I. Instructor Information
Name: Matthew Chase
Office: CHARTS 415
Telephone: 501-812-2346
Office hours: MW: 10:50-12:05  TR: 9:25-10:40
Mailbox location: CHARTS Office (4th floor)
Email: mchase@uaptc.edu

II. Catalog Description
3 Credit Hours (3 hours lecture per week)

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 (Composition Fundamentals) with a grade of "C" or better and completion of DEVE 0316 (College Reading) with a grade of “C” or better
- A score of 19 or above on the Reading and Writing sections of the ACT
- A score of 75 or above on the COMPASS Writing Placement Test and a score of 83 or above on the COMPASS Reading Placement Test
- A score of 83 or above on the ACCUPLACER Writing Placement Test and a score of 78 or above on the ACCUPLACER Reading Placement Test

III. Course Resources
Required textbooks:

IV. 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

V. Department/Program 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

VI. Course Outcomes
The student will:
1. Respond appropriately to various rhetorical situations, purposes, and audiences
2. Use writing and reading for inquiry, learning, thinking, and communicating
3. Integrate original ideas with those of others
4. Develop flexible strategies for generating, revising, editing, and proofreading
5. Use collaborative writing processes
6. Demonstrate knowledge of structure, paragraphing, tone, mechanics, syntax, grammar, and documentation

Composition I focuses 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.

VII. 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 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. Such particulars as determined by the instructor are detailed in the paragraph below.

- Coming into class within the first fifteen minutes of class will result in you being considered tardy
- Coming into class after the first fifteen minutes means that you will record a double tardy.
- Three tardies will translate to one absence
- If you come in late, I will not repeat the lecture — either ask someone for notes or make an appointment to speak with me.
- After your eighth absence, you will be dropped. There will be no excused absences in class, and any exceptions will be made on a case-by-case basis privately with the instructor. These absences include those recorded for the reasons listed on the attendance policy. You will not be allowed to return to class, and the grade recorded will be a wx. The drop will occur within 24 hours of the final absence.

VIII. 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. Particulars as determined by the instructor are detailed in the paragraph below.
The following may result in an absence being recorded:

- Be respectful, both to your classmates and the instructor
- The computers in the lab are for classwork only. There is no reason for the computers to be on unless you are working on classwork, or the instructor has designated time to work on essays or assignments. If you work on other assignments, or even essays for this class during class time, you will be counted absent. I won’t interrupt class for it, I will mark you absent on the roll sheet, and the absence will be accrued as normal.
- Any use of cell phones, pagers, laptops, or other communication devices during class aside from class-specific uses of the preceding devices; this should be considered your warning. This includes texting. Constantly leaving class to use the cell phone will result in your being counted absent.
- Sleeping in class
- Leaving class before class has been dismissed
- Leaving the class repeatedly during class time
- Doing homework for another class
- Continually speaking in class while another student or the instructor is speaking
- Passing notes
- Constantly being unprepared for class
- Behavior that indicates that you are not mentally present in the class
- Any other behavior that the instructor deems “disruptive”
  - To disrupt: “To interrupt the normal course or unity of” In this case, applicable to classroom activities or lecture.

You will notice that the above are fairly consistently designed to show that mental preparedness and presence are required for success in the course. Also note: If your backpack is present at the beginning of class, and you are not, you will still be counted absent; items do not constitute your “being there” on time.

Appropriate behavior is expected for all communications, including any notes, email messages, or telephone conversations.

IX. Grading
Letter grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 to 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 to 89%</td>
<td>B</td>
</tr>
<tr>
<td>70 to 79%</td>
<td>C</td>
</tr>
<tr>
<td>60 to 69%</td>
<td>D</td>
</tr>
<tr>
<td>0 to 59%</td>
<td>F</td>
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</table>
Classroom participation may be used when grades are on the fence in the form of some extra credit. No extra credit beyond that is planned at this time, though the instructor can change that at his discretion.

**Essay requirements**

- All essays will be written in Times New Roman 12 point font
- All essays will be submitted via BlackBoard. We will walk through this process in class. If you do not attend this class, **you will still be held responsible for uploading the essay to BlackBoard.**
- All essays will be the **full page requirement. A paragraph on the third page of a three page assignment will result in the essay failing to meet the requirement.**
- Essays will be written

**X. Academic Integrity**

It is expected that all students who attend UA-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.”

The complete Academic Integrity Policy can be found in the UA-PTC code of conduct.

**Don’t plagiarize.** The grading criteria and the syllabus state the penalties for plagiarism. Please read all the material about plagiarism to protect you from committing it. It is your responsibility to avoid all forms of plagiarism in your writing for this course.

My plagiarism policy is fairly straightforward, so this section will detail (though class lectures will spell it out more specifically) what plagiarism constitutes and the penalties for committing an act of plagiarism. Plagiarism is defined by the *Oxford English Dictionary* as “The action or practice of taking someone else's work, idea, etc., and passing it off as one's own; literary theft.” Any kind of this practice in any format will result in failure for the course. Misdocumentation of information will be a serious deduction of points, even accidental. It is imperative in this class that you master the documentation of your information. As you move on in school, you'll be asked to perform academic research, which includes compiling, analyzing, and essentially evaluating claims others have made based on evidence – a skill not limited to literature or writing courses, but applied in every subject.

We will go over thoroughly in class what constitutes plagiarism, how to avoid plagiarism, and the correct methods with which to document the evidence that you have gathered.
We will discuss the use of primary sources, secondary sources, and MLA documentation material that will assist you in creating a well-balanced, well-thought out essay in response to your readings.

Be aware that instructors have methods by which they can determine if an essay is plagiarized. These methods will be used to their utmost in this class, and any student caught plagiarizing will fail this course. You will receive several assignments designed to prevent this from happening but after class discussions and readings on the subject, you should ask for clarification. Do not simply think that “it wasn't explained” will cut it. The above definition is broad enough that you should know that cutting and pasting work from the Internet or any other source into your essay to pass it off as your own will result in a failing grade for the course. Also, any previous papers (either yours or another student's) turned in for an assignment in this class will result in failure of the course.

This policy does apply to portions of the essay; just because it was simply a sentence that was cut and paste doesn't mean it will be looked over. Each essay handed in will be subject to rigorous examination for plagiarism.

Please note this form of plagiarism especially: if you plagiarize by blocking and copying a paper or parts of a text from electronic sources (such as Internet sites) or paper sources (such as other students’ papers or your own papers from other classes) without any form of acknowledgment in any of your writing for this course, then the instructor may assign a more severe penalty. Please review the syllabus, the PTC Student Handbook, and our textbooks for more information about plagiarism.

Be advised that if you consider plagiarism for time constraints that the instructor is there to help you — don’t plagiarize in lieu of asking for help.

XI. Accommodation Policy
Services for Students with Disabilities: UA-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 the instructor at the beginning of the course. Accommodations will only be provided if the instructor receives a letter of approved accommodations from the Coordinator of Disability Services. Failure to provide sufficient notification may result in a delay of services.

XII. Sexual Misconduct
No person at UA-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 UA-PTC sexual assault policy, procedures, and resources may be found online at
http://www.pulaskitech.edu/sexual_misconduct_awareness/.

XIII. Course Evaluations
Students may be asked to evaluate their instructor and 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.

XIV. Information Literacy
UA-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.
XV. Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1/15</td>
<td>No Class, <strong>Martin Luther King, Jr. Holiday</strong></td>
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<tr>
<td>1/17</td>
<td>Introduction to class; Free writes</td>
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<tr>
<td>1/22</td>
<td>Walk through Blackboard. First writing prompt assigned. (Beginning the writing process)</td>
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<tr>
<td>1/24</td>
<td>MLA format; paper format.</td>
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<tr>
<td>1/29</td>
<td>First Assignment Due; Introduction to Cover Letter/ Resume; Read (58-74) Dream Job (Introduction to Unit One)</td>
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<tr>
<td>1/31</td>
<td>Brainstorming, creating content (Read 79-89)</td>
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<tr>
<td>2/5</td>
<td>Formatting Resume, Cover letter; <strong>Second Assignment Due</strong></td>
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<tr>
<td>2/7</td>
<td>Tone, Cover letter and Resume</td>
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<tr>
<td>2/12</td>
<td>Editing/Proofreading</td>
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<tr>
<td>2/14</td>
<td>Drafting Day — Instructor will be present in class</td>
</tr>
<tr>
<td>2/19</td>
<td><strong>Cover Letter/Resume Due</strong>; Introduction to Unit Two — The Review; Read (297-312)</td>
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<tr>
<td>2/21</td>
<td>Criteria for a successful review; Reviewing the review <strong>in-class exercise</strong> Read (325-30)</td>
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<td>2/26</td>
<td><strong>Review Analysis Due</strong>; Have assigned reviews read for class discussion.</td>
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<tr>
<td>2/28</td>
<td>Have read for class (336-338)</td>
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<tr>
<td>3/5</td>
<td><strong>Review Due</strong>; Introduction to Research; Beginning Unit Three (Annotated Bibliography); Read pp (445-54)</td>
</tr>
<tr>
<td>3/7</td>
<td>Introduction to Library Databases; Evaluating Source Validity read pp (491-504)</td>
</tr>
<tr>
<td>3/12</td>
<td>Citation Exercise; <strong>in class exercise</strong></td>
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<tr>
<td>3/14</td>
<td>Writing the Annotated Bibliography, tone of academic writing</td>
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<tr>
<td>3/19</td>
<td><strong>Spring Break No Class</strong></td>
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<tr>
<td>3/21</td>
<td><strong>Spring Break, No Class</strong></td>
</tr>
<tr>
<td>3/26</td>
<td><strong>In-class work day</strong></td>
</tr>
<tr>
<td>3/28</td>
<td>Introduction to Argument; Begin Unit Four; (379-89)</td>
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<tr>
<td>4/2</td>
<td><strong>Annotated Bibliography Due</strong>; Using sources as a launching point</td>
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<tr>
<td>4/4</td>
<td>Rhetorical Appeals (389-400)</td>
</tr>
<tr>
<td>4/9</td>
<td>Examples of Rhetorical Appeals</td>
</tr>
<tr>
<td>4/11</td>
<td>Rhetorical Appeals Exercise; <strong>in-class exercise</strong></td>
</tr>
<tr>
<td>4/16</td>
<td>Using evidence for an argument</td>
</tr>
<tr>
<td>4/18</td>
<td>Logical fallacies; <strong>in-class exercise</strong> (400-02; also see Blackboard for supplemental material)</td>
</tr>
<tr>
<td>4/23</td>
<td>Strategies for argument (419-441)</td>
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<tr>
<td>4/25</td>
<td>Drafting the argument</td>
</tr>
<tr>
<td>4/30</td>
<td><strong>Writing Day, No Class</strong></td>
</tr>
<tr>
<td>5/2</td>
<td><strong>Conferences</strong></td>
</tr>
</tbody>
</table>

**Final Exam Schedule:** The final essay will be your final exam, and it will be due Sunday, May 6 via Blackboard by 11:59 p.m. We will discuss in class that there is no late policy for this assignment being turned in.
Disclaimer: This schedule is a guide for the semester. The instructor reserves the right to amend the schedule as necessary.
XVI. 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, the instructor may choose a more severe penalty at their discretion. 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;
- reuse of 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 the student attempts to circumvent creating an original composition for that assignment and/or attempts 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 PTC Student Handbook, as it is your responsibility to demonstrate good scholarship in your writing.
XVII. Course Agreement Form

Read, complete, and return to instructor:

I have read the course syllabus for Matthew Chase’s Composition I class at UA-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 relating to attendance, assignments, grading criteria, plagiarism, and behavior.

Semester

Date

Print name

Signature

Email address
(please use your PTC email address)

Telephone