I. Instructor Information
Name: Joe Guy
Telephone: 972.578.5561 (Texas number)
Email: jguy@pulaskitech.edu

Note: Since I do not have an office on campus, the best ways to communicate with me is through Pulaski Tech’s email system, through Blackboard Course Messages, or via telephone (see above for days and times for phone calls).

Additionally, I can meet with you via online virtual appointment using Skype. If you’d like to communicate with me using this method, please contact me via email to set up an appointment. We can have virtual meetings during regular business days/hours (Monday-Friday 8:00am-5:00pm) or during a suitable time in the evening during the week.

II. Catalog Description
3 Credit Hours (3 hours lecture per week)
Further study of principles and techniques of expository and persuasive composition, analysis of texts, research methods, and critical thinking.

PREREQUISITE: Completion of English 1311 (or an equivalent course) with a grade of “C” or better.

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 demonstrate an advanced application of outcomes expected in ENGL 1311:

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 II continues English Composition I’s focus. In English Composition II, 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 UA-PTC’s administrative drop policy for days of consecutive nonattendance. Such particulars as determined by the instructor are detailed in the paragraph below.

In an online class, eligibility for financial aid is based on student participation. Logging in to the course does not constitute participation. Examples of participation include, but are not limited to, posting to another student’s discussion, submitting an assignment, or taking an assessment. Students who do not participate will not be able to collect financial aid for an online class.

If a student fails to complete any assignments for two weeks, even if he/she does email the instructor, the instructor may drop the student from the course.

Regular attendance and participation will be integral to your success in this class. Since it will be an online environment, you will be expected to log into the course regularly and read all announcements, lecture notes, and other materials. While a course outline is presented in this syllabus, changes may be made to adjust to the needs of the class as a whole; therefore, it is your responsibility to log on regularly in order to stay abreast of any changes and/or additions to the class schedule and assignments.
VIII. Classroom Policies
The UA-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.

Online Decorum Policy:
Inconsiderate and/or disrespectful behavior of any sort will not be tolerated in this class. Such behavior includes, but is not limited to, making derogatory remarks about others, sending offensive or insulting emails to others, or engaging in any behavior which may be considered disruptive to the learning environment. Failure to adhere to this policy may result in dismissal from the class.

You are expected to be respectful of others in your classroom behavior. This includes, but is not limited to, the following:

- Do not cheat or plagiarize. If you are caught cheating or plagiarizing, you will automatically be given the grade "F" for the assignment and may be assigned a failing grade for the course as well. Any plagiarized paper will receive a zero and the student may be immediately dropped from the class with a final grade of "F". "Plagiarism" would be noted on the official drop slip. Any evidence of cheating on exams will be handled in the same manner; students will receive a zero on the exam and may be immediately dropped from the class with a final grade of "F". "Cheating" would be noted on the official drop slip. I reserve the right to handle incidents of suspected cheating and plagiarism on a case-by-case basis as I see fit.
- Please be respectful on the discussion boards or when commenting on the blog posts of others. All students are expected to be considerate and respectful of others and their opinions. All posts should be relevant to the topic being discussed. Respond to others as you would them to respond to your posts.
- No messages and/or posts meant to harass, humiliate, defame, or threaten another student will be tolerated.
- No messages and/or posts that contain spam or pornographic images or links will be tolerated.
- Do not type in all caps. Such posts are hard to read and may be considered yelling.
- Do not plagiarize your posts. Credit sources when appropriate.
- Please note that I do not tolerate disruptive or rude students. I will listen to any concerns you might have about the course in private; please do not publicly voice them on the discussion boards.
*NOTE: The instructor reserves the right to make changes to this syllabus concerning policy changes at any time during the semester. Students will be notified promptly if changes to the syllabus are made.

Guidelines for Communications to Instructor:
- When emailing me, please include a specific and descriptive subject line.
- Submit all assignments through the assignments tool. I will not accept assignments sent through email.
- Use the REPLY feature whenever possible to maintain the topic.
- Use the UA-PTC email as the primary means of communication with me.
- If you have an individual question or concern, please email me directly; otherwise, please use the discussion board so that your peers may benefit from the question/concern as well.
- Answer any email I may send to you.
- Be respectful of the privacy of others and use the FORWARD option cautiously.

Important Points to Remember: Discussions/blogs are not the place to vent your frustrations about a given work. We are here to think critically about pop culture and to discuss it appropriately. “I don’t like…” says nothing about the topic or subject. There is a reason why formal, critical essays typically avoid personal pronouns: the reader is reading to learn about the work, not about the creator of the work.

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
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<tr>
<td>B</td>
<td>80 to 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69%</td>
</tr>
<tr>
<td>F</td>
<td>0 to 59%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Method of Evaluation</th>
<th>Rough % of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Essays and Annotated Bibliography</td>
<td>45%</td>
</tr>
<tr>
<td>Final Essay</td>
<td>25%</td>
</tr>
<tr>
<td>Discussions/Assignments/Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes/Miscellaneous</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>
The Two Essays (100 points each)
You will be expected to write two essays (2 ½ pages in length). For each essay, you will be expected to apply a critical, argumentative approach to the topic, using specific details and evidence to support your claims. The essays will require that you use sources (research) as supporting evidence within these assignments. Academic papers are not written in a vacuum. It is of vital importance that you distinguish between your words and those of others through the use of appropriate documentation.

The Annotated Bibliography (100 points)
Before developing and drafting the final essay, you will write an annotated bibliography on the sources you will incorporate in the final essay. The purpose of an annotated bibliography is to illustrate the quality of your cited sources as well as their significance and correctness. The annotated bibliography will be about 4-5 pages in length.

The Final Essay (100 points)
At the end of this course, you will submit a final paper of about 6 pages in length. The paper is an opportunity for me to see if you fully understand how to write a well thought-out, developed, argumentative and analytical piece of composition with scholarly research to support your argument. Because of this, the final paper is worth a possible 100 points. You will need to practice good time management and plan ahead to submit your final essay by the due date listed in Blackboard. Do not wait until the last minute.

To help you with the paper, I will give you a variety of essay prompts when I post the assignment. The essay should be sufficient to address the given question fully and accurately argue your position on your selected topic. It should also have at minimum four full pages double spaced, not counting the Work Cited page. However, students are expected to always exceed the minimum to receive more than simply a passing grade. The essay should also be clearly written, argumentative, formal, organized, accurate, and free of distracting nonstandard grammar and spelling issues. You should also include correctly cited and documented direct quotations from the text that is relevant to supporting the argument of your response.

Submitting your essays: You should use proper MLA format on all essays. Failure to follow MLA format properly can result in serious deductions on your overall essay scores. If you are unfamiliar with MLA format, then you should review all notes and become familiar with the format fully before doing your first response. The library has several good links on its web page for MLA format if you need help.

Essays also require proper Work Cited pages that cite all sources used. Failure to include a Works Cited page will result in a major deduction on your essays.
I will not pre-grade your paper, but I am happy to address any specific questions or concerns that you have before you submit your work for a grade. You can send me drafts to review before final submission. Please note that corrections or comments I may make about your paper prior to official submission for grading does not necessarily guarantee a successful final grade on the assignment.

All essays must be submitted via Blackboard. Essays must be uploaded to Blackboard as a Word processing document in .doc or .docx format before being sent. If I cannot open the file, then it will earn a "zero" until it is formatted in a way that I can open it.

Please be aware also that all assignment files will be submitted to SafeAssign, a plagiarism program, to check for plagiarized passages. All responses will be checked for plagiarism. I will not score any paper until it has been checked.

Blackboard Discussion Board
You will be required to post to the discussion board for the class for throughout the semester. The discussion board is meant to encourage critical thinking and deeper understanding and analysis of the topic. Each post is worth a possible 20 points.

I will provide specific instructions for each discussion. My evaluation of your posts is partly objective (required number of posts) and subjective (based on the quality and length of your responses). Your posts should be insightful, accurate, clear, and free of distracting nonstandard grammar and spelling errors. They also do not have to be extremely long either, but they should develop a complete thought. In order to receive full points for posts, each post should be at least a full paragraph (at least 200 words). Simple 1-2 sentence responses will not receive full credit. You are also free to incorporate links, images, audio, and video into your responses.

Remember your discussion board posts should:

- Be at least 200 words in length
- Display critical thinking and directly address a given reading question
- Be specific and accurate about the subject
- Display organization (not rambling)
- Is clear and well-written (displaying few to no grammar, spelling, and other mechanical errors)
- Displays original thought and words (not plagiarized)

You will also NOT receive credit if you PLAGIARIZE any post by copying and pasting from the Internet, from my introductory or lecture notes, or copying off another student's post.
Class Participation (Discussion Post Responses)
In addition to posting to the discussion board, you will need to participate with others in the class by commenting on what others have written on their posts. This is to facilitate class discussion on the texts. For each discussion assignment, you will be expected to post a response to at least one other classmate's discussion post. The guidelines for responses are similar to the ones for the original post, EXCEPT they do not have to be as lengthy. A standard response must be anywhere from 50-100 words. They should be easy to read, free of distracting errors, and should either expand on the post, suggest a counter perspective or argument, or pose a question about the ideas in the post. You must do more than just praise the original writer or post (i.e. "Good job" or "Awesome post!"). Please be polite when responding on other students' posts.

Rude or inappropriate responses will be erased and could result in point deductions or even disciplinary action. You will have one week after the deadline of each blog assignment(s) to post a response for that discussion though you are free to also respond on any discussion post before its deadline, too.

Grammar/Punctuation and MLA Documentation Assignments
Throughout the semester, you will be learning various grammar and punctuation lessons. These lessons will help you develop and improve your writing skills on the “sentence level.” Grammar and punctuation lessons will be completed using NoRedInk.com (https://www.noredink.com/). Instructions to sign up and log in will be given to you sometime in the first two weeks of class. You’ll be required to complete grammar and punctuation lessons every two weeks.

Additionally, you will be given MLA documentation assignments sporadically throughout the semester. As you learn a new research and documentation skill, you will practice the skill via handouts, website assignments, and quizzes.

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 UA-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 the use of an author’s words or ideas as if they were one’s own without giving credit to the source, including, but not limited to, failure to
acknowledge a direct quotation or patchwriting. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term “sources” includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source must be indicated by the student.

Cheating is the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; unauthorized copying of computer or Internet files; using someone else’s work for an assignment as if it were one’s own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; or any other dishonest means of attempting to fulfill the requirements of a course.

In cases of academic integrity, I may report the student to the Dean of Students Office. A student found responsible for academic integrity offense(s) will receive an appropriate disciplinary penalty or penalties from the Dean of Students Office. The student will also receive an academic penalty. I will determine the appropriate academic penalty, which may range from a grade of zero (0) on the assignment to failing the course.

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 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 UA-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>Unit 1: Weeks 1-4</th>
<th>Introduction to course/review course syllabus</th>
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<tbody>
<tr>
<td></td>
<td>Reading and understanding arguments</td>
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<tr>
<td></td>
<td>Arguments based on ethos, logos, and pathos</td>
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<tr>
<td></td>
<td>Fallacies of argument (fallacies of logical argument)</td>
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<tr>
<td></td>
<td>Introduction to argumentative writing/introduction to essay #1 (arguments of fact)</td>
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<tr>
<td></td>
<td>Developing the arguments of fact essay</td>
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<td></td>
<td>Essay writing strategies</td>
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<td></td>
<td>Introduction to MLA/MLA formatting</td>
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<td></td>
<td>Introduction to research/incorporating research</td>
</tr>
<tr>
<td></td>
<td>MLA: quoting/citing sources/works cited page</td>
</tr>
</tbody>
</table>
| Unit 2: Weeks 5-8 | **Instructor review for essay #1**  
**Essay #1 due in Week 4**  
Introduction to arguments of definition /introduction to essay #2  
Essay writing strategies  
Fallacies of argument (fallacies of ethical argument and emotional argument)  
MLA: paraphrasing and summarizing sources  
Grammar/punctuation lessons and homework  
Instructor review for essay #2  
**Essay #2 due in Week 8**  
Introduction to annotated bibliography  
Introduction to the final essay  
Finding sources  
Developing the annotative bibliography  
Essay writing strategies  
Grammar/punctuation lessons and homework  
Instructor review for annotated bibliography  
**Annotated Bibliography due in Week 12** |
| SPRING BREAK HOLIDAY  
WEEK 10: March 18-25 |
| Unit 4: Weeks 13-14 | Developing the final essay  
Essay writing strategies  
Grammar/punctuation lessons and homework  
Instructor review #1 for the final essay  
MLA documentation quiz  
Student course evaluations |
| Unit 4: Weeks 15-16 | Continuation of developing the final essay  
Instructor review #1 for the final essay  
MLA documentation quiz  
Student course evaluations |
Final Exam Week

<table>
<thead>
<tr>
<th>Finals week discussion post due</th>
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</thead>
<tbody>
<tr>
<td><strong>Final Essay due</strong></td>
</tr>
<tr>
<td>The final essay must be submitted no later than 11:59 p.m., Wednesday, May 9, 2018.</td>
</tr>
</tbody>
</table>

**Final Exam Schedule:** To view the final exam schedule, visit the following link: [http://www.uaptc.edu/docs/default-source/programs-of-study-documents/fall-2017---final-exam-schedule.pdf?sfvrsn=afa77776_2](http://www.uaptc.edu/docs/default-source/programs-of-study-documents/fall-2017---final-exam-schedule.pdf?sfvrsn=afa77776_2)

**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 UA-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 Joe Guy’s English Composition II 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 UA-PTC email address)
Telephone ________________________