

**NMJC**  
**English**  
**Procedures**  
**2023-24**

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## Revisions and Changes Summary:

1. The ALP corequisite section is now a course of its own: TS 115 ALP Corequisite
2. The Academic Honesty Policy has been updated for use of AI as academic dishonesty.

## General Procedures

### **Assessment:**

Professors *must participate* in assessment. For questions regarding assessment, please contact [Dallas Hulsey](#).

### **Canvas:**

The department requires professors to use the Canvas learning management system to distribute course materials, post grades, and communicate with students. For Canvas access and training, please contact [Terrence Rasco](#).

### **Email:**

Professors have [NMJC email](#) accounts. College administration sends announcements through these accounts. Your NMJC email automatically appears on syllabi for all courses you teach. Check your account regularly.

### **Instructions:**

Students have a right to written instructions for each major writing assignment.

### **Feedback:**

Students have a right to clear feedback on major assignments. For essays, the department uses Grademark through the Turnitin.com integration in Canvas.

### **Late Work:**

Professors should establish clear due dates for daily and major assignments. It is the professor's prerogative to set a late work policy, but the policy should be clear and provide only finite opportunity to submit late work. Common practice among English professors at NMJC is to refuse late work on daily assignments and to accept late major assignments with reasonable penalty for up to three calendar days after the due date.

Likewise, revision opportunities on writing should be finite and should be built into scaffolding assignments with clear due dates available to all students.

### MLA:

The department teaches and uses current MLA standards for formatting and citing.

### Plagiarism Prevention:

Turnitin.com integrates into Canvas. *Screen all writing assignments through Turnitin* by selecting the Turnitin option in the external tool option in a Canvas assignment. Tutorials and FAQ for using Turnitin in Canvas can be found here:

<https://community.canvaslms.com/groups/plagiarism/blog/2015/04/18/canvas-and-turnitin>

### All English syllabi must include the following statement on academic dishonesty:

Any academic dishonesty, cheating, unauthorized collaboration, or plagiarism will result in a grade of 'F' for the semester. Whether intentional or accidental, plagiarism is theft and a violation of academic honesty. Plagiarism includes submitting assignments you did not write or taking uncited portions of your assignment from any source without giving credit. Use of tools, such as language translators, AI, and word spinners qualify as plagiarism. Plagiarism also occurs when altering wording while retaining the ideas of an *uncredited* source (paraphrasing).

Submitting an assignment or part of an assignment done for another course without the permission of both instructors is a violation of academic honesty. If you wish to submit work originally created for another course or from a previous semester, you **must** receive **written** permission from all professors involved prior to resubmitting work. **To avoid plagiarism**, use quotation marks to enclose phrases and sentences from sources. Use MLA parenthetical citations and works cited entries for all paraphrases, summaries, and quotations. For additional information about plagiarism and citing sources, refer to the [OWL](#). Your papers are analyzed for plagiarism and use of AI generated writing by [turnitin.com](https://turnitin.com) and added to the turnitin.com database when you submit them. Students who wish to appeal a professor's decision regarding this policy should use the Academic Dishonesty Process published in the New Mexico Junior College Student Handbook.

### **Lockdown Browser:**

If you administer exams through Canvas, use Respondus Lockdown Browser. Respondus is a browser that locks down the testing environment in Canvas. When the instructor sets up an exam to use Respondus, a student must take the exam in Respondus. Once the student begins the test in Respondus, the student cannot do anything on their computer except take the exam until they submit the completed exam. This means the student cannot Google, print, copy and paste, etc. until the exam is completed. For more information see <http://www.respondus.com/products/lockdown.shtml> Of course, a student in a non-proctored environment like an online course may still use their book, notes, printed materials, or another internet capable device to access or copy answers during an exam, so professors should use the *webcam monitoring* available with the Lockdown browser. Using Respondus in combination with a reasonable time limit can make cheating less convenient. Lockdown browser is available at no cost to students, but students do need a webcam and compatible computer.

### **Academic Dishonesty Reporting:**

As per the [NMJC Student Handbook](#), when a professor detects incidents of plagiarism or other academic dishonesty, notify [Dean Marquez](#) by using the [academic dishonesty form](#). Please also note the issue in Dropout Detective via the Canvas Course Menu.

### **Research:**

We encourage the use of good research practices. Pannell Library offers services to aid research. In addition to traditional print media, these resources include online databases of peer reviewed journal articles and audio-visual materials. Visit the [library's web page](#) to familiarize yourself with the services offered by our library.

Require students to use credible and professional sources. Many sources found on the internet are not credible. Sources like Wikipedia, pages written by students, and quotation collections are *not* professional sources and should not be used because the quality of these sources is questionable for all but the most basic information. Make sure students are aware that the use of

basic reference materials like dictionaries and general encyclopedias are not acceptable research sources in either print (*Encyclopedia Britannica*) or electronic formats (Wikipedia). Databases provided by our library and sources vetted by the professor offer the best research opportunities.

### Syllabi:

All NMJC courses **must have** an official syllabus posted in the NMJC Online System. Syllabi **must conform** to college and department standards. For details each course, please consult the appropriate section of this handbook.

### The Department Guides:

The “Essay Guide” and the “Research Guide” are *required resources*. Use the Essay Guide in ENGL 1110 and the research Guide in ENGL 1120 and sophomore literature courses.

For *linking* to the guides as webpages, use these links:

Essay Guide: <https://www.softchalkcloud.com/lesson/serve/uRhBvQ0DFqA6bH/html>

Research Guide: <https://www.softchalkcloud.com/lesson/serve/fLFSuenK76Dh15/html>

**The guides include quiz questions, and you can use the guides as self-grading assignments in your Canvas courses by following the steps in this tutorial and using these LTI assignment links:**

Tutorial: <https://youtu.be/ndXUyz2gESo>

LTI Link for the Essay Guide:

<https://www.softchalkcloud.com/scorecenter/lti/uRhBvQ0DFqA6bH>

LTI Link for the Research Guide:

<https://www.softchalkcloud.com/scorecenter/lti/fLFSuenK76Dh15>

If you need help setting up the guides in your courses, please contact [Dallas Hulsey](#).

*For information on college wide procedures, please consult the New Mexico Junior College Employee Handbook.*

# Teaching Guide: Review I: TS 113A

## Course Description:

This course is designed to assist those students whose ability level in writing requires practice and background development. It provides a review of grammar as well as the teaching of the fundamentals of idea development, support, and organization. This course cannot be substituted for any of the English requirements that lead to an associate degree. The student must attain a grade of C or better to advance. This is a three credit hour course. Prerequisite: TS 103 Basic English Skills or attainment of an appropriate score on a placement exam

## The Syllabus:

*All TS 113A syllabi must contain the following departmentally standardized information:*

### Prerequisite(s)

TS 193 (Basic English Skills) or a placement score of 237-249 on the Next Gen Accuplacer test.

### Corequisite(s)

None.

### Required Materials<sup>1</sup>

Langan, John and Zoe L. Albright. *College Writing Skills with Readings*. 11th.ed. New York: McGraw-Hill education. 2022. (New, student editions only). ISBN-13: 978-1265635732

## NEW MEXICO STUDENT LEARNING OUTCOMES (COMMON COURSE)

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<sup>1</sup> Professors may add additional materials like pens, flash drives, scantron sheets, etc., but *required* items must appear in the list of required materials on the syllabus, and each professor must have students make use of anything that appears in the Required Materials Section of the syllabus.

Students should be able to:

- Learn and practice the six stages of the writing process.
- Write a unified and coherent paragraph based on an appropriate topic sentence.
- Develop a single paragraph using a particular pattern of development.
- Revise a single paragraph to improve its presentation of ideas.
- Understand and write simple sentences that are relatively free from errors.
- Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
- Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.
- Students will use effective rhetorical strategies to persuade, inform, and engage.
- Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
- Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.
- Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

### **SPECIFIC COURSE STUDENT LEARNING OUTCOMES**

Students should be able to:

- use the steps of the writing process (generating ideas, planning, organizing, drafting, revising, editing) both individually and collaboratively to generate paragraphs and essays.
- understand and apply standard conventions for clear, effective communication.
- demonstrate increased self-confidence as a writer through interaction with peers and participation in collaborative groups.
- read, analyze, and reflect on a wide variety of prose to increase knowledge and understanding.



- demonstrate increased proficiency in the application of grammar and mechanics in the writing process.
- write a minimum of four paragraphs and/or essays that demonstrate knowledge in the effective use of the writing process.
- read, discuss, and revise selected model paragraphs.
- write an acceptable final exam.

### **Minimum Course Standards:**

*When teaching TS 113 A, professors will have students meet the following minimum standards:*

- Students must finish the class with a C or better to progress to the next class.
- All major assignments must be submitted to earn a C or better in the course.
- Students should write a diagnostic assignment in the classroom the first week.
- As major assignments, students should write at least 4 formal writing assignments of at least 350 words.
- Students should write at least one five-paragraph essay of at least 450 words and no more than 600.
- A writing assignment must show proficiency in simple sentence structure to receive a passing score.
- A writing assignment must be comprehensible and coherent to receive a passing score.
- Students should understand: introduction, body, conclusion, paragraph, topic sentence, and essay.
- Students must use MLA format in major assignments.
- Major assignments must be submitted through Canvas and screened by Turnitin.
- Final drafts of major writings should be at least 70% of the term grade.

## Teaching Guide: Review II: TS 113C

### Course Description:

This course is a continuation of TS 113A Review of English I and builds upon the foundations of usage and of sentence skills. Students will have the opportunity to strengthen their writing ability with the development, support, and organization of ideas using the five paragraph essay. This course cannot be substituted for any of the English requirements that lead to an associate degree. The student must attain a grade of C or better to advance. This is a three credit hour course. Prerequisite: TS 113A Review of English I or attainment of an appropriate score on a placement test.

### The Syllabus:

*All TS 113C syllabi must contain the following departmentally standardized information:*

#### Prerequisite(s)

Successful completion of Review of English I or a an appropriate score on a placement test.

#### Corequisite(s)

None.

#### Required Materials<sup>2</sup>

Hawkes Learning. *Navigating Narratives: A Thematic Reader*. Hawkes Learning. 2022. ISBN: 978-1-64277-499-3.

### NEW MEXICO STUDENT LEARNING OUTCOMES (COMMON COURSE)

Students should be able to:

Students should be able to:

- write a unified and coherent paragraph based on an appropriate topic sentence.
- revise a single paragraph to improve its presentation of ideas.

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<sup>2</sup> Professors may add additional materials like pens, flash drives, scantron sheets, etc., but *required* items must appear in the list of required materials on the syllabus, and each professor must have students make use of anything that appears in the Required Materials Section of the syllabus.

- write brief essays (500-600 words) that are organized, unified, and coherent.
- understand and write simple sentences that are relatively free from errors.
- write an acceptable in-class essay on a standardized topic.
- analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
- express a primary purpose in a compelling statement and order supporting points logically and convincingly.
- use effective rhetorical strategies to persuade, inform, and engage.
- employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
- integrate research correctly and ethically from credible sources to support the primary purpose of a communication.
- engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

### **SPECIFIC COURSE STUDENT LEARNING OUTCOMES**

Students should be able to:

- use the steps of the writing process (generating ideas, planning, organizing, drafting, revising, editing) both individually and collaboratively to generate paragraphs and essays.
- understand and apply standard conventions for clear, effective communication.
- demonstrate increased self-confidence as a writer through interaction with peers and participation in collaborative groups.
- read, analyze, and reflect on a wide variety of readings to increase knowledge and understanding.
- demonstrate increased proficiency in the application of grammar and mechanics in the writing process.
- demonstrate the use of a paragraph in the context of an essay.

- write well-developed essays with attention to voice, audience, and purpose.
- write a minimum of four five-paragraph essays that demonstrate increased control of the writing process evidenced by five-paragraph essays that are focused, organized, and well-developed.
- write an acceptable final exam essay

### **Minimum Course Standards:**

*When teaching TS 113 C, professors will have students meet the following minimum standards:*

- Students must finish the class with a C or better to progress to the next class.
- All *major* assignments must be submitted to earn a C or better in the course.
- Students should write a diagnostic assignment in the classroom the first week.
- Professors should use and teach chapters 1, 2,3,6,8,9,10,12 *The Great Grammar Book*.
- For major assignments, students should write at least four five-paragraph essays of at least 450 words and no more than 750. At least one of these essays must be 700 words.
- A writing assignment must show proficiency in sentence structure and mechanics to receive a passing score.
- Major writing assignments must be organized, supported, developed into five paragraphs to receive a passing score.
- Students should understand: MLA format title, introduction, body, conclusion, paragraph, classical essay structure (5 paragraph), thesis statement and correlating topic sentences.
- Students must use MLA format in major assignments.
- Major assignments must be submitted through Canvas and screened by Turnitin.
- Awareness of the need to cite and use of common sense citation.
- Use of MLA citations in the 700-word essay with sources and Works Cited entries for copy and pasting provided by the professor.
- Final drafts of major writings should be at least 70% of the term grade.

# Teaching Guide: Composition I: ENGL 1110

## Course 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.

## The Syllabus:

*All ENGL 1110 syllabi must contain the following departmentally standardized information:*

### Prerequisite(s)

Acceptable score on placement test or successful completion of TS 113C.

### Corequisite(s)

None.

### Course Rationale

ENGL 1110 provides instruction in methods of clear, effective writing, including audience, purpose, prewriting, planning, drafting, revising, and editing. Students learn to evaluate, analyze, and synthesize ideas and to communicate in appropriately focused and logically argued discourse. The course emphasizes critical reading of non-fiction.

Composition I is required for NMJC degree programs, and a passing grade transfers to all public colleges and universities in New Mexico. For transferability to schools outside of New Mexico, please consult the transfer school.

### Required Materials<sup>3</sup>

Clouse, Barbara Fine. *A Troubleshooting Guide for Writers: Strategies and Process*. McGraw-Hill, 2013. ISBN: 978-0-07-340591-9.

In addition, select and use readings from the databases available in Pannell Library. The Opposing Viewpoints database works well for ENGL 1110. Please include the following statement *or something similar* in the required materials section of the syllabus:

This course uses online readings from Pannell Library. These readings are available online on a computer, tablet, or smartphone with an internet connection at no cost to you and appear in Canvas. If you prefer to print out the readings for offline reading, set aside a budget for printing or use free printing in the Pannell Library on the NMJC campus.

Here is a tutorial on accessing the readings:

<https://www.nmjc.edu/program/humanities/documents/AccessingEN113ReadingsinCanvas.pdf>

Here are relevant tutorials for using the databases as a textbook:

Tutorial for professors on searching databases and linking to articles in Canvas:

<http://youtu.be/PzEODTvLFcE>

Tutorial on Opposing Viewpoints database for instructors:

<http://youtu.be/OKzwS6GwjY>

.pdf tutorial on doing research in Opposing Viewpoints database for students:

<https://www.nmjc.edu/program/humanities/documents/Opposingviewpoints.pdf>

### DEPARTMENTAL STUDENT LEARNING OUTCOMES

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<sup>3</sup> Professors may add additional materials like pens, flash drives, scantron sheets, etc., but *required* items must appear in the list of required materials on the syllabus, and each professor must have students make use of anything that appears in the Required Materials Section of the syllabus. In cases like high school dual credit courses, textbooks may be altered with the consent of NMJC's Vice President of Instruction.

## New Mexico Junior College English Program

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New Mexico Junior College's Humanities Department uses the Student Learning Outcomes established by the Higher Education Department in the State of New Mexico. By the end of the semester, students should be able to:

1. Analyze communication through reading and writing skills.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Express a primary purpose and organize supporting points logically.
4. Use and document research evidence appropriate for college-level writing.
5. Employ academic writing styles appropriate for different genres and audiences.
6. Identify and correct grammatical and mechanical errors in their writing.

### **SPECIFIC COURSE STUDENT LEARNING OUTCOMES**

By the end of the semester, students should be able to:

- Express information concisely.
- Structure and organize information.
- Develop information with content appropriate to an assignment's purpose.
- Discover and limit a subject for writing.
- Generate a thesis statement for a series of related and unified paragraphs.
- Organize a paragraph around a single point.
- Adopt appropriate voice, tone, and level of formality.
- Generate clear sentences according to standard English syntax.
- Determine supporting details for a topic.
- Demonstrate an ability to use a variety of rhetorical techniques such as: description, cause/effect, analogy/example, narration, definition, comparison/contrast, process, persuasion, and classification.
- Edit and revise writing to improve effectiveness in such areas as: clarity, organization, unity, logic, coherence, and audience appropriateness.
- Proofread a piece of writing to correct grammatical, mechanical, and spelling errors.
- Evaluate writing for organization, execution, and content.
- Show an understanding of intellectual property rights and plagiarism, including the use of

appropriate documentation for sources.

- Use basic MLA format.

### **Minimum Course Standards:**

*When teaching ENGL 1110, professors will have students meet or exceed the following minimum standards:*

- Students must receive a copy of the “Essay Guide”:  
<https://www.softchalkcloud.com/lesson/serve/uRhBvQ0DFqA6bH/html>
- Professors should integrate this guide into their courses. Require students to read the guide. Quiz students over the guide. Refer to the guide in instructions and feedback on major writing assignments.
- Students should write a diagnostic in the classroom, testing center, with Lockdown Browser and webcam or other proctored setting.
- Students should write four formal essays of at least 900 words each.
- Five thousand to seven thousand words of writing should be required of students through a combination of formal papers, exams, journals, response papers, online discussions, annotations, etc.
- In addition to the four formal essays, students should write a timed final essay exam of at least 750 words and five paragraphs with a title, introduction, thesis, three paragraph body, and conclusion.
- Each major essay should be formatted in current MLA style.
- Each major essay should consist of a title, introduction with a thesis statement, a body of at least three paragraphs, topic sentences for each body paragraph, and a conclusion.
- Each major essay should be free of the most egregious mechanical and grammatical errors, including sentence fragments and run-on sentences.
- Professors should teach basic research and MLA citation.
- At least three of the major essays should require the use of sources and citations.
- Grade calculations should not allow a student to fail *every* major essay and earn a passing grade in the course.



# Teaching Guide: ALP: Combined TS113C & ENGL 1110

## Minimum Course Standards:

*When teaching ALP sections, professors will have students meet or exceed the following minimum standards:*

- ALP sections are a corequisite model where a student takes Review II (designated as TS 115 ALP Co Req for ALP classes) and an accompanying ENGL 1110 section with the same professor in the same term.
- Normal standards and objectives for ENGL 1110 apply to ALP sections of ENGL 1110.
- Enrollment for ENGL 1110 consists of twelve seats for ENGL 1110 ready students and twelve seats for TS115 students.
- Any student who achieves the ALP placement requirement is eligible to enroll in an ALP class by taking the linked TS115 section and the ENGL 1110 section.
- To receive credit for ENGL 1110 in an ALP section, students must pass both TS115 and ENGL 1110.
- The textbook for TS113C courses is not used in ALP sections.
- To be marked present for the day, an ALP student must attend both the ENGL 1110 session and the TS1135 session.
- The course grade in an ALP TS115 should be calculated with 40% of the grade being taken from the final drafts of major essays in the corresponding ENGL 1110 section.
- Grammar is taught in the context of student writing.

**Course Description Addendum for TS113C ALP sections:**

The TS1135 section of this course provides intensive instruction and practice in writing coherent paragraphs and essays for specific audiences. The course includes the process of drafting, revising, and editing. This section is part of an Accelerated Learning Program (ALP), which enables you to complete Review II and ENGL 1110 in the same semester rather than requiring that you complete TS113C before taking ENGL 1110. This program enables you to develop writing skills quickly and to complete your college writing requirements faster than with the typical sequential approach to these classes. As you are concurrently enrolled in ENGL 1110, you are required to complete all of the assignments in that course, in addition to the assignments that you will receive here to successfully earn the English 1110 credit. **You must pass the TS115 portion of the course to receive a passing grade in ENGL 1110. You must attend both sections each class day, or you will be marked absent in both sections for the day.**

### The Syllabus:

ALP sections require separate syllabi and Canvas shells for TS115 and the corequisite ENGL1110. The ENGL 1110 section should adhere to normal procedures for that class.

*All TS115 syllabi must contain the following departmentally standardized information:*

**Prerequisite(s)**

Acceptable score on placement test.

**Corequisite(s)**

Enrollment in the accompanying ALP section of ENGL 1110

**Courtesy of CCBC, suggested Activities for ALP sections of TS113C:**

- Significant revision is a necessary component of the TS113C course, so activities that allow students to engage in a progressive approach to grading are encouraged.
- Students should submit some assignments and activities in TS113C that are separate from those submitted for ENGL 1110.

- The following assignments/activities can be used to support the objectives in TS113C (though this is not an exhaustive list):

|                                         |                                                             |
|-----------------------------------------|-------------------------------------------------------------|
| Journaling                              | Focus on and share out – specific parts of the text         |
| Reflections on readings                 | Focus on and share out – teacher supplied outside resources |
| Dialectical notes                       | Focus on and share out – student generated research         |
| Presentations on readings               | Connect text to Hobbs                                       |
| Responses to readings                   | Speed dating                                                |
| Activities to build essays              | Best Summary                                                |
| Quick writes                            | Presented annotation                                        |
| Connected quotes                        | Create an assessment                                        |
| Re-writes of texts                      | Reflective Writing                                          |
| Written responses to videos and visuals | Peer review                                                 |

# Teaching Guide: Composition II: ENGL 1120

## Course Description:

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.

### **The Syllabus:**

*All ENGL 1120 syllabi must contain the following departmentally standardized information:*

#### **Prerequisite(s)**

Successful completion of ENGL 1110

#### **Corequisite(s)**

None.

#### **Course Rationale**

As a continuation of ENGL 1110, ENGL 1120 teaches research-based thinking and writing, which enhances the ability of students to make connections between themselves and others, creating a deeper understanding of the world and their roles in it. Critical thinking and analytical skills learned from researching literature are valuable skills for everyone.

Composition II is required for most NMJC degree programs, and a passing grade transfers to all public colleges and universities in New Mexico. For transferability to schools outside of New Mexico, please consult the transfer school.

### Required Materials<sup>4</sup>

Schilb, John, and John Clifford. *Making Literature Matter: An Anthology for Readers and Writers*. 7th ed., Bedford/St. Martin's/Macmillan Learning, 2018. ISBN: 9781319118280

*Note that this edition and ISBN is an ebook for use in [Perusall](#). Be sure to note in your syllabus that students must purchase codes from Perusall or the NMJC bookstore to ensure the proper access code for the Perusall edition of this textbook.*

### STATE STUDENT LEARNING OUTCOMES

New Mexico Junior College's Humanities Department uses the Student Learning Outcomes established by the Higher Education Department in the State of New Mexico. By the end of the semester, students should be able to:

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).

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<sup>4</sup> Professors may add additional materials like pens, flash drives, scantron sheets, etc., but *required* items must appear in the list of required materials on the syllabus, and each professor must have students make use of anything that appears in the Required Materials Section of the syllabus. In cases like high school dual credit courses, textbooks may be altered with the consent of NMJC's Vice President of Instruction.

### **SPECIFIC COURSE STUDENT LEARNING OUTCOMES**

Students should be able to:

- Demonstrate continued proficiency in ENGL 1110 Learning Outcomes.
- Recognize and use the basic vocabulary of literary criticism and analysis.
- Analyze literary works for elements, such as theme, character, plot, setting, symbolism, tone, and imagery.
- Demonstrate how culture, economics, religion, historical influence, etc. affects literary meaning.
- Differentiate between the short story, essay, poetry, and/or drama genres.
- Construct analysis of literary works in writing.
- Perform research and integrate sources into writing with proper documentation.
- Design and execute a properly formatted and documented research paper.
- Use basic MLA format and citation guidelines.
- Define a problem.
- Use appropriate technology and information systems.
- Collect information.
- Evaluate and / or analyze information.
- Organize information.

### **Minimum Course Standards:**

*When teaching ENGL 1120, professors will have students meet or exceed the following minimum standards:*

- Students should read and analyze works in multiple genres.
- Students should learn analytical concepts, such as point of view, characterization, protagonist, antagonist, static character, dynamic character, flat character, round character, plot, setting, symbol, metaphor, theme, lyric poem, narrative poem, stanza, tone, and imagery.

- Students should complete a *minimum* of five *major* assignments, such as a combination of exams, papers, and presentations. The assignments should include at least two papers requiring use and documentation of sources, including one major research paper.
- Five thousand to seven thousand words of writing should be required of students through a combination of formal papers, exams, journals, response papers, online discussions, etc.
- Students should receive a copy of the “Essay Guide” early in the course as a review from ENGL 1110: <https://www.softchalkcloud.com/lesson/serve/uRhBvQ0DFqA6bH/html>. Professors should integrate the “Essay Guide” into their courses. Require students to read the guide. Quiz students over the guide. Refer to the guide in instructions and feedback on major writing assignments.
- Students must receive a copy of the “Research Guide” <https://www.softchalkcloud.com/lesson/serve/fLFSuenK76Dh15/html>. Professors should integrate this guide into their courses. Require students to read the guide. Quiz students over the guide. Refer to the guide in instructions and feedback on the research paper.
- Professors should devote a significant amount of class time to discuss research methods and citation throughout the semester.
- Professors should also devote consistent and significant class time to discuss gathering, evaluating, using, and synthesizing sources.
- Students should be familiar with primary sources, secondary sources, and peer reviewed sources.
- Students *must* submit a **major** research paper to earn a passing grade in the course.
- The **major** research paper should be a *minimum* of 1,500 words and not more than 2,000, including formatting and Works Cited.
- The research paper should include a title, an introduction with a thesis, a body of *at least* three paragraphs (preferably more), a conclusion, and a Works Cited page.
- The research paper topic should be focused and coherent. While the specific topic is up to the professor, the research paper should be analytical in nature and should avoid

excessive exposition in matters like biography, plot summary, and fact finding. Avoid “book report” assignments that ask students to present a review of an author’s life and career.

- Students should use and cite a variety of sources while avoiding use of nonprofessional sources like general encyclopedias and Wikipedia. Sources should include six to eight secondary sources in addition to primary sources in the major research paper.
- Formal writing assignments should be formatted in current MLA style.
- Formal writing assignments should be free of the most egregious mechanical and grammatical errors, including sentence fragments and run-on sentences.
- Grade calculations should not allow a student to fail *every* major assignment and earn a passing grade in the course.
- The **major** research paper is a core assignment for this course and should be at least thirty percent of the student’s overall grade. **Any research paper a student submits without research and/or MLA citations should receive a zero.**



# Teaching Guide: Sophomore Literature Courses

## Specific Course Student Learning Outcomes for all Sophomore Literature Courses:

By the end of the semester, students should be able to:

1. demonstrate continued proficiency in ENGL 1120 course objectives.
2. analyze literary works for elements, such as theme, character, plot, setting, symbolism, tone, and imagery.
3. recognize, interpret, analyze, discuss, criticize, and evaluate works of literature in the period or genre.
4. identify, distinguish, and evaluate authors of the period.
5. interpret, organize, and evaluate knowledge of the period or genre and its relationship to the authors and their works.
6. recognize and use the relevant vocabulary of literary criticism and analysis.

## Course Descriptions and State Outcomes:

### ENGL 1410. Introduction to Literature

#### Course Description

In this course, students will examine a variety of literary genres, including fiction, poetry, and drama. Students will identify common literary elements in each genre, understanding how specific elements influence meaning.

#### Student Learning Outcomes

By the end of the semester, students should be able to:

1. Identify, define, and understand basic literary conventions and themes in fiction, poetry and drama.
2. Write reasonable, well-supported analyses of literature that ethically integrate evidence from texts.

### **ENGL 2380. Introduction to Short Fiction**

#### **Course Description**

This course is an introduction to the study of short fiction, focusing on the use of critical approaches to analyze the ways that narrative is created. Students will read and analyze a diverse range of texts that may include varying time periods, nationalities, regions, genders, and ethnicity.

#### **Student Learning Outcomes**

By the end of the semester, students should be able to:

- Read a selection of fictional works.
- Identify literary devices of short fiction, such as plot, character, setting, point of view, and theme.
- Use critical approaches and engage in discussions to analyze fiction.
- Define the strengths and limitations of short fiction forms.

### **ENGL 2515. Types of Literature II**

#### **Course Description**

This course examines selected literary works from one or more genres. The successful Students' critical thinking skills are developed through close reading of the genres presented And exploration into the cultural, social, political, and/or historical influences on the works. Writing assignments may include journaling, a research project, critical commentaries, And/or oral reports.

### **Student Learning Outcomes**

By the end of the semester, students should be able to:

1. demonstrate continued proficiency in ENGL 1120 course objectives.
2. analyze literary works for elements, such as theme, character, plot, setting, symbolism, tone, and imagery.
3. recognize, interpret, analyze, discuss, criticize, and evaluate works of literature created during the period.
4. identify, distinguish, and evaluate authors of the period.
5. interpret, organize, and evaluate knowledge of the period and its relationship to the authors and their works.
6. recognize and use the relevant vocabulary of literary criticism and analysis.

### **ENGL 2580. Science Fiction**

#### **Course Description**

Close reading and analysis of major science fiction works. Explores science fiction as cultural metaphor and modern myth.

### **Student Learning Outcomes**

By the end of the semester, students should be able to:

1. To understand the way science fiction texts reflect larger culture issues, fears, and desires.
2. To apply the techniques of literary analysis and cultural analysis to a wide variety of science fiction texts.
3. To discuss the development and evolution of science fiction.
4. To practice critically speaking and writing about science fiction.
5. To explore the full range and complexity of science fiction.

### ENGL 2585. Science Fiction

#### **Course Description**

A study of the folk origins of the horror story and its manifestations in mainstream and genre fiction and film.

#### **Student Learning Outcomes**

Students will be able:

1. To understand the way horror literature texts reflect larger culture issues, fears, and desires.
2. To apply the techniques of literary analysis and cultural analysis to a wide variety of horror literature texts.
3. To discuss the development and evolution of horror literature.
4. To practice critically speaking and writing about horror literature.
5. To explore the full range and complexity of horror literature.

### ENGL 2610. American Literature I

**Course description** This course surveys American literature from the colonial period to the mid-nineteenth century. This course provides students with the contexts and documents necessary to understand the origins of American Literature and the aesthetic, cultural, and ideological debates central to early American culture.

#### **Student Learning Outcomes**

By the end of the semester, students should be able to:

1. Recognize the traditions of American literature and their connection to issues of culture, race, class, and gender.
2. Demonstrate familiarity with a variety of major works by American authors.
3. Explore the various influences and sources of American literature.

4. Apply effective analytic and interpretive strategies to American literary works using academic conventions of citation and style.

### **ENGL 2620 American Literature II**

#### **Course Description**

This course surveys American literature from the mid-nineteenth-century to the contemporary period. This course provides students with the contexts and documents necessary to understand American Literature and the aesthetic, cultural, and ideological debates central to American culture.

#### **Student Learning Outcomes**

By the end of the semester, students should be able to:

1. Recognize the traditions of American literature and their connection to issues of culture, race, class, and gender.
2. Demonstrate familiarity with a variety of major works by American authors.
3. Explore the various influences and sources of American literature.
4. Apply effective analytic and interpretive strategies to American literary works using academic conventions of citation and style.

### **ENGL 2630. British Literature I**

**Course Description** This course offers a study of British literature from its origins in Old English to the 18th century. This survey covers specific literary works—essays, short stories, novels, poems, and plays—as well as the social, cultural, and intellectual currents that influenced the literature.

#### **Student Learning Outcomes**

By the end of the semester, students should be able to:

1. Read and discuss representative works of British writers from its origins in Old English to the 18th century to understand cultural and historical movements which influenced those writers and their works.

2. Identify the characteristics of various British literary genres, such as the essay, novel, short story, poetry, and dramatic literature.
3. Apply effective analytic and interpretive strategies to British literary works using academic conventions of citation and style.

### **ENGL 2640. British Literature II**

#### **Course Description**

This course offers a study of British literature from the 18th century to the present. This survey covers specific literary works—short stories, novels, poems, and plays—as well as the social, cultural, and intellectual currents that influenced the literature.

#### **Student Learning Outcomes**

By the end of the semester, students should be able to:

1. Read and discuss representative works of British writers from the 18th century to the present to understand cultural and historical movements, which influenced those writers, and their works.
2. Identify the characteristics of various British literary genres, such as the essay, novel, short story, poetry, and dramatic literature.
3. Apply effective analytic and interpretive strategies to British literary works using academic conventions of citation and style.

### **ENGL 2650. World Literature I**

#### **Course Description**

In this course, students will read representative world masterpieces from ancient, medieval, and Renaissance literature. Students will broaden their understanding of literature and their knowledge of other cultures through exploration of how literature represents individuals, ideas and customs of world cultures. The course focuses strongly on examining the ways literature and culture intersect and define each other.

#### **Student Learning Outcomes**

By the end of the semester, students should be able to:

1. Identify and comprehend key authors and literary works from ancient periods to the Enlightenment.
2. Understand each text's historical and cultural context.
3. Identify and analyze a variety of literary forms, including poetry, plays, and philosophical and religious texts.
4. Compare works from different cultures and historical periods examining genre, style, and content or theme.
5. Analyze how literary works reflect historical, national, cultural, and ethnic differences.

### **ENGL 2660. World Literature II**

#### **Course Description**

In this course, students will read representative world masterpieces from the 1600s to the present. Students will broaden their understanding of literature and their knowledge of other cultures through exploration of how literature represents individuals, ideas and customs of world cultures. The course focuses strongly on examining the ways literature and culture intersect and define each other.

#### **Student Learning Outcomes**

By the end of the semester, students should be able to:

1. Identify and comprehend key authors and literary works from the 1600s to the present.
2. Understand each text's historical and cultural context.
3. Identify and analyze a variety of literary forms, including poetry, plays, and philosophical and religious texts.
4. Compare works from different cultures and historical periods examining genre, style, and content or theme.
5. Analyze how literary works reflect historical, national, cultural, and ethnic differences.

## **The Syllabus:**

*All Sophomore Literature syllabi must contain the following departmentally standardized information:*

**Prerequisite(s)**

Successful completion of ENGL 1120.

**Corequisite(s)**

None.

**Course Rationale**

The study of literature empowers students by introducing them to people, places, and customs they might not otherwise personally experience. Learning to communicate this experience enhances the ability of students to make connections between themselves and others, create a deeper understanding of the world and their roles in it. Critical thinking and analytical skills learned from studying literature are valuable skills for life and any scholastic endeavor, and learning to appreciate the entertainment value of literature provides students with outlets for recreation and relaxation that will last a lifetime.

Sophomore English is required for many NMJC degree programs, and a passing grade transfers to all public colleges and universities in New Mexico. For transferability to schools outside of New Mexico, please consult the transfer school.

**Required Materials<sup>5</sup>**

**ENGL 1410. Introduction to Literature & ENGL 2515 Types of Literature II:**

Required texts vary by course theme. Please consult with the Department Chair and Dean when choosing textbooks.

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<sup>5</sup> Professors only need to include the materials appropriate to their particular course in the syllabus.

Professors may add additional materials like pens, flash drives, scantron sheets, etc., but *required* items must appear in the list of required materials on the syllabus, and each professor must have students make use of anything that appears in the Required Materials Section of the syllabus. In cases like high school dual credit courses, textbooks may be altered with the consent of NMJC's Vice President of Instruction.



### **ENGL 2380 Introduction to Short Fiction**

Lawn, Beverly, and Joanne Diaz, editors. *40 Short Stories: a Portable Anthology*. 6th ed., Bedford / St. Martin's, 2020. (ISBN 9781319355579)

The above book, *40 Short Stories: a Portable Anthology*. is an ebook through an online service called Perusall. You must purchase access online when accessing the book through Canvas, or you may purchase an access code through the NMJC bookstore.

Foster, Thomas C. *How to Read Literature like a Professor: a Lively and Entertaining Guide to Reading between the Lines*. Revised ed., Harper Perennial, 2017. (ISBN: 978-0062301673).

### **ENGL 2580 Science Fiction**

Evans, Arthur B. *The Wesleyan Anthology of Science Fiction*. Middletown, Wesleyan University Press, 2010. **ISBN: 978-0819569554**

Weir, Andy. *The Martian*. New York, Random House, 2014. **ISBN: 978-0553418026**

### **ENGL 2585 Horror Fiction**

Hartwell, David G., editor. *The Dark Descent*. 1987. **ISBN: 9780312862176**. Do not purchase an ebook version of this text;

Matheson, Richard. *I Am Legend*. 1995. **ISBN: 9780765357151**

### **ENGL 2610 American Literature I**

Cain, William, ed. *American Literature Volume I*. 2nd ed. Pearson, 2004. **ISBN: 978-032183863-6**

### **ENGL 2620. American Literature II**

Cain, William, et al., editors. *American Literature Volume II*. 2nd ed. Pearson, 2014. **ISBN: 978-0134053363**

### **ENGL 2630. British Literature I**

Greenblatt, Stephen, et al., editors. *The Norton Anthology of English Literature, The Major Authors, Volume I*. 10th ed. W.W. Norton, 2018. **ISBN: 978-0-393-60308-8**

**ENGL 2640. British Literature II**

Greenblatt, Stephen, et al., editors. *The Norton Anthology of English Literature, The Major Authors, Volume I*. 10th ed. W.W. Norton, 2018. ISBN: 978-0-393-60309-5

**ENGL 2650. World Literature I**

Puchner, Martin. *The Norton Anthology of World Literature*. Shorter 4th ed., vol. 1, W. W. Norton & Company, 2019. ISBN: 978-0-393-60287-6

**ENGL 2660. World Literature II**

Puchner, Martin. *The Norton Anthology of World Literature*. Shorter 4th ed., vol. 2, W. W. Norton & Company, 2019. ISBN: 978-0-393-60288-3

**SPECIFIC COURSE STUDENT LEARNING OUTCOMES**

By the end of the semester, students should be able to:

- Demonstrate continued proficiency in ENGL 1120 Learning Outcomes.
- Analyze literary works for elements, such as theme, character, plot, setting, symbolism, tone, and imagery.
- Recognize, interpret, analyze, discuss, criticize, and evaluate works of literature created during the period.
- Identify, distinguish, and evaluate authors of the period.
- Interpret, organize, and evaluate knowledge of the period and its relationship to the authors and their works.
- Recognize and use the relevant vocabulary of literary criticism and analysis.

**Minimum Course Standards:**

*When teaching Sophomore Literature Courses, professors will have students meet or exceed the following minimum standards:*

- Students should demonstrate knowledge of analytical concepts appropriate to assigned readings, such as point of view, characterization, protagonist, antagonist, static character, dynamic character, flat character, round character, plot, setting, symbol, metaphor, theme, lyric poem, narrative poem, stanza, tone, and imagery.
- Students should complete a *minimum* of five *major* assignments, such as a combination of exams, papers, and presentations. The assignments should include at least two papers: the research paper and at least one other essay assignment.
- Students should receive a copy of the “Essay Guide” early in the course as a review from ENGL 1110: <https://www.softchalkcloud.com/lesson/serve/uRhBvQ0DFqA6bH/html>
- Professors should integrate this guide into their courses. Require students to read the guide. Quiz students over the guide. Refer to the guide in instructions and feedback on major writing assignments.
- Students should receive a copy of the “Research Guide”:  
<https://www.softchalkcloud.com/lesson/serve/fLFSuenK76Dh15/html>. Professors should integrate this guide into their courses. Require students to read the guide. Quiz students over the guide. Refer to the guide in instructions and feedback on the research paper.
- Professors should use some class time to review research methods and citations.
- Professors should discuss gathering, evaluating, and using sources.
- Students *must* submit a research paper to earn a passing grade in the course.
- The **major** research paper should be a *minimum* of 1,500 words and not more than 2,000, including formatting and Works Cited.
- The research paper should include a title, an introduction with a thesis, a body of *at least* three paragraphs, a conclusion, and a Works Cited page.
- The research paper topic should be focused and coherent. While the topic is up to the professor, the research paper should be analytical in nature and should avoid excessive exposition such matters as biography, plot summary, and fact finding. Avoid “book report” assignments that ask students to present a review of an author’s life and career.

- Students should use and cite a variety of sources while avoiding use of nonprofessional sources like general encyclopedias and Wikipedia. Sources should include six to eight secondary sources in addition to primary sources in the major research paper.
- Formal writing assignments should be formatted in current MLA style.
- Formal writing assignments should be free of the most egregious and moderate mechanical and grammatical errors, including sentence fragments, run-on sentences, coordinating conjunctions, and possessives.
- Grade calculations should not allow a student to fail *every* major assignment and earn a passing grade in the course.
- The research paper is a core assignment for this course and should be at least thirty percent of the student's overall grade. **Any research paper a student submits without research and/or citations should receive a zero.**

# Teaching Guide: Creative Writing: ENGL 2310

## Course Description

This course will introduce students to the basic elements of creative writing, including short fiction, poetry, and creative nonfiction. Students will read and study published works as models, but the focus of this "workshop" course is on students revising and reflecting on their own writing. Throughout this course, students will be expected to read poetry, fiction, and non-fiction closely, and analyze the craft features employed. They will be expected to write frequently in each of these genres.

### Student Learning Outcomes

- 1.Participate in a constructive conversation and community about creative writing.
- 2.Read and critically engage with a variety of texts.
- 3.Compose creative works in various genres of creative writing.
- 4.Provide respectful, honest, and critical feedback to peers about their work.
- 5.Revise creative work based on peer feedback and critique.
- 6.Develop thoughtful workshop reflection on students' own writing and writing process.
- 7.Evaluate and engage with publication process.

**Prerequisite:** ENGL 1120 *or* ENGL 1110 and corequisite of ENGL 1120

### The Syllabus:

*All Creative Writing syllabi must contain the following departmentally standardized information:*

### Course Rationale

Sophomore English is required for many NMJC degree programs, and a passing grade transfers to all public colleges and universities in New Mexico. For transferability to schools outside of New Mexico, please consult the transfer school.

### Required Materials<sup>6</sup>

Varies.

### SPECIFIC COURSE STUDENT LEARNING OUTCOMES

By the end of the semester, students should be able to write materials that:

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<sup>6</sup> Professors may add additional materials like pens, flash drives, scantron sheets, etc., but *required* items must appear in the list of required materials on the syllabus, and each professor must have students make use of anything that appears in the Required Materials Section of the syllabus. In cases like high school dual credit courses, textbooks may be altered with the consent of NMJC's Vice President of Instruction.

- Demonstrate continued proficiency in ENGL 1120 Learning Outcomes.
- Use rhetorical techniques, such as figurative language, imagery, simile, metaphor, irony and rhythm as appropriate.
- Construct different modes of narrative, such as poetry, short stories, screenplays, essays, etc..
- Demonstrate proficiency in development to involve the reader in concrete experiences.
- Use personal observation as material for the writing process.
- Use exact expressions and word choice for rhetorical effect.
- Apply critical acumen to written products.

### **Minimum Course Standards:**

*When teaching Creative Writing, professors will have students meet or exceed the following minimum standards:*

- Students should complete a *minimum* of five *major* assignments, such as a combination of creative compositions, a writing journal, presentations, and exams.
- Formal writing assignments should be free of the most egregious and moderate mechanical and grammatical errors, including sentence fragments, run-on sentences, coordinating conjunctions, and possessives.
- Students should produce poetry and prose.
- Assignments should encourage the development of style and voice.
- Students should be directed to produce various genres, such as, but not limited to: poetry, short stories, essays, plays, screenplays, etc.
- Students should learn to criticize themselves and others in a constructive manner.
- Students should learn how to receive constructive criticism and use it to revise writing.
- Grade calculations should not allow a student to fail *every* major assignment and earn a passing grade in the course.
- As appropriate to each individual, professors should encourage students to submit their works to publication venues outside of the college.

## Teaching Resources

### Useful Websites & Videos:

MLA format Tutorial: <http://youtu.be/dBJD28b9E38>

Visual Writing Prompts: <http://visualwritingprompts.wordpress.com/>

The OWL: <http://owl.english.purdue.edu/owl/>

Grammar Bytes: <http://www.chompchomp.com/>

Road to Grammar: <http://www.roadtogrammar.com/>

Pathos, Ethos, & Logos: <http://pathosethoslogos.com/>

Plagiarism: <http://plagiarism.org/>

Citation Machine: <http://www.citationmachine.net/>

Quizlet: <http://quizlet.com/>

Free live Polling: <http://socrative.com/>

Slide Presentations: <https://www.haikudeck.com/>

Project Gutenberg: <http://www.gutenberg.org>

NMJC Library Online Databases and ebooks: <http://www.nmjc.edu/library/e-resources.aspx>