

ENGLISH COMPOSITION II – 1120

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COURSE 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.

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.

CREDIT HOUR STATEMENT

This is a three credit-hour course delivered in an entirely asynchronous online modality over 16 weeks during the Fall 2024 semester. Please plan for a minimum of 18 hours per week to learn course materials and complete assignments.

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. I recommend reading through the assignments first so you know what to look for in the reading, then do the reading and watch the videos, then go back to complete the assignments and discussion.

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. If you do end up falling behind, please don't hesitate to reach out as soon as possible so we can get you back on track together.

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.

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.

Plus/Minus Grade Policy:

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 follow the directions, you'll automatically receive full credit. Turning in an essay and following all directions will earn you at least a B. 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.

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 BREAKDOWN

20% Reading Response

Students will choose a longform article (at least 2000 words) on a subject of their choice and consider what makes it a “good” or “bad” article from their own perspective. Students will identify rhetorical strategies, research the background of the article, and reflect on the experience of reading.

20% Autoethnography

In this project, students will research an aspect of their identity by studying a subculture of which they are a part. They will research the history of this subculture and reflect on its connection to their own values and beliefs.

20% Self-Directed Argument

Students will consider an element of their own lives that they may wish to change and conduct research into that subject. They will then present the information to themselves in a way that they find persuasive and compelling.

20% Discussion

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.

20% Individual Assignments

Throughout the semester, students will be asked to complete various assignments to reinforce learning outcomes. These might include reading responses, writing exercises, quizzes, feedback surveys, conferences, or peer review.

Extra Credit – Points to be determined by Instructor

Students are only eligible for Extra Credit only if they are already meeting the minimum requirements for the course. In other words, it can only be used to elevate your grade from a ‘B’ to an ‘A.’ See Canvas for the various ways you can earn extra credit in this course.

STUDENT LEARNING OUTCOMES

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

Rhetorical Situation and Genre - 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 - Describe the social nature of composing, particularly the role of discourse communities at the local, national, and international level.

Writing as a Process - 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 - Improve your fluency in the dialect of Standardized Written American English at the level of the sentence, paragraph, and document. Analyze and describe the value of incorporating various languages, dialects, and registers in your own and others' texts.

Reflection - 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 - 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. Integrate others' positions and perspectives into your writing ethically, appropriately, and effectively in various mediums and technologies

Research - 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. Analyze and describe the writing and research conventions of an academic field in order to understand the different ways of creating and communicating knowledge.

COURSE SCHEDULE (subject to change)

Week One (Jan 21-26) – Introductions

January 21 – Classes Begin

Texts: Course Documents (Syllabus, Rubrics, etc.)
“Introduction to Crash Course Navigating Digital Information #1” by Crash Course
“What Is Rhetoric?: Study Hall Writing Composition #10: ASU + Crash Course”
“You’ve Been Traumatized into Hating Reading (And It Makes You Easier to Oppress)” by Ismatu Gwendolyn

Discussion: Welcome to Discord!

Assignments: Journal and Reading Response

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: “A Robot Wrote This Entire Article: Are You Scared Yet, Human?” by ChatGPT
“A Robot Did Not Write This Article, I Promise” by Emily Thurston
“Check Yourself with Lateral Reading: Crash Course Navigating Digital Information #3” by Crash Course (YouTube)

Discussion: Reading Strategies

Assignments: Journal and Reading Response

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

Read: “Are We Different Writers When We Move From Longhand To A Screen?” by James Draney
“The Writing Process: Invention and Planning” by Crash Course (YouTube)
“Invention and Planning Techniques” by Crash Course (YouTube)

Discussion: Writing Strategies

Assignments: Journal and Reading Response

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.

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

Discussion: Self-Care Check-In

Assignments: Journal and Reading Response

Week Five (Feb 17-23) –

Read: “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: Final Draft Feels

Assignments: Final Draft of Project 1 – Reading Response Due

Week Six (Feb 24-Mar 2) –

Read: “The Literature of the Cootie-Catcher” by Gennarose Nethercott
“Writing Practice: The Reflective Essay | Rhetoric & Composition | Study Hall”
by Study Hall

Discussion: Childhood and Play

Assignments: Journal and Reading Response

Week Seven (Mar 3-9) –

Read: “The Kitchen With Two Doors” by Kristina Kasperian
“Identity and Culture in Communication” by Crash Course (YouTube)

Discussion: Recipes & Food

Assignments: Journal and Reading Response

Week Eight (Mar 10-16) –

Read: “Piecing for Cover” by Ayelet Waldman
“Who Can You Trust? Crash Course Navigating Digital Information #4” by Crash
Course (YouTube)
“Using Wikipedia: Crash Course Navigating Digital Information #5” by Crash
Course (YouTube)

Discussion: Hobbies

Assignments: Journal and Reading Response

Week Nine (Mar 17-23) –

March 16-23 – Spring Break (NO CLASS)

Week Ten (Mar 24-31) –

Read: “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

Assignments: Journal and Reading Response

Week Eleven (April 1-6) –

Read: “The Tyranny of Personality Testing” by J.C. Pan

“Evaluating Evidence: Crash Course Navigating Digital Information #6” by Crash Course (YouTube)

“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: Personality Tests

Assignments: Journal and Reading Response

Week Twelve (April 7-13) –

Read: “The Running Novelist” by Haruki Murakami

“Connecting with an Audience: Study Hall Composition #11: ASU + Crash Course” by ASU

Discussion: Research Revelations

Assignments: Final Draft of Project 2 – Autoethnography Due

Week Thirteen (April 14-20) –

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

Texts: *The Social Dilemma* (Netflix)

“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: Social Media

Assignments: Journal and Reading Response

Week Fourteen (April 21-27) –

Texts: “The Foreign Language That Changed My Teenage Son’s Life” by Paul Tough

“Critical Thinking and Arguing: Study Hall Composition #8: ASU + Crash Course” by ASU

“Evaluating Arguments: Study Hall Composition #9: ASU + Crash Course” by ASU

Discussion: Learning New Skills

Assignments: Journal and Reading Response

Week Fifteen (April 28-May 4) –

Texts: “My Harmony with the Heron” by Jarod K. Anderson
“Purpose and Rhetorical Appeals: Study Hall Composition #14: ASU + Crash Course” by ASU
“Presentation and Persuasion in Writing: Study Hall Composition #15: ASU + Crash Course” by ASU

Discussion: Self-Care Check-In

Assignments: Journal and Reading Response

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: No reading 😊

Discussion: Final Thoughts

Assignment: Final Draft of Project 3 – Personal Argument Due

All Missing Assignments, Essays, Extra Credit Opportunities, and Revisions Due MAY 14