

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

Spring 2021
English 1120-504
Composition II
Online Remote Arranged
CRN: 50010 (16-Week Course)
Dates: 1/21/2020-5/14/2020

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Online Office Hours: Mon 12-1pm
and by appointment

Welcome to **English 1120-504**. 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. We will learn close reading techniques, how to analyze various texts and how to parse *Fact from Fiction*. 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*, Fourth Edition, Eds. Laurie G. Kirszner and Stephen R. Mandell.
- *Bright Lights, Big City*, Jay McInerney, ISBN: 0-394-72641-3
- UNM email address and access to UNM Blackboard Learn
- Access to Zoom (preferably a zoom account)
- 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 above) 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, Public Speaking, Technical Writing 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 and the assignments will be posted in our Blackboard Weekly Learning Modules
- Most assignments will be due on Sunday at 10:00pm.
- 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, BLBC = Bright Lights Big City*

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	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
Final Portfolio	200 pts
Total Possible Points	1000 pts
Possible Extra Credit:	100 pts

Important Dates:

Tuesday, Jan 19	1st day of class (Online Class will be available on Monday, Jan 18)
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 w/o 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.

Basic Course Policies

No late work is accepted in this course. Weekly writing assignments cannot be made up if a student is absent. Students are expected to attend weekly Zoom meetings, to log in to blackboard at least three times a week, and be prepared to work when class begins. Open up your notebook, have your pen ready, and be prepared to take notes when our Zoom meetings begin. Make sure your computer is on and that you are logged in to begin work in Microsoft Word/Blackboard Learn. **Because we use the computers every day, having your NetID and password is mandatory for success in the course.** No talking is allowed during the lecture. No cellphones are allowed in class. There is a zero tolerance policy for any of these actions. Students who do not comply will be asked to leave without warning and will receive a zero for the day's activities.

Attendance Policy

Attendance will be taken at the beginning of each Zoom meeting. 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. Students who miss the first week of classes will be dropped. Students who miss more than 4 Zoom meetings will be dropped. Arriving 10 minutes after class starts counts 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.

Plagiarism

Any form of plagiarism is unacceptable and the paper in question will receive a failing grade. 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 outside sources without proper documentation. We will have a class discussion and assignment on Plagiarism. There will be additional resources on Blackboard as well. Plagiarism may also result in failure of the entire 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/sites/default/files/library/tutorials/plagiarism/>.

Online 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. Constant complaining in class may result in the student being asked to leave for the day's lesson; continued complaining after the first warning may result in the student being dropped from the course.
- 4) Students should not yell or curse at other students or at the teacher. 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. The offending student will be asked to leave for the day and may be dropped from the course. Security will be called. 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. Security will be called.
- 8) If you ever feel unsafe on campus, please call security at (505) 925-8570.

NETIQUETTE STATEMENT:

Netiquette is a set of rules for behaving properly in an online class.

In our class we will follow the following rules: Be considerate of your fellow students. No swearing or hate speech in the forums. All opinions are welcome, but they must be backed up by facts and reliable sources. No one is allowed to inflame or coerce another student's beliefs, ideas, or assumptions. Everyone has different points of view and debate is a large part of the discussions in this class. Speeches & Debate must be respectful, collegiate, informed and constructive – and it must stay in our class. Proper use of MLA format, grammar, and tone is required in all formats of this class (discussion boards, email, messages, written responses, workshops and writing assignments).

Title IX Statement

In an effort 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>

Computer and Technology Policies

Students must log in on the scheduled class meeting times with materials in hand. Save your work often and have a back-up file so as to avoid losing your work. Using computers during class time for entertainment, social networking, or personal e-mailing is strictly forbidden. Students who violate this policy will be asked to leave and counted absent for the day. The same rule applies for cell phones. Cell phones must remain off and stored away from work areas. No texting or phone calls are allowed. Be prepared to dedicate our Zoom Meeting exclusively to English.

E-Mail Etiquette

In general, e-mails 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. E-mails should also include a salutation. For example, “Dear Professor Axelrod” would be an appropriate salutation for an electronic message. Be sure to sign your first and last name, and proofread your e-mail for grammatical errors. Please avoid text-speak. Learning to write professional e-mails early on is a skill you need as you progress to higher academic levels and further career pursuits.

Equal Access

Pursuant to the Americans with Disabilities Act (ADA), students with documented special needs will be accommodated in this course. Students with disabilities should visit Accessibility Services to obtain an Equal Access form, which needs to be sent to the professor within the first two weeks of class. The contact information for the Student Services Office is (505) 925-8560 and <http://www.unm.edu/~vcadvise/equalaccess.htm>.

Academic Support

Free tutoring is available at the Learning Resources Center (L Building). Please call 925-8907 for an appointment. I am also available to help you with individual writing issues during my office hours or by appointment. Students who regularly seek tutoring usually see a great improvement in their grades.

Assignment Policy

Unless otherwise specified, all formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font. Essay length requirements are 750-1000 words each, or 3-4 pages. MLA specifications and help are available on our Blackboard in the Course Content and Resources, and Grammar Goodies section.

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.

Week 1

Zoom Class TBA

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

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

Read Chapter 5 “Understanding Logic & Recognizing Logical Fallacies” (*Practical Argument [PA]* PP. 144-163 and on Blackboard) Discussion on elements of Chapter 5 – False Dilemma, Hasty or Sweeping Generalizations, Red Herrings, Exercise 5.10

Read “Why I Write” by Joan Didion

Discussion Board Intro and Journal One Assignments

Week 2

Zoom Class TBA

Introduction to Rhetorical Analysis Essay 1, Discussion of Argumentative Writing, MLA, Essay Proposal 1 – topics discussion Overview of Research Methods & MLA Format Requirements, Plagiarism, Sample Works Cited Page, Citation Worksheet (on Blackboard and in Class)

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

Work on Essay Proposal 1, Writing Assignment 2 (Thesis Writing Exercise) Complete Citation Worksheet. **Read** “Planning Drafting & Revising an Argumentative Essay” (*PA* 253-284) Continue work on Essay 1 **Read** Sample MLA papers (draft and finished paper) on Blackboard in Course Content & Resources, work on essay 1 draft

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

Journal Entry 2

Week 3**Zoom Class TBA**

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

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 in the discussion board

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

Continue work on Essay 1, post comments in Essay Workshop Group Critical Reading activity (from opinionated articles) Read one Essay of Interest (on Blackboard), annotate

Zoom Workshop Day - Essay in online class

Finish Essay #1

Journal Entry 3

Week 4**Zoom Class TBA**

Discussion of workshop group experience, Source Citation and Annotation Workshop

Annotation Links on Blackboard in Course Content & Resources – in class properly cite and annotate. Introduce Rhetorical Argument Essay, Begin Grammar Work – Sentence structure basics. Sentence Structure assignment on Blackboard, Final Draft of Essay 1 on Blackboard –

Sunday at 10:00pm

Journal Entry 4

Week 5 Zoom Class TBA

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

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

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

Essay #2 Proposal

Individual Student Assessments, Source Annotation

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

Work on Essay #2 Draft, finish reading assignments, Journal entry 5

Essay #2 Proposal in Assignments on Sunday @ 10:00pm

Week 6 Zoom Class tba

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

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

Pick one essay from Chapter 11 – answer the questions (post your answers in Writing, Prompts & Journals) Discussion on Essay #2 – What is your topic – what do you want to argue?

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

Work on Essay 3 Draft , Pick one essay from Chapter 12 to discuss in class on Tuesday (use questions from essay for your discussion) Journal Entry 6

Week 7 Zoom Class TBA

Discuss essays from Chapter 11

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

Work on Essay 2 Draft

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

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

Finish Essay #2 Draft, prepare for in class workshop

Journal Entry 7

Week 8 Zoom Class TBA

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

worksheet Read – Chapter 12 “Definition Arguments” (PA 417-463) Review Chapter 12 – pick

one essay, write how your essay 2 has improved with your readings Essay 2- Discussion on

different types of Arguments, Rhetorical Strategies worksheet. Pick a Rhetorical Strategy, write

how you are using it in your essay, Read Chapter 13 “Cause & Effect Arguments” (PA 407-517)

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

Journal Entry 8

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

Work on Essay #2

Week 9 Zoom Class TBA

Different Types of Arguments continued: Evaluation, Ethical, Proposal

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

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

Continue work on Essay 3 – Source & Argument evaluation

Revise sources and Argument if needed

DUE: Essay 2 – Sunday @ 10:00pm on Blackboard

Journal Entry 9

Week 10 Zoom Class TBA

Begin Essay 3 Discussion – Literary Analysis & Argument – Introduce

Bright Lights Big City by Jay McInerney

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

Keep reading, Writing Reflection

Essay Topic discussion, BLBC discussion

Continue Reading BLBC

Journal Entry 10 - Writing Reflection - BLBC

Week 11 Zoom Class TBA

BLBC Pages 56-80 discussion in class

Discussion on Grammar usage: Subject Verb Agreement, Tense, Second Person Voice in BLBC

BLBC – Read pages 80-128 Discussion BLBC “Coma Baby Lives”

Finish reading BLBC – Read 128-182,

Journal Entry 11

Week 12 - 2 Zoom Classes TBA (Movie Screening)

Film Screening *Bright Lights Big City*

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

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

BLBC movie continued – class discussion.

Independent Writing and Research on Literary Analysis of *BLBC*

Essay 3 Proposal topics, Grammar goodies

Essay Proposal 3 – 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

Essay 3 Proposal Due on Blackboard Sunday, at 10:00pm, Journal Entry 12

Week 13 Zoom Class TBA

In class online workshop on Essay #3

Essay 3 revisions based on workshop

Work on Essay 3

Essay #3 Discussions and in class writing, revisions

Journal Entry 13

DUE: Essay 3 by Sunday @ 10:00pm

Week 14 Zoom Class TBA

Grammar Review/Final Portfolio Discussion

Pick Revisions – work on grammar sentence revisions on Essay 3

Review Grammar readings; Do any unfinished Quizzes

Add one more source to each essay you choose for revision.

Annotate and revise

Journal Entry 14

Week 15 Zoom Class TBA

Extra Credit discussion and assignment info

HW: Work on Portfolio Revisions

Journal Entry 15

Extra Credit Assigned

Week 16 (Last Week of Class) Zoom TBA

Work on Portfolio Revisions, final reflection

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

Journal Entry 16