

Spring 2026 Composition II

Ana N. June, Associate Professor of English

English 1120-504 | CRN 50010 | 3 Credit Hours

January 20 to May 11, 2026

Office hours: Mondays 1-3 pm, not including holidays, on [Zoom](#)

WELCOME TO ENGLISH 1120!

You're just weeks 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. Our work this semester begins with the self and explores how place shapes identity. You will compose a personal essay "messy draft" and a reflection. Then, we'll move on to discussing how communities shape us and how we might either misunderstand or not *fully* understand our own communities. You will compose in a mode of your choice other than a straight essay, along with a reflection. For our last assignment sequence, we'll do a deep dive into media: how does it shape our understanding of self, community, place, and...or...?

The last three weeks of the semester are devoted to revising your previous work. You will develop a final portfolio of revised work as well as a substantive reflection on the course and the learning outcomes.

Along the way, I expect you to reflect on your own life and experience and make choices for your work that are thoughtful but also meaningful to you in some way.

Here's the secret to doing well in this class: **Your effort is everything.** If you log in regularly, 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, rather than look for places to reduce your grade. The feedback I provide is where I want you to direct your attention and growth. Please read or listen to that feedback.

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
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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. (EPW)

Meets New Mexico General Education Curriculum Area 1: Communication.

Prerequisite: 1110 or 1110Y or 1110Z or ACT English =26-28 or SAT Evidence-Based Reading and Writing =660-690 or Lobo Course Placement (LCP)-English =30.

CREDIT-HOUR STATEMENT:

This is a three-credit-hour course delivered in an entirely online modality over 16 weeks during the Spring 2026 semester. Please plan for a *minimum* of 6 hours per week to learn course materials and complete assignments.

STUDENT LEARNING OUTCOMES (SLOS)

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).

RESEARCH

- 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

COURSE DETAILS

ASSIGNMENTS

This course is structured on five sequences, beginning with a week of introduction activities during which you get to know the course and we get to know each other, and ending with a portfolio sequence. In between are three sequences, each governed by an essential question and including learning materials, journals, discussions, and what I call messy drafts. These messy drafts include a personal essay, researched community project, and analysis of media.

The final portfolio asks that you take two of your messy drafts and polish them up in two very specific ways: One will need to be substantively revised to be a more polished draft and the second will be a creative revision in which you will convert your work into a new piece of writing in some way. Finally, you will reflect on your writing, your learning, and how you achieved the goals of the course.

I do not weight grades or grade using point scales because the impression is that some assignments are more valuable or valid than others. Thus, each assignment is worth 100%, and you can earn no less than 50% on every assignment you *submit that is eligible for grading*. By that I mean that some assignments will only be graded if you meet certain basic requirements. Past that threshold, assignments will be graded for quality and completion.

Missing work will be given a 0, and final grades are averaged over the entire semester.

Important information about assignment submissions:

- This course follows a module structure. Each **Monday at noon**, our course homepage will refresh and you will see a new live link on the homepage under the current week. Click the link to proceed through the active module.
- You'll notice that many of our discussions have THREE deadlines. Please pay close attention to these and budget your time accordingly. Your peers are relying on you to post, read and review, and respond in a timely fashion. I will do my best to add those deadlines to the calendar so that they end up in your To Do list, but please don't rely **ONLY** on that list for your assignments or you will miss things.
- Discussion posts **MUST** be copied and pasted into the post pane directly—**DO NOT UPLOAD DOCUMENTS TO DISCUSSION BOARDS OR I WILL DELETE YOUR POST AND YOU WILL HAVE TO POST AGAIN.**
- I do not accept assignments by email, so please don't ask.
- 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:

If you signed up for this course, I assume that you plan to log in to Canvas and do the work! Students who miss the first week will be dropped to make room for a student on the wait list. If you miss an entire project or do not log in regularly you might also be dropped.

See **INTERVENTIONS** below. If you're having trouble keeping up for any reason, [please reach out to me](#). I will work with you to the best of my ability, but ghosts are not allowed in our class.



In addition, please check your UNM email and Canvas Course Messages at least once each weekday. I will communicate with you through Canvas, and those messages also come through in your UNM email. Not checking email means you might miss very important things including drop notices if you fall behind!

DISCUSSION BOARD ETIQUETTE:

Every writer needs feedback to improve but it's critical to remember that feedback is about the **WORK**, not the **WRITER**. Constructive kindness is the absolute rule in our class.

GRADING AND FEEDBACK:

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 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 your peers and I deliver it.

As I mentioned previously, every assignment is worth 100 points, which translates into 100% or a fraction thereof. Grades are averaged over time to yield an overall grade for the course. You cannot earn anything less than a 50% in this course for ***submitted and accepted assignments***.

Again, if you repeatedly miss assignments, I will drop you from the course. See **INTERVENTIONS**, below, for more details.

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

SCORE	GRADE	TO PASS THE CLASS, YOU NEED A 73% OR HIGHER OVERALL.	GRADES BELOW THIS LINE ARE NOT PASSING
97-100	A+		
93-96	A		
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	50-59	F
73-76	C		

INTERVENTIONS:

I check each Tuesday for logins from the previous week. If you do not log in for a whole week, the following will happen:

- 1st time: I'll send you an email to check in.
- 2nd time: I'll submit your name to the university for what we call an early alert. An adviser will reach out to you.
- 3rd time: I'll email you that a drop is pending. I will give you until the following Friday to respond and *rectify* the situation. If you do not, you *will* be dropped.
- 4th time: You will be dropped with no notice.

Missed discussion participation (any step):

- 1st time: I'll send you an email checking in.
- 2nd time: I'll submit your name to the university for what we call an early alert. An adviser will reach out to you.
- 3rd time: I'll email you that a drop is pending. I will give you until the following Friday to respond and *rectify* the situation. If you do not, you will be dropped.
- 4th time: You will be dropped with no notice.

Missed journal entry:

- 1st time: I'll send you an email checking in.
- 2nd time: I'll submit your name to the university for what we call an early alert. An adviser will reach out to you.
- 3rd time: I'll email you that a drop is pending. I will give you until the following Friday to respond and *rectify* the situation. If you do not, you will be dropped.
- 4th time: You will be dropped with no notice.

Missed Final Portfolio:

- I'll send you an email reminder at the deadline if your work is not uploaded.
- The portal will remain open for 24-36 hours while I grade, and as long as you see it, you may turn in your work
- Once the portals close, your grade will be a 0.

Assignment flagged for plagiarism and/or AI:

- 1st time: Your work will receive the minimum grade and I will share the AI report with you. I will regrade you if you resubmit work that is not composed by AI within 5 days of notification.
- 2nd time: I'll email you that a drop is pending. I will give you until the following Friday to respond and *rectify* the situation. If you do not, you will be dropped.
- 3rd time: You will be dropped with no notice.

I WILL NOT READMIT YOU IF YOU ARE DROPPED.

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, most assignments are due on **MONDAYS at 11:59 pm**, but the assignment portal will remain open until I finish grading that particular assignment for everyone. After that, I will close the portal for submissions and we will move on. As long as the portal is visible to you, you may turn in your assignment. I have reserved Tuesdays as my grading days this semester, but it sometimes takes me longer.

Please note the three different deadlines for each peer review discussion!! I will keep a close eye on participation and be in touch if you miss a deadline. See **INTERVENTIONS**, above.

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 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 writing assignments in this class, and I am happy to expand on what that means if you're unsure. 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—including AI use—which can both have very serious consequences.

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 the UNM-Valencia Equal Access Services (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu. Also available is the Accessibility Resource Center at UNM-Albuquerque at arcsrvs@unm.edu or 505-277-3506.

Our classroom and university should foster mutual respect, kindness, and support. If you have concerns about discrimination, harassment, or violence, please seek support and report incidents. Find confidential services at LoboRESPECT Advocacy Center, the Women's Resource Center, and the LGBTQ Resource Center. UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). All instructors are "responsible employees" who must communicate reports of sexual harassment, sexual misconduct and sexual violence to Compliance, Ethics and Equal Opportunity. For more information, please see UAP 2720 and UAP 2740.

OFFICE HOURS:

Office hours will be held on [Zoom](#) Mondays (except holidays) from 1-3 pm. This is your opportunity to discuss your work or progress in our class. You are welcome to just stop by unannounced but priority will be given to students who schedule a time. Please email me to do so and when you do, let me know what you'd like to discuss!

If that block of time doesn't work for you, please make an appointment with me.

If you make an appointment, please note the time in your calendar. I will wait for no more than five minutes before I move on to another student. Students who make time to meet with me outside of class typically do better overall.

STUDENT SUPPORT:

[Pasos Resource Center](#): An on-campus center that serves as a “one-stop” for both advising and non-academic needs of UNM-Valencia students. (505) 925-8546, or email: pasos@unm.edu

[UNM Valencia Learning Commons](#): Tutoring is available to you 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 houses 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](#)[Links to an external site.](#). If you are making an email appointment with the Writing Center, email your draft to tutor@unm.edu after you fill out [Learning Commons Bookings form](#)[Links to an external site.](#). If you have difficulty with the scheduling link above, 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](#).

[Student Health and Counseling \(SHAC at UNM Albuquerque\)](#): 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 oral treatment, call SHAC at (505) 277-3136.

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

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

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. 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>.