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Summer Online Office Hours:
Mondays 11:00 to 12:00 and by appointment

Summer 2020

8 week course, Monday, June 1 – Wednesday, July 22

ENGLISH 1120: Argument and Analysis

Section 501, CRN: 28390

Online Course with Synchronous Remote Meetings in Zoom:
Mondays and Wednesdays, 12 to 1 (with a few days later in the semester 12 to 2:45)

Course Description

To succeed in college and beyond, students need to become agile writers who can adapt their writing to a wide variety of audiences, contexts, purposes, mediums, and technologies. You must learn to analyze new situations and respond to them appropriately. Instead of teaching one right way of writing, we seek to make students flexible writers who can transfer what they've learned in 1120 to new contexts and new genres.

Student Learning Outcomes

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

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).

Library Information Literacy Outcomes

1. Students will access LIBROS and find a book relevant to the writing project. Students will learn how to skim that book and find quotations that are both relevant and appropriate for the paper.

2. Students will be able to identify what type of database source they have found, e.g. magazine, journal, newspaper, website.
3. Students will write a correctly formatted Works Cited page.

Course Materials

Practical Argument, 3rd Edition, Editors Laurie G. Kirszner and Stephen R. Mandell, Bedford/St. Martins, 2016.

IMPORTANT NOTE: This text is primarily a resource. I will ask you to read part of the chapter on writing Proposal Arguments before we do the third paper--and that's about it. You may already have a copy from 1110 or 110; I will accept other editions of this book.

If you don't have this book and it would be difficult to acquire, I will find a way to post a pdf of that one chapter before we have to read it.

Grading Policy

Attendance, Participation, and Completion of Weekly Practice Writings and assignments that lead in to the major papers, including major paper first drafts and final drafts turned in on time— basically, everything you turn in to Learn: full points if you follow directions and turn it all in. NOTE: your grade in Learn (in “My Grades”) will be THIS 50%, and will include credit for just turning in the final drafts of major papers and the portfolio.

50%

Average of major papers (must include first drafts) (Letter grades: will show up in *comments* to Learn Final Draft assignments for these papers)

10%

Final Portfolio (also a letter grade which will show up in comments in Learn assignment)

40%

To pass this course, students must earn a final grade of C (not C-) or higher.

Course Outline Overview:

Details on what is due throughout the semester will be available in Learn. Overall, you will be writing three major papers, one at a time, with many shorter, informal writings leading to these major papers. We will workshop drafts in class, you will reflect a LOT on your writing and writing process, and you'll do readings to inform your writing. ~~You'll do one slide show (or other) presentation on a paper.~~ ~~Maybe.~~ We'll see how things go and what we have time for.

After you've completed the third major paper, you'll work on revision of the paper you've chosen for the portfolio and on editing skills

At the end of the semester, you'll complete the portfolio including a reflection cover letter.

OK, I am transforming this syllabus from a face-to-face web enhanced class to a completely online one with remote Zoom meetings. So, when I come across material that really only applied to face-to-face, I'm going to cross it out but leave it visible.

Formal Writing and Cover Letter

~~Writing assignments are due at the *beginning of class* on the date due. Late assignments are subject to having their final grade reduced. Absence from class on the due date does *not* excuse the lateness of your assignment. Allow plenty of time for printing your paper in the computer lab, and/or keep an extra ink cartridge handy if using your own printer.~~

You will write three formal essays in this class. ALL formal essays and homework assignments must be typed in a word-processing program and saved as a separate document in order to best facilitate revision. Use a reasonable font and point size (12 pt. Times New Roman is standard). ALL documents should be double-spaced with one-inch margins. Be sure to proofread every paper you turn in. Drafts—early and final—will usually be accompanied by a self-assessment and reflection: a cover letter or answered questions on the back or in Learn. Papers which are handwritten or lack this reflection, when requested, will not be graded.

NOTE: **Save ALL the writing you do during the semester.** You never know what may prove useful during a revision or what I may require you work with or turn in. ~~When you compose and revise major papers on a computer, periodically print out (in addition to saving electronically) versions of your drafts so that you have a record of its progress.~~ Keep **electronic** copies for yourself of all major assignments handed in to me. **Make back up copies several places including in the cloud.** In addition, it is your responsibility to keep *all* drafts that I have commented on for the Final Portfolio.

Final Portfolio

The end-of-semester portfolio consists of writing revised especially for the portfolio, including a Self-Assessment (Reflection) and a final revision of one of the formal writing assignments ~~as well as the graded draft and possibly workshop drafts of that paper.~~ **earlier drafts will be in Discussions and/or posted as assignments, and we'll talk about your drafts on Fridays sometimes.** We will spend a considerable amount of time working on revision during the latter half of the semester so please stay tuned.

Participation

Participation is dependent on thorough preparation. Preparation requires thoughtfully reading the texts, writing down key points and/or questions, and being willing to share your thoughts and reactions during class discussion. Discussions become difficult and quite boring when all members of the class have not read the assigned texts. **Respect yourself as a necessary member of this community, as well as your fellow classmates, by being prepared every day.** Please note that many in-class writing exercises assume (and depend upon the fact that) you have read the assigned material. Review your syllabus frequently, and plan your workload accordingly.

Drop Policy

Dropping or being dropped from a course can affect your GPA, enrollment status, and financial aid/award status. Always talk to your instructor before it's too late about the possible consequences of a drop and opportunities for avoiding it.

A few things to consider:

- A drop before the end of the third week in a sixteen week semester session or the 2nd in an 8 week summer session will not appear on your transcript, and you will not earn credit hours or a grade in the course.
- Your instructor can drop you from the course at any point in the semester before finals for ~~violating the attendance policy~~ ← **lack of attendance, communication, and/or turning in assignments (plus I don't like that phrasing there)**
- If you, your instructor, or the Dean of Students initiates a drop after the third week (for fall or spring) or second week (for summer), you will receive W.
- If no drop is initiated by the end of the semester by any party, then based on your performance and attendance your instructor will use his/her discretion to decide whether to assign you a grade from A+ to F or a W.

In Core Writing, a C or above is passing. When deciding whether or not to drop a course, consider the outcomes of earning a grade below C as opposed to a W, and vice versa. For grades C- to D-, you will earn credit hours, but you will have to repeat the course, and the grade will appear on your transcript and factor into your GPA.

Academic Integrity

Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy:

<https://policy.unm.edu/regents-policies/section-4/4-8.html>. The policy states:

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 course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic Dishonesty is defined as:

"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.

Plagiarism

“Plagiarism” is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source.

Types of Plagiarism

Plagiarism can include any of the following:

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.

Possible Consequences

The instructor decides the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:

- Adequately redo or revise the assignment in question;
- Fail the assignment in question;
- Be dropped from the class with a W; or
- Fail the class.
- Be subject to more severe sanctions.

Deadlines: I expect to receive written assignments on or before their due dates. If you arrange with me in advance, alternate assignments and/or due dates are possible.

~~Many~~ **All** assignments in this class are turned in on Learn as Assignments and sometimes also in Discussions. If you ever have difficulty putting these assignments in Learn, you must still turn them in on time: e-mail them to me at gillikin@unm.edu. If you cannot do that but have completed the assignments, ~~give me a copy of them next class~~ ← **call me**. You will still need to solve whatever the issue is with Learn and post the assignments there.

Attendance Policy: Attendance **and keeping up with assignments are** extremely important: if you want to pass this course, you must attend class regularly, prepare for class, and participate fully in class activities. **This includes Friday checkins. If you are unable to attend our synchronous meetings MW at 12, one time or in general, let me know and do the “make up” activity for the day(s) you miss.**

If you miss class, you are responsible for keeping in touch with me, and finding out about and making up missed work. (Some teachers will require documentation of excused absences; I do not, I just want to hear from you and see your work!) I may drop students who miss class sessions without being in touch with me, or who do not keep up with the work, or who fail to do the make up assignments (see below). Similarly, if you consistently fail to participate in the class by not turning in a significant number of assignments or not contributing to group work, or by not doing silent in class work, you will be dropped.

The bottom line: if you have missed four or more class sessions without keeping in touch with me AND making arrangements with me, you are likely to be dropped. If you miss a few sessions

and keep in touch/keep up, but then miss several more without keeping in touch and keeping up, adding up to four overall, you may be dropped.

An exception to the above: In the first three weeks of a 16 week course or two weeks of an 8 week course, you may be dropped for missing two class sessions without contacting me, or for failing to keep up with the work.

“Extra Credit” or ALTERNATE Credit: I once had a colleague who said, “It’s not an extra credit world.” That may be true, but in this class I am open to your earning some credit in alternate ways. You **must** make a complete, well-revised portfolio no matter what, but if your grade looks likely to suffer because of missing too many classes/practice writings, I would like to offer several ways to make up that credit to all of you. ~~You may attend, and write about, a cultural event on this campus or in Albuquerque. Additional events on campus—career workshops, study skills workshops, special presentations—can also count: ask me.~~

Finally, you may work with a Writing Consultant in the Writing Center on one of your writings for this class.

Tardiness: Arriving to class late or departing early can count as an absence.

~~**Children on Campus:** According to the Catalog, at UNM Valencia, “Parents must not bring children to University classes or leave children unattended while at campus activities or conducting business on campus.” This is an insurance issue and cannot be waived. If you experience an emergency involving a child in your care that prevents you from attending class, please be in touch with me.~~ ←not relevant for online ☺. That said, I understand if you have young ones around when you are in Zoom sessions, or other household issues. If you can, find or make a space in your house where you can study and video-conference without interruption, I know that might not be possible. You are not required to have your camera on, or have it on all the time. (I will sometimes turn mine off so that my not great wifi works better.)

Respect and Classroom Community: We are all going to write together and get to know each other fairly well, and so the following is particularly necessary: the class will be conducted on the basis of respect. This means that, while we might disagree (and in fact discussion and debate are part of the university experience, part of our education) we will do so courteously and with care for each other as human beings. We will all be learning from each other, and we all have things to learn from each other.

I interrupt this important subsection of the syllabus to say: in one of your responses to someone else’s self introduction due Tuesday, June 2, at 5 p.m., use the word “synchronicity” for five extra points. If you also explain the meaning that it has that is relevant to our class, that’s ten extra points. This video uses a somewhat different meaning for the word: <https://www.youtube.com/watch?v=Si5CSpUCDGY>.

Now, go back to reading this section of the syllabus, which is one of the most important.

I would ask especially that we respect each other's writing, offering encouragement and specific positive response before constructive criticism, making a place where we can write what we need to and share it when we write together. Part of this respect is your right *not* to share what you write. If we are writing and reading aloud, you may opt to pass. If you have written a rough draft for workshop and do not wish to share that draft with other classmates, let me know and I will look at it myself and return it directly to you.

~~**Technology and Food and Drink:** I ask you also to respect this classroom space appropriately. This includes turning off cell phones in the classroom and refraining from social media on our classroom computers and on hand-held devices during class time, except when needed for academic purposes. (Cell phones may be set to vibrate if you expect an urgent call, which you may take after stepping outside of the classroom.) I also ask you not to bring food near our computers in our computer lab classrooms. You may, however, bring drinks with screw caps but take care to keep them away from keyboards.~~ ← You can eat and drink all you like during our video-conference class sessions!

EQUAL OPPORTUNITY AND NON-DISCRIMINATION: The following statement is from UNM Main Office of Equal Opportunity:

“In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered ‘responsible employees’ by the Department of Education (see page 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>.”

In other words, if you tell me (out loud or in writing) about an incident or experience of “sexual harassment, sexual misconduct [and/or] sexual violence” which is based in gender—which can include stalking, and which may have occurred on or off campus—then I am obligated to share that information with our OEO folks. They will follow up with you and provide support and resources you can access. (Ignore the part of the statement above about TAs and GAs—those are just folks who can be your teachers once you are taking Main Campus classes.)

Technical Assistance

If you have questions about computer-related issues, please call (505) 277-5757, M-F, 8:00 am-12:00 noon and M-F, 1:00 pm-5:00 pm MST. Computer technicians are available and happy to help you solve those difficult problems. For Blackboard Learn Assistance click on the tab entitled, “How to use Learn,” which is located on the left-hand menu bar of our course page.

SAFEZONE: I have been Safe Zone trained by the LGBTQ Resource Center at UNM-Main. This means I have some knowledge of issues and terminology for folks who are lesbian, gay, bisexual, transgender, and/or queer/questioning (that’s what the acronym stands for), I am familiar with resources and support available, and I am committed to being a support and advocate.

DREAM TEAM: I have also participated in a two day training at UNM by students who are part of the New Mexico Dream Team. This means I have some knowledge of issues faced by people who are undocumented and their families, I am familiar with resources and support available, and I am an UndocuAlly.

Accessibility and Universal Design

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations, but have not documented your disability, please talk with them. They are located at Advisement & Counseling Services, Student Services 8 Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560. <http://www.unm.edu/~vcadvise/equalaccess.htm>

I also encourage you to approach me with any other life circumstances that may affect your participation in the course. These may be personal, health- or family-related issues, or other concerns. The sooner I know about these, the earlier we can discuss possible adjustments or alternative arrangements as needed in assignments or in the classroom.

Office Hours/Writing Consultation: I am happy to meet with you to discuss your work ~~when I am on campus and our schedules coincide~~ **at times that work for both of us.** Free writing consultation (tutoring) is also available ~~on-campus~~ **online** through the Writing Center.