

# Department of English Language & Literature

## Core Writing Program

### Instructor Handbook 2009-2010

This handbook provides guidelines for teaching in UNM’s Core Writing program, which includes English 101 and 102, 219 and 220. Please read it thoroughly; you are responsible for adhering to the program policies outlined here.

#### Course Descriptions: What We Teach

The Core Writing program includes the four courses that count toward the Writing & Speaking requirement in UNM’s Core Curriculum. English 101 and English 102 help students develop the reading, writing, and critical thinking skills they will need for success in college and in professional contexts. Students who take English 219, Technical and Professional Writing, create documents oriented to workplace uses while those in English 220, Expository Writing, develop skills for writing in multiple contexts. All four courses share a common core of outcome goals, with each course building on the outcomes of the previous one:

	<b>Finding Information</b>	<b>Evaluating Information</b>	<b>Composing in a rhetorical context</b>	<b>Expressing Information and Arguments</b>
<b>101</b>	Directed reading, interviewing, observing, surveying	Analyze, interpret, summarize info and texts	Frame a problem, Choose a <i>genre</i> , Organize information	Produce a document with correct and appropriate grammar, mechanics, and diction
	<b>AND</b>	<b>AND</b>	<b>AND</b>	<b>AND</b>
<b>102</b>	Directed, source-based research	Analyze arguments, evaluate sources, assess levels of authority	Construct a compelling argument for a defined audience	Cite sources accurately, incorporate quoted material
	<b>AND</b>	<b>AND</b>	<b>AND</b>	<b>AND</b>
<b>219</b>	Conduct self-directed research for user-centered projects	Evaluate information in light of user needs	Analyze and address readers’ context of use	Use written, oral, and visual formats as appropriate to context of use
	<b>OR</b>	<b>OR</b>	<b>OR</b>	<b>OR</b>
<b>220</b>	Conduct self-directed research for academic/professional projects	Analyze and evaluate sources in academic or professional fields	Analyze situation, use rhetorical strategies to address audience needs.	Use document and paragraph structure, <i>genre</i> conventions, and document design to create a rhetorically complete presentation.

## **First-Year Writing: English 101 and 102**

### **English 101: Introduction to College Writing**

English 101 introduces students to many kinds of writing that are used in academic and professional situations. Students learn to analyze and address the different purposes and audiences they'll encounter in their work at UNM and in their subsequent careers.

Students develop reading and writing skills that they will transfer to their own fields of study. They learn to read complex nonfiction texts and to summarize, interpret, and draw inferences from them. They make observations, conduct surveys, and collect information from primary sources and from assigned readings. They write summaries, reports, evaluations, profiles, letters, memos, narratives, essays, blogs, or analyses, selecting genres and making rhetorical choices according to the purpose of the writing and its audience. And they edit their work to be grammatically correct, with appropriate syntax and diction.

### **English 102: Analysis and Argument**

English 102 students learn to analyze other writers' arguments, conduct research, and create their own arguments. Students learn the major strategies writers use to analyze a text or situation and make a convincing argument about it. They conduct source-based research and learn to assess arguments and information they encounter online, through directed readings, and through journal-based library searches. All English 102 classes include at least one library visit, during which students learn to use the university's information resources. Students write letters to the editor, opinion pieces, essays, reviews, proposals and other forms that convince readers by providing analysis, evidence, and reasoning. In addition to editing for correctness, students learn to incorporate quoted material effectively and to cite sources appropriately.

### **Textbooks**

All sections of English 101 and 102 use Ramage, Bean, and Johnson's *A Guide to Writing: Custom Edition for the University of New Mexico* (Pearson, 2008). We do not require students to purchase a handbook but refer them to readily accessible online sources such as the Purdue OWL: <http://owl.english.purdue.edu/>

To ensure that each course is distinct from the other, and that students gain experience in a range of writing tasks (English 101) and in research and argument (English 102), certain chapters should be used for each course, as listed below. The "Background Chapters" can be addressed in both courses as appropriate.

### ***English 101***

English 101 students should consider and practice a variety of genres. Students should gather information and produce diverse types of writing, but should not conduct formal, academic research or practice formal arguments. Please use the following chapters or parts of chapters in your English 101 courses.

### **Background Chapters for 101**

Chapter 1: Thinking Rhetorically about Good Writing

Chapter 2: Thinking Rhetorically about Subject Matter

Chapter 4: Thinking Rhetorically about Style and Design

### **Genre Chapters for 101**

Chapter 5: Seeing Rhetorically: Writer as Observer

Chapter 6: Seeing Rhetorically: Writer as Strong Reader (Focus on Summary)

Chapter 7: Writing an Autobiographical Narrative

Chapter 8: Exploratory Essay (Use Annotated Bib portion for 102)

Chapter 9: Writing an Informative Essay

Chapter 10: Analyzing Field Research Data

Chapter 11: Analyzing Images

## ***English 102***

English 102 students should learn library research skills, analyze arguments, and produce their own arguments. English 102 must include a library research component; ideally this is integrated with a semester-long inquiry project rather than appearing at the end as “the Research Paper unit.” Please use the following chapters or parts of chapters in your English 102 courses.

### **Background Chapters for 102**

Chapter 1: Thinking Rhetorically about Good Writing

Chapter 2: Thinking Rhetorically about Subject Matter

Chapter 3: Thinking Rhetorically about Persuasion

Chapter 4: Thinking Rhetorically about Style and Design

### **Genre Chapters for 102**

Chapter 6: Writer as Strong Reader (Focus on Strong Response)

Chapter 8: Annotated Bibliography (Use Exploratory Essay portion for 101)

Chapter 11: Analyzing Images

Chapter 12: Literary Analysis

Chapter 13: Analyzing and Synthesizing Ideas

Chapter 14: Writing a Classical Argument

Chapter 15: Making an Evaluation

Chapter 16: Proposing a Solution

### **Research Chapters**

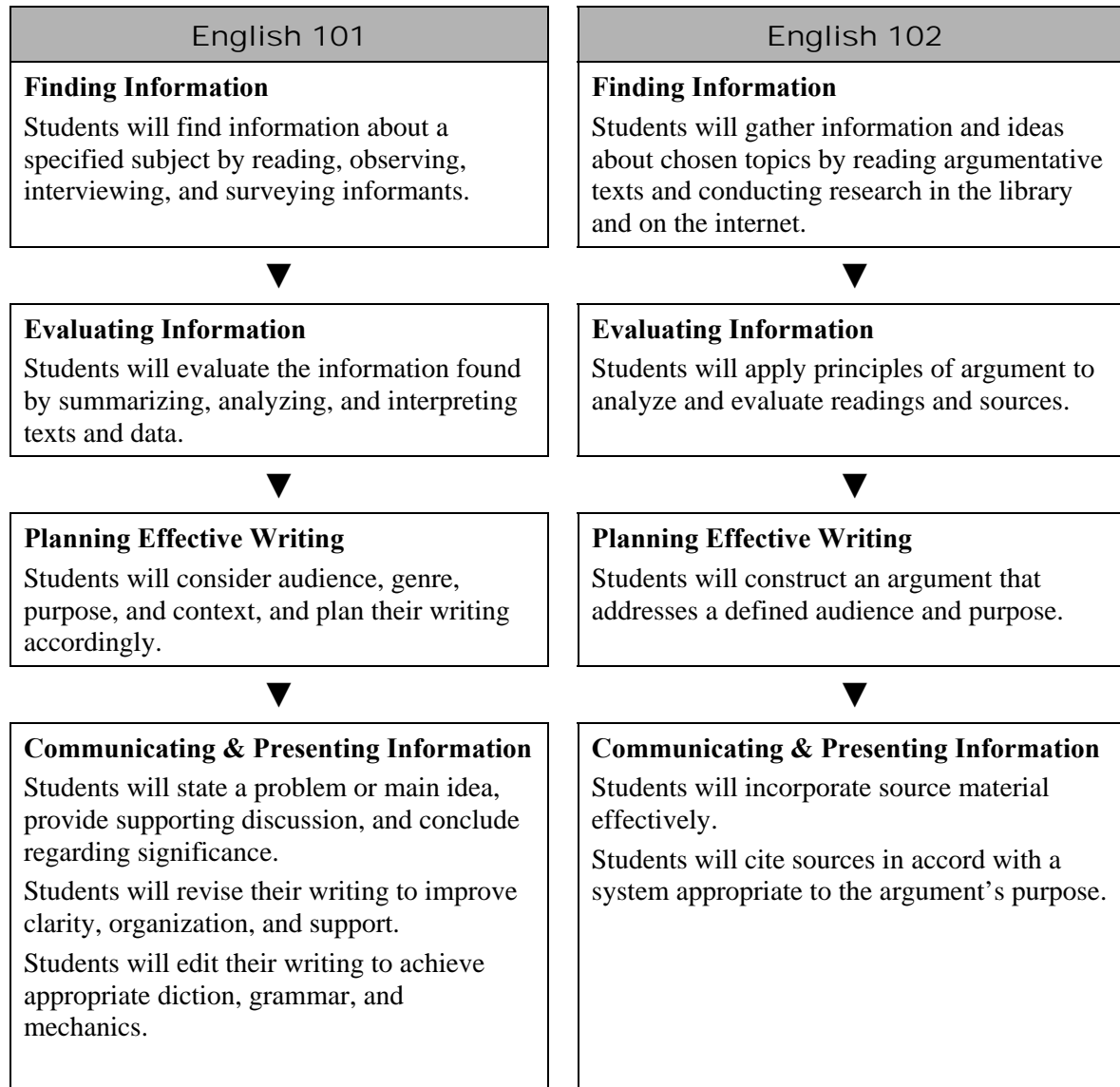
Chapter 20: Asking Questions, Finding Source

Chapter 21: Evaluating Sources

Chapter 22: Incorporating Sources

## English 101 and 102 Course Outcomes: More Detail

Both English 101 and 102 develop students' skills in finding and evaluating information, in planning effective writing, and in communicating and presenting information successfully. Both courses require students to achieve the English 101 outcomes; English 102 adds to and expands on these outcomes.



## The Portfolio in First-Year Writing

To demonstrate that they've achieved the course outcomes, each English 101 and 102 student submits a final portfolio that includes revised versions of work done throughout the semester and a reflective cover letter that both explains the student's understanding of the outcomes and presents evidence that he or she has achieved them. The revised work shows how the student

performs college-level reading and writing tasks. The reflection shows that the student understands what he or she has learned and could apply this knowledge in other situations.

## **Portfolio Contents**

The portfolio includes three major parts:

- ✓ A reflective cover letter, in which the student explains how he or she has achieved the course outcomes or goals and points out evidence in the work that supports this claim.
- ✓ A final revision of one major course paper, along with the drafts and other work leading up to that final revision, as specified by the instructor.
- ✓ A final revision of a second major course paper, along with the drafts and other work leading up to that final revision, as specified by the instructor.

## **Portfolio Grading**

Each student **must** present a passing portfolio in order to pass English 101 or 102. In both courses, portfolios are evaluated by a panel of instructors who decide whether the portfolio is a “pass” or a “fail.”

Instructors determine the specific letter grades for their own students’ portfolios, but *they cannot choose to pass or fail a portfolio without the support of the grading panel*. Students who do not pass the portfolio cannot earn a course grade higher than C-. Students earning a grade of C- or lower will need to repeat the course.

## Second-Year Writing Courses: English 219 and 220

### English 219, Technical and Professional Writing

English 219 introduces students to the different types of documents found in the workplace. Students focus on how to analyze and understand readers' needs as well as develop a coherent structure, clear style, and compelling page layout. Students learn useful writing and research strategies they can use as they write correspondence, procedures, resumes, presentations, proposals, and multi-page reports.

### English 219 Course Outcomes

English 219
<b>Finding Information</b> Students will gather and evaluate information from professional, academic, and governmental sources that are appropriate to the type of workplace document they are creating.
▼
<b>Evaluating Information</b> Students will evaluate information for quality, validity, and appropriateness for their purpose, audience, and context.
▼
<b>Planning Effective Writing</b> Students will develop strategies for generating content and organizing it into a logical structure that is appropriate for users in workplace documents. They will also work with others to share information and ideas, and.
▼
<b>Communicating &amp; Presenting Information</b> Students will use software effectively to develop documents that exhibit an overall design that enhances readability and shows professionalism.

### The Portfolio in English 219

At the end of the semester, students revise one of their major research assignments and submit it along with an assessment memo that describes how they accomplished the course objectives.

### English 220, Expository Writing

English 220 is an intermediate writing course designed for students who have passed 101 and 102, and who wish to improve their writing skills to meet the demands of academic and professional writing in diverse disciplines. Course readings and assignments should provide students with opportunities to study and practice various rhetorical forms and teach students the rhetorical foundations necessary for adapting writing to any situation.

Students in English 220 will continue to develop the research and writing skills that they began to practice in 101/102, with an emphasis on developing independent thought and analysis within

a genre or subject as chosen by the individual instructor. Students will engage this genre or subject through writing, learn how to develop an effective plan for researching, and explore the rhetorical strategies necessary for writing to an audience associated with that genre or subject. Students may engage a variety of writing genres, including essays, articles, analyses, narratives, reports, and presentations. Students will also learn effective document design, paragraph structure, and genre conventions to create rhetorically complete documents.

## English 220

### **Finding Information**

Students will develop research strategies for their rhetorical situation, and then gather appropriate information from primary and secondary sources.



### **Evaluating Information**

Students will analyze and evaluate sources for quality, validity, and appropriateness for their purpose, audience, and genre.



### **Planning Effective Writing**

Students will develop strategies for analyzing their writing situation, and using rhetorical strategies to address the needs of their audience within particular disciplines.



### **Communicating & Presenting Information**

Students will use effective document and paragraph structure, genre conventions, and document design to create a rhetorically complete presentation.

## **The Portfolio in English 220**

To demonstrate that they've achieved the course outcomes, each English 220 student will submit a revised version of one of the primary assignments from the semester, along with a reflective cover letter that explains the student's understanding of the outcomes and presents evidence that he or she has achieved them.

## Program Policies

The policies below apply to all Core Writing courses. Please consult the Director or a course coordinator if you have questions.

### Americans with Disabilities Act

Your syllabus must include a statement regarding equal access to instruction. Suggested language follows:

Equal Access: If you have a qualified disability that requires some form of accommodation to ensure your equal access to learning in this class, please see me as soon as possible so that we can work together to address your needs.

A qualified disability is one that has been diagnosed and documented through UNM's Accessibility Resource Center. See <http://as2.unm.edu/> for more information, or speak with Wanda or a course coordinator for help.

### Adding and Dropping Students

The "drop/add" season continues through the first two weeks of the semester, so you must accept students who arrive late so long as they are properly registered; check your class list online before each class meeting during this time. While you're obligated to accept late-arriving students, you can require them promptly to make up any work they've missed, and you should let them know that the classes they've missed count as absences.

Enrollment in Core Writing courses is strictly limited and is controlled by the department office. Teaching Assistants and part-time instructors are *not* authorized to override these enrollment limits. Students seeking to join your class should be advised to enroll in an open section through the Banner registration system. Please do not permit students to "sit in" with the hope that someone else will drop; they *will* expect that you'll sign them in eventually if they sit in the class long enough, and you *will* incur the displeasure of your administrators if you create this problem.

### Attendance

#### ***Instructors'***

Of course every instructor conscientiously meets his or her classes when and where they're scheduled to meet. In the event of illness or other unplanned absence, you should phone the department at **277-6347** as early as possible. A staff member, usually Deanna Montoya, will record the cancellation and post an absence notice on your classroom door. The notice can include instructions or directions to consult WebCT so your students can be prepared for the next class meeting. Only an official department absence notice should be used for this purpose; an informal note posted by your officemate is not an official absence notice.

If you know in advance that you'll have to miss one or more class meetings, please consult with your course coordinator about whether it's advisable to seek a substitute and how best to do that.

## **Students'**

Because missing significant class time impedes students' ability to produce acceptable work, the program requires you to incorporate an attendance policy similar to the following in your syllabus:

Because students who miss two weeks—one-eighth of the semester—of class time generally have missed too much work to make up, you may be dropped from the course if your absences total [*six* for a class that meets 3 times a week] [*four* for a class that meets twice a week] [*two* for a class that meets once a week].

Several *caveats* attend a policy of this kind:

- Your records must be precise and clear.
- You must speak to a student whose absences are putting him or her in jeopardy before the point at which she or he can be dropped.
- You must apply the policy equitably to all students.
- Students who reach the limit in the last two weeks of the semester probably shouldn't be dropped if they are otherwise passing the course.
- This is not a comprehensive approach to absences; all students will miss class occasionally and will need your help to make up missed work.

## **Conferences**

Instructors in 101 and 102 should plan to confer with students about their work, one-on-one or in small groups, one or two times each semester. You may cancel from four to six class meetings for this purpose, but do so judiciously, as cancelled classes cost something in momentum and class cohesion. Be sure all students in your class know when and where conferences will be held; it may be a good idea to post a notice on your classroom door when you're in session elsewhere.

Conferences are not generally useful as post-mortems on graded work but are most productive when students arrive prepared to focus on specific concerns about a work in progress.

## **Department Directory**

During the first week of classes, the English Department staff will ask you to complete a form with your contact information, class hours, and office hours in order to compile the department directory that we all use to contact instructors. You must complete this form as requested, and within the stated deadline.

## **Disruptive Students**

You are not required to tolerate disruptive behavior in the classroom; students whose behavior disrupts your class are in violation of the Student Code of Conduct. See the Dean of Students' website [http://www.unm.edu/~doso/ja\\_disruptivebehavior.html](http://www.unm.edu/~doso/ja_disruptivebehavior.html) for definitions and suggested interventions. Speak with a coordinator or the director if you would like help.

## Grading Policy

While the program establishes overall standards of performance for the end of each course, individual instructors have different ways of organizing the semester and giving credit for class participation, informal writing, and other work. Your syllabus must explain the system of points or grades you will use to establish the student's course grade. You should keep this system as simple as practicable, with the dual aim of rewarding students for what they do well and of avoiding hairsplitting decisions. Systems that calculate points to the second decimal place are by definition hairsplitting.

- Written work should be weighted commensurate with its significance and the effort it requires.
- In 101/102 you must assign **at least 35%** of the course grade to the final portfolio.
- If you grant credit for class participation, it cannot be merely a reward for attendance or a general impression of classroom activity, but must be determined by specific acts or accomplishments.
- You must notify students that a final grade of C- does not qualify as passing for the purpose of satisfying the Core Curriculum writing requirement.

## Grading Groups

To assure valid and consistent evaluation of students' performance in these multi-section courses, each 101 and 102 instructor participates each semester in a collaborative working group that shares teaching problems and strategies and works together as a portfolio evaluation panel at the end of the semester. Instructors teaching both 101 and 102 may choose to participate in only one group but will need a "buddy" or group to work with at portfolio evaluation time.

Each working group must

- meet at least two times, ideally near the end of the first and second assignment sequences, to discuss student progress and share examples of student work;
- report its deliberations to the course coordinator during the sixth and fourteenth weeks of the semester. The coordinators will provide guidelines for reporting.

The course coordinators will assist you in organizing groups. **All instructors teaching 101 and/or 102 must be enrolled in a working group no later than Friday, September 4.**

## Grade Disputes and Appeals

*During the semester*, if students have questions about their grades or are not satisfied with their progress, please speak with your course coordinator for advice and assistance. Feel free to include your student in these conversations when appropriate; most problems can be resolved informally.

During the semester, if a student wishes to lodge a formal complaint about a grade or some other aspect of the course, and you have not been able to resolve the problem informally, please direct him or her to Wanda Martin.

*At the end of the semester, after grades have been posted,* students who wish to contest their final grades may appeal by writing a letter to Wanda Martin outlining the grounds of the appeal and sending that letter, along with the graded portfolio, to her in care of the English Department.

The first step in resolving an issue or complaint is to communicate with the instructor about the problem. So it is imperative that each instructor leave contact information between semesters that will enable us to communicate with you promptly, and that you respond to such communication if at all possible.

## **Office Hours**

Each instructor is required to be available, in his or her office, to students during at least three hours each week. In addition to reporting your hours on the department directory form, you must post your class schedule and your office hours on or beside your office door so that a person seeking to speak with you can know when she can expect to find you in the office.

## **Orientation**

Our contracts become effective on the Monday of the week before classes begin, and the Core Writing Program conducts mandatory Orientation meetings during that week in both semesters. The January Orientation meetings are typically held on one day. All members of the program's teaching staff are expected to attend the Orientation meetings relevant to their teaching assignments. Any requests to be excused from any part of Orientation should be directed to Wanda Martin.

*Spring 2010 classes begin on Tuesday, January 19. Orientation meetings will be held on Thursday, January 14.*

*Fall 2010 classes will begin on August 23. Orientation meetings will be held August 16-20. Returning instructors should plan to attend on Monday morning.*

## **Plagiarism**

The English Department has developed an extensive policy on academic integrity, which can be found at [http://www.unm.edu/~english/Resources/pdf/Academic\\_Integrity\\_students.pdf](http://www.unm.edu/~english/Resources/pdf/Academic_Integrity_students.pdf)

The UNM Student Code of Conduct also addresses Academic Dishonesty at [http://www.unm.edu/~doso/ja\\_codeofconduct.html](http://www.unm.edu/~doso/ja_codeofconduct.html)

The Core Writing Plagiarism Policy should be included in your syllabus, and you should discuss this issue with students:

### **Core Writing Program Plagiarism Policies and Procedures**

“Plagiarism” is a type of academic dishonesty. It occurs when writers deliberately use another person's language, ideas, or materials and present them as their own without acknowledging the source. Every first-year writing class covers plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result.

## **Types of Plagiarism**

Plagiarism can include any of the following:

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.

## **Procedures for Plagiarism Cases**

If an instructor thinks a student may have plagiarized, he or she will follow these steps:

1. Meet privately with the student and the director or course coordinator to discuss the assignment in question and the evidence of plagiarism;
2. Identify the appropriate consequence;
3. File a report with the Dean of Students.

## **Possible Consequences**

The instructor decides the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:

- Fail the class;
- Be dropped from the class with a WF, a W, or a WP: or
- Fail the assignment in question.

All students who plagiarize will be reported to the Dean of Students, who maintains a file of past plagiarism cases. The instructor may use the Dean of Students Adjudication form <http://www.unm.edu/~doso/Faculty%20Adjudication%20Form.doc> or simply direct a memo to Rob Burford, Judicial Affairs Officer, Dean of Students Office.

## **Instructor Questions**

If you have questions about plagiarism or are concerned about a particular student's work, talk it over with a course coordinator or the director and decide how best to proceed.

## **Prerequisites and enrollment**

Students are placed in First-Year Writing on the basis of their ACT or SAT scores; the registration system blocks students from registering in a course for which they are not qualified. These test scores are only a rough measure of students' writing skills, so some students may produce initial work that differs from your expectations. But students who have the requisite entrance exam scores or who have passed the prerequisite course are entitled to remain in the course for which they have enrolled, even if they will need to work very hard there. Please discuss problem cases with your course coordinator or the director before you say anything to a student about the appropriateness of his or her placement.

### **Second Language Writers**

The program offers a few sections of 101 or 102 designed for ESL students. Non-native speakers of English may choose to enroll in these sections, but this is entirely at the student's discretion. Non-native speakers of English are entitled to the same level of instruction as all other students and must not be excluded from Core Writing courses on that account. Lindsey Ives will serve as a mentor for instructors concerned about teaching second-language writers effectively; please consult Lindsey if you have a student who seems to fit that category.

Students who have earned a B- or better in English 101 may be eligible to participate in the Writing Proficiency Portfolio, which allows them to satisfy the 102 requirement by submitting work from other courses. Eligible students must register for the Writing Proficiency Portfolio program. Please speak with WPP coordinator Nari Kirk (nsjk84@unm.edu) or your course coordinator if you have questions about this program.

### **Program Assessment**

Each semester, the program evaluates its progress in teaching the course outcomes by reviewing a random sample of final portfolios. Samples are first scored by a panel of readers. Results are reported to the full teaching staff, which considers what adjustments in teaching they suggest. Typically we assess samples from fall semester 101 and 219 courses during the spring; samples from spring semester 102 and 220 are assessed during the fall. This is *not* an assessment of individual teachers; all identifying information is removed from the portfolios before they are reviewed. Course coordinators will notify instructors how to select and submit portfolios for program assessment toward the end of each semester.

### **Recordkeeping**

The department keeps a complete file of the grades you've assigned and the documents supporting those grades so that we resolve student questions and concerns.

At the end of each semester, you must submit a readable print-out of your Lobo Web grade sheet for each course. Attach a copy of your record of students' grades throughout the semester, showing how you arrived at the final grade, and a readable attendance record. These should be in the form of printed spreadsheets; handwritten records aren't acceptable.

These records are due in Dee Dee Lopez' office by 4 p.m. on the Monday after Finals week, every semester. If you need help, your course coordinator can help you set up a spreadsheet to calculate grades.

During the semester you may receive requests for progress reports from programs such as athletics, Accessibility Resources, and the College Enrichment Program. These are official requests and you should treat them as such, providing a prompt, accurate, and informative response. Particularly if students are struggling or are missing classes, their mentors need to know and may be able to help them improve.

Finally, your records should enable you to give any student who asks an up-to-date account of his or her performance and standing in the course at any time during the semester.

## **Sexual Harassment and Respectful Campus Policies**

The English Department and the Core Writing program are committed to providing a safe, productive, and harassment-free workplace for instructors and students. For information and assistance, consult the UNM Office of Equal Opportunity at <http://www.unm.edu/~oeounm/index.htm>

The Department has adopted the following policy statement, which you are asked to include on your syllabus:

The English Department affirms its commitment to the joint responsibility of instructors and students to foster and maintain a positive learning environment.

Having included this language in your syllabus, you will probably find it worthwhile to talk with the class about what it means and how each party contributes to such an environment.

### **Online Training: Preventing Sexual Harassment**

UNM has instituted mandatory online training in recognizing and avoiding sexual harassment. New UNM employees must complete this training within two weeks of hiring and all Core Writing instructors must complete it annually. The training, which will take 60-90 minutes, can be accessed at <http://www.unm.edu/~oeounm/training/index.htm>.

TAs and part-time instructors should sign in to this training as **faculty**.

All Core Writing instructors must complete the online training and put a copy of your certificate of completion in Wanda Martin's mailbox no later than **5:00 p.m. on Friday, August 29, 2009**.

### **Student Code of Conduct**

UNM students and instructors are bound by the terms of the Student Code of Conduct, which is published in the UNM Pathfinder at <http://pathfinder.unm.edu/policies.htm#studentcode>. Instructors should become familiar with this Code, and with other information available on the Dean of Students' Judicial Affairs site, [http://www.unm.edu/~doso/judicialaffairs\\_home.html](http://www.unm.edu/~doso/judicialaffairs_home.html) particularly in dealing with disturbing or disruptive classroom behavior and academic dishonesty. Feel free to talk with your course coordinator or the director whenever you have a question about student conduct.

### **Student Confidentiality**

Your training in Securing Private Data will remind you how important it is to respect the confidentiality of student records. Graded work may not be placed in any public area where an unauthorized person might have access to it. You have three options in returning papers to your students: 1) Hand them back in class or during office hours; 2) Make appointments with students; 3) Have the student provide a stamped and self-addressed envelope in which to mail their papers back. The department staff cannot be responsible for returning papers to students.

## Student Evaluations of Teaching

UNM students evaluate teaching performance using IDEA, a survey in which they rate their progress on twelve learning objectives. Instructors will be notified of the process for administering this survey and reporting results. Student evaluations of teaching are mandatory in every Core Writing course.

## Syllabus

A copy of the syllabus for each course you teach should be on file with the Core Writing program no later than the end of the first week of classes. If the department makes copies for your students, a copy will be filed on your behalf. If you make your own copies, place a copy in your course coordinator's mailbox for review and filing. For 101: Genesea Carter. For 102: Mellisa Huffman. For 219: Valerie Thomas. For 220: Mike Cabot.

## WebCT/Vista

All English 101 and 102 classes must be “web-enhanced.” This means that each class should have a corresponding website (through UNM’s WebCT Vista program course management system) where teachers post their syllabi, major prompts and rubrics, and readings. New instructors will receive training on using this system, and all instructors will be able to work from a template to design their pages. The course coordinators and the mentors can help instructors with their online work throughout the year.

For technical support, contact [webct@unm.edu](mailto:webct@unm.edu) or 277-7490

## Resources and Support

### Directors, Coordinators, Mentors, and Staff

The people on this list can help you with most teaching-related questions or concerns you may have.

**Wanda Martin**, Director, Core Writing Program

[wmartin@unm.edu](mailto:wmartin@unm.edu) 277-5027 HUM 339

Program Policies, Grade Disputes, Student Code of Conduct Issues, Harassment, Bullying, Workplace Issues, Student Complaints  
Teaching or Curricular Questions · Student Issues · Plagiarism

**Valerie Thomas**, Coordinator, English 219 and Online Instruction.

[vthomas@unm.edu](mailto:vthomas@unm.edu) 277-7439 HUM 256

Curriculum, teaching, student issues in 219. Online teaching

**Mike Cabot**, Coordinator, English 220

[mcabot@unm.edu](mailto:mcabot@unm.edu) 277-7440 HUM 254

Questions about curriculum, teaching, student issues in 220

**Genesea Carter**, Assistant Director, English 101 Coordinator

[genesea@unm.edu](mailto:genesea@unm.edu) 277-6340 Hum 217

Curriculum, teaching, student issues in 101.  
Celebration of Student Writing

**Mellisa Huffman**, Assistant Director, English 102 Coordinator  
[mellisa@unm.edu](mailto:mellisa@unm.edu) 277-6340 Hum 217  
Curriculum, teaching, student issues in 102

**Stephanie Spong**, TA Mentor  
[sdspong@unm.edu](mailto:sdspong@unm.edu) 277-6340 Hum 217  
Curriculum, teaching, student issues in 101, especially for first-year TAs.

**Sarah Williams**, TA Mentor  
[swill08@unm.edu](mailto:swill08@unm.edu) 277-6340 Hum 217  
Curriculum, teaching, student issues in 101, especially for first-year TAs.

**Lindsey Ives**, ESL Mentor  
[ivesl@unmledu](mailto:ivesl@unmledu) office number, phone  
Help with instruction for students whose first language is other than English.

**Greg Evans**, Assistant Director for Writing Across Communities  
[ge1018@unm.edu](mailto:ge1018@unm.edu),  
Questions about Writing Across Communities

**Paul Formisano**, Freshman Learning Communities English 101 Coordinator  
[paf@unm.edu](mailto:paf@unm.edu)  
Questions and issues concerning English 101 FLC sections

## English Department Services and Policies

Department Address: Department of English Language & Literature  
MSC03 2170  
1 University of New Mexico  
Albuquerque, NM 87131

Dept. Fax 277-0021

Dept. Phone 277-6347

**Linda Livingston**, Department Administrator ·  
[ls1@unm.edu](mailto:ls1@unm.edu) 277-7429  
PTI Contracts

**Dee Dee Lopez**, Undergraduate Academic Advisor  
[delopez@unm.edu](mailto:delopez@unm.edu) 277-6349  
Teaching schedules · Offices and Keys

**Ezra Meier**, Graduate Advisor  
[English@unm.edu](mailto:English@unm.edu) 277-4437

TA Contracts, graduate program questions

**Deanna Montoya**, Administrative Assistant

[dmonto02@unm.edu](mailto:dmonto02@unm.edu) 277 6347

Absence notices, help with copying

**Robert Castillo**, Computer Support · [englhelp@unm.edu](mailto:englhelp@unm.edu), 277-6477

## **CAPS and Other Tutoring Services**

The Center for Academic Support (CAPS) helps students prepare their papers, and can assist with grammatical or ESL-related writing issues as well. CAPS is located on the third floor of Zimmerman Library, and their services are described at <http://www.unm.edu/~caps/>

Tutoring is also sometimes available at other offices across campus; check the website for up-to-date details.

## **UNM Web Resources**

Other information you may need for your teaching can be found at these sites:

- Academic and Student Life Info for Students: <http://www.unm.edu/currentstudents/>
- Academic Calendar: <http://registrar.unm.edu/acadcal.htm>
- CAPS Tutoring and Writing Center: [caps.unm.edu](http://caps.unm.edu)
- Computer Lab Requests and NetID Info: [its.unm.edu](http://its.unm.edu)
- Ereserves: [ereserves.unm.edu](http://ereserves.unm.edu)

Instructors may set up an ereserves site where they can post materials for their students. Instructors can post readings and other materials to their site electronically, or they can take hard copies to the Reserves desk at Zimmerman Library.

- Health and Counseling Services for Students: <http://www.unm.edu/~shc1/>
- Media Technology Services 277 7485 or
- Policies, Handbooks, Catalog: [pathfinder.unm.edu](http://pathfinder.unm.edu)
- WebCT Entry Page: [vista.unm.edu](http://vista.unm.edu)
- Zimmerman Library: <http://elibrary.unm.edu/zimmerman/>