Instructor Information

Instructor: Jessica L. Wise
Office: CHARTS 413
Mailbox: CHARTS, 4th floor
Hours: MTWR- 8:25-9:25, R- 11:40-12:40
Phone: 501-771-6082
Email: jwise@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

CHARTS, Room 228 / TR 9:25-10:40

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 be used to determine 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

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.

Professional behavior is required. Punctual attendance and intelligent participation are expected. Particulars as determined by the instructor are detailed in the paragraph below.

- Students will show respect to each other at all times and show respect to the instructor
- Students will not only attend the class but will actively engage and participate
- No sleeping is permitted in the classroom
- Excessive exits from the classroom will result in an absence for the day
- Cell phones will be set to silent, off or vibrate and students are not permitted to answer the phone during class
- Text messaging is not permitted during the classroom session
- Students will not conduct “side-bar” conversations while instructor is engaging the class or while a student is leading a discussion
- No children will be allowed in the classroom, and no adults who are not enrolled in the course are allowed in the classroom
- Small snacks and drinks are permitted, but you may not bring full course meals or smelly foods; in addition, no food or drinks are allowed in computer rooms.

Failure to complete all of the required course work or failure to comply with any/all policies in this syllabus may result in any penalty deemed appropriate by the instructor, including possible failure of the course.

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
Course Requirements | Course Weights
---|---
Narrative Essay | 15%  
Analytical Essay | 15%  
Review Essay | 15%  
Homework/Peer Editing Days/Journals/In-Class Assignments | 20%  
Final Research Essay | 25%  
Portfolio | 10%

* 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.

**Class Work**

Students who miss in-class assignments will not be able to make it up, as it is deemed in-class work, making attendance a vital part to success in this course.

**Late work**

Late work is highly discouraged. For your benefit, you need to submit your essays on time to avoid late credit (or no credit) and to receive timely feedback. Your paper will lose ten points per day it is late up to three days. **Once you are beyond three days of the due date, your paper will NOT be accepted.**

**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.

*For this course, if a paper is found to be plagiarized, you will receive a zero and be required to attend an in-person conference with your instructor. If you plagiarize for a second time, you will be referred to the department chair and the dean of students.*

**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](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.
Course Agreement Form

Read, complete, and return to instructor:

I have read the course syllabus for Ms. Wise’s ENGL 1311 class at UA- Pulaski Tech 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
**ENGL 1311 - Spring 2019 (WISE)**

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
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| **Week 1** | 1/10  
Syllabus Reconnaissance  
Introductions/Group Activity  
MLA Refresher/Handout  

**HW: Half-page journal (All About Me) - Bring in for class on 1/14** |
| **Week 2** | 1/17  
Discuss Fragments and Run-on Errors/Comma Splices  
Writing Process- pp. 18-39 (EA)  
Narrative Writing- pp. 159-174 (EA)  

**Narrative Essay Assignment Sheet and MLA Format Quiz due by midnight (1/16)  
HW: Journal Assignment #1 due through Blackboard by Sunday, 1/20** |
| **Week 3** | 1/24  
**Fragment Error Quiz- Due by midnight (1/24)**  
HW: Read pp. 196-200 (The Look) and answer the questions on p. 200- Due on 1/29 |
| **Week 4** | 1/29  
Review the HW assignment.  
Work on essay ideas.  
HW: Read pp. 856-861, The Sanctuary of School and answer the questions – due on 1/31  

1/31  
Group Discussion over HW (Pick a question from the hat)  
CIQ- Thoughts on the group discussion  
Work in writing groups on narrative essay.  
Bring in an excerpt of your work to share by the start of class- due on 2/5 |
| **Week 5** | 2/5  
Workshop Day- Check-in on Essay 1-  
Share an excerpt from your paper (Blackboard)  

**Quiz #3: Run-on Errors- due by 2/5 at midnight on Blackboard**  

2/7  
Peer Editing/Workshop Day #1 (may upload to Blackboard by 8:00 AM or you may bring in a printed copy)  
CIQ- Thoughts on the peer editing process. |
<table>
<thead>
<tr>
<th>Week 6</th>
<th>HW: Prepare a typed copy of your first essay for our next class. Make sure to bring in a printed copy.</th>
<th>HW: Continue polishing your first essay- final draft is due by midnight on Tuesday, 2/12</th>
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<tr>
<td>2/12</td>
<td>Analytical Writing Rhetorical Appeals Group Activity: Ethos, Pathos, and Logos</td>
<td>2/14 Share tips from the HW assignment – round table discussion. Preview visual ads and work in groups to complete questions.</td>
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<td></td>
<td>HW: Read pp. 201-239 and write five important tips for analytical writing and complete the discussion on Blackboard (Analytical Ad Discussion)</td>
<td>HW: Post a couple of ads that grabs your attention on Blackboard (Unit 7, Ad Search) to share during the next class.</td>
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<td>Week 7</td>
<td>2/19 Analytical Essay assignment sheet Group Activity: Share visual ads and work on figuring the ad’s purpose, the main appeals utilized, and the impact on American culture.</td>
<td>2/21 Discuss the reading from your homework assignment. Review sample essays in groups and complete rubrics. Work on thesis statement development.</td>
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<td>HW: Read pp. 570-590</td>
<td>HW: Bring in an excerpt of your work to share by the start of class- due on 2/26</td>
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<td>Week 8</td>
<td>2/26 Workshop Day- Check-in on Essay 2- Share an excerpt from your paper (Blackboard)</td>
<td>2/28 Peer Editing/Workshop Day #2 CIQ- Thoughts on the peer editing process.</td>
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<td>HW: Prepare a typed copy of your second essay for our next class. Make sure to bring in a printed copy.</td>
<td>HW: Continue polishing your second essay- final draft is due by midnight on Blackboard by 3/5</td>
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<td>Week 9</td>
<td>3/5 Writing a Review, pp. 297-316 (EA) Group Activity: Setting standards/criteria</td>
<td>3/7 Present Show and Tell items/Mini Review Preview example review essays in groups. Narrow down a topic.</td>
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<td></td>
<td>HW: Show and Tell/Mini Review</td>
<td>HW: Read “Ode to Joy” (pp. 331-335) and answer the questions- due on 3/12</td>
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</tbody>
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Week 10 | 3/12 | Group Discussion over HW (Pick a question from the hat)  
CIQ- Thoughts on the group discussion  
Draft thesis statements  
HW: Bring in an excerpt of your work to share by the start of class- due on 3/14  
3/14 | Workshop Day- Check-in on Essay 3- Share an excerpt from your paper (Blackboard)  
**Quiz Review- Due by midnight on 3/13 through Blackboard**  
HW: Prepare a typed copy of your third essay for our next class. **Make sure to bring in a printed copy.**

| Week 11 | 3/26 | Peer Editing/Workshop Day #3  
CIQ- Thoughts on the peer editing process.  
**HW: Continue polishing your second essay- final draft is due by midnight on 3/27**  
3/28 | Introduction of the Argument/Research Essay  
HW: Read pp. 374-418 and take notes to share during our class discussion on 4/2

| Week 12 | 4/2 | Share notes/class discussion  
Organization of Arguments and Ways to Approach, pp. 301-324  
Starting Research and Finding Sources  
**HW: Post your claim statement (thesis) and argument/research topic on Blackboard by the start of our next class session (Module 13).**  
4/4 | Share thesis statements/topic ideas.  
Outlining  
Strategies for supporting an argument, pp. 419-441 (In-class)  
**HW: Read-- Starting Research, pp. 445-454 and Finding Sources- pp. 455-484**

| Week 13 | 4/9 | MLA Citations—Avoiding Plagiarism—pp.527-534  
Group Activity: Citation practice  
4/11 | Putting together the citation page and continue to find sources.

<p>| Week 14 |</p>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
<th>Instructions</th>
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<tr>
<td>Week 15</td>
<td>4/16</td>
<td>Workshop Day: Drafting time/putting the argument together</td>
<td>HW: Prepare a typed copy of your fourth essay for our next class (at least two pages of it). Make sure to bring in a printed copy on 4/18</td>
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<td>4/18</td>
<td>Peer Editing/Workshop Day #4</td>
<td>CIQ: Thoughts on the peer editing process.</td>
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<td><strong>HW: Make sure to attend your scheduled conference and post your rough draft for instructor review (through Blackboard) by your conference date.</strong></td>
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<tr>
<td>Week 16</td>
<td>4/23</td>
<td><strong>CONFERENCES</strong></td>
<td>Round #1- Instructor Rough Draft/Review</td>
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<td>4/25</td>
<td><strong>CONFERENCES</strong></td>
<td>Round #2- Instructor Rough Draft/Review</td>
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<td>Attend your scheduled conference for instructor feedback.</td>
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<td>Final draft of the Research Essay is due by Friday, April 26th at midnight.</td>
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<td>Week 17</td>
<td>4/30</td>
<td>Portfolio Preparations</td>
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<td>5/2</td>
<td>Portfolio Preparations</td>
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<tr>
<td>Final Exams</td>
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<td>Final Portfolios are due through Blackboard by Tuesday, May 7th, 2019 at midnight.</td>
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**Final Exam Schedule:** Tuesday, May 7, 2019 at 10:30 AM

Disclaimer: This schedule is a guide for the semester. The instructor reserves the right to amend the schedule as necessary.