

ENG 1101: College Writing (online)

I. GENERAL INFORMATION

Instructor: Brian K. Hudson
Office: Smith Brasher 201
Student Hours: Wednesdays 12PM-6PM or by appointment

Course/Section: 1101 (53/54/55)
CNM Learn: learn.cnm.edu
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II. COURSE DESCRIPTION

Emphasizes text-based composition, including critical reading, summary writing, and synthesis.

Prerequisite: Credit in IRW 0980; or Accuplacer Sentence Skills=85+ with a combination Accuplacer Sentence and Reading score of 166+; or ACT between 16 and 22, or SAT between 330 and 450.

Failure to meet a prerequisite (or corequisite) may result in students being dropped from the class at any time during the term.

Extended Course Description: English 1101 is a course in text-based composition. Assignments include critical reading, summary and analytical writing, and synthesis. English 1101 is an expository writing course with readings designed to provide topics for discussion and writing and to improve students' accurate uses of language. The course emphasizes learning how to organize and support ideas clearly, fully, and interestingly in written form. Students review English grammar, usage, and punctuation in the context of college writing.

To pass the course with a D or better, students must turn in all required texts and take the final exam, although passing the final exam in itself does not guarantee that students will pass the course.

Although a D is a passing grade and may be accepted by some CNM departments and other New Mexico schools, the CNM Communications, Humanities, and Social Sciences Department (CHSS) strongly recommends retaking English 1101 if your final grade is a D. A final grade of C or better in English 1101 indicates the student is reading and writing at the college level and is prepared to take English 1102. A final grade of C or better in English 1102 also shows readiness for upper-division courses upon transfer to a four-year college.

III. TEXTBOOKS/MATERIALS

- CNM's Free English 1101 and 1102 Textbook - <https://mytext.cnm.edu/course/introduction-to-college-writing-at-cnm/>
- All other readings will be provided through CNM Learn
- Any good, up-to-date, desk edition of a college dictionary--for example, *The American Heritage*, *Random House*, or *Webster's New Collegiate* or access to a dictionary through the CNM library (www.cnm.edu/libraries)
- A current MyCNM account

IV. COURSE OUTCOMES

- Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view.
- Students will express a primary purpose and organize supporting points logically and use rhetorical strategies to engage, inform, and/or persuade.
- Students will employ composing processes such as planning, collaborating, organizing, revising, and editing to create documents using correct diction, syntax, grammar, and mechanics.
- Students will correctly and ethically integrate and cite resources to support the primary purpose in college level written work.

V. COURSE REQUIREMENTS/ATTENDANCE

A. Course Requirements

All students will write three texts plus a final exam. One of the texts will be a research paper for which students will integrate several sources and use formal documentation.

In addition, students may expect to complete some or all of the following additional activities: homework assignments; reading journal; quizzes; oral reports or presentations; free writings; revisions; conferences with instructor; library tour.

B. Attendance

Students enrolled for credit, credit/no credit, or audit are expected to attend all class sessions. The instructor will take attendance. A student with excessive absences—15% of total class hours—may be dropped from the class. Students should not assume they will be dropped from the class automatically. Absences do not relieve students of the responsibility for missed assignments and exams. Students must take the initiative in arranging with their instructor to make up missed work. Enrolled students who miss the first class meeting and have not contacted the instructor or who miss two consecutive class meetings in the first week may be dropped from the course.

Students who are dropped by an instructor for non-attendance will be notified at their CNM e-mail address. If the student believes a mistake has been made, he or she must contact the instructor within two working days of receipt of the drop notification. (Faculty Senate 10/11/15)

Students can be dropped from the course for missing assignments and for non-participation. In distance learning classes a missed assignment is the equivalent to an absence in a face-to-face class. Students can be dropped for missing two or more assignments. After the drop date, students risk failing the course for missing two or more assignments.

C. Special Needs Statement

Qualified students with special learning needs are encouraged to notify the instructor at the beginning of the class about any specific assistance that may be required to support the student's learning. It is the instructor's intent to assist qualified students with special learning needs by making course modifications that will ensure a successful learning experience for the student.

Students are asked to contact the CNM Disability Resource Center (DRC) office in order for support staff to assist the instructor with course modifications. The Disability Resource Center contact information is: Phone (505) 224-3259 (phone); TTD Line 224-3262; Fax 224-3261. When students are assigned to a support counselor, individual email contact information is also provided.

VI. GRADING - Points

900-1000=A
800-899=B
700-799=C
600-699=D
below 600=F

Course Grade will be calculated by points below:

Digital Literacy Narrative Blog = 94

Digital Community Informational Report Blog = 240

Digital Identity Argument Blog = 320

Final Reflection Journal (three total entries) = 100

Group work, Freewrites, Peer Review, and Other Assignments = 246

In the event CNM closes during the final week of classes, final grades for students will be calculated based on all work assessed up to that point in the course.

Late Work

Students are encouraged to turn in work on time to avoid falling behind. If students fail to make deadlines, however, they are also encouraged to turn in late work. Late work will receive partial credit, the exact percentage of which will be determined at the end of the semester.

90% = 1 minute > 48 hours

70% = 48 hours > One week

50% = One week > Last Friday of semester

Academic Dishonesty Policy:

<https://www.cnm.edu/depts/dean-of-students/academicdishonesty.html>

VII. SCHEDULE OF ASSIGNMENTS/READINGS

DATE	Due by 11:59PM
8/29 WED	<ul style="list-style-type: none"> • Watch my introductory video https://www.youtube.com/watch?v=yjeQsQs5bCE • Read Chapter One: Introduction to College Writing https://mytext.cnm.edu/lesson/introduction-to-college-writing-at-cnm/ • Read Chapter Two: Reading Strategies https://mytext.cnm.edu/lesson/reading-strategies/ • Read Chapter Three: Common Writing Assignments https://mytext.cnm.edu/lesson/common-writing-assignments/ • Watch "Visitors and Residents" https://youtu.be/6ai0ZO3IDR4 • Post to Intro discussion board: Briefly introduce yourself and post a link to your Visitor/Residents chart. Respond to at least two other students about their Visitors/Residents chart. For example, is your chart similar or different? Do they use an app, website, or program that you want to try? • <i>Optional: Post a short response about what you learned while making your chart if you don't want to share it.</i> • Watch "Kids React to Old Computers" https://youtu.be/PF7EpEnglgk • Watch "Writing Music" https://youtu.be/lleLLf3OszY • Post to Story Freewrite #1 discussion board: Post a short (100 word) description of one event when you struggled (or excelled) with a specific digital technology (phone, tablet, computer, app, etc.). Don't worry about spelling or grammar. The purpose of freewriting is to generate as many ideas as you can as quickly as possible. It's best to write for only the length of one song. And writing <i>blah, blah, blah</i> if your mind goes blank is perfectly fine! <i>Optional: Freewrite about details of a fictional narrative to fulfill the assignment. For additional guidance, see http://www.briankhudson.com/heuristics/heuristics-for-creation/creative-literary-web/</i>
9/1 SAT	<ul style="list-style-type: none"> • Watch "How do I Hack a Genre?" https://www.youtube.com/watch?v=SYenQx1MtHI • Read prompt for digital literacy blog • Read Chapter Twelve: "Personal Narratives" https://mytext.cnm.edu/lesson/personal-narratives/ • Respond to two other posts on Story Freewrite #1. What details do you think are the most interesting to you about this event? Why? • Read "To Siri, With Love" by Judith Newman https://www.nytimes.com/2014/10/19/fashion/how-apples-siri-became-one-autistic-boys-bff.html • Take quiz on Newman • Read excerpt on dialogue by Dinty Moore (PDF on CNM Learn) • Self-Enroll in any of the four Narrative Hacking groups on CNM Learn • Common Codes Group work: What common codes of the narrative genre can you identify in the story by Judith Newman? Be specific by giving examples from the text and explaining how each example demonstrates a particular code. Re-post common codes that you think are particularly important (duplicates are good for this process!) • Post to Story Freewrite #2 discussion board: Can you remember any dialogue (something someone said out loud or that you thought) during the event in which you struggled (or excelled) with a particular digital technology? If not, can you make up some dialogue that would have probably occurred (something someone said out loud or that you thought)?
9/5 WED	<ul style="list-style-type: none"> • Read the first six pages of Neal Stephenson from "In the Beginning was the Command Line" http://faculty.georgetown.edu/irvinem/theory/Stephenson-CommandLine-1999.pdf • Read Alex Lockett "I Am Not a computer Programmer" http://enculturation.net/node/5270 • Take quizzes on Stephenson and Lockett
9/8 SAT	<ul style="list-style-type: none"> • Read "How to Make a Word Cloud" https://www.technokids.com/blog/apps/how-to-make-a-word-cloud/ • Common Codes Group Work: Collect all of the common narrative codes (including duplicates) from your group work on the genre of narrative. Make a word cloud (for the group) and post the PNG file to the group discussion board. MAKE SURE TO ALSO POST THE RAW DATA IN .TXT FORMAT TO THE GROUP (that is, the list of common codes, including

	repeats for the most important common narrative codes)
9/12 WED	<ul style="list-style-type: none"> Read Chapter 5: "Considering Audience" https://mytext.cnm.edu/lesson/considering-audience/ Post to Freewrite #3 discussion board (250 words): SHOW the event when you struggled (or excelled) with a particular digital technology (phone, tablet, computer, etc.) by using as many common codes as you can.
9/15 SAT	<ul style="list-style-type: none"> Respond to two other posts to students OUTSIDE your group on Freewrite #3. What common codes did the student make the best use of? Which ones might help them expand and/or enhance their narrative? Which common codes should you use more of in your story? Peer Review Group Work: Provide your group with at least 500 words of your digital literacy narrative blog
9/19 WED	<ul style="list-style-type: none"> Read Chapter 10: "Revising and Peer Review" Answer peer review questions for the digital literacy narrative drafts of everyone in your group
9/22 SAT	<ul style="list-style-type: none"> Digital Literacy Narrative Blog Due (750-1250 words)
9/26 WED	<ul style="list-style-type: none"> Just chill
9/29 SAT	<ul style="list-style-type: none"> Read Chapter 13: "Reflection Writing" https://mytext.cnm.edu/lesson/reflection-writing/ Post journal entry reflecting on the unit for the digital literacy blog
10/3 WED	<ul style="list-style-type: none"> Watch video of my explanation of the Digital Community Informational Report Blog (Week Six) Read Essay Prompt for the Digital Community Informational Report Blog Read Chapter 11: "Summary" https://mytext.cnm.edu/lesson/summary/ Read Chapter 15: "Reports" https://mytext.cnm.edu/lesson/reports/ Watch "What is the difference between a network and a community?" video by Jonathon Hutchinson https://www.coursera.org/lecture/ethical-social-media/what-is-the-difference-between-a-network-and-a-community-e0H11 Read "The Fun Culture in Seniors' Online Communities" by Galit Nimrod https://academic.oup.com/gerontologist/article/51/2/226/592580 JOIN one of the three groups for hacking reports. Note: for those who have been active on Discord or other networks, you can choose to form a group regardless of the course section you are in. You just need to give that group a name (and let me know who is in it if you are not using Blackboard or Discord).
10/6 SAT	<ul style="list-style-type: none"> Read "Hashtags as online communities with social support: A study of anti-sexism-in-science hashtag movements" by Jennifer Golbeck, Summer Ash, and Nicole Cabrera http://firstmonday.org/ojs/index.php/fm/article/view/7572/6529 Read "Being an online celebrity: Norms and expectations of YouTube's beauty community" by Florencia García-Rapp and Carles Roca-Cuberes http://firstmonday.org/ojs/index.php/fm/article/view/7788/6331 Start group work on informational report word cloud. Review "How to Make a Word Cloud" (https://www.technokids.com/blog/apps/how-to-make-a-word-cloud/) if needed. Through group discussion (via Blackboard, Discord, or any other app) decide on common codes for the informational report. Provide examples to your group from the reports you've just read. If you provide persuasive examples from at least two of the three reports, chances are that it is an important common informational report code! In your groups, you might try liking, hearting, upvoting (depending on the app used) the most important codes. In other words, you should respond positively to codes that you think are the most important. If you have enough real-time interaction within your group, you could discuss which codes should be the most important (and therefore bigger in the word cloud). Real-time collaboration is helpful but not necessary for group work. If you can't join real-time discussions it is, however, very important that you provide good examples and a short explanation of them for your choices of common codes for this genre. Post to your group three possible digital communities you would like to research and why you chose them (someone can start a discussion thread for this or equivalent in other programs). Make sure to send me a list of these choices if you aren't using Blackboard or Discord (if you are, no worries, I can see them).
10/10 WED	<ul style="list-style-type: none"> Ask one or more of your group members if they think the three digital communities you listed are, in fact, digital COMMUNITIES and not digital NETWORKS. You'll notice I've also given you feedback on this. It gets a little confusing because these communities interact on those networks. For example, Facebook is not a digital community but there are many Facebook groups that are, like my cyberpunk FB group. In other words, make sure you are listing specific communities. Continue group work on building the word cloud of common codes for the informational report genre. Move on to step #2: Figure out which common codes (from your combined group list) are the most important. For this, you need to

	<p>explain WHY those codes are important with examples from the reports (if you haven't already). For instance, which common code was very informative? Why? Was it used in all three reports? Two out of the three? We need to know this because those words should be BIGGER in your group word cloud than the others. This decision should be discussed as a group. You can also use any digital tools you'd like to decide which codes are the most important. You can reply to a post on a common code with why you agree. One student can tally up the number of times a code is listed, or you can use something like SurveyMonkey. It is up to your group how this gets done as long as you come to a reasonable decision on the most important common informational report codes.</p> <ul style="list-style-type: none"> • Read "What is Primary Research and How do I get Started?" https://owl.purdue.edu/owl/research_and_citation/conducting_research/conducting_primary_research/index.html • Read "Observing" https://owl.purdue.edu/owl/research_and_citation/conducting_research/conducting_primary_research/observing.html • Read "Interviewing" https://owl.purdue.edu/owl/research_and_citation/conducting_research/conducting_primary_research/interviewing.html • Read "Surveying" https://owl.purdue.edu/owl/research_and_citation/conducting_research/conducting_primary_research/surveying.html • Post to Research Plan discussion board: Explain how you will observe the digital community and what important people you would observe/interview/survey in that community, including what types of questions you would ask during an interview and/or survey.
10/13 SAT	<ul style="list-style-type: none"> • Read a few of your classmates' research plans. Do their explanations of who they will observe/interview/survey in the community and/or interview/survey questions inspire you toward similar approaches in your research of your chosen digital community? Reply to YOUR OWN POST to add something to your research plan after reading others. • Choose one digital community and conduct two of the three types of primary research: observation, interviewing, and/or surveying. In thinking about which digital community to choose, consider your group members' responses to your list and the amount of interactivity that takes place in each discussion board. If there are regulars who visit this digital community (like regulars who frequent a club or other social location) chances are that it is a good choice. • Post the raw data of your research to the Raw Data discussion board. This might include passages from a webpage about the history of the digital community. But it should also include quotes from the chat room or message board and answers to the interview questions, and/or survey. The research is "raw" because it hasn't been explained or analyzed yet (we will start that next week).
10/17 WED	<ul style="list-style-type: none"> • Finish and upload word cloud to your group discussion board. • Step #3: Build the word cloud. This will be easy for one person to volunteer to do in the group. If you built the word cloud in the last unit, allow someone else to volunteer to do this step. If your group has given enough information in steps #1 & #2, this should only take a few minutes. • Review "How to Make a Word Cloud" (https://www.technokids.com/blog/apps/how-to-make-a-word-cloud/) if needed.
10/20 SAT	<ul style="list-style-type: none"> • Post at least 500 words of your Digital Community Informational Report Blog to Digital Community Informational Report Blog Peer Review discussion board
10/24 WED	<ul style="list-style-type: none"> • Answer peer review questions for everyone in your group. If you feel that your group is too big, figure out, with your group, how everyone can get at least 2-3 sets of peer review questions each on their blog draft.
10/27 SAT	<ul style="list-style-type: none"> • Digital Community Informational Report Blog Due (1000 words minimum)
10/31 WED	<ul style="list-style-type: none"> • Just chill
11/3 SAT	<ul style="list-style-type: none"> • Post journal entry reflecting on the unit for the Digital Community Informational Report Blog
11/7 WED	<ul style="list-style-type: none"> • Watch "How Social Media Shapes Identity" by Ulrike Schultze https://www.youtube.com/watch?v=C SpyZor-Byk • Read excerpt from "Why Youth Love Social Network Sites" by danah boyd (PDF on CNM Learn) Take quiz on boyd • Read Chapter 28: "Arguments and Persuasive Writing" • https://mytext.cnm.edu/lesson/arguments-and-persuasive-writing/ • Read "Definition Arguments" (PDF on CNM Learn)
11/10 SAT	<ul style="list-style-type: none"> • Read Chapter 4: "Writing for Different Rhetorical Situations" • https://mytext.cnm.edu/lesson/writing-for-different-rhetorical-situations/ • Read excerpt from "Personhood" Chapter of Coming of Age in Second Life by Tom Boellstorff (PDF on CNM Learn) • Take quiz on Boellstorff • Post 1/2 page freewrite to Identity Freewrite discussion board: How is identity defined similarly/differently by boyd and

	Boellstorf? How do you think identity in the Second Life community is similar/different to identity in the digital community you researched? Do you need to do more research on your digital community to understand identity in it? Conduct more primary research (interview, observation, survey) if needed.
11/14 WED	<ul style="list-style-type: none"> Respond to two other posts on Identity Freewrite discussion board Read excerpt from "The User" Chapter of Synthetic Worlds by Edward Castronova (PDF on CNM Learn) Take quiz on Castronova Read Chapter 26: "Recognizing the Rhetorical Situation" https://mytext.cnm.edu/lesson/recognizing-the-rhetorical-situation/ Start group work on argument word cloud (step #1) #1. Through group discussion (via Blackboard, Discord, or any other app) decide on common codes for the argument. Provide examples to your group from the reports you've just read. If you provide persuasive examples from at least two of the three arguments, chances are that it is an important common argument code! In your groups, you might try liking, hearting, upvoting (depending on the app used) the most important codes. In other words, you should respond positively to codes that you think are the most important. If you have enough real-time interaction within your group, you could discuss which codes should be the most important (and therefore bigger in the word cloud). Real-time collaboration is helpful but not necessary for group work. If you can't join real-time discussions it is, however, very important that you provide good examples and a short explanation of them for your choices of common codes for this genre.
11/17 SAT	<ul style="list-style-type: none"> Finish group work on argument word cloud (step #2 & #3): Step #2: Figure out which common codes (from your combined group list) are the most important. For this, you need to explain to your group WHY those codes are important with examples from the arguments (if you haven't already). For instance, which common code was very persuasive? Why? Was it used in all three arguments? Two out of the three? We need to know this because those words should be BIGGER in your group word cloud than the others. This decision should be discussed as a group. You can also use any digital tools you'd like to decide which codes are the most important. You can reply to a post on a common code with why you agree. One student can tally up the number of times a code is listed, or you can use something like SurveyMonkey. It is up to your group how this gets done as long as you come to a reasonable decision on the most important common argument codes. Step #3: Build the word cloud. This will be easy for one person to volunteer to do in the group. If you built the word cloud in the last unit, allow someone else to volunteer to do this step. If your group has given enough information in steps #1 & #2, this should only take a few minutes. Review "How to Make a Word Cloud" (https://www.technokids.com/blog/apps/how-to-make-a-word-cloud/) if needed Read Chapter 6: "Drafting Strategies" https://mytext.cnm.edu/lesson/drafting-strategies/ Read Chapter 7: "Outlining" https://mytext.cnm.edu/lesson/outlining/ Read Chapter 8: "Thesis Development" https://mytext.cnm.edu/lesson/thesis-development/ Post a working thesis on how identity is constructed in the digital community you researched to Working Thesis discussion board.
11/21 WED	<ul style="list-style-type: none"> Read Chapter 9: "Paragraph Development" https://mytext.cnm.edu/lesson/paragraph-development/ Read Chapter 9.1: Paragraph Development contd. https://mytext.cnm.edu/lesson/paragraph-development-contd/ Post at least 500 words of your Digital Identity Argument Blog to Digital Identity Argument Blog Peer Review discussion board
11/24 SAT	<ul style="list-style-type: none"> Answer peer review questions on Digital Identity Argument Blog for everyone in your group. If you feel that your group is too big, figure out, with your group, how everyone can get at least 2-3 sets of peer review questions each on their blog draft.
11/28 WED	<ul style="list-style-type: none"> Continue working on argument blog
12/1 SAT	<ul style="list-style-type: none"> Digital Identity Argument Blog Due (1000 words minimum)
12/5 WED	<ul style="list-style-type: none"> Just chill

12/8 SAT	<ul style="list-style-type: none">• FINAL Journal Entry Due• Post journal entry reflecting on the last unit (Digital Identity Argument Blog) plus your reflection on the entire semester. Review your previous two journal blogs for help in generating your last journal entry.
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