you make?

Assignments: Read Chapter 11 “Using Sources Responsibly” (PA PP. 369-411)

HW: Pick one essay from Chapter 11 – answer the questions (post your answers in Writing, Prompts & Journals)

Thursday

Discussion on Essay #2 – What is your topic – what do you want to argue?

Assignments: Read – Chapter 12 “Definition Arguments” (PA 417-463)

HW: Work on Essay 3 Draft , Pick one essay from Chapter 12 to discuss in class on Tuesday (use questions from essay for your discussion)

Week 7- March 3 & 5**Tuesday**

Discuss essays from Chapter 11

Assignments: Read “Politics & The English Language” George Orwell (on Blackboard)

HW: Work on Essay 2 Draft

Due: Writing Reflection – thoughts on argumentative essay in Writing, Prompts & Journals

Thursday

Grammar Review-Run On Sentences, Parallelism, Subject Verb Agreement

Assignments: Finish Essay #2 Draft, prepare for in class workshop

HW: Bring three copies of Essay 2 Draft to class on Tuesday

Week 8 – March 11 & 13**Tuesday**

Essay 2 In-Class workshop w/grammar; Sentence Structure, four types of sentences, Grammar worksheet

Assignments: Read – Chapter 12 “Definition Arguments” (PA 417-463)

HW: Review Chapter 12 – pick one essay, write how your essay 2 has improved with your readings

Thursday

Essay 2- Discussion on different types of Arguments, Rhetorical Strategies worksheet

Assignments: Pick a Rhetorical Strategy, write how you are using it in your essay, Read Chapter 13 “Cause & Effect Arguments” (PA 407-517)

HW: Essay 2 Draft Posted on Blackboard in Assignments area by 10:00pm

NO CLASS WEEK OF MARCH 16-20 – Happy Spring Break!!

Work on Essay #2

Week 9 March 24 & 26

Tuesday: Different Types of Arguments continued: Evaluation, Ethical, Proposal

Assignments: Pick one essay from each of the chapter 14, 15, & 16

HW: Annotate the three essays – post in Writing, Prompts & Journals, finish Essay 2

Thursday – Continue work on Essay 3 – Source & Argument evaluation

Assignments: Revise sources and Argument if needed

HW: Finish Essay 2

DUE: Essay 2 – Friday March 27 @ 10:00pm on Blackboard

Week 10 - March 31 & April 2

Tuesday Begin Essay 3 Discussion – Literary Analysis & Argument – Introduce *Bright Lights Big City* by Jay McInerney

Assignments: Read *Bright Lights Big City* to Chapter 3 (On Blackboard or book)

HW: Keep reading, Writing Reflection

Thursday

Essay 2 Topic discussion, BLBC discussion

Assignments: Continue Reading BLBC

Due: Writing Reflection - BLBC

Week 11- April 7&9

Tuesday BLBC Pages 56-80 discussion in class

Discussion on Grammar usage: Subject Verb Agreement, Tense

Assignment: BLBC – Read pages 80-128

Thursday

Discussion BLBC “Coma Baby Lives”

Assignment – Finish reading BLBC – Read 128-182,

Week 12- April 14 & 16

Tuesday

Film Screening *Bright Lights Big City*

Assignment Read article on Jay McInerney “Yuppies in Eden” on Blackboard

HW: Reflection on *BLBC* – compare movie to book, post in Writing, Prompts & Journals

Thursday

BLBC movie continued – class discussion.

Assignments: Independent Writing and Research on Literary Analysis of BLBC

Essay 2 Proposal topics, Grammar goodies

HW: Essay Proposal 2 – pick thesis topic, do draft, find articles to compare and contrast and support your thesis and ideas. Check into third Essay Group on Blackboard, make introductions.

Start essay #3 draft

Due: Essay 3 Proposal Due on Blackboard Sunday, April 19 at 6:00pm, **Essay 3 draft** posted in workshop group by Monday, April 20 at 10:00pm

Week 13 – April 21 & 23

Tuesday

In class online workshop on Essay #3

Assignments: Essay 3 revisions based on workshop

HW: Work on Essay 3

Thursday

Essay #3 Discussions and in class writing, revisions

HW: Finish Essay 3

DUE: Essay 3 by Sunday, April 26 @ 6:00pm

Week 14 April 28 & 30

Tuesday

Grammar Review/Final Portfolio Discussion

Assignments: Pick Revisions – work on grammar sentence revisions on Essay 3

Thursday

Grammar Review & The Revision Process for Final Portfolio

Assignments: Review Grammar readings; Do any unfinished Quizzes

HW: Add one more source to each essay you choose for revision. Annotate and be prepared to work on it in class on Tuesday

Week 15 - May 5 & 7

Tuesday

Extra Credit discussion and assignment info

HW: Work on Portfolio Revisions

Thursday: TBA

Week 16 May12 &14 (Last Week of Class)

Tuesday

Cover Letter Writing

Assignments: Work on Portfolio Revisions

HW: Work on Portfolio Revisions

Thursday

Final Day of Class/Portfolio Workshop

DUE: Final Portfolio (No late portfolios will be accepted)