

ENHANCED COMPOSITION ENGL 1110Z-503

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Student Hours: T 9:00-11:00, Th 12:00-2:00, and by appointment (Discord, Zoom, and Email)

COURSE DESCRIPTION

This course builds upon and refines the writing skills acquired in previous writing courses, with a focus on non-fiction prose. Research, composition, exposition and presentation abilities will be practiced and developed. Through analysis and revision, students will develop strategies to improve the versatility and impact of their writing. Course topics and emphases may vary by section.

A few more notes about this course. First, this course is fully online and asynchronous. This means you will not be required to attend weekly online meetings at a certain time. However, several times throughout the semester I will ask you to schedule and attend one-on-one or small group zoom meetings, similar to in-office conferences for face-to-face classes. I will also be available for student meetings throughout the semester; students will simply need to email me to schedule.

REQUIRED TEXTS AND TOOLS

This course has no required formal textbook that you will need to buy. Instead, all required readings will be posted on Canvas.

Because this is an online class, you will need to have a reliable internet connection and the following programs/apps:

- Canvas
- Zoom
- Discord
- Word processor such as Microsoft Word or Google Docs

SUGGESTIONS FOR SUCCESS

Each week, we'll read something, watch something, discuss something, and write something. While there are few hard "due dates" in this class, it is my suggestion that you aim to finish each week's materials by Sunday evening so as not to fall behind. Begin with the course materials posted for that week, then move on to the discussing and writing portion of the week.

There are few hard "due dates" in this class. Each assignment has a two week window during which you can turn in your work with no penalty. I trust that you know your own lives and schedules better than I do, and you do not need to ask permission or offer explanations for turning in work so long as it is within that window. I would, however, urge you not to fall too

far behind, and to work ahead when you are able. Turning in work late potentially means you will receive feedback later than your classmates.

Discussions are the only thing that cannot be made up in this course. I would urge you to avoid thinking of discussions as additional assignments or requirements and instead consider them opportunities for connection with your learning community. I have provided a rough “rubric” for how to earn points through discussion which emphasizes the variety of ways you can contribute to the conversation, but please consider this a “include but not limited to” situation and respond in ways that feel fun and natural.

Reading the comments I leave on your work and familiarizing yourself with the grading rubric is essential for succeeding in this course. All major projects are eligible to be revised and resubmitted for a higher grade, and the journals are graded based on their completion.

I strongly urge you NOT to use Artificial Intelligence for any reason in this classroom. See the **Artificial Intelligence Policy** for more information on why that is.

If you ever find yourself falling behind or needing additional help, I’m always happy to meet on Zoom or Discord to strategize and assist however I can. Additionally, our embedded tutor is available should you need additional guidance.

I offer extra credit for attending ANY tutoring for any subject, attending campus or community events, and for reading texts outside of class. Extra credit is meant to be EXTRA, and all required work will need to be completed in order to be eligible for extra credit.

CLASSROOM POLICIES

Auto-Drop Policy: If a student does not log in to Canvas, participate in the discussion, submit any assignments, contact me directly, or otherwise appear to engage with the course in any way within the first two weeks, they will be dropped automatically.

Student Hours: Student hours will be held Tuesdays from 9:00-11:00 and Thursdays from 12:00-2:00 virtually on Discord, Zoom, and by Email. In order to meet with me, just drop me a message on Discord, Canvas, or Email and we can hop into a Zoom or Discord channel to chat. If you need an immediate response to something, these are the best hours to contact me. Additionally, I am available by appointment and if you see my status in Discord or Zoom set to “Online” you should feel free to drop in or send me a message, even if it is outside posted hours. Student hours are times where I will be available to chat, answer questions, strategize, nerd out, and offer assistance to any student who drops in. These hours are for you. Use them however you want! If, for whatever reason, you aren’t able to drop into office hours, I am also available for appointments at other times, just send me an email or a message to schedule.

Email: Send any and all questions, concerns, or comments to nsheppard1@unm.edu. I generally am pretty quick to reply during business hours (M-F 9:00-5:00), but if you don’t hear from me by the next business day you should send a follow-up email. In an effort to maintain a healthy

work/life balance (which I also recommend for you!) I may take longer to respond on nights and weekends.

Make-Up/Late/Missing Work: While you should try to turn in your work by the posted due date, I understand that life happens and things get in the way. Each major essay and weekly reading response will therefore have a two-week grace period where you can turn in your work up to two weeks late with no penalty, no questions asked. Turning in work by the grace-date does not require special permission and you do not need to give me a reason for doing so. If you require more than two weeks, please reach out as soon as possible to discuss arrangements. The final project is exempt from this grace period, so that I can turn in final grades on time. Discussions cannot be made up for obvious reasons, but you are able to miss two without any consequence to your grade. All missing/late work must be turned in by MAY 14 at the latest.

Embedded Tutoring: Embedded tutoring is when tutors are placed within a class, sustaining a presence and having immediate access to course materials. The embedded tutor in this class, Layla Taylor, will be a resource for you. They will listen and ask questions, and they will be familiar with course assignments/course material. They won't provide you with answers; instead, they will support you in better understanding and learning from the work you do in the class. Layla will be present in our Discord and available for peer review for any of your assignments, as well as any questions you may have.

IMPORTANT: as student workers, they can only work with you for appointments and respond to questions you have during their work hours.

Revise and Resubmit: All major essays or projects are eligible to be revised and resubmitted for a better grade so long as the author schedules a conference with me within one week of receiving their graded essay. The essay must show significant revisions beyond small corrections to be eligible for an improved grade.

Artificial Intelligence Policy: Generative Artificial Intelligence is becoming more and more prevalent in our day to day lives and many of us are still untangling the implications and ethics of the technology, which has been accused of crimes ranging from plagiarism to planetary destruction. While I understand using AI may be tempting at all stages of the writing process, I care far more about what YOU have to say and how YOU express it. In this class, I do not take off points for spelling/grammar errors unless they are so prolific that your work becomes unreadable. What you will be primarily graded on is style and voice, as well as your ability to respond to all parts of the assignment prompt, many of which include personal or reflective elements. Even running your paper through an app like Grammarly will rob your writing of its individuality and most likely result in a lower grade. I therefore URGE you to avoid using AI for any reason in this class. Remember – if no one bothered to write it, why should anyone bother to read it?

Neurodivergency and Accessibility Statement: This course is designed to support diversity of learners. As a neurodivergent person myself, my hope is to create an inclusive and accessible environment for all students. If you want to discuss your learning experience, or have concerns regarding the accessibility of the course, please talk to me as early in the term as possible. If you

know you have, or suspect you have, any neurodivergency, learning disability, mobility or sensory deficit/impairment, chronic illness, or psychiatric disability (anxiety, depression, bipolar disorder, post-traumatic stress, and others) that limits your ability to fully access and/or participate in this course, you may reach out to me directly to discuss resources, support networks, and/or course accommodations with or without disclosing any diagnoses.

Policy of Tolerance: In order to foster a community of learning that is welcoming to all of us, we must engage in discourse that is respectful and kind. In many of our readings and discussions, we will be discussing sensitive topics that challenge your beliefs, thoughts, and opinions. This is to be expected and encouraged in any community of learning! But while we will almost certainly disagree with each other on a variety of things, a healthy and productive discussion or debate must be conducted respectfully and in good faith without personal or prejudiced attacks.

I will not tolerate any discrimination, harassment, or generally not-nice behavior on the basis of sex, gender, race, ethnicity, age, disability, class, citizenship, religious affiliation, or personal difference in any written, verbal, or artistic expression.

Consequences for this sort of behavior may include a mandatory conference, a failing grade, or being dropped from the course entirely. Disregarding this policy may also result in being reported to the Dean of Students or the Office of Compliance, Ethics & Equal Opportunity as a Code of Conduct or Title IX violation where applicable.

UNIVERSITY POLICIES

Accommodations: UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center at arcsrvs@unm.edu or by phone at 505-277-3506.

Title IX: Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website (<http://loborespect.unm.edu/>). Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

Academic Integrity: Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take

disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Indigenous Peoples' Land and Territory Acknowledgement: Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico – Pueblo, Navajo, and Apache – since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

STUDENT LEARNING OUTCOMES

Throughout the semester in English 1110, or 1110X & 1110Y, you will progress toward the following student learning outcomes:

Rhetorical Situation and Genre

- A. 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

Writing as a Social Act

- B. describe the social nature of composing, particularly the role of discourse communities at the local, national, and international level

Writing as a Process

- C. use multiple approaches for planning, researching, prewriting, composing, assessing, revising, editing, proofreading, collaborating, and incorporating feedback in order to make your compositions stronger in various mediums and using multiple technologies

Grammar and Usage

- D. improve your fluency in the dialect of Standardized Written American English at the level of the sentence, paragraph, and document
- E. analyze and describe the value of incorporating various languages, dialects, and registers in your own and others' texts

Reflection

- F. 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

Research

- G. 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

H. integrate others' positions and perspectives into your writing ethically, appropriately, and effectively in various mediums and technologies

Plus/Minus Grade Policy:

For determining mid-term and final grades, the following scale will be used:

100-97=A+	89-87=B+	79-77=C+	69-67=D+	59-0=F
96-93=A	86-83=B	76-73=C	66-63=D	
92-90=A-	82-80=B-	72-70=C-	62-60=D-	

ASSIGNMENT & GRADING BREAKDOWN

A Note on Grading – I have provided rubrics for how you will be graded on each assignment in this course, including the discussions. The individual weekly assignments are largely graded based on completion which means if you do it and you followed the directions, you'll automatically receive full credit. Turning in an essay and following all directions will earn you at least a B, and I want to reward creative risk taking for these projects. If you wish you do something other than a traditional “essay,” please feel free to do so! Each project prompt on Canvas provides instructions for alternative methods, and I'm always happy to discuss your individual ideas further via Zoom, Discord, or Email. Discussions cannot be made up, and writing a paragraph will not earn you full discussion credit. See canvas for more details.

Essay 1 – Autobiography of a Writer (20%)

For the first essay, you will write a 3-4 page essay or other project exploring your relationship with writing. See Canvas for more details.

Essay 2 – Biography of Place (20%)

Students will have the option to write about a place they know and love, or a place they've always wanted to visit. This will be a creative non-fiction 4-5 page essay or other project that explores the history and experience of being in a certain place. See Canvas for more details.

Essay 3 – How to Survive the Apocalypse (20%)

Students will write a 4-5 page essay or other project explaining if/how they think the world will “end” and what they think we (as individuals, societies, and/or humans) need to do in order to survive. See Canvas for more details.

Individual Assignments – 20 points each (20%)

Every week, students will be asked to write about 200 words responding to a prompt. These will be submitted on Canvas. You can skip two with no consequence.

Discussions – 20 points each (20%)

Discussions will be held on Discord and are informal conversations meant to build community with your fellow classmates. These should not be treated as a second journal or reading response, but as a discussion like one you would have in a classroom. Students will be given multiple ways to earn credit in discussion, but “writing one paragraph and responding to two of your

classmates” is NOT one of the ways to earn full credit. See the discussion rubric on Canvas for more details. You can skip two with no consequence.

Extra Credit – Points to be determined by Instructor

Any and all participation in tutoring (in writing or any other subject!) or campus events (any UNM main or branch campus!) will earn you guaranteed extra credit, simply forward me the email receipt of your session or write me a quick email.

COURSE SCHEDULE (subject to change)

Week One (Jan 21-26) – Introductions

January 21 – Classes Begin

Texts: Course Documents
“The Danger of a Single Story” by Chimamanda Ngozi Adiche (TEDtalk)

Discussion: Welcome to Discord!

Assignment: Reading Response & Journal

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Week Two (Jan 27-Feb 2) –

January 31 – Last day to ADD sections and CHANGE credit hours on LoboWEB

January 31 – Enrollment Cancellation for Non-Payment

Texts: “You’ve Been Traumatized into Hating Reading (And It Makes You Easier to Oppress)” by Ismatu Gwendolyn
“The Writing Process: Invention and Planning” by Crash Course (YouTube)
“Invention and Planning Techniques” by Crash Course (YouTube)

Discussion: Reading and Writing for School

Assignment: Reading Response & Journal

Week Three (Feb 3-9) –

February 4 – Non-participation in this course by this date will result in student being dropped

February 7 – Last day to DROP without "W" grade and receive a 100% tuition refund on LoboWeb

Texts: “Shitty First Drafts” by Anne Lamott
“The Writing Process: Drafting” by Crash Course (YouTube)
“Drafting Techniques” by Crash Course (YouTube)

Discussion: Drafting process

Assignment: Reading Response & Journal

Week Four (Feb 10-16) –

February 14 – Last day to ADD sections and/or CHANGE credit hours with completed form late fees apply: \$75 per transaction will apply after this date.

Texts: “The Maker’s Eye: Revising Your Own Manuscript” by Donald M. Murray
“The Writing Process: Revision” by Crash Course (YouTube)

Discussion: Study Tactics

Assignment: Reading Response & Journal

Week Five (Feb 17-23) –

Texts: “How to Write With Style” by Kurt Vonnegut
“3 Ways to Speak English” by Jamila Lyiscott (TEDtalk)
“The Writing Process: Editing” by Crash Course (YouTube)
“Editing Techniques” by Crash Course (YouTube)

Discussion: Favorite Words

Assignment: Turn in “Final” draft for project #1

Week Six (Feb 24-Mar 2) –

Texts: “My Harmony with the Heron” by Jarod K. Anderson

Discussion: Going Outside

Assignment: Reading Response & Journal

Week Seven (Mar 3-9) –

Texts: “The Kitchen with Two Doors” by Kristina Kasparian (pdf on Canvas)
“Identity and Culture in Communication” by Crash Course (YouTube)

Discussion: Favorite Foods

Assignment: Reading Response & Journal

Week Eight (Mar 10-16) –

Texts: “The Expanding Universe of Lo-Fi Girl” by Nora Saks and Paul Vaitkus
“Citations and Quotes: Study Hall Composition #7: ASU + Crash Course”

Discussion: Music

Assignment: Reading Response & Journal

Week Nine (Mar 17-23) –

March 16-23 – Spring Break (NO CLASS)

Week Ten (Mar 24-31) –

Texts: “Piecing for Cover” by Ayelet Waldman
“Check Yourself with Lateral Reading: Crash Course Navigating Digital Information #3” by Crash Course (YouTube)
“Using Wikipedia: Crash Course Navigating Digital Information #5” by Crash Course (YouTube)

Discussion: Hobbies

Assignment: Reading Response & Journal

Week Eleven (April 1-6) –

Texts: “Scent Makes a Place” by Katy Kelleher
“The Facts About Fact Checking: Crash Course Navigating Digital Information #2” by Crash Course (YouTube)

Discussion: Smells

Assignment: Turn in Project 2

Week Twelve (April 7-13) –

Texts: “Apocalypse” by Junot Diaz
“Who Can You Trust? Crash Course Navigating Digital Information #4” by Crash Course (YouTube)
“Evaluating Evidence: Crash Course Navigating Digital Information #6” by Crash Course (YouTube)

Discussion: Self-Care Check-In

Assignment: Reading Response & Journal

Week Thirteen (April 14-20) –

April 18 – Last day to DROP without Dean’s Permission on LoboWEB

Texts: “The Monsters Are Due on Maple Street” *The Twilight Zone*
“Evaluating Photos & Videos: Crash Course Navigating Digital Information #7” by Crash Course (YouTube)
“Data & Infographics: Crash Course Navigating Digital Information #8” by Crash Course (YouTube)

Discussion: Research Revelations

Assignment: Reading Response & Journal

Week Fourteen (April 21-27) –

Texts: “Postcards from the Apocalypse” by Rebecca Roanhorse
“Click Restraint: Crash Course Navigating Digital Information #9” by Crash Course (YouTube)
“Social Media: Crash Course Navigating Digital Information #10” by Crash Course (YouTube)

Discussion: Pride

Assignment: Reading Response & Journal

Week Fifteen (April 28-May 4) –

Texts: "To Live in the Ending" by Alyssa Harad

Discussion: On Kindness

Assignment: Project 3 Due

Week Sixteen (May 5-11) -

May 8 - Last Day for CHANGE grade mode with form.

May 8 – Last Day to ADD sections and/or CHANGE credit hours with the Enrollment Authorization During the Term Forms \$75 per transaction.

May 8 – Last day to DROP with Dean's Permission with the Enrollment Authorization During the Term form.

Texts: (None)

Discussion: Final Thoughts

Assignment: Final Reflection