Instructor Information

Instructor: Leslie O’Malley
Office: CHARTS 421
Mailbox: CHARTS 4th floor
Hours: 9-10 a.m. MW
       9:30-10:30 a.m. T
       1:45-2:45 p.m. TR
       9:25-10:40 a.m. R Collaboration Center (CHARTS 305)
Phone: 501-812-2297
Email: lomalley@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

Section 5  MW 10:50-12:05  CHARTS 403
Section 23 TR 12:15-1:30  CHARTS 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


Three-ring binder to hold handouts, journal entries, and loose-leaf notebook paper
Blue or black pen to complete in-class assignments and quizzes
Flash drive (or other method) to back up assignments
UA-PTC email address and access to the UA-PTC portal and Blackboard
*Students in this course are required to submit all formal writing electronically. Computer labs are available on campus; students should familiarize themselves with lab hours and policies. If you have questions or concerns about this requirement, discuss them with me as soon as possible.

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

Discipline 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
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 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 will 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

Instructor policies: Consistent class attendance is vital to academic success, and attendance in this course is mandatory. Your participation is required, and you cannot participate if you are not here. You are expected to attend each class, to be on time, and to remain until you are dismissed. Avoid making appointments that conflict with class time.

Recording attendance: Attendance is taken starting the first day of the semester. A student who is on the roster and does not attend will be considered absent. Once the period for adding classes has ended, I plan to record absences in the portal. Students should be able to monitor their attendance record.

Absences: Every absence will lower the student’s participation grade for the semester. If a student has to miss class, it is the student’s responsibility to get any assignments and handouts before the next class through Blackboard and any class notes from a classmate. (The Blackboard page is a supplement, not a replacement for class.) Students can email me with specific questions about the assignments.

*I am not in the position to excuse absences; for this reason, absences are not considered excused or unexcused. The only exceptions are UA-PTC absences with documentation.

An absence is not an excuse for missing an assignment or submitting it late, and an absence will not change a due date. All late work is subject to penalty (see Grading Policy). Quizzes and in-class assignments missed because of an absence cannot be made up. If a student knows about an absence in advance, he or she should meet with me to see if work can be submitted early. Otherwise, the student should submit the assignment by email to me before the next class meeting. Students will submit final versions of formal writing assignments through Blackboard; any assignment submitted after the due date will lose points.

Excessive absences: Missing more than two weeks total (only four classes) often keeps students from completing the course. Plan to be here. In case of extreme circumstances causing multiple absences, contact me as soon as possible.

Late arrivals: If a student arrives late, it is the student’s responsibility to sign the late arrival sheet after class. If you don’t sign in, you are considered absent for the day. Quizzes and other in-class assignments missed because of tardiness cannot be made up. Frequent late arrivals will be considered a classroom behavior problem and will be addressed as such.

Leaving the classroom: Students should avoid leaving the classroom during class if at all possible. Try to take care of any personal issues before class starts. Class is over when I dismiss the students.

*In addition, every late arrival and early departure counts as a half-absence and will lower the student’s participation grade for the semester.

Inclement weather: If travel is hazardous due to ice or snow, do not risk your personal safety to attend class. Please check the college website or local media for closings, and sign up for the text alert system. I will also post any announcements or schedule changes on our Blackboard page. If the college is open but hazardous weather keeps you from attending, please contact me that day.
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.

Preparation and participation: The goal for everyone in this classroom (including me) is for each student to improve his or her writing, editing, and research skills, to earn at least a “C” in this course, which is required to take Composition II and/or to transfer credit. To achieve this goal, everyone has to work. I expect students to arrive on time with all their course materials. Any out-of-class assignments should be complete and ready to submit. Students should be ready to participate in class discussion and group activities and should leave the classroom only for emergencies.

Distractions: To limit distractions, we should silence electronic devices and put them away before class starts. [Translation: No phones or ear buds during class!] Any exception to this policy (for a certain assignment or extenuating circumstance) will be announced or approved by me. Students should put away texts or notes for other courses before this class starts. Visitors, especially children, are not allowed in the classroom without permission from the instructor in advance. If you must arrive late or leave early, do it as quietly as possible.

Classroom computers: We will use the classroom computers frequently, but not constantly. If we are not using the computers for classwork, I will ask you to log off when class starts.

Classroom behavior: Students should show respect to their classmates by listening to one another and speaking to one another in a professional, courteous way at all times. Disruptive behavior (including, but not limited to, excessive side conversations or phone usage) will not be tolerated. If disruptive or objectionable behavior persists after a warning, the student will be asked to leave class for the day and will be marked as absent. Behavior issues (including sleeping in class) will also affect participation grades.

Communications: Any emails from me will go to the student’s UA-PTC email address, and email to me should come from the student’s UA-PTC email account due to FERPA laws. Check your email regularly, if not daily.

I check my email at least once every weekday (usually more frequently). If you need to contact me, please use my UA-PTC email address, rather than Blackboard messages, which do not come to my email address.
*How to succeed in this class (short version):  
Show up for class prepared and on time.  
Turn in all assignments, and turn them in on time.

Grading Policy

Letter grades will be based on the following scale:

- 90 to 100%  A  720 points or more
- 80 to 89%  B  640-719 points
- 70 to 79%  C  560-639 points
- 60 to 69%  D  480-559 points
- 0 to 59%  F less than 480 points

<table>
<thead>
<tr>
<th>Course requirements</th>
<th>points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application letter</td>
<td>50</td>
</tr>
<tr>
<td>Narrative essay (essay 1)</td>
<td>100</td>
</tr>
<tr>
<td>Review (essay 2)</td>
<td>100</td>
</tr>
<tr>
<td>Analysis (essay 3)</td>
<td>100</td>
</tr>
<tr>
<td>Argument (essay 4)</td>
<td>100</td>
</tr>
<tr>
<td>Portfolio with reflection (final)</td>
<td>100</td>
</tr>
<tr>
<td>Classwork (includes homework, quizzes, conference, informal writing)</td>
<td>100</td>
</tr>
<tr>
<td>Drafts/reflections/peer responses</td>
<td>100</td>
</tr>
<tr>
<td>Class participation (attendance)</td>
<td>50</td>
</tr>
</tbody>
</table>

Total number of points possible during the semester: 800

*If an essay does not meet the basic requirements of the assignment (particularly minimum word count or topic), it must be rewritten for credit.* In these cases, I will notify the student, and the student should make an appointment with me immediately. *The reflection is part of the final and cannot be rewritten.*

Classwork (such as homework, informal writing assignments, semester conference, quizzes) will be worth 10-50 points each.

- *Sometimes I will pick up and grade classwork; other times, we will use it in class and it won’t be graded. Students won’t know ahead of time.
- *All informal writing (graded or not) should be kept in the binder for the semester.
- **In-class assignments and quizzes cannot be made up.

* 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 instructors have two weeks to provide feedback and post grades for papers 1000 words or more.
***All classwork should be in pen, not pencil. I strongly prefer informal writing completed out of class to be typed.
***All formal writing must be submitted electronically through Blackboard.
Semester conference: Students will be required to meet with me at least once during the semester, after the first essay is assigned but before the final portfolio is due. The conference is worth 10 points.

Class participation: percentage of classes attended on time. Absences, tardiness/leaving early, and lack of classroom participation will lower this grade. [3 absences out of 30 classes/good participation=90 percent=45 points]

Late work: Every formal writing assignment will be submitted electronically through Blackboard and will include a due date.

- Formal writing turned in 1-48 hours late will be docked five points.
- Formal writing turned in more than 48 hours late will be docked ten points.

Formal writing assignments will close after a week. At that point, students must get permission from the instructor to submit an essay (rare, extenuating circumstances only!), and the late penalty will still apply.

If a student does not submit an essay, the student will receive a zero for the assignment.

*Please note, it is difficult, if not impossible, to make a C or higher with a zero on a major assignment. If this happens before the last day to withdraw (April 17), the student may want to withdraw from the class. If a student wants to discuss this option with me first, he or she should make an appointment.

- If you have to be absent, submit any homework or assignments due by email to avoid a penalty. Classwork submitted late will receive half credit, and I will not accept any classwork that is more than one week late.
- I do not accept first drafts once the final version of an assignment is due.

Extra credit: I rarely, if ever, give extra credit assignments. It is more beneficial for students to focus on the assigned work. Any extra credit opportunity has to be offered to the entire class, so please don’t ask for extra credit assignments.

Grades on Blackboard: I will use Blackboard through the UA-PTC portal to record grades. You will be able to see these grades, and you can access Blackboard through any computer with Internet service. Once I start grading assignments, check your grade frequently. Always double-check your grades with the papers I return.

If you are concerned about your grade, make an appointment to discuss it with me.
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 his or her 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; *I do not accept work that has been graded previously.*
- 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.
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. [http://uaptc.azurewebsites.net/docs/default-source/course-catalog/2017-18-academic-catalog.pdf?sfvrsn=a08a3038_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 (MW section 5)

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/9 Course introduction; assign diagnostic writing</td>
</tr>
</tbody>
</table>
| 2    | 1/14 Thinking rhetorically and rhetorical situations (5-24); introduction to Blackboard; **diagnostic writing due**  
*1/15 Last day to change schedule online (add/drop)  
1/16 Writing and rhetoric in the workplace (58-74); assign application letter |
| 3    | *1/21 MLK holiday—campus closed  
1/23 Personal narratives (159-74), “Serving in Florida (917-30); **application letter due** |
| 4    | 1/28 Literacy narratives (179), “The Look” (196-200); writing a narrative (185-89); assign essay 1  
1/30 The writing process and parts of an essay (79-89), review MLA format |
| 5    | 2/4 First draft of essay 1 due; workshop/revision activity  
2/6 Drafts returned, academic writing (40-52), editing, submitting essay through Blackboard, grading criteria |
| 6    | 2/11 Writing a review (297-313, 331-34); assign essay 2  
**final version of essay 1 due**  
2/13 Visit gallery exhibits; write informal reflection |
| 7    | 2/18 Informal reflection on exhibit due; discuss exhibit; plan review  
2/20 First draft of essay 2 due; workshop/peer response |
| 8    | 2/25 Drafts returned; style, audience, and tone (641-51), using a Works Cited page (MLA), ch. 27  
2/27 Writing analytically (201-20, 963-67) |
| 9    | 3/4 **Final version of essay 2 due**; Finding and evaluating online sources (455-75); assign essay 3  
3/6 Quoting, paraphrasing, avoiding plagiarism (512-27) |
| 10   | 3/11 First draft of essay 3 due; workshop/peer response  
*3/12 Midterm  
3/13 Drafts returned |
|      | **Spring Break**—March 17-24—class will not meet |
| 11   | 3/25 Arguing a position (116-37, 146-49)  
3/27 **Final version of essay 3 due**; Analyzing and constructing arguments (379-418) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>4/1</td>
<td>Read “How a National Food Policy Could Save Millions of American Lives” (868-74); assign essay 4</td>
</tr>
<tr>
<td>4/3</td>
<td>Read “How Junk Food Can End Obesity” (931-50)</td>
</tr>
<tr>
<td>4/8</td>
<td>Library research workday</td>
</tr>
<tr>
<td>4/10</td>
<td>First draft of essay 4 due; workshop/peer response</td>
</tr>
<tr>
<td>4/15</td>
<td>Drafts returned</td>
</tr>
<tr>
<td>4/17</td>
<td>Preliminary version of persuasive essay due to Safe Assign</td>
</tr>
<tr>
<td>*4/17</td>
<td>Last day to withdraw</td>
</tr>
<tr>
<td>4/22</td>
<td>Assign final portfolio and reflection, read 793-801</td>
</tr>
<tr>
<td>4/24</td>
<td>Final version of persuasive essay due</td>
</tr>
<tr>
<td>4/29</td>
<td>Work on portfolio</td>
</tr>
<tr>
<td>5/1</td>
<td>Course evaluations</td>
</tr>
</tbody>
</table>

**Final Exams:** May 4-10  
**Final portfolio and reflection due:** 10:30 a.m. Wednesday, May 8  
**Semester grades:** Available online  
Disclaimer: This schedule is a guide for the semester. The instructor reserves the right to amend the schedule as necessary.  
*When needed, further editing and fluency instruction may be added.*
## Tentative Course Schedule (TR section 23)

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course introduction; assign diagnostic writing</td>
</tr>
</tbody>
</table>
| 2    | 1/15 Thinking rhetorically and rhetorical situations (5-24); introduction to Blackboard; **diagnostic writing due**

*1/15 Last day to change schedule online (add/drop)*

1/17 Writing and rhetoric in the workplace (58-74); assign application letter |

| 3    | *1/21 MLK holiday—campus closed*

1/22 Personal narratives (159-74); “Serving in Florida” (917-30)

1/24 Literacy narratives (179); “The Look” (196-200);
writing a narrative (185-89); assign essay 1; **application letter due** |

| 4    | 1/29 The writing process and parts of an essay (79-89), review MLA format

1/31 First draft of essay 1 due; workshop/revision activity |

| 5    | 2/5 Drafts returned, academic writing (40-52)

2/7 Editing, submitting essay through Blackboard, grading criteria |

| 6    | 2/12 Writing a review (297-313, 331-34); assign essay 2;

**final version of essay 1 due**

2/14 Visit gallery exhibits; write informal reflection |

| 7    | 2/19 Informal reflection on exhibit due; discuss exhibit; plan review

2/21 First draft of essay 2 due; workshop/peer response |

| 8    | 2/26 Drafts returned; style, audience, and tone (641-51), using a Works Cited page (MLA), ch. 27

2/28 Writing analytically (201-20, 963-67) |

| 9    | 3/5 Finding and evaluating online sources (455-75); assign essay 3;

**final version of essay 2 due**

3/7 Quoting, paraphrasing, avoiding plagiarism (512-27) |

| 10   | 3/12 First draft of essay 3 due; workshop/peer response

*3/12 Midterm *

3/14 Drafts returned |

| Spring Break | March 17-24—class will not meet |
| 11 | 3/26 Arguing a position (116-37, 146-49)

3/28 Analyzing and constructing arguments (379-418);

**final version of essay 3 due** |

| 12 | 4/2 Read “How a National Food Policy Could Save Millions of American Lives” (868-74); assign essay 4

4/4 Read “How Junk Food Can End Obesity” (931-50) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Key Dates and Activities</th>
</tr>
</thead>
</table>
| 13   | 4/9 Library research workday  
      | 4/11 First draft of essay 4 due; workshop/peer response |
| 14   | 4/16 Drafts returned  
      | *4/17 Last day to withdraw  
      | 4/18 Preliminary version of essay 4 due to Safe Assign |
| 15   | 4/23 Assign final portfolio and reflection, read 793-801  
      | 4/25 Final version of essay 4 due |
| 16   | 4/30 Work on portfolio  
      | 5/2 Course evaluations |

**Final Exams:** May 4-10  
**Final portfolio and reflection due:** 1:30 p.m. Thursday, May 9  
**Semester grades:** Available online after May 15  
Disclaimer: This schedule is a guide for the semester. The instructor reserves the right to amend the schedule as necessary.  
*When needed, further editing and fluency instruction may be added.*
Course Agreement Form

Read, complete, and return to instructor:

I have read the course syllabus for Leslie O’Malley’s English 1311 class at University of Arkansas 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