Instructor Information

Instructor: Jennifer Atkins-Gordeeva
Office: CHARTS 420
Mailbox: CHARTS, 4th floor
Hours: Mondays and Wednesdays, 12:10-1:10 | Tuesdays and Thursdays, 11-12 | Fridays, 8-1
Phone: 501-812-2841
Email: jatkinsgordeeva@uaptc.edu

*All emails and telephone calls will receive a response within two business days.

Chair: Logan Oliver 501-812-6060 loliver@uaptc.edu
Dean: Christy Oberste 501-812-2869 coberste@uaptc.edu

*If your emails and telephone calls do not receive a response within two business days, the appropriate chain of command is above.

Course Information

We will meet Mondays and Wednesdays, 10:50-12:05, in CHARTS 404. (ENGL 1311-06)

Catalog Description

3 Credit Hours (3 hours lecture per week)

This course teaches 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:

- A score of 19 or above on the Reading and Writing sections of the ACT
- A score of 80 or above on the COMPASS Writing Placement Test
- A score of 83 or above on the ACCUPLACER Sentence Skills Placement test
- ENGL 0111 with a grade of “C” or higher

Course Materials

Flashdrive (strongly recommended)


Mission Statement
University of Arkansas – Pulaski Technical College provides access to high-quality education that promotes student learning and enables individuals to develop to their fullest potential.

Institutional Learning Outcomes and General Education

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: https://uaptc.edu/sla

Department / Program Learning Outcomes

The Languages and Communication 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

Student Learning / Course Outcomes

ACTS #ENGL 1013

1. The student will: 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 at least four major compositions that address at least four of the following six genres: argument, narrative, analysis, report, review, and proposal. One must be a research paper that incorporates material from quality sources.

**Policies**

**Report a Complaint or Concern**

UA-PTC takes very seriously complaints and concerns regarding the institution. Most complaints or concerns of a specific nature should be initiated and resolved at the campus level through normal college processes whenever possible. UA - Pulaski Technical College receives and resolves complaints using a variety of methods. To report a complaint or concern, please follow the link below:

[https://www.uaptc.edu/report-a-concern-complaint](https://www.uaptc.edu/report-a-concern-complaint)

**UA-PTC Attendance Policy**

Education at UA-PTC requires students’ active involvement in the learning process. Thus, students are expected to attend all classes and actively engage in all learning assignments and/or opportunities provided in their classes. Class attendance should be treated as mandatory by all students as attendance will be taken by all instructors during the first two weeks of class. Additionally, a written policy on student attendance that is tied to course objectives and included in a course syllabus will be provided for each course by instructors.

**Departmental Attendance Policy**

We are a writing community and we benefit from the “listening ears” and feedback that our peers can provide. We learn from each other and we teach each other. Through collaborative processes, we improve writing and critical thinking. Therefore, attendance and participation are necessary for your success in this class. **I make no distinction between excused and unexcused absences.**

If something catastrophic occurs during the semester, you may meet with me face-to-face to discuss and I will consider revision of this policy; note that “something catastrophic” means your hospitalization or the death of an immediate family member.

See **Grading Policy** (below) for more information.

**Course Policies**

The UA-PTC Catalog rules and regulations will be enforced in this course at all times.
Please consult the following website for more information: https://www.uaptc.edu/catalog

Professional behavior is required. Punctual attendance and intelligent participation are expected. Particulars as determined by the instructor are detailed in the paragraph below.

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.

Most importantly:
- Treat others as you would like to be treated.
- Consider all writing to be public writing.
- Use only your UA-PTC email account.
- Consider all instructor emails to be professional writing, and include your course number, your name, complete sentences, and a clear subject heading.
- Complete all readings and low-stakes assignments. They are directly connected to your writing success. Complete them on time.
- Attend class and actively participate. Active participation means appearing alert and contributing to the discussion and in-class activities.
- All major writing assignments and rough drafts must be typed.

In addition:
- Listen to anyone who is speaking.
- Respect the writing and ideas of others. Do not post pictures or screenshots of peers’ work in social media platforms.
- Don’t sleep or close your eyes in class.
- Don’t use earbuds or headphones in class.
- Don’t answer the phone or text or read texts in class.
- Don’t use laptops, tablets, or phones unless directed for our class activities.
- If you bring snacks or drinks into the classroom, do not bring large, smelly, or noisy foods. Also, be responsible for all packaging, crumbs, and spills. No food or drinks are allowed in computer classrooms.
- Only enrolled students may attend class; no visitors unless the instructor has invited them.

Grading Policy

Letter grades will be based on the following scale:

- 90 to 100% A
- 80 to 89% B
- 70 to 79% C
- 60 to 69% D
- 0 to 59% F
Jennifer Atkins-Gordeeva | Mondays and Wednesdays 10:50-12:05 | ENGL 1311-06 | 5 of 11

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Course Weight</th>
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<tbody>
<tr>
<td>Project 1: Narrative</td>
<td>10%</td>
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<tr>
<td>Project 2: Rhetorical Analysis</td>
<td>15%</td>
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<tr>
<td>Project 3: Report</td>
<td>15%</td>
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<tr>
<td>Project 4: an Argument in Two Texts</td>
<td>30%</td>
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<tr>
<td>Low stakes assignments, including games and worksheets, rough drafts, in-class work, peer reviews, reading quizzes, and midterm exam</td>
<td>30%</td>
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</table>

* Instructors have one week to provide feedback and post grades for all assignments unless otherwise noted by a departmental policy that has been approved by the Dean of the School.
**English faculty have two weeks to provide feedback and post grades for papers 1000 words or more.

In an online class, eligibility for Financial Aid is based on student participation. Logging into the course does not constitute participation. For purposes of roster certification, students must complete a gradable attendance artifact.

If you exceed four absences, you must meet with me face-to-face to discuss attendance and to make a plan for future success in the class, before I can accept a major assignment.

If you miss five or six class sessions, your grade will drop by 100 points (one letter grade). If you miss more than six class sessions, your grade will drop by 200 points (two letter grades). If you arrive late to, or depart early from, class four times, it will count as one absence and may affect your grade; eight late arrivals or early departures will count as two absences, and so on.

Because attendance is so crucial, I will award ten bonus points if you miss no classes in the first eight weeks and ten bonus points if you miss no classes in the last eight weeks.

Good to know:
- If you miss a peer review assignment or workshop day, you will have to make it up by attending two tutoring sessions, before your rough draft or polished draft will be accepted.
- If you complete less than or equal to half of a major assignment, your work will not be graded until it is complete, and it may be subject to penalties relating to late work.
- If you turn in a draft in a format that cannot be read or opened, it will not be graded.
- Late work will not be graded for games and worksheets, rough drafts, in-class work, peer reviews, and reading quizzes. There will be one opportunity to make up the midterm exam.
- If you turn in a major assignment five minutes to twenty-four hours late, it will lose 10% of its total allowed points. If you turn in a major assignment later than one day, it will lose 10% of the total allowed points for each twenty-four hour period.
- There will be two opportunities for revision of major assignments. At those times, students may submit a revised major assignment.

**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 catalog states, “The gaining of knowledge and the practice of honesty go hand-in-hand.”

The catalog 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 is in the UA-PTC code of conduct.

**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.

All major assignments will go through Blackboard’s SafeAssign and will become part of the institutional database. If you plagiarize an assignment in any way, you will receive a 0% F on that assignment. If I discover plagiarism, I will contact you. At that time, we will meet face-to-
face and have a conference and we will discuss additional penalties and your future work in the course.

Accommodation Policy

Services for Students with Disabilities: UA-PTC is committed to fulfilling all federal requirements as stated in the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the American with Disabilities Amendments Act (ADAAA) of 2008. Accommodations are available to students who have documented disabilities. Students who request accommodations must register with the Disability Services Office (Main Campus: 501-812-2738 or South Campus: 501-812-2862) and must provide current and relevant documentation.

Students requesting accommodations should inform the instructor at the beginning of the course or as soon as accommodations are approved. It is the student's responsibility to provide their Accommodation Letter to the instructor. Accommodations are not retroactive and will only be provided once your instructor receives the Accommodation Letter.

Student Code of Conduct

All students are expected to abide by the UA-PTC Student Code of Conduct. For the full Student Code of Conduct, access the most current version of the UA-PTC Academic Catalog. https://www.uaptc.edu/docs/default-source/course-catalog/2018-19-academic-catalog.pdf?sfvrsn=998b87d7_2

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 UA-PTC Title IX Deputy Coordinator for Students:

Michelle Anderson, Director of Student Life and Leadership
Campus Center Building Room 216
501-812-2756
manderson@uaptc.edu

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.

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.

**Tentative Course Schedule**

This is a rough outline of the planned readings and assignments, along with the dates on which an assignment is due. Date changes will be rare and will only move later, not earlier. Assignment changes will be modified. To accurately keep up, use the material in Blackboard, under the “Content” tab.  
*Tip: To know what your homework is, read ahead to the next date(s).*

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Wednesday,</td>
<td>First Day of classes Read syllabus and course policies. Complete first writing. Return to class with signed syllabus agreement and TYPED first writing.</td>
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<td></td>
<td>August 15</td>
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<td>2</td>
<td>Monday, 8/20</td>
<td>Writing due: Turn in syllabus agreement and TYPED first writing; possible syllabus quiz.</td>
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<td>Tuesday, 8/21</td>
<td>Last day of add/drop/swap</td>
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<td>3</td>
<td>Monday, 8/27</td>
<td>Reading due: &quot;Lydia’s Story,&quot; by Brideau, pp. 175-178; read for an example of narrative. Reading due: pp. 159-174; read to understand narrative. In-class: descriptive writing and narrative features.</td>
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<td>Wednesday, 8/29</td>
<td>Reading due: pp. 167-168, 185-189; read for understanding of writing a narrative. In-class: discussion of organization and genre and higher order concerns.</td>
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<td>4</td>
<td>Monday, 9/3</td>
<td>Labor Day—no classes</td>
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<td>Wednesday, 9/5</td>
<td>Reading due: pp. 704-711; read for understanding of pronouns and antecedents. Writing due: rough draft of Project 1. Bring three copies, printed out, to class. In class: Peer Review of Project 1; discussion of higher and lower order concerns</td>
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<td>Sunday, 9/9</td>
<td>Writing due, at 11:59 p.m., in Blackboard: polished draft of P1 due.</td>
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<td>5</td>
<td>Monday, 9/10</td>
<td>In-class: discussion of P2 assignment sheet; reflection upon Project 1</td>
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<td>Wednesday, 9/12</td>
<td>Reading due: pp. 201-214, 216-227; read for understanding of different types of analyses.</td>
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<td>Wednesday, 9/19</td>
<td>Reading due: pp. 208-213, 231-middle of 234, middle of 236-239; read to understand writing an analysis.</td>
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<td>Week</td>
<td>Date</td>
<td>Reading due</td>
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<td>7</td>
<td>Monday, 9/24</td>
<td>p. 587; see this for an example of an inserted image.</td>
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<td></td>
<td>Wednesday, 9/26</td>
<td>pp. 668-686; read to understand varying sentence patterns.</td>
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<td></td>
<td>Sunday, 9/30</td>
<td>p. 587; see this for an example of an inserted image.</td>
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<td>8</td>
<td>Monday, 10/1</td>
<td>pp. 280-286; read to understand reporting.</td>
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<td>Wednesday, 10/3</td>
<td>pp. 250-266, 770-772; read to understand writing a report and wikis.</td>
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<td>Thursday, 10/8</td>
<td>pp. 293-296; &quot;Wikipedia Pops Up in Bibliographies and Even College Assignments,&quot; by Gordon, pp. 952-955; and &quot;Why McDonald's Fries Taste so Good,&quot; by Schlosser; choose two of these readings and read to understand examples of reports.</td>
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<td>9</td>
<td>Monday, 10/15</td>
<td>pp. 535-590—this is a lot, but don't worry; skim it for a general understanding of MLA and look specifically for information that surprises you, plus information about MLA citations and attributions.</td>
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<td>Wednesday, 10/17</td>
<td>pp. 514-518; re-read to understand direct quotations.</td>
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<td>Sunday, 10/21</td>
<td>pp. 405-441; read lightly to understand organization of argument.</td>
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<td>10</td>
<td>Monday, 10/22</td>
<td>pp. 405-441; read lightly to understand organization of argument.</td>
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<td>Wednesday, 10/24</td>
<td>pp. 138-140, 374-394; read to understand argument.</td>
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<td>Monday, 10/29</td>
<td>pp. 405-441; read lightly to understand organization of argument.</td>
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<td>Wednesday, 10/31</td>
<td>pp. 394-416; skim for understanding of logical appeals.</td>
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Week 11

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading due</th>
<th>Writing due</th>
<th>In-class</th>
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<tbody>
<tr>
<td>Monday, 10/29</td>
<td>pp. 405-441; read lightly to understand organization of argument.</td>
<td>&quot;Why Colleges Shower Their Students with A's,&quot; by Staples, pp. 1065-1067; &quot;Oppressed Hair Puts a Ceiling on the Brain,&quot; by Walker, pp. 1088-1091; read for examples of arguments.</td>
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<tr>
<td>Tuesday, 10/30</td>
<td>&quot;Oppressed Hair Puts a Ceiling on the Brain,&quot; by Walker, pp. 1088-1091; read for examples of arguments.</td>
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Week 12

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<tr>
<th>Date</th>
<th>Reading due</th>
<th>Writing due</th>
<th>In-class</th>
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<tbody>
<tr>
<td>Monday, 10/30</td>
<td>pp. 405-441; read lightly to understand organization of argument.</td>
<td>&quot;Why Colleges Shower Their Students with A's,&quot; by Staples, pp. 1065-1067; &quot;Oppressed Hair Puts a Ceiling on the Brain,&quot; by Walker, pp. 1088-1091; read for examples of arguments.</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 10/31</td>
<td>pp. 405-441; read lightly to understand organization of argument.</td>
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<td></td>
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<tr>
<td>Wednesday, 10/31</td>
<td>pp. 405-441; read lightly to understand organization of argument.</td>
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- Reading due: p. 587; see this for an example of an inserted image. In-class: how to insert images; paragraphing for analysis; thesis statements.
- Reading due: pp. 668-686; read to understand varying sentence patterns. Writing due: rough draft of Project 2. Bring three copies, printed out, to class. In class: Peer Review of Project 2; higher order concerns.
- Reading due: pp. 538-573; skim to understand in-text citations in MLA and developing Works Cited pages. Note: this material is on the midterm. Reading due: pp. 514-518, 527-534; skim to understand quotes and avoiding plagiarism. In-class: Bring in your most recent printed copy of your paper. Peer Review continues; lower order concerns; create the MLA citation for Project 2.
- Reading due: pp. 668-686; read to understand varying sentence patterns. Writing due: rough draft of Project 2. Bring three copies, printed out, to class. In class: Peer Review of Project 2; higher order concerns.
- Reading due: pp. 280-286; read to understand reporting. Reading due: "The Right to Preach on a College Campus," by Joy, pp. 293-296; "Wikipedia Pops Up in Bibliographies and Even College Assignments," by Gordon, pp. 952-955; and "Why McDonald's Fries Taste so Good," by Schlosser; choose two of these readings and read to understand examples of reports. In-class: audience awareness, pre-writing for Project 3; take-home midterm assigned.
In-class: organizations of arguments; logical appeals

**In-class: pre-writing for Project 4.**

**Writing due: annotated bibliography for Project 4.**

**Monday, 11/12**
*Writing due: rough draft of Project 4, First Text. Bring three printed out copies of your paper to class. In class: Peer Review of Project 4, First Text.*

**Wednesday, 11/14**
*Reading due: TBA.*
*In-class: discussion of arguments in the world*

**Monday, 11/12**
*In-class: organizations of arguments; logical appeals*

**Wednesday, 11/14**
*Writing due: annotated bibliography for Project 4.*

**Friday, 11/16**
*Last Day to Withdraw*

**Fall Break: November 19-24**

**Monday, 11/26**
*Reading due: pp. 762-779; read to understand multimodal writing.*
*In-class: visual rhetoric; multi-modal writing; pre-writing; probable quiz.*

**Tuesday, 11/27**
*Writing due, by 11:59 p.m., in Blackboard: polished draft of Project 4, First Text (also known as the Final Essay)*

**Wednesday, 11/28**
*In-class: writing day for Project 4, second text*

**Monday, 12/3**
*Writing due, by 8:00 a.m., in Blackboard: Rough Draft of Project 4, Second Text.*

**Wednesday, 12/5**
*In-class: visual rhetoric, continued*

**Friday, 12/7**
*Last day of classes*
*Optional Writing due, by 11:59 p.m., in Blackboard: Optional Revision II.*

**Finals week: December 8-14**

**MW 10:50 class has the final 10:30 a.m. to 12:30 p.m., Wednesday, 12/12. Polished draft of Project 4, Second Text, is due in Blackboard shell by 9:30 a.m. It will be presented to the class during the time allotted for the final exam.**

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

Read, complete, and return to instructor:

I have read the course syllabus for Jennifer Atkins-Gordeeva's Composition I (ENGL 1311) class at Pulaski Technical College, and I understand its content. I also understand the rules for the class, and I will follow and abide by these rules, including those relating to attendance, assignments, grading criteria, plagiarism, and behavior.

_________________________
Semester

_________________________
Date

_________________________
Print name

_________________________
Signature

_________________________
UA-PTC Email address

_________________________
Telephone