

---

**ENGLISH 2120-502 *Intermediate Composition***  
SP 2026 from 1/19-5/16  
Thursdays 10:45-12:00PM (+4 Saturdays)  
Professor Dr. Anicca Cox (she/her)

Office Hours (Online): T/TH 12-2  
Or by appointment  
Zoom: <https://unm.zoom.us/j/5943935118>  
Email: [anicca@unm.edu](mailto:anicca@unm.edu)

---

Welcome to this special, cross-listed course of **Intermediate Composition**. This course will be the complement to your advanced Spanish course, and the curriculums will work in tandem with one another. Our class will meet on Thursdays, and we will meet with both parts (Spanish and English) for four Saturdays throughout the semester. That schedule of activities is as follows:

- Saturday, January 31<sup>st</sup> Tomé Community Center 9AM-1PM
- Saturday February 28<sup>th</sup> Southwest Center for Research (ABQ) 9AM-1PM
- Saturday, March 28<sup>th</sup> Meeting with Community Elders for Oral History Preparation, Tomé Community Center 9AM-1PM
- Saturday, April 25<sup>th</sup> Tomé Community Center 9AM-1PM for sharing of Oral History Drafts and Archival Methods Planning

I look forward to working with you and getting to know you! The goals of this course are to introduce you to and offer you practice in methodologies commonly used in writing studies. These include the following: community engaged practices, development of cultural competence, and research methods focusing particularly here on oral history and archival work in a hands on, community setting.

**Course Description (per the catalog):**

**ENGL 2120 (3, may be repeated once Δ)**

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. (EPW)

Meets New Mexico General Education Curriculum Area 1: Communication.

Prerequisite: 1120 or ACT English =>29 or SAT Evidence-Based Reading and Writing =>700.

**Student Learning Outcomes for ENGL 2210**

1. Students will use a variety of writing styles and sets of conventions to compose documents for academic, business, technical, scientific, popular publishing or professional settings.
2. Students will analyze the subjects, purposes, audiences, and constraints that influence and determine document creation.
3. Students will develop research strategies for writing, gathering information from primary and secondary sources.
4. Students will use appropriate documentation and document design in writing.
5. Students will describe and evaluate rhetorical choices.

### **Instructor Availability**

I will be available to you at regular intervals in the following ways:

- Weekly office hours that you can attend to ask any questions, get additional feedback, etc. To schedule, please send me an email the day before to tell me when you want to come.
- Email availability: I 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 typically be doing email correspondence at night or on the weekend.

### **Important Information about Workflow**

- This course will follow more of a collaboratively designed workflow. Meaning, we will be navigating projects as a team so our workflow will take a project-based approach that we will negotiate together as a group.
- 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.

\*This course will be reading/response heavy for the first part of the class. After we build some foundational understandings, we will transition to more complex writing/making projects on your part. So, anticipate that the course will change over time and you will be moving through various activities as it does so.

### **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, please expect that you will typically be asked to revise and/or given some revision suggestions. You will have 2 weeks to revise with no penalty to the final grade.

## Course Projects

<b>Major Course projects</b>	
Personal Archive Project Oral history project	40 points (20 each)
Engagement in and preparation for on-site days	40 points
Reading and Research Smaller Projects	20 points
Total	100 Points

## Course Units and Schedule

\*All due dates are in Canvas and linked to submissions page and cross listed in course calendar

<p><b>Unit One: Building Capacity—Methods and Theories</b></p> <p><b>Week One-Week Five</b></p> <p>In this unit we'll start to get a foundation of how we understand the ways communities make knowledge, starting with your own personal experiences and reflections as well as some reading work. This section we will consider cultural rhetorics, archival methods, and do some research together.</p>
<p><b>Unit Two: Building Practice</b></p> <p><b>Week Six-Week Ten</b></p> <p>In this unit we will begin to consider the traditions of storytelling in communities and build our foundations for oral history work with the community partner.</p>

### Unit Three: Making Work

#### Week Eleven-Week Sixteen

In this unit we will begin to plan, collect, and make sense of the community stories we are sharing with our partner. Our work here will be project/production oriented.

#### 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. You will use visual, aural, and textual modalities in this course.

**You need a “C-”** 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

## Navigating Online Aspects of this Course

We will employ Canvas and all readings will be open source and available to you. However, should you need support, 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](mailto: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 the daily “course calendar” and its functions.
- 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! 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. 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

- There is no required textbook for this course.

### **Participation**

Participation will be a highlight of this course and I will be asking you to reflect on your impressions, experiences, and successes/challenges in working collaboratively with others both in the class and in community.

**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:** It is my sincere wish that you decide to not employ the use of A.I. technologies for your work here. This class will be relationally based, participation driven, personal, cultural and community focused. Honor those relational spaces by allowing yourself vulnerability in your work.

We may at some point, engage in a discussion of the use of an AI tool for some of our work but I'd like those decisions to be collectively arrived at. This is not a mandatory course, so I hope you see this an opportunity rather than a hurdle to be jumped over. We will be engaging with a community that is directly impacted by issues of water resource management—a huge problem with AI technologies. Let us put our choices in that context.

### **Classroom Community Norms**

- Our class is an inclusive environment where everyone is welcome. You and your classmates arrive with different identities, experiences, and opinions. 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 expect us to take the same care with one another online as we would in a face-to-face setting by listening, asking questions and being self-reflective in our interactions with one another.
- We will also be working across identities within diaspora, Latine/Latinx, Chicana/o, Hispana/o Mexicana/o and Indigenous and land based cultures so our discussions need to be sensitive and grounded in that complexity.

- I welcome feedback on the course. Come to my office hours, or send me an email and I will work to resolve the issues as successfully as possible.
- Harassment of any kind will not be tolerated.
- Disruptive behavior will result in a student being asked to leave a class meeting, which will be recorded as an unexcused absence; and
- Per the absence policy for this class, the student will be dropped after 4 unexcused absences.

**Mandatory Reporting:** 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.

### **Thriving and Finding Support**

Students are especially successful at UNM when they take advantage of support and get involved in campus and academic life.

Your MyUNM login page provides direct links to [wellbeing resources](#), including financial capability, mental health, food, jobs, and resource centers. MyUNM will help you identify [academic resources](#) like peer tutoring and opportunities like study abroad. You can contact academic advisors and resource advisors for information and guidance via Student Hub on MyUNM. I look forward to providing you with information about academic opportunities related to our class and to helping you find support resources.

**Land 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.

**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.

**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>

### **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](mailto:sjclawson@unm.edu). Also available is the [Accessibility Resource Center](#) at UNM-Albuquerque at [arcsrvs@unm.edu](mailto:arcsrvs@unm.edu) or 505-277-3506.

**UAP 2720 and 2740** 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](#).