
ENGLISH 1110-501 *Composition I*

Spring 2024

T/TH 10:30-11:45

Room: VAAS-124

Professor Dr. Anicca Cox (she/her)

Office: Arts 115

Office Hours (F2F or Online):

T/TH 2-3PM, Weds 10-12 Online

Zoom: <https://unm.zoom.us/j/5943935118>Email: anicca@unm.edu

Welcome to **English 1110 Composition I**. I look forward to working with you and getting to know you! My goal for this course is to build classroom community around writing and to provide a meaningful, engaging space for you to learn about yourselves and your peers as you develop your writing practice. Key elements of that will include: class discussion, peer review, and cyclical writing process.

Course Description (per the catalog):

In this course, students will read, write, and think about a variety of issues and texts. They will develop reading and writing skills that will help with the writing required in their fields of study and other personal and professional contexts. Students will learn to analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading and writing. They will also gain an understanding of how writing and other modes of communication work together for rhetorical purposes. Students will learn to analyze the rhetorical context of any writing task and compose with purpose, audience, and genre in mind. Students will reflect on their own writing processes, learn to workshop drafts with other writers, and practice techniques for writing, revising, and editing.

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).

Instructor Availability

- Weekly in-person or [Zoom office hours](#) that you can attend to ask any questions, get additional feedback, etc. To schedule, send me an email or let me know in class when you'd like to come.
- Email availability: I answer email each day M-F during reasonable working hours (8-5 ish). I will check email in the mornings consistently so if you email the night previous, expect to hear from me early the next day. I will not let email response lapse longer than 24 hours but

usually it will be less than 8 hours. It is rare that I am answering emails at night or on weekends, however.

Important Information about Workflow

- Typically, smaller assignments are due by the end of the week, Sunday at Midnight. However, there will be some due during the week like peer review drafts, for example. Typically, major assignments will also be due on Sunday nights.
- Major assignments have the following parts:
 - *Phase 1*: Inquiry/Invention that might include free-writing, brainstorming, outlining, writing key questions for the project, mapping, etc.
 - *Phase 2*: Information gathering and analysis of that information that might include various kinds of research activities from reading, library research, interview work, or other kinds of research work.
 - *Phase 3*: Drafting
 - *Phase 4*: Peer Review
 - *Phase 5*: Revision
 - *Phase 6*: Reflection
- I will grade within a two-week window but typically it is sooner than that. My goal is always one week.
- All major projects may (and probably will be) revised.
- Documenting/storing your work: you will need to set up either a OneDrive or a Google Drive to store your work and share that with me so I can provide feedback and so you can save multiple versions and not lose any work.

Deadlines

We will use a grading model called “specs grading” which allows for flexibility and student-guided feedback and assessment. See section on grading for the outline of this process.

Using specs grading, deadlines work as follows:

- *Best if by date*—the first due date, eligible for full credit.
- *Passes the smell test*—within one week of first due date for -10% of full credit
- *Needs time for revision*—revise based on my comments within 1 more week for -5%, or two weeks (that it takes you to revise) for -10% of full credit (mostly, this is where folks will be).
- *Expired*—two weeks past original due date and I’ve seen nothing from you.

Course Projects

Major Projects + Revision Project	60%
Low-Stakes Writing Assignments (discussion boards, etc.)	20%
Reading Responses	20%

Course Units

Unit One: Developing Critical Literacies	In this project you will have the opportunity to explore multiple ideas about what counts as “literacy” and to explore your own
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	understandings of yourself as a learner to be able to tell a story to your audience about how you came to be who you are. This will involve collecting “data” on your own histories of learning, analyzing those data, and writing a descriptive, narrative, analytical document about your own self-study.
Unit Two: Artifact Analysis	Moving outward from your own self-study, this project involves choosing an “artifact” of social, personal, cultural, political, public, technological or historical significance. From there, you will compose an analysis of that artifact, telling your audience what it is, what its significance is, and what we should know about it, using research to back up your ideas.
Unit Three Revise, Remix, Reflect Project Portfolios	In this project, you will be asked to look at your work this semester—all of it, from peer review to reading responses, smaller assignments, to major ones and to do two activities: first, work on any revisions you would like to make and second, compose a detailed analytical reflection on that work across the semester.

Navigating Online Aspects of this Course

- For UNM Learn Technical Support: (505) 277-0857 (24/7) or use the “Create a Tech Support Ticket” link in your course.
- For UNM-Valencia IT Support: (505)925-8911 or create a support ticket <http://valencia.unm.edu/campus-resources/technology-support/contact-ts.html>
- For UNM Web Conference Technical Help: (505) 277-0857
- For issues with Canvas, tutors in the Learning Center can also advise you: email tutor@unm.edu to make an appointment. I am also happy to troubleshoot with you in office hours.

More tips to help:

- Be familiar with your syllabus. It is located on the Canvas home page. Refer to the syllabus throughout the semester when you have questions. Or of course, make use of my office hours.
- Become familiar with the daily “course calendar” and its functions.

- Become familiar with Canvas. Click on all the Course Tools to discover what is available to you in your online course. You may want to visit The Learning Center at UNM Valencia Campus if you need additional help learning how to navigate.
- Create a routine—here is a suggested routine to help you get started.
 1. Log on! On Monday, log in and read the list of assignments for the week. Make sure you have all materials you need to complete the assignments, such as page numbers or links. Jot down due dates and print out assignments.
 2. Read the assignments actively, highlighting important ideas. Use any resources (dictionaries, asking questions, etc.) to help you acquire the information the session is trying to relay. Be pro-active and disciplined in your study habits.
 3. Log on periodically throughout the week to check course e-mails and review new threaded discussions or blog responses. Watch for new announcements.
 4. Check Discussions. Read questions I have posted for the week, your classmates' and my responses, and enter your own answers. Your responses are an important part of your grade, so please take these exercises seriously.
 5. Importantly, give yourself ample time to submit work well before the deadline. You can submit work right at midnight, but this practice is risky. For example, computer failures or Internet and Canvas outages may occur. Plan for problems like these because meeting deadlines will help you successfully complete the course.

Tutoring: Free online tutoring is available through the [Writing Center](#).

Required Materials

- UNM email address and access to Canvas
- Access to Internet and Microsoft Office
- Access to Google docs (probably)

Attendance Policy and Overall Participation

The Covid-19 Pandemic has increased our access to flexible work and learning structures through the Internet. However, this is an in-person course and it is workshop based. For that reason, your attendance and participation is critical.

Total absences available to you: 3

Late work for smaller assignments: 0

Late work for major assignments: See grading description in our Canvas site.

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you

choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

Academic Integrity/Plagiarism: Plagiarism means using language and/or ideas without acknowledging their source. Plagiarism includes such activities as copying another student's papers or ideas, downloading and turning in papers from the Internet, or copying passages from sources without proper documentation, or rephrasing an author's ideas and presenting them as the student's new, original thoughts. Plagiarism in this course may result in one or more of the following consequences: failure of the assignment, failure of the course, or disciplinary action by the University. To learn how to avoid plagiarism, students can speak to me, consult a tutor, or refer to <http://library.acadiau.ca/tutorials/plagiarism/>

AI Statement: Ok, so, it's complicated. With the introduction of software like ChapGPT, using online software to assist in writing has become ever easier. Most institutions view use of these products as a violation of academic integrity. But, it is also a tool we now have to think about our writing that can be useful. So, here is my orientation to it: I discourage you from using the software to fully write your assignments, in fact, I ask that you do not. Meaning, if you put a prompt from our class in and turn in something AI wrote, that's a big NO from me. HOWEVER, if you choose to use it as a tool, please propose *why* to me in writing before using it. We'll also look at ways it can be a tool. Then, I ask that you carefully document your use of it, cite it in your works cited, and talk about its role in your process in your reflection memos for each project. In other words, please do not use this tool as a substitute for your own writing and thinking or engagement. If you choose to engage with such programs, do so transparently and as a building block of your work, not as a way to get around the hard work of writing/thinking.

Classroom Community Norms

- Our class is an inclusive environment where everyone is welcome. You and your classmates arrive with different identities, experiences, and opinions. So, please treat each other with **respect**. This means that any racist, sexist, homophobic, transphobic, xenophobic, prejudiced, bullying, language will not be tolerated. Expect to have me address this with you directly if you cross that boundary.
- I welcome feedback on the course. Come to my office hours, use the question forum or send me an email and I will work to resolve the issues as successfully as possible.
- Harassment of any kind will not be tolerated.

Equal Access: 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. They are located at Advisement & Counseling Services, Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560. <http://www.unm.edu/~vcadvise/equalaccess.htm> . Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

Required Work and Grading:

We will write in a number of genres and formats for this course. I will let you know about those formal conventions for each assignment. For example, an academic assignment might follow MLA format, be in Microsoft Word (or Word compatible), and be double-spaced in a 12pt, Times New Roman font. A podcast assignment will verbally credit sources and use informal language, etc.

You need a “C-” to pass this course.

Grade scale:

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

Student Privacy: Student privacy is strongly protected by professors at UNM-VC. The federal FERPA strictly prohibits the instructor or administrators from talking to anyone but the student about his/her progress. If a student has questions about a grade on an assignment or about the final grade for the course, FERPA dictates that the student is the only one who may speak to the instructor regarding their grades. All other outside requests for information release must be sent to and approved by the UNMVC registrar: (505) 925-8580

<http://www.unm.edu/~unmvc/Admissions/admiss.htm>

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>
