

Spring 2025 Composition II

Assistant Professor Ana N. June

English 1120-503 | CRN 50008 | 3 Credit Hours

Mondays & Wednesdays, 1:30-2:45 pm

January 21 to May 11, 2025

WELCOME TO ENGLISH 1120!

You're just a step away from completing your freshman English requirement! In this core composition course, you'll continue developing critical thinking, reading, and writing skills while sharpening your research abilities. To complete your assignments this semester you'll begin by identifying something to focus on. Whatever you choose will be your topic for each assignment. Some topic examples include: Fashion, superheroes, mechanics, engineering, wildlife, education, space... The list could go on and on! What do *you* want to focus on? Please note: It's best if you focus on something you don't know much about already. Think of this as an opportunity to learn about something that interests you!

No matter what you choose, here's the secret to doing well in this class: **Your effort is everything.** If you show up, engage with the course materials, pay attention to the details, and put in the work to complete each assignment, you will do well. I'm a generous grader and focus on the quality of your effort, not on nitpicking point deductions. The feedback I provide is where I want you to direct your attention and growth. Another fun fact: You can't earn less than a 70% in this class. That means that if you fall behind, it's easier to catch up! I'll tell you all about how this works during week 1.

Your growth as a writer is ultimately up to you. Becoming the writer you want and need to be is a process—one that requires intentional choices in your communication. Think of this class as one step on a lifelong pathway of learning, where writing is about progress rather than perfection.

I'm excited to work with you this semester!

Best,
Ana N. June
Master of Fine Arts in Creative Writing, UNM 2017
Assistant Professor of English
English Program Coordinator
UNM-Valencia campus
anajune@unm.edu

In-person office hours: A 142 D, MW 12-1 pm | [Virtual office hours](#): T 9-10 am & by [appointment](#)

CATALOG DESCRIPTION:

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.

Prerequisites:

- Complete 1 of the following
 - Earned a minimum grade of C in at least 1 of the following:
 - [ENGL1110](#) - Composition I (3)
 - [ENGL110](#) - Accelerated Composition (3)
 - [ENGL1110Y](#) - Composition I: Stretch II (3)
 - [ENGL112](#) - Composition II (3)
 - [ENGL1110Z](#) - Enhanced Composition (4)
 - [ENGL113](#) - Enhanced Composition (4)
 - ACT English =26-28 or SAT Evidence-Based Reading and Writing =660-690 or Lobo Course Placement (LCP)-English =30.

CREDIT-HOUR STATEMENT:

Credit-hour statement: This is a three-credit-hour course. Class meets for two 75-minute sessions of direct instruction for fifteen weeks during the Spring 2025 semester. Please plan for a minimum of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

STUDENT LEARNING OUTCOMES (SLOs):

Throughout the semester in English 1120, you will progress toward the following student learning outcomes:

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

Library Information Literacy Outcomes

- Students will access Libros library database software and find a book relevant to the writing project.
- Students will learn how to skim the book 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.

Required Textbook

None. All materials will be provided on Canvas.

ASSIGNMENTS | 1000 Points Total

In this course, assignments are designed to build upon one another. You will start with foundational tasks and gradually develop your writing, research, and presentation skills. Each assignment contributes to the next, so skipping any will impact your ability to succeed in subsequent tasks. Your grade for each assignment will be based on your effort, engagement, and completion of the requirements. Your final grade is calculated based on the total points earned across all assignments. The grading floor is 700 points (70% of total points). Please note that 70% is not a passing grade in this course.

These assignments will guide your growth as a writer and researcher. Your progress depends on completing each task thoroughly.

- [Idea Reflection](#) (45 points; 4.5% of final grade)

- Minimum: 31.5 points (70% of max points)
- Maximum: 45 points (100% of max points)

In this 1-2 page reflection, you will identify your topic and explain why it's meaningful. This sets the foundation for all future assignments.

- **Evaluation Essay** (200 points; 20% of final grade)
 - Minimum: 140 points (70% of max points)
 - Maximum: 200 points (100% of max points)

This 2-4 page essay requires you to evaluate your chosen topic, take an evaluative stance, and support your position with evidence.

- **Evaluation Presentation** (90 points; 9% of final grade)
 - Minimum: 63 points (70% of max points)
 - Maximum: 90 points (100% of max points)

Convert your Evaluation Essay into a visual and oral presentation. This will help you practice presenting your research clearly and persuasively.

- **Annotated Bibliography** (135 points; 13.5% of final grade)
 - Minimum: 94.5 points (70% of max points)
 - Maximum: 135 points (100% of max points)

For your Research Essay, you will find and annotate three credible sources, summarizing and evaluating each one to prepare for your research-based argument.

- **Research Essay with Works Cited** (225 points; 22.5% of final grade)
 - Minimum: 157.5 points (70% of max points)
 - Maximum: 225 points (100% of max points)

A 3-5 page essay that integrates your sources into a cohesive, research-driven argument. This assignment prepares you for the **Topic Presentation**.

- **Topic Presentation** (135 points; 13.5% of final grade)
 - Minimum: 94.5 points (70% of max points)
 - Maximum: 135 points (100% of max points)

Present your evaluation and research findings in a concise, engaging format, synthesizing what you've learned so far.

- **Final Reflection** (170 points; 17% of final grade)
 - Minimum: 119 points (70% of max points)
 - Maximum: 170 points (100% of max points)

A 4-6 page reflective essay where you assess your growth as a writer and communicator and connect your work to the Student Learning Outcomes.

Important information about assignment submissions:

All assignments must be submitted through the appropriate assignment portal. Please note that I do not accept assignments by email for any reason.

Always double-check all your assignment submissions to ensure they've uploaded correctly and completely and save your submission receipts! If Canvas glitches, I will not hold you responsible for any late work, but you **MUST** have proof of the glitch. If you do not see a preview of your submission after clicking submit, try again. If it still doesn't work, please reach out to tech support.

ATTENDANCE & ASSIGNMENT COMPLETION:

If you signed up for this face-to-face course that meets on Mondays and Wednesdays, I assume that you plan to join us in the classroom and do the work! Students who miss an entire week without notice might be dropped. In addition, students who miss three or more assignments might be dropped. I will reach out to you before I drop you and am willing to work with you if you're having trouble attending class or completing assignments. That said, if you fall behind it will be tough to catch up. Sometimes it's better to take the course during a different semester if attending and completing assignments becomes too challenging.

No matter what, if you're struggling, [please reach out to me](#). If I drop you I will not readmit you so please don't ask.

GRADING AND FEEDBACK:

NEWSFLASH: Grades are rarely an accurate representation of learning. That said, I also understand that they are the currency of school and it feels good to see a reward for your efforts. Plus, I'm required to assign you a grade at the end of the semester. So, here's how things work around here: You will earn full credit for each assignment that reflects thought, effort, learning, and alignment with the assignment guidelines. You will also receive feedback on your work when appropriate and you are expected to read or listen/watch that feedback, depending on how I deliver it.

You need to earn at least 73% to pass the class. A C- is *not* a passing grade in college.

ALSO: You need to earn at least 73% overall to pass the class. A C- is *not* a passing grade in college.

| 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- |

LATE WORK POLICY:

Deadlines are a reality you will face your entire life. In our class, deadlines ensure that I can assess and return your work to you so that the feedback is helpful to your learning. It's very hard for me to complete a grading cycle only to have another part of that grading cycle show up in my grading queue. That said, your assignments are due on Wednesdays at 11:59 pm with the exception of the Final Reflection, which will be due on Sunday at 11:59 pm.

That said, the assignment portal will remain open until I finish grading that particular assignment for everyone. After that, I will close the portal and we will move on. As long as the portal is visible you may turn in your assignment.

If you have an urgent situation that makes it difficult to complete your work at any time, please be in touch. I will work with you to support your success by helping determine a new deadline or other accommodation. Remember: If in doubt, reach out! I will not judge you and you do not have to explain yourself (although I am always happy to listen).

OUR COMMUNITY:

Before anything else, we are a community of scholars working, thinking, learning, and writing together! To that end, this class will be conducted respectfully at all times. This means that

though we might disagree sometimes (in fact, discussion and debate are an important part of a well-rounded education), we will always communicate with respect for each other as human beings.

Kindness is the rule in our class. We will all show respect for each other in every circumstance and actively honor the risks we take in sharing our experiences through discussions and writing.

I will not tolerate any expressions of racism, homophobia, transphobia, xenophobia, ableism, ageism, classism, sexism, religious prejudice, or any other form of speech or interaction that may in any way diminish another person or people. I will not tolerate such things in anybody's written work either. There are some topics that are not appropriate for debate or written argument, and we will discuss what I mean by that during the semester. If you do not know what the terms above mean, please Google them. This applies to any other words you don't know this semester.

If you have a pronoun preference or are at all concerned that you will be misgendered, I invite you to let me know by email or course message.

Our classroom is a safe and dynamic space, and I expect you to respectfully push the boundaries of your ideals, beliefs, and thoughts. I will, in return, protect and respect your personal integrity to every degree possible. If you have any questions about any of this, please let me know.

It is my strict policy to never disclose any student's personal information, including immigration status, to anyone without explicit student consent. All students are welcome in this class regardless of citizenship, residency, or immigration status. I will respect your privacy if you choose to disclose your status. 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/>.

We all have a shared responsibility for ensuring that learning occurs safely and equitably. UNM has important policies to preserve and protect the academic community, especially policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the *Student Pathfinder* (<https://pathfinder.unm.edu>) and the *Faculty Handbook* (<https://handbook.unm.edu>).

Please ask for help in understanding and avoiding plagiarism or academic dishonesty, which can both have very serious consequences.

Support: [Center for Academic Program Support](#) (CAPS). Many students have found that time management workshops can help them meet their goals (consult the CAPS website under "services").

OFFICE HOURS:

Office hours will be held in my Valencia campus (Tomé) office, A 142 D, on Mondays and Wednesdays from 12-1 pm. I also hold virtual office hours on [Zoom](#) Tuesdays from 9-10 am. If

none of these options work for you please click here to make an [appointment](#). There will be no office hours during holidays or Spring Break.

Coming to office hours gives you the opportunity to discuss your work or progress in our class. Students who make time to meet with me outside of class typically do better overall!

WRITING GUIDELINES:

All written assignments must be typed and turned in as a Word doc or PDF. Presentations must be submitted as Powerpoint documents—including those built in Canva. Unless you are taking creative liberty with your formatting in a way that serves your writing please format your writing to [MLA](#) style, which is the standard in the Humanities, as closely as you can. Basically, write in 12 pt., Times New Roman font with double-spaced paragraphs and 1" margins. All work must be uploaded to the proper assignment portal in Canvas.

Again: I do not accept work via email!

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 who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in coursework may receive a reduced or failing grade for the work in question and/or for the course.

We all have shared responsibility for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your own work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure. *Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively.* Off-campus paper writing services, problem-checkers and services, websites, and AIs can be incorrect or misleading. Learning the course material depends on completing and submitting your own work. UNM preserves and protects the integrity of the academic community through multiple policies including policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the *Student Pathfinder* (<https://pathfinder.unm.edu>) and the *Faculty Handbook* (<https://handbook.unm.edu>).

ACCOMMODATIONS:

UNM is committed to providing courses that are inclusive and accessible for all participants. As your instructor, it is my objective to facilitate an accessible classroom setting, in which students have full access and opportunity. If you are experiencing physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me after class, via email/phone or during office/drop-in hours (I am not legally permitted to inquire about the need for accommodations). We can meet your needs in collaboration with [UNM Valencia Campus community](#) (505) 925-8910 and/or the Accessibility Resource Center (<https://arc.unm.edu/>) at arcsrvs@unm.edu or by phone (505) 277-3506.

For support please contact me via email (anajune@unm.edu) or Canvas messaging, or come talk to me during [student hours](#).

ARTIFICIAL INTELLIGENCE:

This course is about practicing your thinking and writing, not getting a machine to do it for you. If you just want to use AI for writing tasks, why bother taking this class?

My policy: If you turn in an essay that is then flagged for AI, I will email you a copy of the report and ask that you write and resubmit your work. If you do not, or if your resubmission is also composed by AI, you will receive the minimum grade for that assignment. Just don't do it.

(By the way: Canvas has a very reliable AI checker built into Turnitin which is activated for *all* of your writing assignments. I might also take other steps to ensure that AI-composed essays are flagged.)

STUDENT SUPPORT:

[PASOS](#) Resource Center (505) 925-8546, or email: pasos@unm.edu. The Resource Center is an on-campus center that serves as a “one-stop” for all non-academic needs of UNM-Valencia students.

[UNM Valencia Learning Commons \(tutoring\)](#)

Tutoring is available in math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In-person tutoring is in these centers in the LRC (the building that also has the library). Tutoring in Zoom and, for writing, through email, is also available. Making use of tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. To schedule an appointment, please go to: Learning Commons Bookings. If you are making an email appointment with the Writing Center, email your draft to tutor@unm.edu after you fill out the form. If you have difficulty with

the scheduling link, would like an appointment in a subject not listed at that link, or have a question, email tutor@unm.edu. You'll get answers during business hours Monday through Friday. The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#).

[Student Health and Counseling](#) (SHAC at UNM Albuquerque) at (505) 277-3136. If you are having active respiratory symptoms (e.g., fever, cough, sore throat, etc.) AND need testing for COVID-19; OR If you recently tested positive and may need treatment, call SHAC.

[LoboRESPECT Advocacy Center](#) (505) 277-2911 can offer help with contacting faculty and managing challenges that impact your UNM experience.

Connecting to Campus and Finding Support: UNM has many resources and centers to help you thrive, including [opportunities to get involved](#), [mental health resources](#), [academic support including tutoring](#), [resource centers](#) for people like you, free food at [Valencia Campus Food Pantry](#), and [jobs on campus](#). Your [advisor](#), staff at the [resource centers](#) and [Academic Affairs Office](#), and I can help you find the right opportunities for you.

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. Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" 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 and reporting, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

Support: [LoboRESPECT Advocacy Center](#), the [Women's Resource Center](#), and the [LGBTQ Resource Center](#) all offer confidential services.

TITLE IX:

The University of New Mexico and its faculty are committed to supporting our students and providing an environment that is free of bias, discrimination, and harassment. The University's programs and activities, including the classroom, should always provide a space of mutual respect, kindness, and support without fear of harassment, violence, or discrimination.

Discrimination on the basis of sex includes discrimination on the basis of assigned sex at birth, sex characteristics, pregnancy and pregnancy related conditions, sexual orientation and gender identity. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. You can access the confidential resources available on campus at the LoboRESPECT Advocacy Center (<https://loborespect.unm.edu> [Links to an external site.](#)), the Women's Resource Center (<https://women.unm.edu> [Links to an external site.](#)), and the LGBTQ Resource Center (<https://lgbtqrc.unm.edu> [Links to an external site.](#)). If you speak with an instructor (including a TA or a GA) regarding an incident connected to discrimination on the

basis of sex, they must notify UNM's Title IX Coordinator that you shared an experience relating to Title IX, even if you ask the instructor not to disclose it. The Title IX Coordinator is available to assist you in understanding your options and in connecting you with all possible resources on and off campus. For more information on the campus policy regarding sexual misconduct and reporting, please see <https://policy.unm.edu/university-policies/2000/2740.html>. and CEEO's [website](#).

If you are pregnant or experiencing a pregnancy-related condition, you may contact UNM's Office of Compliance, Ethics, and Equal Opportunity at ceeo@unm.edu. The CEEO staff will provide you with access to available resources and supportive measures and assist you in understanding your rights. [Pregnancy and Parenting Support information](#) is available here.