Instructor Information

Instructor: Christopher S. Beaumont
Office: By Appointment
Mailbox: CHARTS 4th Floor
Hours: By Appointment
Phone: 501-812-2338
Email: cbeaumont@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 Composition 1 with Review, TR 8:00 -9:15 AM; Little Rock South, Classroom 216

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

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 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.

**Consistent attendance is critical to the successful completion of this course. Students who are absent miss important information from lectures, class discussions, handouts and assessments, and can easily fall behind on the material.**

**There are no “Excused” absences. No late work will be accepted unless conditions are discussed and agreed upon by instructor BEFORE the original deadline.**

**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](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.

- Please silence your phones and put them away.
- Drink and food are fine.
- Do not be loud. Respect your classmates and your instructor.
- No children are allowed in the classroom. I’m sorry. It’s school policy.
- Email communication must be through the UAPTC email account, not Blackboard or any other external email providers.

**Grading Policy**

Letter grades will be based on the following scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90 to 100%</td>
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<td>B</td>
<td>80 to 89%</td>
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<td>C</td>
<td>70 to 79%</td>
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<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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</tbody>
</table>
Course requirements and grading criteria—1,000 points

Attendance, participation 150 pts
Writer's Notebook 200
Writing Project #1: Narrative 150
Writing Project #2: Argument 150
Writing Project #3: Analysis 150
Writing Project #4: Research 200

Reading assignments

Because reading carefully and critically is essential to success both in college and as a writer, we will work on those skills as well, using the readings as noted on the Course Calendar. You are expected to have read and annotated any assigned reading before class, so that you can engage actively in discussion. (The annotated bit means mark it up and have some questions/observations about it to share with the rest of us.)

Writing

The four Writing Projects will include invention work, drafting, and revision in response to feedback from both peers and professor. Some will incorporate research; some will involve visual elements and/or oral presentation to the class.

* 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.

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.

If a student is found to have plagiarized intentionally, that student will be awarded a zero for the assignment and the course immediately. If the student is found to have plagiarized unintentionally, the student will earn a zero until the student and instructor have met and undergone plagiarism rehabilitation. After completion of that program, which could take from one hour to two weeks, the student will be allowed to turn in the assignment again and attempt to earn a grade to replace the zero. The student is expected to do this and stay current in the class and its assignments.
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

WEEK 1: 8/16 Welcome to Comp I with Review! – DONE!

WEEK 2: Introduce students to FYC, to each other, to rhetoric, and to daily writing.

Tue 8/21

Goals for the Day: 1. To share personal info, continue building community. Begin to understand how to select details to fit specific purpose and audience. 2. Discuss the structure of this class. 3. Examine writing processes and preferences.

Class Activities: 1. Compose a short personal bio, in class, on a single sheet of paper. Then select several details you feel comfortable sharing with the class. Put those on another piece of paper. Pair up; swap papers; introduce each other; then introduce your partner to the class. 2. We’ll go over the syllabus and how the class will work. Ask any questions that come to you. 3. Discussion: What is writing? How have you used it?


Thu 8/23

Goals for the Day: Examine our ideas of what it means to be an author, a researcher, or a student—especially in a writing class.

Class Activities: What is an author? Read aloud your response to Tuesday’s assigned writing. Discuss what being an author entails. Revise your statement based on our discussion. Discuss processes involved in writing.

Assignments: Read: Chs. 1–2: Writer’s Notebook: Write out your definition of rhetoric—of “thinking and acting rhetorically”—and then examine and explain that definition.

WEEK 3: Discuss rhetoric and argument

Tue 8/28

Goals for the Day: Measure your understanding of the reading and assess the collaboration in your group.
**Class Activities:** Quiz on readings. In-class writing on p. 17. Share responses. Exercise on p. 24. Share responses. In groups of four-ish (based on responses), come up with a plan for doing an analysis of the rhetorical situations.

**Assignments: Read:** Ch. 8. **Writer’s Notebook:** Write a page reflecting on your group meeting today: What did or didn’t “match up” with the description of effective collaboration in Ch. 8?

**Thu 8/30**

**Goals for the Day:** Establish individual guidelines and benchmarks for writing skills.

**Class Activities:** Individual Conferences

**Assignments:** Read: Ch. 12, pp. 159–164. **Writer’s Notebook:** Respond to prompts on pp. 161 and 164.

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**WEEK 4:** Writing Project #1: Narrative

**Tues 9/4**

**Goals for the Day:** Demonstrate understanding of the importance of collaboration and how to do it effectively.

**Class Activities:** Narrative as a genre. Discussion: everyday narratives; impact of presentation medium on narratives

**Assignments:** Read: Ch. 12, pp. 164–74. **Writer’s Notebook:** Based on your readings so far, identify two or three potential topics for your first essay - a narrative. For each topic, explain how you will include the five characteristic features.

**Thu 9/6**

**Goals for the Day:** Writing Workshop

**Class Activities:** Writing Workshop— Invention

- Share your topics and characteristic features with your group. Elicit feedback from them and from me. Decide which narrative topic you will write on.
- Begin brainstorming, noting ideas, etc.

**Assignments:** **Read:** Essay by Jan Brideau, pp. 175–78. Draft your essay. Consult the guidelines on pp. 185–89. Revise to be sure you have followed the Roadmap. Bring two copies of the revised essay to class Tuesday.

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**WEEK 5**

**Tue 9/11 Goals for the Day:** Writing Workshop

**Class Activities:** Writing Workshop - Peer Response

- Swap one copy of your paper with someone in your group.
• Annotate both your essay and the other author’s following the model on pp. 175–78. In other words, identify the Characteristic Features within the essays.
• Discuss the annotated essays.
• Make notes for a plan to revise the essay.

**Assignments:** **Read:** Ch. 11, pp. 116–20. **Writer’s Notebook:** Exercises on pp. 117, 120. **Revise your narrative.**

**Thu 9/13:** Writing Project #2: Taking a Position

**Goals for the Day:** Focus on the multiple ways of taking a position and explore audience reactions.

**Class Activities:** **DUE:** WP #1: Narrative. Discuss responses to exercise on p. 120

**Assignments:** **Read:** Ch. 11, pp. 120–35. **Writer’s Notebook:** Write out two or three questions you wonder about or don’t understand in the readings so far.

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**WEEK 6**

**Tue 9/18: Goals for the Day:** Focus our understanding of academic arguments supporting a position on a given topic.

**Class Activities:** 1. Begin with the questions from Tuesday’s Writer’s Notebook entries. 2. Make a list of things you care enough about to want to write about them. 3. In groups, discuss potential topics. 4. Shorten list to two or three.

**Assignments:** **Read:** Essay by Russel Honoré, pp. 136–37; **Writer’s Notebook:** Exercise on p. 137

**Thu 9/20: Goals for the Day:** Class-wide collaboration to help focus our topics toward an academic audience. Introduce summarizing and building collaboration skills. Practice orally presenting a short, specific summary of your ideas.

**Class Activities:** 1. Share your responses to p. 137 (be sure to have the URL for the website!); and 2. Present your annotations.

Class will respond and discuss Part I

**Assignments:** **Read:** Ch. 11, pp. 138–45, Ch. 7, pp. 79–84

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**WEEK 7**

**Tue 9/25: Goals for the Day:** Same as last Thursday.

**Class Activities:** Same as last Thursday for the remaining writers.

**Assignments:** Writer’s Notebook: Develop ideas for your topic, using one or more of the methods on pp. 82–84. Come up with a tentative thesis.

**9/27: Goals for the Day and Class Activities:** Finish up remaining writers.

**Assignments:** **Read:** Essay by Rex Huppke, pp. 146–49 **Write:** Exercise on p. 149. Produce one paragraph of summary and one paragraph of response to Huppke (#5).
WEEK 8

Tue 10/2: Goals for the Day: In your Writing Group, go over your summaries and responses and respond to them.

Class Activities: We’ll discuss the approaches and points made.

Assignments: Read: Essay by Katherine Spriggs, pp. 150-58. Writer’s Notebook: Exercise. P. 158, #1-4. Draft your position essay, revise it by 10/23, and bring two copies to class (one for me. One for the Workshop.)

10/4: Goals for the Day: Writing Workshop

Class Activities: Writing Workshop - Peer Response. Swap one copy of your paper with someone in your group. Annotate both your essay and the other author’s following the model on pp. 136–37. Discuss the annotated essays.

Assignments: Complete Final Draft

WEEK 9


Assignments: Read: Ch. 13, pp. 201–06. Writer’s Notebook: Exercises on pp. 202 and 206

Thu 10/11: Writing Project #3: Rhetorical Analysis of an Advertisement

Class Activities: 1. On notebook paper, write out 1–3 questions about your readings, the upcoming essay, etc. 2. Discuss questions and exercises. 3. Watch Ken Robertson’s TED video on YouTube. 4. Compose a short response.

Assignments: Read: Ch. 13, pp. 206-220

Week 10: Writing Project #3: Rhetorical Analysis of an Advertisement

Tue 10/16

Class Activities: As a class, we’ll discuss the process each group used and whether the essay “fits” the criteria laid out in the list of characteristic features.

Assignments: Read: Essay by Libby Hill, pp. 240–45. Writer’s Notebook: Respond to #1–4 on pp. 244-245

Thu 10/18:

Class Activities: In your group, share your responses to #1-4 on p. 245; rough draft a collaborative analysis (#5)

Assignments: Read: Ch. 13, pp. 231–39, and essay by Melissa Rubin, pp. 246–51. Writer’s Notebook: Respond to # 1–4 on p. 251 (note that this is your rough draft of the essay for WP #3).
Week 11: Writing Project #3: Rhetorical Analysis of an Advertisement

Tue 10/23

Class Activities: Writing Workshop—Peer Response

2. Annotate both your essay and the other author’s following the model on pp. 221–24. In other words, identify the characteristic features within the essays.

3. Discuss the annotated essays.


Thu 10/25: Writing Project #4: Research-based Essay

Goals for the Day: Introduce basics; demonstrate how to use the research chapters.

Class Activities: DUE: WP #3. Overview of project: Research basics. Begin brainstorming potential research topics. Consider the scope and rhetorical dimensions.

Assignments: Read: Research part intro and Ch. 19. Writer’s Notebook: Assess your list of potential topics. Identify two or three that are interesting (to you and your audience) and feasible to complete in the remaining time. Consider your rhetorical situation (pp. 447–48).

Week 12: Writing Project #4: Research-based Essay

Tue 10/30

Class Activities: Select and narrow topics, develop guiding questions, and determine what sort of sources you’ll need and how to locate them.

Assignments: Read: Ch. 20 Writer’s Notebook: Create your schedule (see pp. 453–54). Identify three sources.

Thu 11/1

Goals for the Day: Continued - Introduce basics; demonstrate how to use the research chapters.

Class Activities: Research Workshop

Assignments: Read: Ch. 16, p. 356 Writer’s Notebook: Draft your proposal.

Week 13: Writing Project #4: Research-based Essay

Tue 11/6

Goals for the Day: Continued - Introduce basics; demonstrate how to use the research chapters.
Class Activities: DUE: Project Proposal. Research Workshop: Discuss how to summarize sources for an annotated bibliography; how to incorporate sources into the essay.

Assignments: Read: Ch. 23. Writer’s Notebook: Create an annotation for each source you are considering. Turn in two or three of them on Thursday.

Thu 11/8

Goals for the Day: Continued - Introduce basics; demonstrate how to use the research chapters.

Class Activities: DUE: annotated bibliography

Assignments: Read: Chs. 24 and 25

Week 14: Writing Project #4: Research-based Essay

Tue 11/13

Goals for the Day: Continued - Introduce basics; demonstrate how to use the research chapters.

Class Activities: Incorporating sources (we’ll use Ch. 25 in Workshop)

Assignments: Read: Ch. 36 Writer’s Notebook: Identify which writing you will include and why. Bring all the drafts to class on Thursday.

Thu 11/15

Goals for the Day: Continued - Introduce basics; demonstrate how to use the research chapters.

Class Activities: Portfolio Workshop. Be prepared to discuss your portfolio and your responses to the questions on p. 796.


Week 15: Fall Break!

Tue 11/20: No Class

Thu 11/22: No Class

Week 16

Tue 11/27

DUE: WP #4: Research-based Essay

Class Activity: Support Group

Assignments: Writer’s Notebook: What have I learned this term?
Thu 11/29
Class Activities: Discuss what we’ve learned as a class. Course Evaluations.

Week 17
Tue 12/4 Conferences
Thu 12/6 Conferences
**Final Exam Schedule:** *Tuesday, December 11th, 8-10am*

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 Christopher S. Beaumont’s English 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