Course Syllabus
ENGL 1311 sec 43
English Composition I
Fall 2018

Instructor Information
Name: Anissa Raiford-Ford
Office hours: after class, appointment
Mailbox: South Campus
Email: a.raifordford@uaptc.edu

I. 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’s focus is 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 on the first day of the semester, with the exception of students who enroll after classes have started. You are counted as absent if you arrive late to class, leave class early, go in and out of the classroom during class time, or use the cellphone in a context unrelated to class. This is not a conversation. It’s a noted absent that will, in the end, lower a student’s grade (based on excessive absences or classroom disruption).

Any student who misses two consecutive weeks of class will be administratively withdrawn from the class.

Any student who does not arrive to the 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.

Walking into class ten minutes late is an absence. Leaving class before the class is finished is an absence. The instructor reserves the right to change a P to an A based on the time the student leaves class or any other classroom policy violations. There is no such thing as an excused absence. In the end, absences/missed classes tend to show up in work and assignments that are incorrect. The only way to properly reflect why a student has not learned what has been taught inside the classroom is to document tardiness and one’s inability to attend (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. Language and speech deemed hateful, sexist, racist, homophobic and xenophobic results in an absence. Punctual attendance and intelligent thoughtful participation are expected from each class member. Gathering good thesis ideas takes time, conversation, and also requires us all to share and exchange ideas, thoughts, and beliefs. Listening to others and allowing others to complete their thoughts, and respectfully assessing peer’s work during peer reviews, are required and
expected so that each student can complete the class with a grade that adequately reflects the work they've put into the course.

Disruptive behavior that results in an absence, asking a student to leave or more:

* walking out of class to answer a phone
* texting, messaging, snapchatting during class time.
* cellphones that vibrate or ring during class time
* rude, abrasive, discourteous remarks to peers or instructor
* slander, hate speech against any religious group, person, leader, president, or gender
* psychologically threatening speech or looks (menacing looks)
* talking among peers without sharing the conversation with the entire class.
* sleeping

Things happen, we have jobs, we work 18 hour days and we try to fit school in between. Take a close look at what you can and can’t do and prioritize. There’s empathy for people who work and parent hard, but that doesn’t translate in terms of credit/grades.

Appropriate behavior is expected for all communications, including any notes, email messages, or telephone conversations. Rude, unprofessional or discourteous conversation and emails are ignored and in class it’s considered an absence.

In case can’t be here: 😊

Contact a friend or classmate to catch you up on what you missed before asking an instructor “did I miss anything last time?”

Use the syllabus or Blackboard to stay abreast. Attendance is part of the grade, a negative attendance score affects a grade.

Late papers, quizzes, etc suffer a 10 point penalty. A paper submitted more than three class periods late is an F. Each paper’s due date is agreed upon by the entire class.

**IX. Grading**

Letter grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Percentage</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>
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<tr>
<td>60 to 69%</td>
<td>D</td>
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</tbody>
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Comp I, sec 51
There are five grades in the course and each is worth 20% of your final grade. Each paper is 750 words minimum 950 max. Papers over 1000 words will not be graded.

Essay One: Narration/Description
Essay Two: Analysis
Essay Three: Literary Compare and Contrast / Analytical
Essay Four: Research
Grade Five: Attendance/In Class writing/behavior:

Plagiarized papers (all or part) are an F, no redoes. Please note, it's quite difficult to pass a course with an “0” in any of the writing categories.

You may revise any paper that earns a score in the “C” category. The final paper, your research essay, is not eligible for revision. The final essay, the research essay is a test of your ability to generate a strong thesis, support that thesis idea with properly cited research throughout the 750 word (minimum) paper, and finally, master mechanics and grammar. We will work tirelessly the last eight weeks of class to develop the best research paper imaginable.

From essay one to essay three, the work assigned is geared to build writing skills, improve and strengthen our rhetorical foundations.

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.

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>Week</th>
<th>Assignment/Activity</th>
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| 1    | Course intro-The Narrative Essay  
Shaka Senghor, [https://www.ted.com/talks/shaka_senghor_why_your_worst_deeds_don_t_define_you](https://www.ted.com/talks/shaka_senghor_why_your_worst_deeds_don_t_define_you) 
handout  
| 2    | Narrative Essay:  
chapter one “The Ice Queen” Alice Hoffman  
text: Junot Diaz p 912-916 “The Money”  
Focus: Theme  
Why this title? What, in your opinion, is the essay’s strongest theme? How does language work here? Google unfamiliar terms in the text and explain its impact on comprehending the text and its themes. (in class writing)  
Choose a theme for your narrative essay  
Choose examples that will support your essay’s theme  
Decide if your essay tells a story that occurred within a 24 hour period, or a story that teaches a life lesson. |
| 3    | Descriptive Writing: Writing that Appeals to the Five Senses  
Narration: Textbook, page 159, Chapter Twelve Study Chapter 12, note the characteristic features of a narrative essay on 164. Writing a narrative, a roadmap page 185  
Essay due date deliberations |
| 4 | Paper One Due, end block one  
Begin block two: The Analytical Essay  
“Why Colleges Shower Their Students with A’s” (in class writing)  
Read: (in class)  
Begin:  
“The Story of a Suicide”  
Analyze characters, setting, and/or motivations.  
Practice MLA Format, citing, works cited, paraphrase, quotes |
|---|---|
| 5 | “The Story of a Suicide”  
Reader response (in class)  
Continued……… |
| 6 | Analytical Essay: con’t………  
Film choices:  
*House of Sand and Fog*  
*Othello*  
*He Named Me Malala*  
Essay Two: Choose a subject/story/documentary:  
Analyze characters, plot, setting:  
Page 231-239 “The Roadmap to Writing Analytically”  
Citations  
Paraphrasing  
Works Cited  
(MLA FORMAT)  
My Job at the Apple Plant (Essay Structure) |
| 7 | Contemporary Fiction meets social issues: Writer’s Block Three:  
Parents, shaming, discipline  
“T.C. Boyle: “The Love of My Life”  
Analyze characters, setting, motivations.  
Practice MLA Format, citing, works cited, paraphrase, quotes |
<table>
<thead>
<tr>
<th></th>
<th>Reader response</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Analyze the story: characters, themes, literary techniques</td>
</tr>
<tr>
<td>8</td>
<td>Plagiarism, Grammar Review, Misused Words</td>
</tr>
<tr>
<td></td>
<td>Writing Paper Three: Choose any work of fiction we’ve covered in class either on film, or text. Write an analytical paper where you will examine a character’s will, flaws, destiny. Or you will examine the plot, Or you will examine the setting, or symbols in the story. You will write one focused essay that covers one theme.</td>
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<tr>
<td>9</td>
<td>Block Three: Fiction Essay; Due</td>
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<tr>
<td>10</td>
<td>The Research Paper pp 443-635/138-145 (Argument) By now, you’ve written a lot, and many of you will have learned a lot about grammar and mechanics through your revised essays and in class writing assignments. Now it’s time to test what you learn as we prepare for the research essay. The Research/Argument Essay (continued) into Research/Argument</td>
</tr>
<tr>
<td>11</td>
<td>Research/Argument</td>
</tr>
<tr>
<td>12</td>
<td>Research/Argument</td>
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<tr>
<td>13</td>
<td>Research/Argument</td>
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</tbody>
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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 Raiford-Ford’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: Spring 2018

Date: 

Print name: 

Signature: 

Email address: (please use your PTC email address)

Telephone: