Instructor Information

Instructor: Jennifer Atkins-Gordeeva
Office: CHARTS 420
Mailbox: CHARTS, 4th floor
Hours: Mondays and Wednesdays, 12:10-1:10 | Tuesdays, 8:15-9:15 | Thursdays, 9:45-10:45 | Fridays, 8-12
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 Tuesdays and Thursdays 12:15-1:30, in CHARTS 405. After class, we will meet in the Composition Review class, 1:40-2:30, in CHARTS 404. These classes are intimately connected.

Catalog Description

This course provides practice in writing from paragraph construction to essay writing and an overview of correcting and identifying common writing errors. ENGL 0111 is to be taken concurrently with ENGL 1311. Prerequisites: a score of 18 or less on the English section of the ACT, a score of 82 or less on the Accuplacer Sentence Skills section, or a score of 79 or less on the COMPASS Writing Skills Placement. This course requires an online learning component. The final grade will be A, B, C, or NC (no credit). 2 contact hours (1 credit hour).

Course Materials

- Flashdrive (recommended)
- ENGL1311 textbook, Everyone’s an Author (required)

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 English discipline in the Department of Languages and Communication, consistent with the College’s mission and the objectives of the School of Fine Arts, Humanities, and Social Sciences, encourages the success of its students in all technical fields and academic disciplines by promoting the following learning outcomes:

1. Students will demonstrate the ability to analyze different contexts and audiences and then to act on that analysis in comprehending and creating texts.

2. Students will demonstrate the ability to analyze, synthesize, interpret, compose, and evaluate ideas, information, situations, and texts.

3. Students will use multiple strategies to conceptualize, develop, and finalize projects and adapt their composing processes to different contexts and occasions.

4. Students will develop knowledge of conventions, including linguistic structures such as grammar, punctuation, and spelling as well as citation and documentation, through practice in composing and revising.

5. Students will investigate significant literary and cultural developments as well as the interaction of various literary and cultural traditions and illustrate how literature reflects history, culture, and society.

6. Students will read and analyze texts and identify various techniques, genre characteristics, movements, methods, or themes.

**Student Learning / Course Outcomes**

1. Students will identify major and minor grammatical errors.
2. Students will demonstrate critical thinking skills in their composition.
3. Students will develop a written essay using analytical skills for the final paper of the course, demonstrating a clear understanding of purpose, audience, usage and style, exhibiting appropriate sentence structure.
4. Students will demonstrate academic integrity.
Composition Review students will improve their usage skills through grammar workshops in the following areas: run-on errors, comma usage, fragments, apostrophe use, verb tense, and frequently misused words. Composition Review will require at least five readings and at least five half-page journal responses aimed at improving students’ critical-thinking skills and analytical skills. The course will require a two-page final analytical paper; students will also be required to submit a formal rough draft through Safe Assign to ensure academic integrity. All compositions in the course will be submitted in MLA format.

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

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.

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 the next major assignment.

If you miss five or six class sessions, your final grade will drop by 100 points (one letter grade). If you miss more than six class sessions, your grade will drop by 150 points, and you will risk earning a failing grade. 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 and participation are necessary to your success and to the community, attendance and active participation comprise 180 class points. Late arrival or non-participation result in reduced or no points. Perfect attendance will result in bonus points. See Grading below for more about this.

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. If you must take a phone call, observe professional etiquette and take it out of the class and make appropriate explanations before and after.
- 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

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<thead>
<tr>
<th>Course Requirements</th>
<th>Course Weight</th>
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<tbody>
<tr>
<td>Journals (These are called “Reflection on Project X” and “Response to…” in the course calendar.)</td>
<td>28%</td>
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<tr>
<td>Final Reflective Writing and Portfolio Addendum</td>
<td>35%</td>
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<tr>
<td>Attendance and Participation (class, library, and Collaboration Center)</td>
<td>20%</td>
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<tr>
<td>Low stakes assignments, including We Teach group presentation, pattern of error quizzes, revision homework, and in-class work</td>
<td>17%</td>
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* 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.

Good to know:
- 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.
- If you turn in a major assignment five minutes to twenty-four hours late, you will be able to earn only 90% of its total allowed points. If you turn in a major assignment later than one day, the total possible points will drop by 10% of the total allowed points for each twenty-four hour period.
- There will be one opportunity for revision of each of the following: journal assignments (1), We Teach (1), midterm pattern of error quiz (1).
- A missed assignment is worth 0 points.

**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.
Your major assignment will go through Blackboard’s SafeAssign and will become part of the institutional database. If you plagiarize a major assignment or a journal 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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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Thursday, 1/10/2019</td>
<td>First Day of classes for us Read syllabus and course policies. Start first writing. Return to class with signed syllabus agreement and TYPED first writing.</td>
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<td>Tuesday, 1/15/2019</td>
<td>Last day of add/drop/swap Writing due: Turn in syllabus agreement and TYPED first writing. In-class: discussion of summary and response.</td>
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<td>Thursday, 1/17/2019</td>
<td>Reading due: pp. 180-184, 520-521, 530-533; read to understand summary. In-class practice with Word and Blackboard and setting up an MLA essay.</td>
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<tr>
<td>Week 2</td>
<td>Tuesday, 1/22/2019</td>
<td>Reading due: pp. 694-699; read to understand comma use. Writing due: Narrative Reading Response for &quot;Literacy: a Lineage&quot; due at the beginning of class. Group 1 presents We Teach In-class: practice with commas, turning in assignments to Blackboard.</td>
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<td>Thursday, 1/24/2019</td>
<td>Reading due: pp. 140-142, 167-168; read for understanding description. In-class: writing descriptively.</td>
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<td>Week 3</td>
<td>Tuesday, 1/29/2019</td>
<td>Reading due: pp. 728-731; read to understand verbs. In-class: patterns of error. Group 2 presents: We Teach</td>
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<td>Thursday, 1/31/2019</td>
<td>Reading due: pp. 700-701; read to understand comma splices. Reading due: pp. 712-715; read to understand sentence fragments. In class: look for and correct patterns of error in P1.</td>
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<td>Week 4</td>
<td>Tuesday, 2/5/2019</td>
<td>In-class: pre-writing of reflection writing: capitalization.</td>
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<td>Thursday, 2/7/2019</td>
<td>Reading due: pp. 716-719; read to understand shifts in tense.</td>
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| Week 6 | Tuesday, 2/12/2019 | Writing due: Reflection of Project 1 due.  
In-class: discussion of writing in general, shifts in tense. |
|---|---|---|
| Week 6 | Thursday, 2/14/2019 | Reading due: pp. 518-520; read to understand paraphrase.  
In-class: varying sentence patterns. |
| Week 7 | Tuesday, 2/19/2019 | Writing due: Reading Response to "Advertisements R Us," by Rubin.  
Reading due: pp. 518-520; read to understand paraphrase.  
In-class: paraphrasing v. summary. |
| Week 7 | Thursday, 2/21/2019 | Reading: pp. 514-518; read to understand direct quotations.  
In-class: direct quotes. |
| Week 8 | Tuesday, 2/26/2019 | Writing due: print-out of your graded 1311 Project 1, with comments showing and your corrections.  
In-class: reflection on college and patterns of error. |
| Week 8 | Thursday, 2/28/2019 | Writing due: your most recent draft of 1311 Project 2, with your edits showing.  
In-class: load material to portfolio. |
| Week 9 | Tuesday, 3/5/2019 | Writing due: Reflection on Project 2 |
| Week 9 | Thursday, 3/7/2019 | Group 4: We Teach  
Group 5: We Teach |
| Week 9 | Tuesday, 3/12/2019 | Pattern of Error Midterm in class, at classtime.  
In-class: writing and research day. |
| Week 10 | Thursday, 3/14/2019 | In-class: pre-writing for annotated bibliography in 1311. |
| Week 10 | Friday, 3/15/2019, 9:00 | Make-up day for Pattern of Error Midterm |
| Spring Break | March 18-22 |
| Week 11 | Tuesday, 3/26/2019 | In class: believing and doubting, continued. |
| Week 11 | Thursday, 3/28/2019 | Writing due: print-out of 1311 Project 2, with comments showing and your corrections.  
In-class: post corrections to portfolio. |
| Week 12 | Tuesday, 4/2/2019 | Writing due: Reading Response to "Why Colleges Shower Their Students with A’s," by Staples. Must include integration of two points of view, as a paraphrase and as a quote, and an accurate citation.  
In-class: writing and research day. |
| Week 12 | Thursday, 4/4/2019 | Writing due: Reading Response to "Oppressed Hair Puts a Ceiling on the Brain," by Walker. Must include integration of a quote and a paraphrase and an accurate citation.  
In-class: writing and research day. |
| Week 13 | Tuesday, 4/9/2019 | In-class: quote integration workshop. |
| Week 13 | Thursday, 4/11/2019 | Make-up day for We Teach presentations  
Last day to turn in make up for 0111 reading responses. Pink tickets are required. |
<p>| Week 14 | Tuesday, 4/16/2019 | In-class: writing workshop. |</p>
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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>Wednesday, 4/17/2019</td>
<td>Last Day to Withdraw</td>
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<td>Thursday, 4/18/2019</td>
<td>In-class: writing workshop: revision</td>
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<td><strong>Week 15</strong></td>
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<td>Tuesday, 4/23/2019</td>
<td>In-class: writing workshop: portfolio as visual rhetoric.</td>
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<td>Writing due: reflection on Project 3</td>
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<tr>
<td>Thursday, 4/25/2019</td>
<td>Conferences. Class doesn’t meet. Use the time as a writing day for portfolio.</td>
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<td><strong>Week 16</strong></td>
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<tr>
<td>Tuesday, 4/30/2019</td>
<td>Writing due: bring in graded Project 3, with comments showing and make corrections.</td>
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<td>Writing due: rough draft of Reflective memo</td>
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<td>In-class: revision workshop: reflective memo</td>
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<tr>
<td>Thursday, 5/2/2019</td>
<td>In-class: revision workshop: reflective memo</td>
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**Final Exam Schedule:** TR 1:40 class has its assigned final time at 1:30-3:30 on Tuesday, 5/7. At that time, you will turn in your Final Exam, which is a reflective memo and portfolio addendum. The memo itself and the portfolio link must be turned in on Blackboard. You will see more information about this later in the assignment sheet.

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 Review class at UA-Pulaski Technical College, and I understand its content. I also understand the rules for the class, and I will follow and abide by these rules, including those relating to attendance, assignments, grading criteria, plagiarism, and behavior.

Semester

Date

Print name

Signature

UA-PTC Email address

Telephone