Course Name: English 101 – Composition I: Expository Writing
Semester: Spring 2012
Day/Time: Tuesdays and Thursdays, Noon – 2:30pm
Location: Klauer Campus, TCTECH 102 and Online
Instructor: Robin Powlesland
Office Hours: After class and by appointment
Contact: rpowles1@unm.edu
Textbook: *The Flat World Knowledge Handbook for Writers, Miles McCrimmon*

Course Description
English 101 is designed to give undergraduates the necessary critical reading and writing skills for their university career. Students learn how to write for different audiences and for a variety of purposes, both practical and academic. In this course, students will learn how to write a narrative essay, a report, a journalistic profile, a literary analysis that includes research, and an end-of-semester portfolio. In addition, this course encourages students to think, read, and compose as writers think, read, and compose. Students learn to assess their own writing critically, and utilizing feedback provided by both instructor and peers, they revise their drafts into clear, readable, thoughtful papers. This is a hybrid course. It is delivered both in-class and online. See the course calendar for delivery dates and modes.

Student Learning Outcomes
• Adhere to the full writing process including, prewriting, drafting and revising/editing their own work.
• Identify a central point or “thesis” and develop that point throughout their essays.
• Conduct and integrate research into their final papers.
• Use the library’s databases to research authors and their works.
• Respond to a variety of writing situations by choosing and employing strategies (genre, tone, style, content, organization, etc.) that are appropriate to the student’s purpose and to the audience.
• Write in the styles of personal essay, business report, journalistic profile, and book analysis styles.
• Write prose that is free of errors in syntax, grammar, and spelling.
• Respond to classmates’ statements and writing in a compassionate, constructive way.

Instructor’s Expectations
This instructor expects students to attend class, be punctual and attentive (turn off all electronic devices, including cell phones, please), and demonstrate a willingness to learn by participating in class discussions, taking notes during class, doing all homework assignments on a timely basis, offering constructive feedback on each other’s writing, and submitting writing assignments by deadlines. An assignment submitted past deadline will receive a lower grade for each week it is late.

Course Requirements
Students are required to keep up with the homework reading assignments; participate in class discussions, workshops, and writing exercises; submit four formal papers with drafts attached by deadline; and present an end-of-term portfolio. All homework is due by midnight Sunday each week. The four formal paper assignments are due on the dates specified in the syllabus.
This is a hybrid course, which means that each week you will have one class in person and the rest of your work will be done online through WebCT. Students must have access to a computer and an Internet connection. Students may use Internet connected computers at UNM free of charge. Online sessions are delivered via WebCT. Students should familiarize themselves with all WebCT functions. UNM provides WebCT tutoring to students free of charge. For more information, or to make an appointment for training, contact the WebCT tutor, at (575) 737-3753 or at webtaos@unm.edu. Students are expected to log on to WebCT regularly and maintain contact with the instructor via email.

Students must know their UNM NetID and password to log on to WebCT. Students may access WebCT through the link on the UNM Taos home page for directly at the following URL: https://vista.unm.edu/webct(entryPageIns.dowebct

Attendance Policy
Students must attend class regularly, arrive on time, and stay until class ends. It is UNM-Taos policy that an instructor may drop a student after three absences. I will adhere to this policy if in my sole opinion the student is unlikely to meet course outcomes as a result of those absences. Late arrival and early departure from class will count as partial absences.

Buddy System
Please buddy-up with one or two fellow class members. Exchange names, phone numbers, and e-mail addresses so that in the case of an unavoidable absence or lateness to class, you can ask one of your buddies for his or her notes and learn what you missed. It is the student’s responsibility to catch up on all classes and coursework missed.

Communication
I am happy to meet with students, one-on-one, either before or after class. In between classes, if you need to reach me, please do so by e-mail at: morriss@unm.edu.

Grading Policy

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>In-class participation and online exercises</td>
<td>10%</td>
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<tr>
<td>Literacy Narrative</td>
<td>15%</td>
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<tr>
<td>Journalistic Profile</td>
<td>20%</td>
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<tr>
<td>Report</td>
<td>20%</td>
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<tr>
<td>Literary Analysis</td>
<td>30%</td>
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<tr>
<td>Portfolio</td>
<td>5%</td>
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ADA (Americans with Disabilities Act)
Qualified students with disabilities who need appropriate academic adjustments should contact Amie Chavez-Aguilar, Academic Student Success Director, at (575) 737-6200 or via email at aca@unm.edu. Students needing ADA accommodations should contact Amie Chavez Aguilar as early in the semester as possible to ensure that their needs are promptly met.

Dropping the Course
The instructor is not required or expected to drop a student from the official roster after the 3rd week of classes. It is the student’s responsibility to drop a course. A student’s failure to come to class will not automatically result in that student being dropped from the course.
Due Process
If you have any problems in the class that cannot be directly handled by talking with me, contact the Student Affairs Department for assistance.

Academic Honesty
All UNM policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, the following acts:

- Cheating or copying
- Plagiarism. Claiming credit for the words or works of another, taken from any source – print, Internet, or electronic database – or failing to cite the source
- Fabricating information or citations
- Facilitating acts of academic dishonesty by others
- Unauthorized possession of examinations
- Submitting the work of another person or submitting work previously used without informing the instructor, or tampering with the academic work of other students.

A complete statement of University of New Mexico policy regarding academic honesty and the consequences for failure to comply is available in the college catalog or on our website at http://taos.unm.edu.

Care of Children
Parents must not bring children into UNM classes or leave children unattended while at campus activities or conducting business on campus.

Extra Credit
You may take a draft of any of your writing assignments to a CASA (Center for Academic Success and Achievement) tutoring meeting for editing and feedback. When submitting your paper, you must include your drafts with the CASA mark-ups, signed and dated by your CASA tutor. You can also elect to produce a one to two page resume and a one page cover letter to submit for extra credit.

Formatting and Submission of Work
Students must type all papers. Papers should be double-spaced and utilize either 12-point Times New Roman or Arial fonts. Some papers will be submitted in class, and others will be submitted via WebCT. See the course calendar or writing assignments for specific submission methods and due dates. Late assignments will be lowered by one full letter grade if they are turned in during the week after the due date. Papers turned in after the first week will be lowered an additional full letter grade for each week they are late.

About your Instructor
Charlie Morriss earned an M.A. in Humanities, with a concentration in Borderlands Language Arts Education, from Prescott College in Arizona. He received a B.A. in Philosophy with a Pre-law minor from the University of Arizona in Tucson. He has taught English in Southern Arizona at Cochise College on the US/Mexico border. Additionally, he has over 25 years of experience as a radio and television, producer, on-air talent, and advertising copywriter.
English 101 – Writing Assignments

Writing Assignment #1: Literacy Narrative
Draft Due Tuesday, January 31 in class
Final Draft Due by Sunday, February 5, Midnight via WebCT
- Objective: Learning to tell your story
- Audience: Instructor and class
- Genre: Creative Nonfiction, Personal Narrative Essay
- Length: 1,000 words

Write a narrative about a time when you had a significant encounter with some aspect of literacy. Your story should describe and analyze one important scene, experience, or other person who significantly influenced your development as a literate person. You should devote equal time to describing the memory and to considering its significance. While the memory will be engaging for your readers, your narrative will no doubt also tell them something about you and something you’ve learned about literacy and about yourself.

Writing Assignment #2: Journalistic Profile
Final Draft Due by Sunday, February 12, Midnight via WebCT
- Objective: Write an account of another person’s life. Tell their story: the life, actions, and character of someone you would like to know
- Audience: Instructor and class
- Genre: Journalistic Biography, Profile
- Length: 1,200 words

Think of someone you would like to know, someone whose achievements and choices in life you admire, and write a profile on him or her. To do this, you will need to interview your subject and perhaps conduct research on his or her life. For example, if the individual has been written about elsewhere, you can utilize this information as a resource for your piece. You might research a specific era or place in which they have lived. Your research could reveal the nature of their career or some other avocation that is central to their life’s story, and incorporate your discoveries into the profile. The person you choose does not need to be well known; he or she could be an unsung hero, such as your grandfather, who won a Purple Heart in the war, or a neighbor who once served in the Peace Corps.

Writing Assignment #3: Report Writing
Final Draft Due by Sunday February 19th, Midnight via WebCT
- Objective: Write a report on a chosen topic. You will put together an annotated bibliography with six sources while choosing three of these to use in your report.
- Audience: Instructor and class
- Genre: Business Writing
- Length: Two to three pages, plus the annotated bibliography

Reports inform your reader of your topic without bringing in your own opinion. Reports require research, and depending on your topic, this research can take different forms. Remember to make your topic specific enough that you are not overwhelmed but not too specific that there is not enough to say.
Writing Assignment #4: Literary Analysis
Drafts Due Tuesday, February 28th in class
Final Draft Due by Sunday, March 4th, Midnight via WebCT

Objective: Read a book and write about it from your point of view
Audience: Instructor and class
Genre: Academic Writing and Research
Length: 1,200 words

Choose an author (with Instructor approval), conduct research about the author to determine what books he or she has written, and then choose one of those books to read. Because you will be analyzing the author’s writing, you will need to read the book in its entirety.

Write an academic research paper in MLA format that includes the following, not necessarily in this order, but interwoven together in a way that is logical and clear:

• A brief summary on the book’s plot or theme in your introduction.

• Evaluation of the book that includes literary analysis based on criteria such as writing style, theme, etc, including citation of at least two authoritative critics or other academic references.

• Research on the author's background and other works, and how these provide context for this book.

• A Works Cited page; you must use at least three outside sources

English 101: Expository Writing: Hybrid: All Homework to be turned in midnight Sunday

Week 1: January 17, T
Content: Intro to Course, WebCT, FlatWorld, and the Norton ereader Literacy Narratives and Writing in Genre Activity: Intro Writing

Online: Homework
Read: FW: Ch.1: Sec.1: “Examining the Status Quo”
Do: Exercise 1 and 2 on p.15 from the above
Read: FW: Ch.2: Sec.1: “Browsing the Gallery”
Do: Exercise 1 on p.35 for Literacy Narratives
(You are creating our own Literacy Narrative archive)
<table>
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<tr>
<th>Week 2:  January 24, T</th>
<th>In-Class</th>
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<tbody>
<tr>
<td><strong>Content:</strong></td>
<td>Creating a Narrative or Memoir, Process of Writing</td>
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<td>Time Management Activity</td>
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<td><strong>Online:</strong></td>
<td>Homework</td>
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<tr>
<td><strong>Read:</strong></td>
<td>Review FW: Chapter 5: “Planning”</td>
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<td><strong>Do:</strong></td>
<td>Exercise 1 on p.85 and Exercise 1 on p.96 in connection with your Literacy Narrative Assignment</td>
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<tr>
<td><strong>Read:</strong></td>
<td>FW: Chapter 8: “Revising”</td>
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<td></td>
<td>“Assessing Your Own Writing,” pp. 229-234, Norton</td>
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<tr>
<td><strong>Do:</strong></td>
<td>Brainstorming, Outlining, and Drafting of Literacy Narrative</td>
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<tr>
<td><strong>Due:</strong></td>
<td>Literacy Narrative Rough Draft (bring to class on Jan.31)</td>
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<tr>
<th>Week 3:  January 31, T</th>
<th>In-Class</th>
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<tr>
<td><strong>Content:</strong></td>
<td>Journalism Activities, Profile</td>
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<td></td>
<td>Peer Review on Literacy Narrative Rough Draft</td>
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<tr>
<td><strong>Online:</strong></td>
<td>Homework</td>
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<tr>
<td><strong>Read:</strong></td>
<td>“Profiles,” pp.161-170, Norton</td>
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<td>“Guiding Your Reader,” pp.271-277, Norton</td>
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<tr>
<td><strong>Do:</strong></td>
<td>Revising and Finalizing for Literacy Narrative</td>
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<td>Post Profile Topic</td>
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<td>Conduct Interview, Outlining and Drafting of Profile</td>
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<td><strong>Due:</strong></td>
<td>Literacy Narrative Essay</td>
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<td>(turn in through WebCT with draft and outline)</td>
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<th>Week 4:  February 7, T</th>
<th>In-Class</th>
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<tr>
<td><strong>Content:</strong></td>
<td>What Makes a Good Profile and Examples</td>
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<tr>
<td><strong>Online:</strong></td>
<td>Homework</td>
</tr>
<tr>
<td><strong>Read:</strong></td>
<td>“Getting Response &amp; Revising,” pp.325-241, Norton</td>
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<td>“Editing &amp; Proofreading,” pp.242-246, Norton</td>
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<td>FW: Chapter 6: “Drafting”</td>
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<td><strong>Do:</strong></td>
<td>Revise and Finalize Profile</td>
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<td></td>
<td>Post your Author and Book Choice</td>
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<tr>
<td><strong>Due:</strong></td>
<td>Profile (turn in through WebCT with draft and outline)</td>
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| Week 5:  February 14, T | In-Class: Library Visit! |
Content: Business Writing, Reports

Online: Homework
Read: “Reporting Information,” pp. 59-82, Norton
“Annotated Bibliographies,” pp. 116-124, Norton
FW: Chapter 7: “Researching”
“Avoiding Plagiarism,” pp. 408-424, Norton
Book
Do: Library for help on Annotated Bibliographies, Research
Outline, Drafting and Finalizing of Report
Due: Report (turn in through WebCT with draft and outline)

Week 6: February 21, T
In-Class
Lecture: Literary Analysis, Examples
Online: Homework
Read: “Literacy Analysis,” pp. 143-152, Norton
“Analyzing a Text,” pp. 39-58, Norton
Book
Do: Choose a Literary Analysis from selection and
post a response
Outlining and Drafting for Literary Analysis
Post Poignant Quote and comment on another’s
Due: Literary Analysis Rough Draft (bring to class, Feb.28)

Week 7: February 28, T
In-Class
Content: What makes a Cover Letter?
Peer Review of Literary Analysis Essay
Online: Homework
Do: Reflection/Cover Letter
Finalizing Literary Analysis
Revising other paper(s) for extra credit
Due: Literary Analysis Essay
(turn in through WebCT with draft and outline)

Week 8: March 6
In-Class: Potluck
Due on this Day: Portfolio and Cover Letter

March 8 Stop by office to receive Portfolios and Grades!