English 1110: Composition I

· Fall 2025 · Leslie Jernegan · lesliejernegan@unm.edu
· Online, asynchronous · Office: https://unm.zoom.us/j/7315512804
· Office Hours: Mondays, 4–6 p.m. MST, or by appointment

Incontestably Important Disclaimer: Information in the syllabus and calendar is reflective of our class (and life, in general)—flexible, tentative, and thus subject to change.

Course Description

Welcome to English 1110: Composition I! In this class, we'll examine how we interact with words—as readers, as writers, as world citizens—by analyzing written work and dissecting the elements of writing that form the foundation of the work we create. As such, we'll be unearthing new appreciation for verbal communication, building upon pre-existing skills, and growing as communicators.

Throughout the semester, we'll be working together to understand and practice writing as a process that involves multiple cycles of conceiving and reconceiving ideas and thus shaping and reshaping verbal communication. And, in doing so, we'll be doing that whole writing thing. And a whole lot of that whole writing thing. With hopes, together we'll learn to balance the creative processes of invention and craft with technical components of play, practice, and revision in order to whip up work that's dialectical, imaginative, authentic, engaging, and—dare I say—transformational.

Learning Outcomes

Rhetorical Situation and Genre

- Analyze, compose, and reflect on arguments in a variety of genres, considering the strategies, claims, evidence, and various mediums and technologies that are appropriate to the rhetorical situation

Writing as a Social Act

- Describe the social nature of composing, particularly the role of discourse communities at the local, national, and international level

Writing as a Process

- Use multiple approaches for planning, researching, prewriting, composing, assessing, revising, editing, proofreading, collaborating, and incorporating feedback in order to make your compositions stronger in various mediums and using multiple technologies

Grammar and Usage

- Improve your fluency in the dialect of Standardized Written American English at the level of the sentence, paragraph, and document
- Analyze and describe the value of incorporating various languages, dialects, and registers in your own and others' texts

Reflection

- Evaluate your development as a writer over the course of the semester and describe how composing in multiple genres and mediums using various technologies can be applied in other contexts to advance your goals

Research

- Use writing and research as a means of discovery to examine your personal beliefs in the context of multiple perspectives and to explore focused research questions through various mediums and technologies
- Integrate others' positions and perspectives into your writing ethically, appropriately, and effectively in various mediums and technologies

Course Goals

- Practice writing as a process, shepherding a piece of work through its various life stages—practice, inspiration, drafting, revision, critique, and editing
- Develop a shared language to critique others' work tactfully, defining a positive and respectful setting in which you can and will give and receive constructive feedback
- Apply feedback from your instructor, peers, and individual reflection to rethink, re-see, and ultimately revise your work
- Explore and define who we are as writers and thinkers, considering the impact we have in these roles we're playing
- Interrogate notions of self and subject
- Embrace uncertainty and writing fears
- Turn off (or at least turn the volume down on) our internal critical apparatuses that lead to judgment and criticism rather than unselfconscious generation of language, form, and content
- Consider writing and reading as a means by which to enhance social awareness, understanding the implications of what writing does for and to people, how it does it, and how to craft language for meeting the challenges of a range of contexts

Required Course Materials:

- Internet access
- Canvas (All readings will live here; no purchase of a text is required. College is pricey! Save that $$!)
- Zoom

PROJECTS OVERVIEW AND EVALUATION

Unit Assignments

In completing your three writing projects, you'll be evaluated on your resolve to engage with the assigned readings, reading prompts, discussions, workshops, and all other class assignments. Nobody expects you to arrive (or leave) at The Best Writer Ever (whatever that even means) and nobody will be judging your work in comparison to that of your classmates or other published writers we'll be engaging with in class. (Well, maybe not nobody—but nobody you should be listening to.) Rather, you'll be assessed based on not only your ability to clearly communicate your ideas verbally, but also on your growth and earnestness, on your willingness to grow as a communicator, peer, and world citizen.

tldr: If you're engaged in the coursework, completing your assignments, and demonstrating thoughtful effort, you'll do just fine. :)

Major Writing Projects

I write "project" because you won't be graded on the final draft alone, but on the process of writing that draft. This includes responding to writing prompts, creating multiple drafts, participating in workshops, revising, and metacognitively reflecting on the process of piecing together the final version. When you turn in your final project—or, as we'll call it, "learning record"—you'll include evidence of you gathering, organizing, analyzing, evaluating, and reporting evidence of your progress and achievement. Celebrate yourself and your growth! Each package will be an illustration of your transformation.

For each unit, you'll develop and submit a portfolio that includes the following:

1. Generative writing response
2. An initial draft
3. A substantially revised draft
4. A metacognitive reflection of your writing process
5. Your workshop responses for your assigned peer(s)

Your Projects:

1. **Personal Narrative:** A piece of creative nonfiction, your first essay invites you to introduce yourself through a short story—a work that says something about who you are, about why you are the way you are. Through class discussions, readings, and journals, we'll brainstorm ideas for how to choose what story you'd like to tell, and ways through which you can most effectively tell it.
2. **Rhetorical Analysis:** In this project, you'll explore how a creator uses language, visuals, sound, or structure to convey meaning about home, identity, or belonging. You'll choose a cultural or media text—such as a song, short film, podcast, spoken word piece, or personal essay—and analyze how it persuades or moves its audience. We'll break down how rhetorical choices shape emotion, argument, and voice, and you'll learn how to write analytically about a text's impact and message. This is your chance to dig into the "how" and "why" of meaning-making—and deepen your thinking about the themes you began exploring in your personal narrative.
3. **Choose Your Own Adventure–Argument in New Genres:** This culminating project invites you to return to the central theme of the semester—your exploration of *home, identity, belonging,* or *community*—and reimagine your thinking in a new form. Drawing from your personal narrative or rhetorical analysis, you'll compose an argument that builds on your earlier work and communicates your perspective to a broader audience. The format is up to you: a podcast, photo essay, zine, video, social media campaign, infographic, or another genre that suits your message and audience. Your task is to persuade, reflect, or advocate—through multimodal composition—using intentional rhetorical strategies and creative choices. This project emphasizes *rhetorical flexibility, audience awareness,* and the ability to translate ideas across modes. You'll submit your final piece along with an artist statement explaining your process and decisions as a composer.
4. **Final Portfolio & Reflection:** Final Reflection & Wrap-Up: In this final unit, you'll take a moment to reflect on your growth as a writer over the semester. You'll write a short reflection letter to your past self, future self, or a future student in which you think through how your ideas and writing have evolved across our three major projects. If you'd like, you may revise one part of a previous project and explain what you changed and why. This is your chance to pause, reflect, and celebrate how far you've come.

Each project includes evaluation of three discrete components:

- **Engagement:** Writing is a social act that helps us revise our own thinking based on engagement with others. Our virtual class space is an environment for learning, and the best way to learn is through contributing your greatest effort to participating in writing prompts, discussions, time management (taking responsibility for missed work, hitting deadlines), respecting your peers and teacher, and providing work of the highest quality that reflects your best effort.
- **Informal Writing Responses (i.e., Discussion Posts) and Workshop Responses:** Writing is a process of discovery and invention. These informal writing opportunities allow you to explore your ideas, reflect on course readings, and test new strategies without the pressure of perfection. Workshops are equally important; they give you the chance to engage with your peers' work, share constructive feedback, and develop a community of writers who support one another's growth.
- **Writing Drafts and Revisions:** Writing is a work in progress and an act of responding to the writing and feedback of others. Drafting allows you to shape and test your ideas, while revisions give you the opportunity to refine your work based on insights from both self-reflection and external critique. This iterative process is where much of the learning happens, helping you develop clarity, precision, and a deeper understanding of how to tailor your communication to your audience.

Grade Weight

Value	Assignment
20%	Personal Narrative
30%	Rhetorical Analysis
40%	CYOA Argument Project
10%	Final Reflection
100%	**Course Total**

Letter Grades:

A: 100-93 A-: 92-90 B+: 89-87 B: 86-83 B-: 82-80 C+: 79-77

C: 76-73 C-: 72-70 D+: 69-67 D: 66-63 D: 62-60 F: 59-0

You will pass this course by earning a C (73%)

How to earn at least a C?

1.) Stay in communication with me
2.) Submit assignments regularly
3.) Meet labor-based grading criteria for assignments
4.) Smile*

*Kidding—but it can't hurt! 🙂

COURSE POLICIES

Late Work

Assignments are due no later than the date and time posted on Canvas. I understand that we're human, that illness and emergencies happen; that said, **if you email me in advance and set an agreed-upon make-up date with me, I will accept your late work. Late submissions without pre-approval will lose ten percentage points per day for five days, starting the day after the due-date.** Assignments submitted five or more days after the due-date are therefore worth only fifty percent of the total points.

Diversity Statement

The core value in this class (and, you know, life, in general) is respect. Your voice—and everyone else's—adds value to discussions. Please give space for, listen to, and respect the contributions, experiences (shared and not), beliefs, and values expressed by your fellow students. In this classroom, we welcome and benefit from people of all abilities, ages, citizenships, colors, educational backgrounds, family statuses, genders, gender identities, gender expressions, languages, national origins, political affiliations, races, religions, sexual orientations, socioeconomic statuses, veteran statuses, and any other identity with which you do or do not identify. Everyone matters. Take advantage of our classroom's diversity; grow from its strengths, its lessons.

Attendance

Because this is an asynchronous class, you have the freedom to take this class on your own time…*mostly*. We'll still have deadlines for assignments, including engagement with your peers in workshops and discussion forums. Open communication is key. If at some point, you feel like you're falling behind or unable to participate as actively as you usually would, let me know, and we'll work together to help you learn and successfully complete the course.

Credit-Hour Statement

This is a three credit-hour course delivered in an entirely asynchronous online modality over 16 weeks during the Fall 2025 semester. Please plan for a minimum of 9 hours per week to learn course materials and complete assignments.

Let's Talk!

If at any moment you find yourself confused about an assignment and/or topic, on the verge of a stress-out, or simply needing to talk about writing, school, The Beyond, etc., please don't hesitate to email me and/or schedule a meeting with me. If you're having a gut-punch of a life experience that's affecting your academic life, I can't help you if I don't know you have something going on. I'll be more than happy to talk and work with you. And while I'm not a trained counselor, I can put you in touch with resources on campus to support you.

UNIVERSITY POLICIES AND RESOURCES

UNM-Valencia Learning Commons (Tutoring)

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 has 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

If you are making an email appointment with the Writing Center, email your draft to tutor@unm.edu after you fill out the form above.

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 webpage.

Resources to support study skills and time management are available through Student Learning Assistance at the Center for Teaching and Learning in Zimmerman Library or online.

These are valuable, free services. The support is there! Why not use it? :)

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. Or the UNM-Albuquerque Accessibility Resource Center (https://arc.unm.edu/) at arcsrvs@unm.edu or by phone at 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.

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.

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.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 honesty and AI use

Responsible Learning and Academic Honesty: Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves claiming that work created by another source is your own original work. It is a Student Code of Conduct violation that can lead to a disciplinary procedure. When you use a resource in work submitted for this class, document how you used it and distinguish clearly between your original work and the material taken from the resource.

Encouraging use of supports and resources:

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.

Fall 2025 Semester Calendar

Week 1 (Week of August 18): Introduction Week & Personal Narrative

- Due Friday, August 22: Intro post
- Due Sunday, August 24: Discussion post

Week 2 (Week of August 25): Personal Narrative

- Due Wednesday, August 27: Generative writing
- Due Sunday, August 31: Outline

Week 3 (Week of September 1): Personal Narrative

- Due Sunday, September 7: Messy draft

Week 4 (Week of September 8): Personal Narrative

- Due Sunday, September 14: Workshop responses

Week 5 (Week of September 15): Personal Narrative

- Due Sunday, September 21: Full learning record

Week 6 (Week of September 22): Rhetorical Analysis

- Due Sunday, September 28: Discussion post and generative writing

Week 7 (Week of September 29): Rhetorical Analysis

- Due Sunday, October 5: Outline

Week 8 (Week of October 6): Rhetorical Analysis

- Due Sunday, October 12: Messy draft

*October 8–9=Break! Please allow yourself rest, recovery, and time and space for self-care :)

Week 9 (Week of October 13): Rhetorical Analysis

- Due Sunday, October 19: Workshop responses

Week 10 (Week of October 20): Rhetorical Analysis

- Due Sunday, October 26: Full learning record

Week 11 (Week of October 27): CYOA

- Due Sunday, November 2: Discussion post and generative writing

Week 12 (Week of November 3): CYOA

- Due Sunday, November 9: Annotated bibliography

Week 13 (Week of November 10): CYOA

- Due Sunday, November 16: Outline

Week 14 (Week of November 17): CYOA
Due Sunday, November 23: Rough draft

Week 15 (Week of November 24): CYOA

- Due Sunday, November 30: Workshop responses

*November 27–28=Break! Please allow yourself rest, recovery, and time and space for self-care :)

Week 16 (Week of December 1): CYOA

- Due Sunday, December 7: Full learning record

Week 17: (Week of December 8—Finals Week!)

- Due Friday, December 12: Final Reflection & Wrap-Up