Instructor Information

Instructor: Anissa Raiford-Ford
Office: Adjunct Faculty Office South Campus
Mailbox: South Campus
Hours: T,R South Campus faculty office, or room 218
Phone: 501-812-2338
Email: a_raifordford@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

English 1311 56 M, W 10:50 – 12:05 PM;
English 1311 53 T,R 9:25 – 10:40AM

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

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](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*

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 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

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

Attendance is expected and strong attendance positively impacts grades.
Conversely, poor attendance, tardiness, inability to participate thoughtfully in discussions, coursework submitted late, cell phone use during class time, sleeping, yawning, exiting the classroom before dismissal, etc. negatively impacts grades.

There are no “excused” absences. An absence is an absence. A student is marked “excused” when that student is in a class with a poor attitude and/or disruptive behaviors/remarks that detract from learning and the quality of the session.

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.

Testy, rude, threatening, hostile 7emails are ignored and forwarded to the appropriate leadership faculty and staff.

Grading Policy

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>
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<tr>
<td>C</td>
<td>70 to 79%</td>
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<tr>
<td>D</td>
<td>60 to 69%</td>
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<tr>
<td>F</td>
<td>0 to 59%</td>
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</table>

Your Comp I class has four large writing assignments:

- Essay One: The Narrative Essay: 10%
- Essay Two: The Analytical Essay: 20%
- Essay Three: The Annotated Bibliography: 20%
- Essay Four: The Argumentative/Research Essay: 35%
- Quizzes, Class Participation, Attendance: 15% -
* 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.

Late research essays won’t be accepted. They will fail. The last essay is a final. A final exam cannot be submitted late, it fails and consequently fails the course.

**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.

Plagiarized essays fail. A plagiarized final essay (the research/argument essay) will earn an F for Comp 1311.

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
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

<table>
<thead>
<tr>
<th></th>
<th>Syllabus Reconnaissance/Introductions</th>
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<tbody>
<tr>
<td>1</td>
<td>Proust Questionnaire</td>
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<td>2</td>
<td>MLA Format (Blackboard)</td>
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<td></td>
<td>Parts of speech (lecture)</td>
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<td></td>
<td>What are eight parts of speech?</td>
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<td></td>
<td><em>quiz</em></td>
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<td></td>
<td>Part One: Narrative/Descriptive Writing</td>
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<td></td>
<td>Descriptive Writing</td>
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<td></td>
<td>Appealing to the five senses</td>
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<td></td>
<td>Dialogue</td>
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<td></td>
<td><em>The Ice Queen (handout)</em></td>
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<tr>
<td>3</td>
<td>Grammar: verb tenses: Present (am), Past (was), future (will be)</td>
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</tbody>
</table>
| **verb tense consistency** | **Descriptive Writing**  
**Appealing to the five senses**  
**Dialogue** |
|--------------------------|---------------------------------|
| Junot Diaz, "The Money" p 912-16:  
Answer questions: 1, 2, 3, 4 |
| Larry Lehna: "The Look" p 197  
Answer questions: 1, 2, 3, 4 |
| alternative journal:  *The Ice Queen* (handout)  
Explain how the author uses the BCOOL narrative structure and note descriptive/sensory writing in a journal response to the text. |
| **Journal #1**: Choose one of the narrative texts covered in class.  
Respond to the reading in a journal that is two to three paragraphs (half page) long.  
MLA Format |

| **Chapter 12**: Writing Your Narrative p. 159 (con’t).  
Use page 185 as a checklist of your first person narrative.  
Practice & Quiz: Grammar: subject verb agreement, singular/compound subjects  
Narrative essays due  
Peer Review |

| **Part Two**: Writing Analytically  
**Prep: Essay Two**  
Structure:  
The 5 Paragraph Essay (structure) & Thesis Statements  
"My Job at the Apple Plant"  
Chapter 13 (p201) |

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Analytical essays are prompted by questions of some kind (p 207)
Your analytical essay probes any cultural, political, academic, social, religious, medical, or media event, person, idea.

Ideally, your essay will be a response to a literary or nonfiction work we’ve covered in class.

Query potential essay topics.

Sample analysis:

“Happy by Pharrell Williams: Why This Song has Grabbed the Nation” p 221.

Grammar Workshop/Writing time
FANBOYS (coordinating conjunctions)
HOTSHOTMAMACAT (adverbial conjunctions)

<table>
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<tr>
<th>6</th>
<th>Workshop: Accessing data to support our ideas and arguments MLA Format practice/review (EBSCO/JSTOR) Library Database citations Grammar Review and Quiz: fragments, dependent/independent clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>&quot;Sweat&quot; by Zora Neale Hurston analyze characters, morality, symbols in the text Journal #2: Analyze work from short essays/short fiction works. Kate Chopin: early American Feminist Writer: &quot;Desiree's Baby&quot; and &quot;The Story of an Hour&quot; compare the heroines/main characters in each story. Are the woman heroines? Are they tragic? How are the characters, different, alike? Analyze the work. Journal 2. Choose any of the three texts and journal in response to the work.</td>
</tr>
<tr>
<td>8</td>
<td>Film: Othello Research the story, its author, its setting. Know the characters, understand the plot, and contemporaneous aspects of the</td>
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</tbody>
</table>
| 10 | Work (how does the work gel with what was happening in the world or that society at that time?)  
    | Write an analytical paper that examines one element of the story, be it character, plot, etc.  
    | 500 words.  
    | or  
    | use any of the fiction texts for the analytical essay. |
|---|---|
| 9 | Review: Composition review/ catch up, personal reflections  
    | Journal #3: how am I doing so far. Assessments  
    | Journal three examines your performance, quiz/journal grades, attendance, class participation, overall performance and feelings so far. What has been my best essay so far? What's been my most challenging essay? What are my goals as we move toward the semester's end? What does my professor need to do? What are my strengths, what are my challenges? |
| 10 | MLA Writing Chapter 27  
    | Sources MLA Format, Library database  
    | choosing a research topic  
    | quoting (p 514-26)  
    | paraphrasing  
    | summarizing  
    | avoiding plagiarism: Chapter 26 p 527 |
| 11 | Argument and Research Writing: Finding a topic  
    | Journal 4: (choose one)  
    | "My Life as an Undocumented Immigrant" p. 1078  
    | Answer Questions: 1, 3, 4, and 5. Paragraphs.  
    | "Weight Loss at Any Cost" p 1043  
<pre><code>| Answer questions: 1, 2, 3, 4 Paragraphs |
</code></pre>
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>Research Writing: The Annotated Bibliography (paper 3)</td>
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</table>
| 13   | Journal #5  
After you've completed the annotated bibliography, your final journal explains why you chose your topic. Explain what you expected to find when you first developed the idea for your paper; explain what you actually found as you read through the material. Explain how your position has changed now that you've mastered the subject that you wished to explore a couple of weeks ago. |
| 14   | Check up:  
Do I have everything I need to pass the class?  
Have I done all of my essays? What am I missing?  
Can I have extra credit? |
| 15   | Fall Break |
| 16   | Analytical Writing: Drafting/Reviewing (Final Paper – ENGL 0111) |
| 17   | Conferences/writing/editing |
| Final Exam Week | Final Paper Submission |

Disclaimer: This schedule is a guide for the semester. The instructor reserves the right to amend the schedule as necessary. The class reserves the right to amend the schedule and content; in most cases however, the majority rules 😊
Final Exam Schedule: All work must be completed and submitted before the date of the final exam. Do not submit two or three essays at the end of the semester. Only one will be graded, the other will fail. Your final exam is the day all of your work should be submitted, your research essay must be submitted (the final draft). Ideally, you should know your grade for the course on the date of the final.

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 Anissa Raiford-Ford’s 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