Welcome to English 1311, Composition I! This course is designed to provide you with the tools for using writing and reading for inquiry, learning, critical thinking and communicating in and outside of the academic world. Successful completion of English 1311 meets one of Pulaski Technical College’s (PTC) general education requirements and serves as a prerequisite for English Composition II. Good luck with your semester.

Course Information

CATALOG DESCRIPTION:

ENGL 1311: 3 credit hours, which translates to three hours of lecture per week and covers principles and techniques of expository and persuasive composition, analysis of texts with introduction to research methods, and critical thinking.

PREREQUISITE: Students enrolled in ENGL 1311 must meet one of the following requirements:

- Completion of DEVE 0324 (Comp Fundamentals) with grade "C" or better
- A score of 19 or above on the English section of the ACT
- A score of 45 or above on the ASSET Language Usage Test
- A score of 75 or above on the COMPASS Writing Placement Test

COURSE MATERIALS (Required):

Blackboard – you will use this system to access the syllabus, handouts, post the three major papers (final copy only), and access grades.

I. Institutional Learning Outcomes:

UA-PTC supports a college-wide institutional learning assessment program, which concerns effective instructional methods and promotes student-learning achievement by assessing:

1. Communication
2. Critical Thinking
3. Cultural Awareness
4. Information Literacy
5. Professionalism
6. Quantitative Literacy
7. Technology Literacy

For more information, please consult the following website:
http://www.pulaskitech.edu/sla/mission.asp

II. Departmental Learning Outcomes:

The English Department, consistent with the College’s mission and the Division’s objectives, encourages the success of its students in all technical fields and academic disciplines by promoting:

1. Critical and creative thought
2. Effective argumentation with a focus on tone, purpose and audience
3. Academic Integrity
4. Independent thinking and learning
5. Written communication on a collegiate level
6. Exposure to various cultures and subcultures
7. The influence of culture on individuals and their work
8. Collaborative study and writing

III. English 1311 Course Outcomes:

You will demonstrate advanced application of outcomes expected in ENGL 1311:

- Respond appropriately to various rhetorical situations, purposes, and audiences
- Use writing and reading for inquiry, learning, thinking, and communicating
- Integrate original ideas with those of others
- Develop flexible strategies for generating, revising, editing, and proof-reading
- Use collaborative writing processes
- Demonstrate knowledge of structure, paragraphing, tone, mechanics, syntax, grammar, and documentation

Composition I will focus on communicating ideas clearly. Students practice methods of drafting, including how to create a thesis and how to support and develop that thesis in a focused, thorough, and stylistically appropriate essay that demonstrates awareness of audience and the conventions of medium and genre. The class will focus on writing
strategies such as invention, arrangement, drafting, and revision, including teamwork with the instructor and/or classmates in the writing process, fluency issues such as the use of transitions, and the correction of major usage errors. The class requires students to read texts critically and to practice good scholarship through the conventions of style and documentation. Students practice integrating summary, paraphrase, and quotation into their own original compositions. Students write a minimum of fifteen pages of formal writing to be divided among assignments, including a research paper that incorporates material from quality sources.

IV. Attendance Policy:

Agencies granting financial assistance may be notified of the violation of the attendance policy by students receiving financial aid.

Attendance is taken starting the first day of the semester, with the exception of students who enroll after classes have started. Teachers have the right to count students as absent if they arrive late to class, leave class early, or go in and out of the classroom during class time. Teachers have the right to lower a student’s grade based on excessive absences.

Any student who misses two consecutive weeks of class may be administratively withdrawn from the class.

Any student who does not attend class within the first two weeks of class will be considered a “no show” according to the campus attendance policy and will be reported as such and dropped from the class.

Teachers have the right to enforce PTC’s administrative drop policy for days of consecutive nonattendance. Here are the attendance specifics for our class:

- During the semester you are allowed three absences for the entire semester with no questions asked, but you are responsible for the material covered for the class you miss. If an assignment/paper is due, you must still submit it on the due date. If a pop quiz is given, you cannot make it up. After three absences, you lose five points for each day you miss. Save your absences for the occasional family emergency or any unforeseeable illness. Only exceptional circumstances, approved in writing from me, are accepted excuses for missing class. Missing class because you are sick and bringing a doctor’s note will not entitle you to an extra absence.

V. Classroom Policies

The PTC Catalogue rules and regulations will be enforced in this class at all times.
Please consult the following website for more information:
http://www.pulaskitech.edu/admission/web_catalog/

Professional behavior is required. Punctual attendance and intelligent participation are expected.

**Specifics about our classroom:**

- If you are late, please take your seat and wait until after class for me to visit with you individually.
- Turn off all cell phones, pagers, iPod, etc. ... in other words: UNPLUG YOURSELF!! If your phone goes off, or you are seen texting, etc., I will immediately dismiss you from class and count you as absent.
- Do not plagiarize. If you are caught plagiarizing an assignment, paper, journal or quiz, you will earn a “0.” See plagiarism policies on page 4.
- Absolutely no derogatory remarks in regards to race, class, gender, or religion. Follow the golden rule: “Do unto others as you would have them do unto you.”

Appropriate behavior is expected for all communications, including any notes, email messages, or telephone conversations. Opt to email me first for information, since I can check email off campus.

**VI. Academic Integrity**

It is expected that all students who attend PTC conduct themselves in a manner appropriate for the college experience. Academic integrity is a vital component of collegiate behavior. The PTC catalogue states, “The gaining of knowledge and the practice of honesty go hand-in-hand.”

The catalogue also states, “The responsibility and authority of initiating discipline arising from violations of the rules against dishonesty during the process of the course are vested in the instructor of that course.”

**Plagiarism**

It is expected that all writing that you submit in a class is your own original work, and that any sources of information that you consult are fully cited and properly integrated into your writing.

**Regardless of intent, any paper that contains any form of plagiarism will earn a 0% for the assignment.** Most plagiarism is accidental and results from mishandling of research or inadequate citations. Examples of accidental plagiarism include:

- word-for-word copying from any source without the use of quotation marks;
- failure to completely cite all quoted, summarized, or paraphrased material from a presented source;
- improper paraphrasing (i.e., paraphrased information that retains the grammatical structure and/or vocabulary of the original source).
In the case that any student plagiarizes information with the intent of cheating on a writing assignment, I may choose a more severe penalty. Examples of blatant plagiarism include:

- submitting any amount of material from the Internet or another outside source as if it is the student’s original composition;
- copying material from a source with no attempt at using quotation marks and/or citation of the source;
- paraphrasing material from a source with no attempt at documentation of the source;
- reusing material from previous classes without the instructor’s express permission;
- simultaneously using material from another class without the permission of both instructors involved;
- buying papers;
- letting others write part or all of a paper; and
- all other instances in which you attempt to circumvent creating an original composition for that assignment and/or attempt to deceive the audience about the sources used when composing the assignment.

You should review the information about plagiarism in textbooks and the Academic Integrity Policy in the UA-PTC Student Handbook, as it is your responsibility to demonstrate good scholarship in your writing.

VII. Accommodation Policy

Services for Students with Disabilities: PTC is committed to fulfilling all federal requirements as stated in the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Accommodations are available to students who have documented disabilities. Students who request accommodations must register with the Coordinator of Disability Services in Counseling Services (501-812-2220 or www.pulaskitech.edu) prior to the semester of planned enrollment, and must provide recent documentation of medical, educational, and/or psychological records.

Students who need accommodations should inform me at the beginning of the course. Accommodations will only be provided if I receive a letter of approved accommodations from the Coordinator of Disability Services. Failure to provide sufficient notification may result in a delay of services.

VIII. Sexual Misconduct

No person at Pulaski Technical College will, on the basis of gender, be excluded from participation in, be denied benefits of, or be subjected to sex discrimination, sexual harassment or sexual misconduct under any education program or activity. All college administrative policies and procedures regarding sex discrimination, sexual harassment, and sexual misconduct are in compliance with Title IX. Students who feel they are victims of sexual misconduct should contact the PTC Title IX Deputy Coordinator for Students:

Michelle Anderson, Dean of Students
Campus Center Building Room 212
501-812-2756; manderson@pulaskitech.edu
Additional information, including the PTC sexual assault policy, procedures, and resources may be found online at http://www.pulaskitech.edu/sexual_misconduct_awareness/.

IX. Course Evaluations
You may be asked to evaluate my teaching and the course near the end of the semester. These student evaluations are very important to the improvement in the quality of instruction and course materials. All results are anonymous and shared with the faculty only after the semester is over and grades have been posted.

X. Information Literacy
PTC is committed to the Information Literacy Competency Standards for Higher Education as established by the Association of College and Research Libraries and endorsed by the National Forum on Information Literacy. Therefore, all courses will incorporate an information literacy component so that, by graduation, all students will be able to recognize the need for information, then locate, evaluate, synthesize, and communicate information in an ethical manner. Information literacy encompasses critical thinking, research, media, technology, health, business, and visual literacy skills to produce lifelong learners who can make informed decisions in the workplace and in their personal lives.

XI. Assignments:

PAPERS (worth 60% of your grade):

You will write a minimum of 14-15 pages of formal writing to include three major papers, in-class writing activities, and journal/homework assignments. You will submit an outline, draft, and final for each major paper. The course is divided into three units: Narrative Writing, Writing to Analyze, and Writing to Persuade.

1st PAPER: Narrative Writing: Personal Narrative (150 points) Narratives are stories, and in this writing project, you will explore your stories. The narrative should reflect on a story surrounding a specific event or situation from your childhood or adulthood. The paper must be at least three full typed pages and follow the specific instructions given out in class.

2nd PAPER: Writing to Analyze: Scholarship Packet (150 points). For your second project, you will complete a “Scholarship Packet.” There are three parts to this writing assignment. (1) Once you have chosen a current scholarship opportunity in your field, conduct research and analyze your audience -- the granting foundation -- and complete a scholarship application using the template distributed in class (2 pages; worth 25 pts.). (2) Next, complete the scholarship essay (2 pages; worth 100 pts.). (3) Finally create a cover letter addressed to the scholarship committee/organization (1 page; worth 25
pts.). The Scholarship Packet must include five typed pages and follow the specific instructions given out in class.

3\textsuperscript{RD} PAPER: Writing to Persuade (300 points). You will choose a current problem/issue that you are passionate about, research it, create an annotated bibliography (three research articles from PTC library databases) and write a persuasive argument stating your position on the issue. Your article must include a graph, bar chart or other graphic to support your evidence. The persuasive paper (4 pages) and annotated bibliography (1 page) must include a total of at least five typed pages. Your chart/graph must include a caption and embedded into the content of your paper without taking up more than 1/5 of a page. Please follow the specific instructions given out in class.

WRITING PROCESS:

Your papers/essays are a synthesis of creativity, critical thinking, reflection, and analysis. Correct grammar, sentence structure, word economy, and correct spelling matters. See the grading matrix distributed in class. As you work from one draft to the next, you will receive feedback prior to completing the final. Our writing process will include the following steps:

1. Working Outline/thesis Statement - The outline is a series of headings and indented subheadings of main ideas and evidence for your topic. The outline will help you create a working thesis/claim, organize your ideas, and provide structure for your draft. I will give you the format to use for your outline.

2. Create an Annotated Bibliography (list of two sources from the PTC Library database and one valid source from the Internet) for your final paper to summarize the three research articles used to support your argument. Attach the three articles to the back of the annotated bibliography for my review of your articles before you begin the draft.

3. Draft – Your outline will guide the development of your draft. All drafts must be typed and contain at least two full pages. Drafts must include an introduction with a thesis statement, paragraphs with main points, and a conclusion. A copy of all sources used must be submitted with your draft. A copy of the annotated bibliography, if required in the instructions, must be submitted with the draft. NOTE: If you do not submit a draft by the deadline date, you automatically lose 15 points on the final paper. If you fail to include the annotated bibliography and articles, you lose another 15 points.

4. Writing Conferences - One-on-one writing conferences are scheduled to provide you with individual feedback on your draft. During conference days, formal class is not held. You will attend only your conference time. At the pre-arranged time, you
will meet with me one-on-one to review your essay’s strengths and weaknesses. 
NOTE: Failing to attend your scheduled conference will result in an absence, and 
you will lose 15 points on your final paper.

5. Final - Present a finished essay, not only formally polished but revised based upon 
the feedback. Submit your paper free of misspellings and gross grammatical errors 
on the required due date in class. Attach to your final: outline, draft with my 
feedback (must include my feedback), copy of all research articles and annotated 
bibliography -- everything. NOTE: If you fail to submit any of these materials, you 
lose major points. In addition to turning in a printed copy in class, you must post a 
copy of your final papers to BLACKBOARD by midnight on the day the paper is due. 
See the schedule below for the deadline dates. I will only accept papers saved as a 
Microsoft WORD format or TXT format. When your paper is submitted to 
Blackboard a plagiarism program, SafeAssign, will review all papers. Save your file 
as follows:

<table>
<thead>
<tr>
<th>YourlastnameEssay#1 1311-57</th>
<th>ChapmanEssay#1_1311-51</th>
</tr>
</thead>
<tbody>
<tr>
<td>ChapmanEssay#2_1311-51</td>
<td>ChapmanEssay#3_1311-51</td>
</tr>
</tbody>
</table>

Please see me if you have any questions. Failure to submit an electronic copy or 
incorrectly formatted e-copy to Blackboard will result in a failing grade for this 
class. No exceptions.

REQUIREMENTS FOR FORMAT AND DOCUMENTATION:

We will use the eighth edition of the Modern Language Association (MLA) Handbook. All 
papers must be typed, double spaced, and in 12-point font; in other words, follow the MLA 
formatting guidelines. All papers must follow MLA format and documentation guidelines. 
This includes your annotated bibliography and drafts too. MLA guidelines are in the back 
of your textbook or go to https://owl.english.purdue.edu/owl/resource/747/01/ for 
resources, sample papers, and MLA guidelines.

In your paper include a page header, which includes your last name and the page number 
in the upper right-hand corner of each page, starting with the first page. Use the 
<header> feature in Microsoft WORD to display last name and page number.

Beginning in the upper left-hand corner of the first page, with one item per line, type:

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Donna Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Instructor: Cheryl Chapman</td>
</tr>
<tr>
<td>Course Name and Section</td>
<td>English Composition 1312-51</td>
</tr>
<tr>
<td>Date using MLA guidelines</td>
<td>15 February 2018</td>
</tr>
</tbody>
</table>
Do not include a separate title page. The title of the analysis paper is placed underneath the date (double-space after date) and centered above the first paragraph (see example below). Do not bold, underline or italicize the title. For example:

Food Narrative: Hot Tamales  OR  My Educational Journal

The three major papers must be submitted by the deadline date. If you fail to submit your paper by the due date, you will lose 10 points for each day submitted late. For example, if you submit your essay two days late, you automatically lose 20 points.

***YOU CANNOT SUBMIT THE FINAL RESEARCH PAPER LATE.***

HOMEWORK/JOURNAL ASSIGNMENTS (WORTH 20% OF YOUR GRADE):

You will use a composition notebook to respond to reading selections, in-class writing assignments, and homework assignments. I will provide a series of 8 discussion questions related to the content to help strengthen your interpretation and analysis of the text. Respond thoroughly and meaningfully to each question in this notebook and submit assignments on dates outlined in the schedule. Specific instructions are provided for each discussion question.

On the cover of your Writing Journal, place your last/first name and English 1311-51S. Your journal counts as 200 points (25 points for each question) or 20% of your grade, and grades are posted to Blackboard. So, respond thoughtfully and follow these guidelines as you complete each homework assignment:

1. Place the Assignment # in the upper right hand corner of the page. For example:
   Assignment #1 – Liar’s Poker
2. Double-space the contents of your assignment
3. Write on the front and back of each page
4. Keep your assignments in order. Any loose sheets must be stapled and labeled at the top as outlined above and in order.
5. Submit your assignments on the dates indicated in the schedule.
6. If your journal is not submitted on the due date outlined in the schedule, you will lose 5 points for each day the assignment is late.

QUIZZES (WORTH 20% OF YOUR GRADE):

You will take three scheduled quizzes and occasional pop quizzes. The dates for scheduled quizzes are outlined in the schedule below. If you miss a quiz, you have until the next class period to request a make-up. Quizzes are over the readings and any other information covered in class. The three quizzes are worth 66.6 points each and total 200
points or 20% of your grade. Grades will be posted in Blackboard. NOTE: If you are absent on the day a pop quiz is given, you cannot make-up the pop quiz.

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**Grading Policy**

You must earn a “C” to pass this course. Check your grade in Blackboard along the way, so you are aware of where you stand. Letter grades are based on this scale:

- A 90-100% (900-1000)
- B 80-89% (800-899)
- C 70-79% (700-799)
- D 60-69% (600-699)
- F 50-59% (500-599)

**After three absences you lose five points for each day you miss.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Approx. % of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Narrative (Outline/Draft/Final)</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Scholarship Packet (Outline/Draft/Final)</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Persuasive Argument (Annotated Bibliography/Draft/Final)</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes (3 quizzes x 66.6)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Journal/Homework (8 x 25)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
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</table>
# Course Schedule

We will closely follow the schedule below. **BRING this schedule to class each day.** It can also be found in Blackboard along with class handouts, resources, and grades. You are responsible for reading the assigned pages prior to class, completing the assignments prior to class, and meeting due dates. Pop quizzes may be given during the semester. Depending upon the needs of the class or inclement weather, I may change due dates or extend deadlines.

## WEEK 1
### Jan. 16&18

**Unit 1: Writing a Personal Narrative**

- Welcome Activity
- Review Syllabus and return signed Course Agreement
- Use Blackboard to post final papers, take quizzes and access assignments, resources and grades

  - How is rhetoric and writing useful in your academic career, work, and life?
  - What are the genres of writing?
  - ACTIVITY: Identify genre and audience

Reading & Homework Assignment #1 – read pages 159-178 & 185-194 in textbook and use your journal to answer discussion questions #1-4 about *Liar’s Poker* on page 195. Be prepared to review your answers and discuss this story as well as “Lydia’s Story” on page 175-178 during class. **Assignment is due in class on Jan. 23 and worth 25 points. Late assignments lose 5 pts. each day they are late.**

## WEEK 2
### Jan. 23&25

- Review and respond to homework assignment
- Instructions for 1st Paper: Personal Narrative
- Key Elements of an Effective Narrative (pgs. 164-174)

  - ACTIVITY: Identify the key elements of a sample narrative - *Milestones*, PTC Journal of Academic Writing, Volume 11
  - Create Outline/Thesis for 1st Paper (use template)
  - Complete “Topic for Personal Narrative” (use template)
  - Submit in-class Writing Sample (due at end of class)

Reading & Homework Assignment #2 – read *The Look* on pages 196-200 and answer questions #1-4 on page 200 in your journal. **Assignment is due in class on Jan. 30 and worth 25 points. Late assignments lose 5 pts. each day they are late. Complete “Topic for Personal Narrative” form and submit on Jan. 30 in class.**

## WEEK 3
### Jan. 30&Feb. 1

- Pop Quiz
- Submit and review topics for papers
- Well Crafted Sentences - sentence fragments and subject-verb agreement (pgs. 712-719)

  - ACTIVITY: Writing well crafted sentences

  - Writing Process: A Roadmap (pgs. 81-89)
  - ACTIVITY: Brainstorm, cluster & free write
  - ACTIVITY: Create typed outline for Personal Narrative using template
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Week 4</td>
<td>Submit rough draft of 1st Paper and attach approved outline at beginning of class. ACTIVITY: Writing Strong Sentences (Opening/closing); pgs. 678-686 ACTIVITY: Checklist for Common Mistakes, pages 687-737.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Writing conferences – attend only your conference time.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Submit 1st Paper at beginning of class (Attach outline and draft w/my feedback to the back of your final paper. You will lose 15 pts. for missing materials.) Post final paper to Blackboard by midnight today! Save as a WORD document as LastnameEssay#1 1311-51S. Take QUIZ #1 – covers material from Week 1 to 4. ACTIVITY: Reading and Analyzing Sample Scholarship Essays Components of Effective Cover Letters (samples)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Pop Quiz Instructions for 2nd Paper: Scholarship Packet (cover letter, essay, and application) Samples of scholarship essays ACTIVITY: Revise your cover letter</td>
</tr>
<tr>
<td>Week 8</td>
<td>Submit rough draft for 2nd paper: Scholarship Application Packet at beginning of class ((cover letter, essay &amp; application; attach your scholarship application and copy of scholarship information from website or other location with your packet))</td>
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<tr>
<td>WEEK 9</td>
<td>March 13&amp;15</td>
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<tr>
<td>• Sign up for writing conferences</td>
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<tr>
<td>• JEOPARDY Review for Quiz #2</td>
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<tr>
<td>• Take Quiz #2 – covers material from Week 6 &amp; 7</td>
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**Writing conferences – attend only your conference time.**

(WEEK 10 - Spring Break – March 18-25)

<table>
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<tr>
<th>Unit 3: Writing to Persuade</th>
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<tbody>
<tr>
<td><strong>Week 11</strong></td>
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<tr>
<td>March 27&amp;29</td>
</tr>
<tr>
<td>• Submit 2nd paper at beginning of class; attach draft with my feedback on all three documents as well as the copy of the website with your scholarship info. You will lose 15 pts. for missing materials.</td>
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<tr>
<td>• Post final paper by midnight in Blackboard. Save WORD document as LastnameEssay#2 1311-51S</td>
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</table>

Reading & Homework Assignment #5 – read pgs. 117-145; 366-370-372; 405-410; 419-436; Speaking While Female (pgs. 366-368). Use Journal to respond to questions #1,2 & 4 from the story on page 369. Assignment is due on April 3rd at the beginning of class and worth 25 points. Late assignments lose 5 pts. each day they are late.

Reading & Homework Assignment #6 – use your journal to complete “Topic/Research Question” using the list and form distributed in class. Assignment is due on April 3rd at the beginning of class and worth 25 points. Late assignments lose 5 pts. each day they are late.

<table>
<thead>
<tr>
<th>WEEK 12</th>
<th>April 3&amp;5</th>
</tr>
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<tbody>
<tr>
<td>• Pop Quiz</td>
<td></td>
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<tr>
<td>• Review student Topic Idea/Research Question</td>
<td></td>
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<tr>
<td>• Instructions for 3rd Paper: Persuasive Argument</td>
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<tr>
<td>• Research Methods: Finding and Evaluating Sources using PTC databases (pgs. 445-499)</td>
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</tbody>
</table>

• Synthesizing Ideas & Incorporating Sources/research (pgs. 505-526)
• Modern Language Association (MLA): quote, paraphrase, and summarize your evidence (pgs. 512-521)

Reading & Homework Assignment #7 – read pgs. 437-441. Identify and staple into your journal an advertisement, flyer, photo, or cartoon that makes a visual argument. In your journal in 300+ words explain the problem and audience for your visual. Be prepared to present these in class. Assignment is due on April 10 at the beginning of class and worth 25 points. Late assignments lose 5 pts. each day they are late.

Homework Assignment: Complete annotated bibliography for your 3rd paper using the template distributed in class.

<table>
<thead>
<tr>
<th>WEEK 13</th>
<th>April 10&amp;12</th>
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</table>
| • Submit annotated bibliography with your three research articles (highlight info in articles you propose to use) at the beginning of class for
review. Late bibliographies will not be accepted.
- Critical Elements of an Argument (pgs. 120-135)
- ACTIVITY: Analyze sample persuasive paper

- ACTIVITY: Quote, Paraphrase, & Summarize Evidence from your research articles
- Begin draft of 3rd Paper in class.
- Distribute Study Guide for Quiz #3

Homework Assignment – complete rough rough draft.

<table>
<thead>
<tr>
<th>WEEK 14</th>
<th>April 17&amp;19</th>
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<tr>
<td>Last Day to Drop/submit WX – April 22</td>
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<table>
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<tr>
<th>WEEK 15</th>
<th>April 24&amp;26</th>
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<tbody>
<tr>
<td>Writing Conferences – only attend your writing conference time.</td>
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</table>

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<thead>
<tr>
<th>WEEK 16</th>
<th>May 1&amp;3</th>
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<tr>
<td>Last Day of Class is May 4</td>
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- Submit rough draft of 3rd paper along with annotated bibliography and three research articles at beginning of class: Late drafts will not be accepted.

- Take Quiz #3 - covers material from Week 11 to 14
- Sign up for Writing Conferences

If you fail to submit papers to Blackboard, you will not earn a passing grade for the course.

Commencement – Friday, May 11
Grades due – 3 p.m. Monday, May 14
Course Agreement Form

English 1311-57S; Spring 2018

Please read, complete, and return to me by the end of class today.

I have read the course syllabus for Cheryl Chapman’s English Composition 1311 at Pulaski Technical College, and I understand its content. I also understand the rules for the class, and I will follow and abide by these rules, including those outlined in this syllabus, as well as those published in Pulaski Technical College’s academic catalog.

Print Name: ________________________________________________

Email Address: ________________________________ (Use PTC’s email, please. Check it regularly.)

Email Address: ________________________________ (Personal email, please.)

Telephone: ________________________________ (Include the number you use in case class is cancelled, or I need to contact you this semester.)

Signature: ________________________________ Date: ________________

Many thanks! I look forward to working with you this semester.