

University of New Mexico-Valencia Campus
English 1120: Composition II
Policy Syllabus

Summer 2023
English 1120-501
Composition II
M/W 1:00pm-2:30pm VABS 124
CRN: 28390 (8 -Week Course)
Dates: 6/5/2023-8/01/2023

Lizbeth Axelrod, MFA
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Office Hours: Wed 11:30-12:30am
and by appointment

Welcome to **English 1120-501**. I look forward to working with you as we learn how to use the English language to convincingly argue in favor of things we care about and to use our brains to challenge and refute weak arguments when we see them. We will learn close reading techniques, how to analyze various texts and how to parse *Fact from Fiction*. This will not be an easy-breezy class. I will make you read and I will make you write. My goal in this class is to build your confidence as a writer and thinker. If this works for you, stick with me and we will explore new genres of writing and communication together.

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.

Required Texts and Materials

- *Bright Lights, Big City*, Jay McInerney, ISBN: 0-394-72641-3
- UNM email address and access to UNM Canvas Learn
- Access to Zoom (preferably a zoom account)
- Access to internet and Microsoft Office (available on UNM-VC computers)

For assistance with course-related questions, I am available to meet with you during regular office hours. (See office hours above) If you cannot meet during these times, let me know and we can schedule an appointment. You can also reach me by e-mail at laxelrod@unm.edu during normal business hours from 8:00 AM to 5:00 PM, M-F. Please allow 24 hours for a response.

Instructor Biography: Lizbeth Axelrod, MFA has been teaching undergraduate English Composition and Creative Writing for over five years, motivating her students with a true passion to discover the nuances of the written word. She teaches Writing & Rhetoric, Writing & Literature, Composition, Contemporary Literature, Public Speaking, Technical Writing and Creative Writing. She has held previous academic appointments at State University of New York, Westchester Community College, and the New York City College of Technology.

Some important stuff to keep in mind:

- The assignment syllabus is a tentative schedule. Any changes will be announced and the assignments will be posted in our Canvas Weekly Learning Modules
- Most assignments will be due on Sundays at 10:00pm.
- No emailed essays will be accepted, all assignments will be posted on Canvas
- Late essays will be docked 5 points per day after due date.
- Abbreviations are used to identify our texts: *ICW* = *CNM Online Intro to College Writing*
BLBC = *Bright Lights Big City*

Required Work and Grading

All formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font.

Grades will be determined on a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (1000-900 points); 89-80% = B (890-800 points); 79-73% = C (790-730 points); 69-60% = D (690-600); and below = F. You need a “C” (73% or 730 points) to pass this course.

Points Breakdown

3 Essays: 100 points each	300 pts
3 Essay Proposals (25 points each)	75 pts
3 Annotation or Reflection Essays (25 each)	75 pts
Weekly Journal Entries	100 pts
3 Peer reviews (15 each)	45 pts
3 Writing Workshops (10 each)	30 pts
1 Oral or Group Presentation	75 pts
Grammar homework & quizzes	100 pts
Final Portfolio	200 pts
Total Possible Points	1000 pts
Possible Extra Credit:	100 pts

Course Objectives

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 Literacy

Students will access Libros and find a book relevant to the writing project.

- Students will learn how to skim a text or document and find quotations that are both relevant and appropriate for the paper.
- Students will be able to identify what type of database source they have found, e.g. magazine, journal, newspaper, website.
- Students will write a correctly formatted Works Cited page.

COVID-19 Symptoms and Positive Test Results:

Please do not come to a UNM campus if you are experiencing symptoms of illness, or have received a positive COVID-19 test (even if you have no symptoms). Contact your instructors and let them know that you should not come to class due to symptoms or diagnosis. Students who need support addressing a health or personal event or crisis can find it at the Lobo Respect Advocacy Center.

Basic Course Policies

No late work is accepted in this course. Weekly writing assignments cannot be made up if a student is absent. Students are expected to attend class and optional Zoom meetings if needed, to log in to Canvas in the classroom and at least twice weekly at home. Be prepared to work when class begins. Open up your notebook, have your pen ready, and be prepared to take notes when class begins. Make sure your computer is on and that you are logged in to begin work in Microsoft Word/Canvas Learn. **Because we use the computers every day, having your NetID and password is mandatory for success in the course.** No talking is allowed during the lecture. No cellphones are allowed in class. There is a zero tolerance policy for any of these actions. Students who do not comply will be asked to leave without warning and will receive a zero for the day's activities.

Attendance Policy

Attendance will be taken at the beginning of each class. Missing class is not an excuse for being unprepared. If you are absent, it is your responsibility to keep up with reading, get class notes from a fellow student, and /or see me during office hours if you have questions about the material. Students who miss the first week of classes will be dropped. Students who miss more than 4 classes without a written doctors note will be dropped. Arriving 10 minutes after class starts counts as an absence. Excused absences include documented hospitalization or other documented, unexpected extreme emergencies. If excessive absenteeism that falls under the purview of “excused absences” continues, I reserve the right to drop students from the course. Please note: doctor’s appointments, child-care, court dates, and job scheduling conflicts do not count as excused absences.

Plagiarism

Any form of plagiarism is unacceptable and the paper in question will receive a failing grade. 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 outside sources without proper documentation. We will have a class discussion and assignment on Plagiarism. There will be additional resources on Canvas as well. Plagiarism may also result in failure of the entire 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/sites/default/files/library/tutorials/plagiarism/>.

Classroom Behavior

While I do not expect problems when working with adult learners, these policies ensure a safe and productive classroom environment. The following policies are listed in the University of New Mexico Student Handbook.

- 1) Students must treat one another and the instructor with respect. Derogatory remarks or name-calling is prohibited.
- 2) Students should not interrupt classroom lectures or discussion with non-related comments.
- 3) Students may discuss complaints about the course with their instructor; however, the students must do so in the proper environment, such as the instructor’s office during office hours. Constant complaining in class may result in the student being asked to leave for the day’s lesson; continued complaining after the first warning may result in the student being dropped from the course.
- 4) Students should not yell or curse at other students or at the teacher. Class time is a professional learning environment. Obscene language will not be tolerated.
- 5) Sexual harassment will not be tolerated.
- 6) Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. The offending student will be asked to leave for the day and may be dropped from the course. Security will be called. Intoxication, physical assault and or battery, violence, stalking, or threats fall into this category.
- 7) Students must not threaten the instructor concerning their grades. This type of behavior is considered harassment and/or verbal assault. Security will be called.
- 8) If you ever feel unsafe on campus, please call security at (505) 925-8570.

NETIQUETTE STATEMENT:

Netiquette is a set of rules for behaving properly in an online class.

In our class we will follow the following rules: Be considerate of your fellow students. No swearing or hate speech in the forums. All opinions are welcome, but they must be backed up by facts and reliable sources. No one is allowed to inflame or coerce another student's beliefs, ideas, or assumptions. Everyone has different points of view and debate is a large part of the discussions in this class. Speeches & Debate must be respectful, collegiate, informed and constructive – and it must stay in our class. Proper use of MLA format, grammar, and tone is required in all formats of this class (discussion boards, email, messages, written responses, workshops and writing assignments).

Title IX Statement

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). Our classroom is a designated “Safe Space.” For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Computer and Technology Policies

Students must log in to their classroom computers on the scheduled class meeting times with materials in hand. Save your work often and have a back-up file so as to avoid losing your work. Using computers during class time for entertainment, social networking, or personal e-mailing is strictly forbidden. Students who violate this policy will be asked to leave and counted absent for the day. The same rule applies for cell phones. Cell phones must remain off and stored away from work areas. No texting or phone calls are allowed.

E-Mail Etiquette

In general, e-mails that you write to me during the semester should include professional language, addressed with a subject heading including the type of question you are asking. For example, “Essay 1” would be an appropriate subject heading for a question regarding the first essay. E-mails should also include a salutation. For example, “Dear Professor Axelrod” would be an appropriate salutation for an electronic message. Be sure to sign your first and last name, and proofread your e-mail for grammatical errors. Please avoid text-speak. Learning to write professional e-mails early on is a skill you need as you progress to higher academic levels and further career pursuits.

Equal Access

Pursuant to the Americans with Disabilities Act (ADA), students with documented special needs will be accommodated in this course. Students with disabilities should visit Accessibility Services to obtain an Equal Access form, which needs to be sent to the professor within the first two weeks of class. The contact information for the Student Services Office is (505) 925-8560 and <http://www.unm.edu/~vcadvise/equalaccess.htm>.

Academic Support

Free tutoring is available at the Learning Resources Center (L Building). Please call 925-8907 for an appointment. I am also available to help you with individual writing issues during my office hours or by appointment. Students who regularly seek tutoring usually see a great improvement in their grades.

Assignment Policy

Unless otherwise specified, all formal writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font. Essay length requirements are 750-1000 words each, or 3-4 pages. MLA specifications and help are available on our Canvas in the Course Content and Resources, and Grammar Goodies section.

Class Calendar & Assignment Syllabus

*The assignment syllabus is just a tentative schedule of readings and assignments. All assignments and readings are in the Canvas Weekly Modules. I reserve the right to make changes, add assignments, or delete assignments from this syllabus – **the Weekly Learning Modules in Canvas will be where to find the definitive assignments.***

Week 1

Introduction to English 1120, Introduction to Canvas course modules, Syllabus Overview, Student Introductions. Review core rules of Netiquette

Read Syllabus & do Syllabus quiz; Purchase Book and Flash Drive; Secure Internet/E-Mail Access “Understanding Logic & Recognizing Logical Fallacies.”

Due: Essay #1 Proposal, Journal entries, Videos and Readings in Canvas Module

Week 2

Discuss Research Essay 1: Outline, Works Cited, Grammar Goodies, Journal Entry, Source Citations Introduce Rhetorical Argument Essay strategies and MLA Format, Begin Grammar Work – Sentence structure basics.

DUE: Citations Worksheet, Journal Entry & Quotes Assignment & Outline

Week 3

Introduce **Essay #2 *Bright Lights Big City*.**

Begin Essay 2 Discussion – Literary Analysis & Argument – Introduce *Bright Lights Big City (BLBC)* by Jay McInerney

Introduce *Fame* Group Project

Start working on Essay #2 Proposal

DUE: Journal entry, Essay #2 Proposal, Essay#1 Draft, Fame Project, Videos and Readings in Canvas Module

Week 4

Continue Reading *Bright Lights Big City*

Essay 2- Discussion on different types of Arguments, questions for *BLBC*, Plato’s *Allegory of the Cave*

BLBC Pages read discussion in class

Discussion on Grammar usage: Subject Verb Agreement, Tense, Second Person Voice in *BLBC*

Read article on Jay McInerney “Yuppies in Eden” on Canvas

Reflection on *BLBC* – *compare movie to book*, post in Writing, Prompts & Journals

BLBC movie continued – class discussion.

Independent Writing and Research on Literary Analysis of *BLBC*

BLBC Essay 2 Proposal topics, Grammar goodies

DUE: Essay #2 Proposal, Journal Entry, Plato Assignment, Videos and Readings in Canvas Module, Essay #1 Final

Week 5

Different Types of Arguments continued: Evaluation, Ethical, Proposal, Contextual analysis.

Finish reading *BLBC*

Film Screening *Bright Lights Big City*

Writing Reflection, Sentence Structure Basics

Essay Topic discussion, *BLBC* discussion

Continue Reading *BLBC*

DUE: *BLBC* Writing Assignment, “McInerney & the 80’s,” Journal Entry, *BLBC*, Sentence Structure Assignment,

Week 6

Begin work on Essay 3 Contextual Analysis , discussion on topics and essay. Look for sources, quotes, conflicts, ideas, etc...

Essay #3 Discussions and in class writing, revisions

Journal Entry

DUE: *BLBC* Essay #2, Parallelism Assignment, Journal Entry, Essay #3 Proposal

Week 7

Continue work on Essay #3 – Catch up on any missed assignments

Grammar Review/Final Portfolio Discussion

Pick Revisions – work on grammar sentence revisions on Essay 3

Add one more source to each essay you choose for revision.

Annotate and revise

DUE: Essay #3, Journal Entry

Week 8

Extra Credit discussion and assignment info

HW: Work on Portfolio Essay Revisions

Journal Entry

Extra Credit Assigned

Work on Portfolio Revisions, final reflection

DUE: Final Portfolio Online (**No late portfolios will be accepted**)

Journal Entry