

English 1120: Composition II

Instructor: Dr. Natalie Kubasek
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Office Hours: T/TH 10:30 AM-11:30 AM

Course: ENGL 1120.507
Time: 12:00 PM – 1:15 PM
Location: Rm. B127

Course Description

Welcome to English 1120. 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.

Course 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 MLA Works Cited page and APA Reference page

Course Policies

Instructor Information

My office hours are Tuesdays & Thursdays, 10:30 AM – 11:30 AM. My office space is located in the Academics Building. If you would like to meet during my office hours, please go to the front desk in Academics. 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.

Tutoring

Free tutoring is available at the Learning Center (505-925-8907) or the VC Writing Lab (505-925-8513). Students may receive 1 point extra credit per session for attending tutoring or Writing Center workshops.

Required Texts and Materials

- *Practical Argument*, Third Edition, Eds. Laurie G. Kirszner and Stephen R. Mandell. ISBN-13: 978-1-319-06375-7
- UNM email address and access to UNM Blackboard Learn (please email me through your UNM email account ONLY; I will not read messages sent from personal email addresses)
- Access to internet and Microsoft Office (available through your Microsoft Outlook account and on all VC computers)

A note on the textbook: the textbook is available to purchase in the UNM-Valencia bookstore. You may also purchase the textbook through online retailers, but you must buy the 3rd edition. There is also an e-version of the textbook available, but you must buy the 3rd edition; do not buy another edition or the short edition. The page numbers in the e-version of the textbook may differ from the print version.

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 if you have questions about the material. If you miss class, check the syllabus to ensure you are prepared for the next class. Do not email the instructor to ask what we did in class. 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, rephrasing an author's ideas and presenting them as the student's new, original thoughts, or turning in work previously submitted and graded in another class. 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.acadiau.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 are 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 and will lose participation points for the week.

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. Excessive use of devices for use of entertainment, social networking, or personal emailing will result in the loss of participation points for the week.

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 Dr. Kubasek" or "Hello Prof. Kubasek" would be an appropriate salutation (do not refer to me as Miss, Ms., or Mrs.). 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. Accessibility Services 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>

Student Privacy

Student privacy is strongly protected by professors at UNM-VC. 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/>

Required Work and Grading

This semester, we will practice following MLA and APA Style. Unless otherwise specified, all assignments must follow MLA or APA guidelines and be typed double-spaced in a 12pt, Times New Roman font. All writing assignments must be created using Microsoft Word (Microsoft Word Online is available to all students for free in your Outlook account—the same account for UNM email). Please upload all documents to Blackboard Learn as Word or PDF attachments only.

• 3 Essays	300 pts.
• 1 Final Portfolio	200 pts.
• 10 Homework Assignments	150 pts.
• Weekly Participation	150 pts.
• 4 Take-Home Grammar Quizzes	95 pts.
• 3 Formal Outlines	45 pts.
• 3 Essay Drafts	30 pts.
• 3 Writing Workshops	30 pts.
• TOTAL	1000 pts.

Grades will be determined on a percentage system, with the appropriate plus or minus sign: 100%-98% = A+; 97%-94% = A; 93% - 90% = A-; 89%-88% = B+; 87%-84% = B; 83%-80% = B-; 79%-78% = C+; 77%-74% = C; 73%-70% = C-; 69%-68% = D+; 67%-64% = D; 63%-60% = D- 59%-Below = F

Blackboard Learn

The majority of coursework for this class will be turned in on Blackboard Learn (<https://learn.unm.edu>). You need a UNM user ID and password to access Learn. Please know that if you experience difficulty logging in to Learn, it is your responsibility to contact the campus IT department *immediately* to resolve the issue. If you are having trouble submitting an assignment on Learn due to technical difficulties, you must email the assignment to your instructor by the assignment's due date and time. Absolutely no late assignments will be accepted.

Essays

You are required to turn in 3 formal 4-6 page essays. Each essay must be organized with an introductory paragraph ending in a thesis statement, body paragraphs offering claims and evidence supportive of the thesis statement, and a concluding paragraph closing the essay. Each essay also requires credible, scholarly sources to be incorporated in the form of properly documented quotations. I will provide instructions and rubrics for each essay at the beginning of a new unit. If you receive a grade of "D" or lower on an essay, it is mandatory that you schedule an appointment with me to discuss the essay. Additionally, you have the option to revise if you 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."

The Writing Process and Writing Workshops

Submission of the Formal Outline, First Draft, and the Peer Review Workshop

You will develop your essays through the writing process to ensure that you are submitting your best writing. For each essay, you will compose a formal outline to organize your ideas logically. Each outline is worth 15 points. Then, using the formal outline as a guide, you will compose a first draft which you will submit on Learn for instructor comments, and you will bring a copy (printed or electronic) to class for a peer review workshop. Each first draft is worth 10 points. During the peer review workshop, you will exchange drafts with a peer and give each other feedback on improving the essay. At the end of the peer review workshop, you will complete a revision plan to help you revise your draft based on peer feedback.

Instructor Feedback and the Revision Workshop

Meanwhile, the instructor will read your draft and provide comments on Learn. The class day after the peer review workshop, you will attend a revision workshop where you will meet individually with the instructor, turn in the revision plan, and continue to make revisions to the essay.

A Peer Review and Revision Workshop comprise 1 Writing Workshop. Each Writing Workshop is 10 points each. To receive full credit, you must 1) submit a first draft on Learn and bring a first draft to class (printed or electronic) for peer review, 2) be actively participating in peer review, 3) submit a revision plan to the instructor, and 4) be actively revising your essay during the revision workshop.

The Final Draft and Reflective Memo

You will submit the final, revised draft along with a reflective memo on Learn. In the reflective memo, you will talk about your writing process—what you succeeded on and what you still need to work on. The reflective memo is 10% of your essay grade, so don't forget to submit it (specific instructions will be given in class).

Homework Assignments

Students will be assigned additional homework assignments, such as annotated bibliographies, discussion boards, short writing assignments, etc. that are designed to generate class discussion, promote further inquiry into our topics, and scaffold the essays. These homework assignments are due on Learn on the assigned due date/time and they cannot be turned in late or made up. There will be 10 homework assignments and each is worth 15 points.

Late Submission Policy

Absolutely no homework assignments, formal outlines, first drafts, or take-home grammar quizzes (more on those later) will be accepted late or made up under any circumstances. However, I will accept final drafts of essays after the due date, but they will be considered late. I will not accept a late final draft after two class days. For each day the essay is late, the assignment will be marked down 10 points, so make sure to turn in the final drafts of essays in a timely manner. If you know that you will not be able to submit a final draft of an essay on the assigned due date, you must make

arrangements to submit it early or speak to me directly about getting a possible extension. Students are allowed 1 extension on a final draft.

Weekly Participation

Your active participation is important for your progress in this class. Be prepared to ask questions, give answers, discuss ideas and work with your peers, and keep a high level of concentration.

Participation in this class includes:

- attending class (not being absent) and arriving on time (not being late)
- asking and answering questions, both from classmates and the instructor
- coming to class prepared with the textbook and any materials needed for class
- actively participating in pair, group, and whole class work
- refraining from use of electronic devices for personal use

I will grade participation weekly. Participation is worth 10 points each week (excluding Spring Break).

Take-Home Grammar Quizzes

To improve the style and structure of your writing, we will review the following common grammatical issues: 1) Simple Sentences and Subject-Verb Agreement, 2) Compound & Complex Sentences, 3) Sentence Fragments, 4) Comma Splices and Fused Sentences, 5) Comma usage, 6) Wordiness, and 7) Parallel Structure. In class, we will engage in short grammar activities, and during the writing workshops, we will edit our own writing for these grammatical issues. Finally, you will be assessed on the above topics through 4 open-book take-home grammar quizzes. The take-home quizzes will be due at the beginning of class on their respective due dates. 1 grammar quiz will be worth 20 points and 3 grammar quizzes will be worth 25 points each.

The Final Portfolio

The final portfolio is a collection of your work, containing one original and graded essay from the semester, a substantial revision of this essay, and a cover letter. In the final week of the semester, we will work on the portfolios during class and you will submit your final portfolio on Learn by 11:59 PM on Friday, May 8th. Absolutely no late portfolios will be accepted under any circumstances—this is a department policy and it is strictly enforced. Portfolios receive a pass/fail and a letter grade. You will be evaluated on your writing according to the course outcomes. The final portfolio is 200 points and you must receive a C (74% or higher) to pass the portfolio.

Furthermore, you need a “C,” at least 74%, to pass the course (even if you receive a passing score on the final portfolio). A “C-” means that the student has failed ENGL 1120 and must re-take the course.

Course Schedule

Subject to change

Week 1

T 01/21

Topics: Course Syllabus and class expectations

Homework: Assignment #1 due at the beginning of next class

TH 01/23

Due: Assignment #1 at the beginning of class

Topics: the rhetorical situation, the means of persuasion: ethos, pathos and logos, Writing Center visit

Grammar: simple sentences and subject-verb agreement

Homework: Assignment #2 due 01/28 by 12:00 PM on Learn

Week 2

T 01/28

Due: Assignment #2 by 12:00 PM

Topics: Instructions for Essay #1: The Rhetorical Analysis, effective introductions and thesis statements, summarizing

Grammar: compound sentences

Homework: Assignment #3 due 01/30 by 12:00 PM on Learn

TH 01/30

Due: Assignment #3 by 12:00 PM

Topics: summarizing, cont., the means of persuasion

Grammar: complex sentences

Homework: Take-Home Grammar Quiz #1 due at the beginning of next class

Week 3

T 02/04

Due: Take-Home Grammar Quiz #1 at the beginning of class

Topics: The means of persuasion, cont.

Homework: Formal Outline #1 due 02/06 by 12:00 PM on Learn

TH 02/06

Due: Formal Outline #1 due by 12:00 PM

Topics: quoting and using sources responsibly

Homework: begin drafting Essay #1: The Rhetorical Analysis

Week 4

T 02/11

Topic: MLA Workshop

Grammar: formatting titles in MLA style

Homework: first draft of Essay#1: The Rhetorical Analysis due 02/13 by 12:00 PM on Learn and please bring an electronic or printed copy to next class for peer review

TH 02/13

Due: First Draft of Essay #1 by 12:00 PM

Topics: Peer Review Workshop and Revision Plan

Homework: completed Revision Plan due during instructor conferences at the Revision Workshop, continue revising Essay #1

Week 5

T 02/18

Due: Revision Plan during instructor conferences

Topic: Revision and Editing Workshop

Homework: Final Draft of Essay #1: The Rhetorical Analysis and the Reflective Memo due 02/20 by 12:00 PM on Learn

TH 02/20

Due: Essay #1: The Rhetorical Analysis and Reflective Memo by 12:00 PM

Topics: Instructions for Essay #2: The Proposal and introduction to proposal writing

Grammar: sentence fragments

Homework: Assignment #4 due 02/25 by 12:00 PM on Learn

Week 6

T 02/25

Due: Homework Assignment # 4 by 12:00 PM

Topic: effective research questions

Grammar: comma splices and fused sentences

Homework: Take-Home Grammar Quiz #2 due at the beginning of next class

TH 02/27

Due: Take-Home Grammar Quiz #2 at the beginning of class

Topic: Library Workshop

Homework: Assignment #6 due 03/03 by 12:00 PM on Learn

Week 7

T 03/03

Due: Homework Assignment #6 by 12:00 PM

T: proving a problem exists and avoiding problems of oversimplification and correlation

Grammar: the rules of commas

Homework: Assignment #7 due 03/05 by 12:00 PM on Learn

TH 03/05

Due: Homework Assignment #7 by 12:00 PM

Topic: presenting feasible solutions

Grammar: the rules of commas, cont.

Homework: Take-Home Grammar Quiz #3 due at the beginning of next class

Week 8

T 03/10

Due: Take-Home Grammar Quiz #3 at the beginning of class

Topic: refuting opposing arguments

Homework: Formal Outline #2 due 03/12 by 12:00 PM on Learn

TH 03/12

Due: Formal Outline #2 by 12:00 PM

Topic: APA Style Workshop

Homework: First Draft of Essay #2: The Proposal due 03/24 by 12:00 PM on Learn and please bring an electronic or printed copy to class for peer review

Week 9-SPRING BREAK

T 03/17

TH 03/19

Week 10

T 03/24

Due: First Draft of Essay #2: The Proposal by 12:00 PM

Topic: Peer Review Workshop and Revision Plan

Homework: completed Revision Plan due during instructor conferences at the revision workshop, continue revising Essay #2

TH 03/26

Due: Completed Revision Plan during instructor conferences

Topic: Revision and Editing Workshop

Homework: Final draft of Essay #2: The Proposal and the Reflective Memo due 03/31 by 12:00 PM on Learn

Week 11

T 03/31

Due: Essay #2: The Proposal and Reflective Memo by 12:00 PM

Topic: Instructions for Essay #3: The Ethical Argument and introduction to ethical arguments

Homework: Assignment #8 due 04/02 by 12:00 PM on Learn

TH 04/02

Due: Assignment #8 by 12:00 PM

Topic: establishing an ethical principle

Grammar: reducing wordiness

Homework: Assignment #9 due 04/07 by 12:00 PM on Learn

Week 12

T 04/07

Due: Assignment #9 by 12:00 PM

Topics: claims and evidence: using analogies and examples

Grammar: reducing wordiness

Homework: Assignment #10 due 04/09 by 12:00 PM on Learn

TH 04/09

Due: Assignment #10 by 12:00 PM

Topics: claims and evidence: avoiding weak analogies and false dilemmas

Grammar: parallel structure

Homework: Take-Home Grammar Quiz #4 due at the beginning of next class

Week 13

T 04/14

Due: Take-Home Grammar Quiz #4 at the beginning of class

Topic: Library Workshop

Homework: begin working on Formal Outline #3

TH 04/16

Topics: detecting bias and refuting opposing arguments

Homework: Formal Outline #3 due 04/21 by 12:00 PM on Learn

Week 14

T 04/21

Due: Formal Outline #3 by 12:00 PM

Topics: refuting opposing arguments, cont. & synthesizing sources

Homework: begin drafting Essay #3: The Ethical Argument

TH 04/23

Topic: synthesizing sources, cont.

Homework: First draft of Essay #3: The Ethical Argument due 04/28 by 12:00 PM on Learn and please bring an electronic or printed copy to class for peer review

Week 15

T 04/28

Due: First Draft of Essay #3: The Ethical Argument by 12:00 PM

Topics: Peer Review Workshop and the Revision Plan

Homework: completed revision plan due during instructor conferences at the revision workshop and continue revising Essay #3

TH 04/30

Due: Revision Plan during instructor conferences

Topic: Revision and Editing Workshop

Homework: Final draft of Essay #3: The Ethical Argument due 05/05 by 12:00 PM on Learn

Week 16

T 05/05

Due: Essay #3: The Ethical Argument by 12:00 PM

Topics: Instructions for the Final Portfolio, Portfolio Workshop, and Class Evaluations

Homework: work on the Final Portfolio

TH 04/07

Topics: Portfolio Workshop

Final Portfolio due Friday, May 8th by 11:59 PM on Learn