



ENGL 1110 G-Composition I section name section credit hours Credits **Syllabus**

Course Information

Meeting times and location: section meeting_times section location

Catalog description: In this course, students will read, write, and think about a variety of issues and texts. They will develop reading and writing skills that will help with the writing required in their fields of study and other personal and professional contexts. Students will learn to analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading and writing. They will also gain an understanding of how writing and other modes of communication work together for rhetorical purposes. Students will learn to analyze the rhetorical context of any writing task and compose with purpose, audience, and genre in mind. Students will reflect on their own writing processes, learn to workshop drafts with other writers, and practice techniques for writing, revising, and editing.

Prerequisites: ENGL-095 or ENGL-099

Terms offered: All Semesters

Section-specific Course Description:

Course Level Objectives

Course Learning Outcomes

Upon successful completion of the course, the student will be able to...

1. Establish PURPOSE* in academic essays and other documents.

A. Analyze and determine purpose in relation to the rhetorical situation (writing context, topic, and audience). [BSL/CT]**

B. Generate academic essays and other texts that develop a central thesis (a statement of purpose). [CT/EC]

C. Use the writing process to plan, research, draft, and revise in order to determine and accomplish the purpose of the writing. [CT/EC/IT]

D. Use writing for a variety of purposes such as informing, analyzing, and persuading. [CT/EC]

E. Provide appropriate support (evidence and examples) from appropriate sources to accomplish the purpose of the writing. [BSL/CT/IT]

F. Identify and use appropriate style and voice to achieve purpose in writing. [CT]

2. Demonstrate CRITICAL THINKING.

A. Read critically to analyze purpose, main ideas, support, audience, and organizational strategies in a variety of genres. [BSL/CT]

B. Evaluate the currency, relevance, reliability, and appropriateness of texts and other media. [BSL/CT]

C. Generate essays and other texts that demonstrate critical reading of sources and critical analysis of a topic. [CT/EC]

D. Support claims with effective reasoning and appropriate sources (print and other media). [BSL/CT/EC]

E. Collaborate with others to discuss, generate and analyze ideas. [CCE/CT]

F. Interact effectively with different views and interpretations of a subject. [CCE/EC]

3. Demonstrate INTERTEXTUALITY in writing.

A. Use information from sources for a specific purpose: i.e., to provide background information, support an idea, illustrate an alternative view, etc. [BSL/CT]

B. Demonstrate the ability to analyze sources, make connections, draw conclusions, and interact in depth with diverse ideas presented in a variety of sources. [BSL/CT/CCE]

C. Incorporate information from sources in writing by clearly and accurately contextualizing, quoting, and paraphrasing. [BSL/CT/EC]

D. Document ideas from sources using MLA (in-text citation and works cited list). [BSL/EC]

E. Research appropriate sources to develop and support academic essays and other texts. [BSL/CT/IT]

4. Write appropriately for academic and other AUDIENCES.

A. Analyze different writing contexts and the needs of different audiences as part of the writing process. [CT/CCE]

B. Use effective organizational strategies to create coherent pieces of writing appropriate for a variety of audiences. [BSL/EC]

C. Use an appropriate genre and format for the purpose and audience. [BSL/EC]

D. Write with appropriate style and voice for the rhetorical situation. [CT/CCE/EC]

E. Evaluate the currency, relevance, reliability, and appropriateness of sources in relation to a specific audience and purpose. [CT]

F. Use standard conventions of spelling, punctuation, and grammar for clear, effective communication. [EC]

*Bold-faced words indicate core elements outlined on the essay and portfolio rubric.

**This information maps to the course specialized outcomes to the college's Common Student Learning Outcomes (CSLOs).

General Education Student Learning Outcomes

This course meets the requirements set forth by the state of New Mexico for a general education course that is transferable to any public institution of higher education in New Mexico. Each general education course addresses three essential skills as outlined in the table below.

General Education Content Area	Essential Skills Associated with the Content Area
Communication	Communication, Critical Thinking, Information & Digital Literacy
Creative and Fine Arts	Communication, Critical Thinking, Personal & Social Responsibility
Humanities	Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
Mathematics	Communication, Critical Thinking, Quantitative Reasoning
Science	Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
Social & Behavioral Sciences	Communication, Critical Thinking, Personal & Social Responsibility

For further information on the Essential Skills, visit the [General Education Essential Skills](#) page.

Required Texts and/or Materials

Readings will cover a variety of genres. Textbook(s) or novel(s) may be required. Your instructor may also require readings on Canvas.

Required Technology and Software

- Canvas
- Chrome, Safari, or Firefox

Technical Support

Technical support is available through the San Juan College Help Desk 24/7/365. The help desk can be reached at 505-566-3266 or by creating a ticket at [San Juan College Help Desk](#).

For tickets and password reset: [San Juan College Help Desk](#)

For Canvas support information: [Canvas Support](#)

Accessibility/Privacy Policies for all Technology Tools Used

[Accessibility/Privacy Policies for all Technology Tools Used](#)

Course Requirements

Students will do the following activities: (Please refer to your instructor's syllabus.)

COVID Safe Practices for Being on Campus

Masks / cloth face coverings must be worn while on campus in accordance with the New Mexico public health order. If you feel that you cannot wear a mask due to health complications, please contact Disabilities Services:

disabilityservices@sanjuancollege.edu or call (505) 566-3271. Hand sanitizer stations are at all building entrances, please “wash in, wash out”--clean your hands when you enter and before you leave. Classrooms and labs have been arranged to allow for social distancing; please respect your classmates and instructors by staying 6 feet away from everyone. You will be expected to disinfect your table or area prior to class and after class, cleaning products will be provided for this purpose. Check with your instructor for specific policies for their course. Please do not congregate in hallways or common areas,

instead utilize our beautiful outside spaces and weather to visit with your friends and colleagues from a safe distance.

If you have been in contact with anyone who has tested positive for COVID-19, has symptoms, or is waiting on test results, contact your instructor and DO NOT come to class. If you have tested positive, have symptoms or are waiting on test results, contact your instructor and DO NOT come to class. Your health care provider or the assigned contact tracer will let you know when it is safe for you to be around others.

Student Support

Student Services and Support

The Student Support webpage provides information on counseling, tutoring, technical support, and many other support services available to San Juan College students.

[Student Support](#)

Academic Support

Academic Support webpage provides information on academic advising, the library, Testing Center, and the honors program.

[Academic Support](#)

Participation and Attendance Policy

Please refer to your instructor's syllabus for information about this policy.

Other Classroom Policies and Expectations

College Expectations:

Please be advised that all students, including dual credit students and early college high school students, are subject to the same policies and standards regarding submission of late work, participation, conduct, and academic honesty as outlined in this syllabus. By enrolling in this SJC course, students understand that complex subject matter may be covered and that course content may be intellectually and emotionally challenging.

In complying with FERPA, I cannot and will not discuss any matters regarding any student's performance or standing in this class with friends, parents or family members. A FERPA waiver entitles your parents/guardians access to your grade records, which

they can access through Canvas with your help. All students are encouraged to contact me whenever they have questions or concerns about this class. Students should practice self-advocacy as part of the college experience. It is an important step to becoming an independent and responsible person. It also helps strengthen the student/instructor relationship and the classroom community. As a result of the concerns for student autonomy and to avoid potential liability, I will not conference with parents or guardians regarding this class. I am, however, always happy to meet with students.

Please customize your own policy to be sure all students are supported. The ideas below are options and suggestions.

Campus Support for Students: There are many campus resources that can be part of your success in this class.

- Students are required to take drafts of their papers to tutoring (either at the Student Success Center, through BrainFuse, or by taking advantage of one of the other campus tutoring resources) before submitting essays.
- Before submitting essays for grading, students must either conference with me or take drafts of their papers to tutoring (either at the Student Success Center, through Brainfuse, or by taking advantage of one of the other campus tutoring resources).

Faculty – Student Relationships: Because our relationship can be an important part of your success in this class, there are many opportunities to conference with me (in person or by phone) by appointment or during office hours:

- We will/may schedule a conference just after class begins to get to know each other and discuss your writing goals for the semester based on your first week writing sample.
- We will/may schedule a conference just after your first essay to discuss your strengths and areas for growth in your writing.
- If by midterm your grade is below 75%, I will reach out to you to schedule a conference to help you get on the right track.
- If you miss an assignment, you may make that assignment up for credit if you conference with me.
- If you would like to revise an essay for an improved grade, you may do so if you conference with me about that essay.
- Faculty feel free to insert other policies here regarding conferencing and the faculty-student relationship.
- Please feel free to reach out to me however works for you if you ever have questions or need help - come to office hours, text or call me with questions (if I

am with family I may get back to you the next day), or message me through Canvas.

Canvas Participation and Expectations

Please refer to your instructor's syllabus for information about this policy.

Instructor Response Time

Please refer to your instructor's syllabus for information about this policy.

Course Time Commitment

Please refer to your instructor's syllabus for information about this policy.

Grading

Please refer to your instructor's syllabus for information about this policy.

Key Dates to Remember

[Full Academic Calendar](#)

Course Schedule

Please refer to your instructor's syllabus for schedule.

College Policies

The following information also applies to your work in this class. If you have special needs for campus emergency situations, please inform me immediately.

1. Academic Accommodations - American with Disabilities Act (ADA)

If you believe you need academic accommodations due to physical or learning disabilities, you are encouraged to inform them as soon as possible. The coordinator can work with you in verifying your disabilities and developing accommodation strategies. Please go to [Disability Services Office](#), click the button for "Request for Services" and complete all the steps.

You can also contact the college's disability coordinator in the Advising/Counseling Center at 566-3271 or disabilityservices@sanjuancollege.edu. More information is available on the website listed above.

2. **The Family Educational Rights and Privacy Act (FERPA)**

Your personal information and grade are confidential. Aside from routine reporting to the college required for this course, I will not share such information with anyone unless I have your permission.

3. **Academic Honesty Rules**

San Juan College expects all students to adhere to the [Academic Honesty Rules](#) as posted online. These are the official guidelines for all classes at San Juan College (July 2006).

4. **Student Conduct Statement**

College is preparation for professional opportunities, and professional conduct is expected in courses, including online classes, as well as any written communications, and interactions with members of the college community. As part of our learning community, students are expected to interact and communicate in a mature, respectful, thoughtful, and supportive manner. Students who demonstrate disrespectful, hostile, belittling, bullying or other disruptive behavior will be subject to potential consequences and possible dismissal from the college. The college will take appropriate action when students demonstrate threatening behavior (to others or self). Students should refer to the Code of Conduct in the Student Handbook for additional information.

5. **Student Safety**

Keeping students safe is a priority, and part of that is ensuring that we have the ability to communicate emergency messages – whether for school closures due to weather or for more or urgent situations. Rave is San Juan College's emergency messaging system. Through your SJC student email, you will automatically receive email messages, however, it is also vital that you receive text messages. In order to receive the messages, you must register in a simple process with [Rave](#). When registering, please make sure that your mobile status is "confirmed."

The Department of Public Safety is available 24 hours per day. In an emergency, they can be accessed by calling 215-3091 or 566-3333.

In the event of an emergency, a Rave message will be sent, and depending on the situation, you will be instructed to do one of the following:

- Evacuate the building
- Shelter in place (Campus doors are locked, and operations continue as normal. During this situation, no one other than law enforcement is allowed in or out of the campus.)
- Lockdown (Campus doors are locked. All operations cease, and you should take cover in your immediate area. No one other than law enforcement is

allowed in or out of the campus.

6. **Non-Discrimination, Sexual Harassment, and Retaliation.**

San Juan College does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age, genetic, veteran's status, or on the basis of any other category protected under federal, state and local laws. If you have experienced sexual harassment, sexual assault, or any other form of protected class discrimination, we encourage you to make a report. If you report to a faculty member, she/he/they are obligated by policy to share knowledge, notice, and/or reports of harassment, discrimination, and/or retaliation with the Title IX Coordinator. These disclosures include but are not limited to reports of sexual assault, dating/domestic violence, and stalking. You may also make a confidential report to a SJC Counselor. Please refer to San Juan College's [Title IX](#) site for further details.

San Juan College's Title IX Coordinator is Stacey Allen, Assistant Director of Human Resources/Equity, Diversity, and Inclusion Officer. The office is located at the Educational Services Center Building, 2nd Floor, Human Resources, Room 4243 at (505) 566-3515 or allens@sanjuancollege.edu.

7. **Drop for Non-Attendance and/or Non-Participation**

Class Attendance and Participation Expectation:

Face-to-Face -- Students are expected to attend and participate in class regularly. Any student missing more than 10% of consecutive class time, (For example, in a regular 15-week class that meets twice a week, this equates to the student missing 3 consecutive classes) without consultation with the instructor may be considered as having abandoned the course.

On-line -- Students are expected to participate regularly and submit all course assignments, based on the course guide definition. A student who does not submit any assignments during a consecutive 10% of the course (1.5 weeks of a 15-week semester) without consulting the instructor, may be considered as having abandoned the course. Logging in does not meet the attendance standard.

Competency-Based Education Classes -- Students are expected to have regular and substantive interactions with their instructor and to actively work on course content. A student who has not submitted coursework, nor had substantive interactions with the instructor over a consecutive 10% of the term, without the

instructor's prior approval, will be considered to have abandoned the competency progression. Last date of attendance will be recorded as the last date that coursework was submitted or that the student met with the instructor. For on-line learners, logging in does not meet the attendance standard.

8. Failure to Meet Class Participation Expectation:

Students who fail to meet participation expectations will have their last date of attendance recorded. This date will be used to recalculate any financial aid received/veteran's benefits received, and the student may be required to repay the institution/government. If the student does not drop the course, an 'X' grade will be recorded. An 'X' grade impacts the grade point average the same as an 'F'.

9. Grading Policies

Incomplete: Incomplete Grade Assignment ([Incomplete Grades Information](#))

The grade of I (Incomplete) is given for passing work that could not be completed during the semester because of circumstances beyond the student's control. Ordinarily, the assignment of an I is given by the course instructor at the time final grades are due

In no case is an I grade to be used to avoid assignment of D or F grades for marginal or failing work or to require a student to enroll in the class the next semester because work was not completed on time. Circumstances warranting the issuance of an I grade must be beyond the student's control and must be documented on the appropriate form prior to approval.

I grades can be removed only during the subsequent 16 weeks from the end of term, or within the time limit set by the instructor. Removal of an I is accomplished by completing the work in a manner acceptable to the instructor. Re-enrollment in the course under the repeat option does not remove the prior grade of I. Students should not re-enroll for the course. An I not made up within 16 weeks or within the time limit set by the instructor will change to an F grade thereafter and cannot be changed by work completion.

10. Grade Appeals

The policy for grade appeals is in the Academic Catalog. ([Grade Appeal Policy](#))

Student Handbook

The Student Handbook provides information on Student support, student organizations, and San Juan College policies.

[Student Handbook](#)