Instructor Information

Instructor: Meredith Stanton
Office: CHARTS 417
Mailbox: CHARTS 4th Floor
Hours: MW 8:45-9:15 & 11:45-12:15/TR 9-10:30 *also available by appointment
Phone: 501-771-6042
Email: mstanton@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

Composition I with Review (ENGL 1311 sec. 07) meets on the Main campus every Monday and Wednesday from 12:15 to 1:40. in the CHARTS building room 403

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

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

Any student who does not attend 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.
Absences are not excused or unexcused, so use your absences wisely. All students are responsible for any work that may have been missed due to absence; if you are absent, it is up to you to contact me (or other classmates) to find out what you have missed in class. Absences deter from your overall class participation, which could impact your overall grade, including determining borderline grades.

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.

Instructor-Specific Course Policy

Please respect me as your instructor and other students. We will be engaged in lively conversations and you will be working with other students. Therefore, respect and a positive attitude are critical to the success of the class.

Grading Policy

Letter grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>60 to 69%</td>
<td>D</td>
</tr>
<tr>
<td>0 to 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Assignments will be weighted based on the following scale:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Assignments, Reading Responses, Quizzes, Homework (other)</td>
<td>30%</td>
</tr>
<tr>
<td>Major Writing Assignments</td>
<td>45%</td>
</tr>
</tbody>
</table>
Final Research Paper/Final Exam | 25%

* 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.

**Instructor-Specific Grading Policy**

In-class assignments and in-class quizzes cannot be made up. Work done outside of class and essays will not be penalized as late if submitted within 24 hours of the due date, with the exception of rough drafts for peer review. You will have to bring your rough drafts to class on the days they are due to be able to participate in and receive points for peer review. The final essay/exam must be submitted on time and will not be evaluated if turned in late. Additionally, all work must follow the directions of the assignment and may be returned without a grade or a grade of 0 if it doesn’t adhere to the directions.

**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.

Instructor-Specific Plagiarism Policy

I reserve the right to handle incidents of suspected cheating, specifically plagiarism, on a case by case basis. A student who blatantly plagiarizes will receive a 0% for the assignment and will not be allowed a second attempt.

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. 

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
</table>
| 1    | Aug. 15-17 | **In-Class:** Syllabus Activity, Introductions  
**Homework:** Read Chapter 1 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Schedule</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 20-24</td>
<td>In-Class: Chapter 1 Quiz &amp; Discussion, Blackboard Introduction</td>
<td>In-Class: Chapter 2 Quiz &amp; Discussion, Writing Activity</td>
</tr>
<tr>
<td></td>
<td>Homework: Read Chapter 2</td>
<td>Homework: Read Chapter 4</td>
</tr>
<tr>
<td>Aug. 27-31</td>
<td>In-Class: Chapter 4 Quiz &amp; Discussion, Rubric Assignment, SafeAssign Introduction</td>
<td>In-Class: Chapter 5 Quiz &amp; Discussion, Resume Writing</td>
</tr>
<tr>
<td></td>
<td>Homework: Read Chapter 5</td>
<td>Homework: Develop your Resume</td>
</tr>
<tr>
<td>Sept. 3-7</td>
<td>NO CLASS! HAPPY LABOR DAY!</td>
<td>In-Class: Overview of Essay Writing &amp; MLA Format</td>
</tr>
<tr>
<td></td>
<td>Homework: Read Chapter 12</td>
<td>Homework: Read Chapter 12</td>
</tr>
<tr>
<td>Sept. 10-14</td>
<td>BEGIN NARRATIVE ESSAY</td>
<td>In-Class: Review Sample Student Essay, Peer Review (must have paper ready in class)</td>
</tr>
<tr>
<td></td>
<td>In-Class: Chapter 12 Quiz &amp; Discussion, Reading &amp; Response “The Look”</td>
<td>Homework: SafeAssign Assignment, Read Chapter 13</td>
</tr>
<tr>
<td></td>
<td>Homework: Narrative Rough Draft (See Narrative Packet)</td>
<td></td>
</tr>
<tr>
<td>Sept. 17-21</td>
<td>BEGIN VISUAL ANALYSIS ESSAY</td>
<td>In-Class: Visual Analysis Breakdown, Review Sample Student Essay, Pre-writing Activity</td>
</tr>
<tr>
<td></td>
<td>In-Class: Chapter 13 Quiz &amp; Discussion, Reading &amp; Response “Why is Everyone Focused on Zuckerberg’s Hoodie?”</td>
<td>Homework: Visual Analysis Rough Draft</td>
</tr>
<tr>
<td></td>
<td>Homework: Narrative Final Draft, Decide on a Visual</td>
<td></td>
</tr>
<tr>
<td>Sept. 24-28</td>
<td>In-Class: Peer Review (must have draft in class), Rubric Assignment</td>
<td>BEGIN MOVIE REVIEW ESSAY</td>
</tr>
<tr>
<td></td>
<td>Homework: Submit Rough Draft via Blackboard, Read Chapter 15</td>
<td>In-Class: Chapter 15 Quiz &amp; Discussion, Good Note-Taking, Reading &amp; Response “Ode to Joy”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Visual Analysis Final Draft</td>
</tr>
<tr>
<td>Oct. 1-5</td>
<td>In-Class: Watch Movie for Review (keep good notes)</td>
<td>Continue Movie....</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Critical Thinking Questions</td>
</tr>
<tr>
<td>Oct. 8-12</td>
<td>In-Class: Discuss Critical Thinking Questions, Identify Key Elements</td>
<td>In-Class: Peer Review, Sample Student Essay, Presentations</td>
</tr>
<tr>
<td>Date</td>
<td>Homework: Develop rough draft</td>
<td>Homework: Read Chapter 17</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>10 Oct. 15-19</td>
<td><strong>BEGIN RESEARCH PAPER UNIT</strong></td>
<td>In-Class: Discuss Sample Student Paper, Selecting a Good Topic</td>
</tr>
<tr>
<td></td>
<td>In-Class: Quiz &amp; Discussion over Chapter 17, Paper Overview</td>
<td>Homework: Select a Topic</td>
</tr>
<tr>
<td></td>
<td>Homework: Final Visual Analysis Draft</td>
<td></td>
</tr>
<tr>
<td>11 Oct. 22-26</td>
<td>In-Class: Starting your Research, Proposal Assignment Introduction</td>
<td>In-Class: Proposal Peer Review, Finding Sources Part One: Using the UA-PTC Databases</td>
</tr>
<tr>
<td></td>
<td>Homework: Prepare Proposal</td>
<td>Homework: Find one source through the databases</td>
</tr>
<tr>
<td>12 Oct. 29-Nov. 2</td>
<td>In-Class: Finding Sources Part Two: Web Sources</td>
<td>In-Class: Evaluating Sources, Self-Evaluation of Sources</td>
</tr>
<tr>
<td></td>
<td>Homework: Find one web source</td>
<td>*at least two sources must be identified to complete the in-class activity</td>
</tr>
<tr>
<td>13 Nov. 5-9</td>
<td>In-Class: Avoiding Plagiarism: Blatant vs. Accidental Plagiarism</td>
<td>In-Class: In-Text/Parenthetical Citations</td>
</tr>
<tr>
<td>14 Nov. 12-16</td>
<td>In-Class: Integrating Sources into the Paper Discussion and Activity</td>
<td>In-Class: Integrating Sources into the Paper Discussion and Activity: Part Two</td>
</tr>
<tr>
<td></td>
<td>*must have source in class to do this</td>
<td>*must have source in class to do this</td>
</tr>
<tr>
<td>15 Nov. 19-23</td>
<td>FALL BREAK! HAPPY THANKSGIVING!</td>
<td></td>
</tr>
<tr>
<td>16 Nov. 26-30</td>
<td>In-Class: Annotated Bibliographies</td>
<td>In-Class: Works Cited pages &amp; Rubric Overview</td>
</tr>
<tr>
<td></td>
<td>Homework: Submit your annotated bib</td>
<td>Homework: Develop draft for your conference</td>
</tr>
<tr>
<td>17 Dec. 3-7</td>
<td>Conferences (Required to meet with me to discuss final paper rough draft)</td>
<td>Conferences continued....</td>
</tr>
<tr>
<td></td>
<td>Homework: Make revisions for final draft</td>
<td></td>
</tr>
<tr>
<td>18 Dec. 10-14</td>
<td>FINALS WEEK! Submit Final Research Paper</td>
<td></td>
</tr>
</tbody>
</table>
Final Exam Schedule: Friday December 14th 10:30-12:30

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 Meredith Stanton’s Composition I 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