

NMJC English
Procedures
2024-25

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Revisions and Changes Summary:

1. The Academic Honesty Statement for syllabi has been revised
2. Textbooks for Composition I and II have been updated
3. Introduction to Popular Culture and An Introduction to Film Genres have been added. Sophomore classes that remain in the catalog but are not in current rotation have been deleted.
4. Links to standardized grading rubrics for major essays for review and credit classes have been added
5. The five-point list has been added to the Essay and Research Guides.

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 Sherhil Alcos.

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 it should be clear and provide only finite opportunity to submit late work. Common practice 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:

This class values academic integrity. Plagiarism includes copying others' work or taking uncited material from sources. Excessive, unauthorized, or unattributed use of language translators or AI-generated text qualifies as plagiarism. 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. Your assignments are analyzed for plagiarism and use of AI-generated text by turnitin.com and added to their database. Keep records of sources used for assignments, including complete transcripts of all prompts and responses when interacting with AI, such as Microsoft CoPilot, Google Gemini, Grammarly, or ChatGPT. Be prepared to submit records to professors upon request. Students must be ready to talk about their work with professors. A professor may defer grading until the student explains the writing and research processes used. Professors may randomly select students to conference with regarding any assignment. Depending on circumstances and severity, plagiarism, including uncredited use of AI-generated text may result in a grade deduction, a zero, extra assignments, or course failure. Students who wish to appeal a professor's decision about a course grade should use the Academic Dishonesty Process published in the New Mexico Junior College Student Handbook. For information about citing sources, refer to the [OWL](#).

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

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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 Siple Syllabus. Syllabi **must conform** to college and department standards.

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 Materials¹

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)

Students should be able to:

¹ 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.

- 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.
- Major assignments should be graded with the [Transitional Rubric](#).
- 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

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.
- 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.
- 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.
- Major assignments should be graded with the [Transitional Rubric](#).
- 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

Burger, Edward B., and Michael Starbird. *The 5 Elements of Effective Thinking*. Princeton University Press, 2012. ISBN: 9781400844562

In addition, professors may select and use supplementary readings in Perusall.

DEPARTMENTAL 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 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 a proctored setting.
- Students should create five major assignments two of which should be essays, and at least one should use and cite source in MLA format for a combined total of 4,500 to 6,000 words.
- Students should write an additional 5,000 to 7,000 words through informal writing practice, such as annotations, freewriting, journaling, etc.
- Essays should be evaluated with the [Credit Rubric](#).
- Grading policies should not allow a student to fail *every* major writing project 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 writing projects in the corresponding ENGL 1110 section.
- Major essays and the final should be evaluated with the [Credit Rubric](#).
- 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

Professors will select one of two options. If teaching multiple sections within a semester, a professor must select the same text for all sections, but professors should be prepared to teach from both books:

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Tatar, Maria. *The Classic Fairy Tales*. 2nd ed., W.W. Norton & Company, 2017. ISBN:

9780393289794

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.

OR

Bissinger, H. G. *Friday Night Lights, 25th Anniversary Edition : A Town, a Team, and a Dream*.

Da Capo Press, 2015.

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).

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 learn analytical concepts, including literary and rhetorical devices.
- 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 research projects requiring use and documentation of sources, including one major research project.

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- 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.
- 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 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 project to earn a passing grade in the course.
- The **major** research project should include a *minimum* of 1,500 words and not more than 2,000, including formatting and Works Cited.
- The research project 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 project topic should be focused and coherent. While the specific topic is up to the professor, the research project 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.

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- 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 project.
- Formal writing assignments should be formatted in current MLA style.
- Grading policies should not allow a student to fail *every* major assignment and earn a passing grade in the course.
- Major essays and the research project should be evaluated with the [Credit Rubric](#).
- The **major** research project should be at least twenty percent and no more than thirty of the student's overall grade. **Any research project 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.

ENGL 2230. Introduction to Popular Culture

Course Description

The course offers a survey of popular literary genres (horror, science fiction, etc.) as well as film and television. Students will analyze popular culture in the form of popular novels, songs, television shows, movies, comic books, and other cultural productions. Students will analyze this material in the same fashion as literature is analyzed, developing skills of cultural analysis and critique. Student Learning Outcomes

1. Understand the way popular culture texts reflect larger cultural issues, fears, and desires.
2. Apply the techniques of literary analysis and cultural analysis to a wide variety of popular texts.
3. Discuss the development and evolution of popular culture genres.
4. Practice critically speaking and writing about popular culture.
5. Explore the full range and complexity of popular culture.

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

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. Horror 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

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 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

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

ENGL 2520. Film as Literature

Course Description

The purpose of this course is to teach students how to analyze film as a visual text. Students will learn to analyze films, film techniques, eras, and genres. Students will also identify significant

trends and developments in filmmaking, examining the ways in which film reflects and creates cultural trends and values.

Student Learning Outcomes

1. Develop an understanding of the cultural, historical, and technical contexts for various films.
2. Identify, define, and analyze basic film techniques used in different genres and time periods.
3. Analyze how film uses literature by studying different sources of adaptation.
4. Demonstrate an understanding of film in its various aspects by writing film analysis, reviews, and/or other projects.

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

ENGL 2230. Introduction to Popular Culture

Jenn Brandt, and Callie Clare. *An Introduction to Popular Culture in the US : People, Politics, and Power*. Bloomsbury, 2018. **ISBN: 978-1501320576**

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 2520. Film as Literature

Friedman, Lester D., et al. *An Introduction to Film Genres*. W.W. Norton, 2014. **ISBN: 9780393930191**

ENGL 2580 Science Fiction

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

Cline, Ernest. *Ready Player One. 1*. B D W Y Broadway Books, 2017. ISBN: 9780307887450

ENGL 2585 Horror Fiction

Joyce Carol Oates. *American Gothic Tales*. William Abrahams Book, 1996. ISBN: 9780452274891

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

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:

New Mexico Junior College English Program

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

- Students should learn analytical concepts, including literary and rhetorical devices.
- 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 research projects requiring use and documentation of sources, including one major research project.
- 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.
- 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 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 project to earn a passing grade in the course.
- The **major** research project should include a *minimum* of 1,500 words and not more than 2,000, including formatting and Works Cited.

- The research project 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 project topic should be focused and coherent. While the specific topic is up to the professor, the research project 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 project.
- Formal writing assignments should be formatted in current MLA style.
- Grading policies should not allow a student to fail *every* major assignment and earn a passing grade in the course.
- Major essays and the research project should be evaluated with the [Credit Rubric](#).
- The **major** research project should be at least twenty percent and no more than thirty of the student’s overall grade. **Any research project a student submits without research and/or MLA 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 Materials²

Varies.

SPECIFIC COURSE STUDENT LEARNING OUTCOMES

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

² 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/>

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

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