
ENGLISH 1120-504 *Composition II*

Spring 2025

Office: Arts 115

Meets: T/TH 1:30-2:45 VAAS-125

Professor Dr. Anicca Cox (she/her)

Office Hours (Zoom or in person):

T/TH 3-4PM, Weds 10-12 or by appointment

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

Welcome to **English 1120, Composition II**. I look forward to working with you and getting to know you and learn from and with 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.

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.

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
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- 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

Research II

- I. compose a research-based academic argument in one of various mediums and technologies by identifying, analyzing, evaluating, and synthesizing sources, which must include secondary sources
- J. analyze and describe the writing and research conventions of an academic field in order to understand the different ways of creating and communicating knowledge

Attendance: I will ask you to reflect in the beginning of the term, on what obstacles to attendance you might encounter. I ask that you miss no more than 3 classes. If you do need to miss, please email me ahead of time and come up with a plan for that missed time with me. I will provide a resource to do so.

Instructor Availability

- Weekly in-person or [Zoom office hours](#) that you can attend to ask any questions, get additional feedback, etc. To schedule use this Office 365 [booking app](#).
- Email availability: I plan to 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. I will, however, not be doing email correspondence at night or weekends.
- Question forum: use the course question forum to get answers from me or your peers ([link](#))

Important Information about Workflow

- Smaller, weekly assignments are typically due Sunday at Midnight. I will then respond early the following week. 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 no grade penalty, or two weeks (that it takes you to revise) for -10% of full credit.
- *Expired*—two weeks past original due date and I’ve seen nothing from you.

Course Projects

Major Projects + Revision Project	70%
Low-Stakes Writing Assignments (discussion boards, etc.)	20%
Reading Responses	10%

Course Units

Unit One: Language Autobiography	In this project you will begin to identify what linguistic communities you are a part of, and to do primary research/data collection about them. You will then compose a narrative autobiography of yourself as a user of language, to demonstrate some of the experiences, values, and understandings you have about your linguistic self and community.
Unit Two: Third Spaces/Places	Moving outward from your own specific language use, unit two asks you to examine “place” by examining what sociologists call “third places.” Using primary research methods like observation, participation, or interview, you will provide an analysis of your findings, in order to place your own experience within that place or space, examining how it contributes to your work as a university student here at UNM-Valencia.
Unit Three: Multimedia and Pop Culture Research	In this project you will be asked to consider communities you are a part of in a new way, through your interests and social worlds. Specifically, we will be looking at fandom communities and make an analytical, critical, researched and (potentially) celebratory, audience centered podcast project.
Unit Four: Reflect and Present	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, compose a detailed analytical reflection on that work across the semester and second, present your findings to the classroom community.

Navigating Online Aspects of ENG 1120

Though this course is face-to-face, there will be many online components. Here are some resources for you:

- 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 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! Come to class! Lessons open on Monday morning and close the following Sunday night at 10:00 pm. 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

- A student subscription to Eli Review, our peer feedback software
- UNM email address and access to UNM Blackboard Learn
- Access to Internet and Microsoft Office

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 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

- Our class is an inclusive environment where everyone is welcome. The people you will be learning with have varying identities, experiences, and opinions that may be different from your own. 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.
- Discussion boards are a collective learning environment. Treat them as such.
- 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” (73% or 730 points) 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

UAP (University Administrative Policy) 2720 and 2740. Our classroom and university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. If you ever need assistance or have concerns about incidents that violate this principle, please access campus support resources. These include confidential services at [LoboRESPECT Advocacy Center](#), [the Women’s Resource Center](#), and the [LGBTQ Resource Center](#). The University of New Mexico prohibits discrimination

on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). UNM faculty and graduate teaching assistants are considered “responsible employees.” “Responsible employees” must [communicate reports](#) of sexual harassment, sexual misconduct and sexual violence to [Compliance, Ethics and Equal Opportunity](#). For more information on the campus policy regarding sexual misconduct, reporting, and reporting for “responsible employees,” please see UAP 2720 and UAP 2740.
