I. Instructor Information
Name: Christi Gravett
Mailbox location:
Email: cgravett@uaptc.edu
cgravett@gmail.com

You absolutely must use your UAPTC email address to contact me. Only use the Gmail address in the event of an emergency (i.e., if the official email server is down). I will not be able to discuss grades or classwork with you unless you contact me using my official UAPTC account.

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 proof-reading
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.

Regular attendance is a must if you are to succeed in this course. You are allowed
five absences for a T/R class -- no questions asked. Do your best to avoid scheduling
doctor appointments during class time. Instructors are required to keep both
attendance and grades on Blackboard, so you would be wise to save these absences
for when you are sick or have a true emergency, as each subsequent absence will
result in your final grade being dropped by half a letter. If you miss two weeks of
class in a row and make no effort to contact me, you will be administratively
dropped from the class.

If you must be absent, you are responsible for emailing me to find out what you
missed and what is due. The announcements section of Blackboard will also be
updated on a weekly basis. These announcements will be sent directly to your
UAPTC email account.

To avoid confusion, do not, under any circumstances, speak with a fellow student
about missed work before speaking with me.
To successfully complete this course, you should ideally have:

- basic computer skills such as emailing, posting in a discussion board setting, and attaching assignments in the appropriate place
- a reliable computer
- a reliable connection to the Internet
- reliable access to Blackboard
- a mainstream word processor (Microsoft Word is best and preferred)
- access to film and video content (YouTube, Netflix, Amazon, local library, etc...)

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.

You may be asked during the semester to participate in informal discussions or writing assignments. These exercises, which will occur both in class and on Blackboard, are a necessary part of your participation in the course. If class is cancelled due to illness of inclement weather, you will be expected to utilize the discussion board feature on Blackboard. Often, our class discussions may seem tangential and unnecessary, but don’t be fooled. There’s a reason for everything, so participate.

There will be absolutely no derogatory remarks regarding race, gender, religion, or sexual orientation. Although many of the topics we cover this semester may fall under the heading of controversial, please think before you speak and be considerate of those around you.

Do your best to listen to one another’s viewpoints and avoid statements that might be construed as personal attacks, e.g., referring to an individual or an individual's ideas as “crazy” or “stupid”. Statements like these are looked down upon in both professional and everyday writing.

A personal attack is one of many logical fallacies we will cover this semester. The best way to avoid using a logical fallacy? You must think about what's being said in the reading, do a considerable amount of research, consider what others have said about the topic, and be open to new ideas. It’s imperative that we focus on the ideas being expressed, and not the individual expressing them. We shouldn't devolve to
attacks on physical appearance or level of intelligence. Referring to someone as “crazy” isn’t really a viable argument anyway. It’s belittling. Dave Chappelle put it best when he said, “The worst thing to call somebody is crazy. It’s dismissive. ‘I don’t understand this person. So, they’re crazy.’ That’s bullshit.” All an accusation of “crazy” really says is that in the absence of any sort of clear argument against what the author, your teacher, or a fellow classmate is attempting to express, you’ve chosen to personally attack the individual.

If you’re unfamiliar with how to avoid biased or discriminatory language, please see the corresponding handout provided on Blackboard.

Your grade this semester will not suffer over personal disagreements with ideas represented in your writing. You will lose points on an assignment, however, for not following directions closely. Part of not following directions may involve failing to include adequate research to back up your ideas. In this English Composition I class, reasoning such as “I am entitled to my opinion” will not be tolerated. You are only entitled to opinions that are supported by good-enough arguments informed by reading experts in relevant fields. In the words of Patrick Stokes, a Lecturer in Philosophy at Deakin University, “The problem with “I’m entitled to my opinion” is that, all too often, it’s used to shelter beliefs that should have been abandoned. It becomes shorthand for “I can say or think whatever I like” – and by extension, continuing to argue is somehow disrespectful. And this attitude feeds, I suggest, into the false equivalence between experts and non-experts that is an increasingly pernicious feature of our public discourse.”

Appropriate behavior is expected for all communications, including any notes, email messages, or telephone conversations. Please include as much relevant information as possible in your emails. This includes your name, class time, and a brief description about any attachments you may be sending. Don’t send an email instructing me to “look over” an attached assignment. Instead, alert me to any specific concerns you have with the paper, and I will work with you to address those concerns. Don’t expect a response if your email, other than an attachment, is completely blank.

Appropriate behavior is expected for all communications, including any notes, email messages, or telephone conversations. Some guidelines for communication are included in this syllabus to help you.

**IX. Grading**

Letter grades will be based on the following scale:

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<th>Percentage</th>
<th>Grade</th>
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<td>90 to 100%</td>
<td>A</td>
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<td>80 to 89%</td>
<td>B</td>
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<tr>
<td>70 to 79%</td>
<td>C</td>
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<tr>
<td>60 to 69%</td>
<td>D</td>
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<td>F</td>
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Your assignments this semester will consist of four major essays, two Blackboard writing exercises, one Annotated Bibliography, and a revision of the final essay. Three of these essay assignments will be researched-based and require the use of MLA 8 citation and documentation.

Your first essay will be graded based on meeting draft guidelines and will essentially be considered practice for future assignments. You will attend a one-on-one conference at both the beginning and end of the semester to discuss your first and final essay drafts. These conferences are compulsory. Failure to attend and/or meet draft guidelines by the time of your scheduled conference will affect your grade.

Students are expected to regularly participate in class discussions and complete assigned in-class exercises. Because this is a T/R class, you must to log in to Blackboard at least twice a week.

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.

Plagiarism is unacceptable. All assignments will be submitted to SafeAssign through Blackboard. If you intentionally copy something from the internet, even from several different sources, you will be asked to do the assignment again with a deduction of one letter grade. No points will be awarded to essays that aren’t completed within a specific period. Unintentional plagiarism is usually obvious and will be handled on a case by case basis.
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

This is a tentative schedule for Fall 2017 English Comp I on T/R (12:15 – 1:30)

Much of the reading this semester will be provided on Blackboard. Although we will utilize the computers provided in the classroom, not having home access to a computer or the internet is not an excuse for failing to complete Blackboard assignments on time. These assignments must be submitted to Blackboard (not via email or handed in). If you’re having difficulty submitting to Blackboard, contact me via email or through the Remind app before the assignment is due. No late assignments will be accepted after midterm due to issues with technology.

More specific due dates for essays and writing exercises will be listed on Blackboard.

Week One: Jan. 16th / 18th
   Introduction to Course Syllabus & Blackboard

Week Two: 23rd / 25th
   EA Rhetorical Situation (pgs. 18 – 24)
      Academic Writing (pgs. 40 – 52)

   Grammar Refresher & Diagnostic
   The Oatmeal: Words You Need to Stop Misspelling
   Using Sensory Description
   Expository Writing Group Exercise

Week Three: Sept. 30th / Feb. 1st  Personal Narratives
   EA Writing a Narrative (Ch. 12, pg. 159)

   Remembering an Event
   Prewriting (Narrative Outlines)

   Langston Hughes Salvation
   Cheryl Aron Reading A Photograph

Week Four: 6th / 8th
   BB Essay Assignment – Personal Narrative (Difference Makers)
   Individual Conferences
      This essay will be completed outside of class and submitted to Blackboard.
      You will receive a completion grade for attending a one-on-one conference and meeting draft guidelines.
**Week Five: 13th / 15th**

**EA** Quoting and Paraphrasing (Ch. 25, pg. 512)
Giving Credit, Avoiding Plagiarism (Ch. 26, pg. 527)

MLA Style Guide

Review: Format / Citation / Signal Phrases

**BB** Mock Citation Assignments

**Week Six: 20th / 22nd** Writing Extended Definitions

**EA** Let’s Take a Closer Look (Ch. 13, pg. 201)

Definition (Ch. 18, pg. 428)

Alexandra Petri *Generation Awkward*
Misha Collins *Forward to Gishwhes* (Def. of Art)
Diana Mack *It Isn’t Pretty...But Is It Art?*
Jonah Lehrer *How Does the Brain Perceive Art?*

**Week Seven: 27th / March 1st**

Viewing: Kara Walker & Thelma Golden *How Art Gives Shape to Cultural Change*, Adam Ruins Everything *Art Episode*

Carolyn Purnell *Color, Chromophobia, and Colonialism*
Angela Montefinise *The Art of Defining Art*
Marilina Maraviglia *About Art, What Do We Really Mean?*
Anna Rose Tull *Damien Hirst and The Art Question* (Student Essay)

**Week Eight: 6th / 8th (MIDTERM)**

Viewing: Jean Michel Basquiat *The Radiant Child*

An extended list of easily accessible films will be provided for online students.

**Week Nine: 13th / 15th**

**BB** Essay Assignment – Defining Art

- For classroom students, a portion of this essay will be completed during class time.

**Week Ten: 20th / 22nd** Arguing a Position (Part 1): Social Media & Lived Experience

Social media and hashtag activism are increasingly becoming topics of scholarly attention. There are a multitude of websites, mainly news websites and social justice blogs, where these conversations are taking place. Many of the prominent writers who focus on Twitter, identity, and the power of hashtag activism are not academics, but bloggers, journalists, writers, and activists. At this point in the semester, we will interact with various types of social media writing, as well as discuss writing as a call to action.
Defining “Markedness” (stigmatization) in terms of Race, Gender & Orientation

EA Analyzing Arguments (Ch. 17, pg. 379)

Maya Chung #BackInBrooklynTech Students Use Hashtag Activism...

Viewing: Jane Elliot’s “Angry Eye” Experiment
   Tupac Resurrection
   Franchesca Ramsey (MTV’s Decoded) Why Does Privilege Make People So Angry?
   Kat Blaque Racism Vs. Prejudice, The History of Whiteness
   Stuff Mom Never Told You Stereotypology Series

Zora Hurston How It Feels To Be Colored Me
Amitava Kumar Where is Your White Literature Section?
Nick Wing When The Media Treats White Suspects And Killers Better Than Black Victims

Provided Research:
Jon Greenberg 10 Examples that Prove White Privilege Protects
White People in Every Aspect Imaginable
Privilege Checklists - On Racism and White Privilege, Male Privilege by Peggy McIntosh, Daily Effects of Straight Privilege
Japanese Anime and the “Default Human Being”
Racial and Racist Stereotypes in Media (Website)

Week Eleven: 27th / 29th
Debra Tannen Marked Women, Unmarked Men

BB Essay Assignment - “Markedness”
- For classroom students, a portion of this essay will be completed during class time.

Week Twelve: April 3rd / 5th Arguing a Position (Part 2): Taking on Specific Issues

Activism on Social Media

EA Starting Your Research (Ch. 19, pgs. 445-453)
   Evaluating Sources (Ch. 22, pgs. 491-497)
   Synthesizing Ideas (Ch. 24, pgs. 505-511)

Shane Thomas Why Do We Need Activism?

Melissa Harris-Perry “Michelle” from Sister Citizen
Atsuko Kameda “The Advancement of Women in Science and Technology” from Transforming Japan
BB “Synthesis” Writing Exercise

Week Thirteen: 10th / 12th
EA Annotated Bibliographies (Ch. 23, pgs. 500-504)

Angela Becerra Vidergar From Twitter to Kickstarter...
Lauren Porosoff The Place for Activism in English Class

Week Fourteen: 17th /19th

Week Fifteen: 24th / 26th
BB Annotated Bibliography & “Hashtag” Essay

Individual Conferences
- This essay will be completed outside of class and submitted to Blackboard. You will receive a completion grade for attending a one-on-one conference over meeting draft guidelines.

Week Sixteen: May 1st / 3rd
Final conferences

Finals Week: May 7th – 11th

A revision of the final essay will be due during finals week.

Extra Credit: Submit one of your essays (excluding the Narrative) as a blog post at the end of the semester. This will require you to change the way you consider your audience when revising the assignment, as well as the way you incorporate source material. For instance, in lieu of a works cited page, you will include source information using hyperlinks.

Disclaimer: This schedule is a guide for the semester. The instructor reserves the right to amend the schedule as necessary.

Major Assignments:

Due dates and additional directions for each assignment will be provided on Blackboard.

Difference Makers - 750 words min.

Think of someone outside of your family who has made a difference in your life. Your assignment is to tell the story of how this person made a difference. Choose the most important details and develop them into a narrative story that will leave your readers with a vivid impression of your experience and an understanding of its significance. Think about how this person made a difference or inspired you to do something. Did they challenge your feelings/beliefs about something? Did some aspect of your life change as a result of this person’s influence? Did you discover something about yourself through
them? Ideally, you should focus on one incident in particular and the story should cover only a short period of time, not a long period of days, weeks, or months. In other words, don't try to tell your entire life story.

**Defining Art - 1000 words min.**

For this essay, you're free to reference/cite information located in the Unit 2: Extended Definitions folder. You're also welcome to cite information outside of Blackboard, keeping in mind the credibility of your sources.

Your final draft should include in-text citations and a works cited page of 4 or more sources. You should be able to paraphrase and quote directly from your source material. Please keep direct quotes brief with no more than two quotes per paragraph.

Consider the extended definitions of art we've read over in class and why each author felt the need to define art in the first place. Then, choose from one (or a combination) of the following topics below and develop your own extended definition of art.

1. Look back at Misha Collins' Forward to GISHTWHES. Consider the "art" we interact with in our everyday lives. Are there any cultural or societal reasons why we consider certain works of art more important and worthy of contemplation than others? Are there any benefits to holding everyday art (as Misha Collin's says, "art" with a small a) in the same regard that we hold "fine" or museum quality art? In order to have this discussion, you would have to clearly define the difference between "Art" and "art". You might even want to expand on Collins' idea that the procession of art serves as a reminder that something is possible.

2. People from different socioeconomic backgrounds often interact with art in different ways. Since an early involvement in art-related activities is known to have a hand in later academic achievement, how can we begin to bridge the gap in a way that makes the ability to think critically about art a more attainable skill? Again, in order to have this discussion, you would need to define art through the perspectives of individuals from different socioeconomic backgrounds, backing up your assertions with evidence.

3. How have people's ideas about art (or the definitions they've applied to art) changed throughout history? What does the evolution of art say about where we are as a people, and where we're going? You may want to focus on a particular group of people for this one (Americans, women, African Americans, Asian Americans, Indigenous women, etc.) in order to make your thesis and corresponding research more specific.

4. According to Purnell's blog post about Chromophobia, all those ancient Greek statues were actually a gaudily painted riot of color! What do we as a society define as having "good taste" in art? Where do those attitudes come from and what can we do to overcome our fear of color?

5. Define art through the lens of psychology, therapy, or mental health in general. For instance, how does the brain and/or body react to seeing or experiencing various types of art? You may want to focus on one or more of the following: music,
painting, dance, writing, etc. I would strongly advise all of you to discuss your topic with me via email before beginning your research.

Don't forget utilize sites like JSTOR and Google Scholar when beginning your research.

**Marked or Unmarked - 1000 words min.**

Begin your essay by introducing your readers to the term "marked" by discussing ways in which Zora Neale Hurston in "How it Feels to Be Colored Me" felt stigmatized by society upon her move from Eatonville to Jacksonville. Don't forget to introduce the story itself, naming both the title and author.

Then, answer the following questions in the body of your essay. Don't simply restate each question verbatim. Instead, rephrase the prompts in your own words, creating topic sentences for each paragraph. It is very important that your transitions from paragraph to paragraph are clear and make logical sense.

This essay will combine principles of both narrative and definition writing.

1. In what ways am I marked or unmarked by society in terms of race, gender, sexual orientation (or any other classifications found here or in your provided research)?
2. In what ways are my everyday conversations marked by my possible biases/assumptions about race, gender, sexual orientation, etc?

In order to answer these questions, you will need to make sure your readers have clear definitions of the terms you're discussing. Like your previous assignment, you may need to provide examples or make comparisons to clarify the meanings of terms like: marked, stigmatization, privilege, racism, and sexism. Don't define these terms all at once, but only if/when they appear in your discussion. No dictionary.com or Merriam Webster definitions! Remember, those definitions are limited and, in this case, won't tell us everything we need to know about any of the terms listed.

**Hashtag Activism – 1200 words min. + Annotated Bibliography**

Develop an annotated bibliography of 5 sources exploring a social media hashtag. The hashtag must involve some kind of social activism. Your topic should be cleared with me prior to completing your research. Some possible examples include: #BlackLivesMatter, #SayHerName, #MarriageEquality, #StandWithStandingRock, #ThisIsPlus, #OscarsSoWhite, etc.

With the research you gather in your annotated bibliography, you will produce an essay detailing and explaining the history, cultural relevance, and people behind your chosen
hashtag. Consider any live events or conversations that took place as a result of the hashtag and whether or not these things produced significant social change.

**Final Exam Schedule:** A revision of your research paper (above) will be due at the time of your scheduled final. The final should include a works cited page of (at least) the 5 sources listed on your Annotated Bibliography, plus any additional sources used.

**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 Christi Gravett’s English Comp 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 ________________________________