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 online, in our Blackboard shell, January 9 to May 9, 2019.

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: Completion of English 1311 (or an equivalent course) with a grade of “C” or better, and one of the following requirements:

- A score of 19 or above on the Reading section of the ACT
- A score of 78 or above on the ACCUPLACER Reading Comprehension Placement test
- A score of 83 or above on the COMPASS Reading Placement
- Completion of READ 0300 (Foundations of Literacy) with a grade of “C” or better

Course Materials

Either of these are recommended:


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**

**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 1023
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

The course will continue English Composition I’s focus on voice, tone and style, awareness of audience, and various writing strategies, including peer review, drafting, editing, researching, and incorporating multiple sources. 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 higher-order critical thinking skills (evaluation, analysis, and synthesis), including 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 this link: 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.**

Because attendance and participation are necessary to your success and to the community, attendance and active participation are part of class 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](https://www.uaptc.edu/catalog)

Appropriate behavior is expected for all communications, including any notes, email messages, discussion board posts, 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 except (possibly) for your portfolio.
- 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” discussion boards 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.
- Respect the writing and ideas of others. Do not post pictures or screenshots of peers’ work in social media platforms.

**Grading Policy**

Letter grades will be based on the following scale:

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<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tr>
<td>90 to 100%</td>
<td>A</td>
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<tr>
<td>80 to 89%</td>
<td>B</td>
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<td>70 to 79%</td>
<td>C</td>
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<td>60 to 69%</td>
<td>D</td>
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<tr>
<td>0 to 59%</td>
<td>F</td>
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**Course Requirements**

<table>
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<th>Requirement</th>
<th>Course Weight</th>
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<td>Project 1: Exploratory Essay (common topic)</td>
<td>15%</td>
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Project 2: Annotated Bibliography and Research-based Essay (related to your planned field of study) | 37.5% | 375 points
Project 3: Analysis of Literature | 15% | 150 points
Final Project: Final Reflection and Portfolio | 20% | 200 points
Low stakes assignments, including online attendance and participation, games and worksheets, pre-writing, rough drafts, in-class work, peer reviews | 12.5% | 125 points

* 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 to count as present for that week.

Because attendance is so crucial, I will award five bonus points if you miss no assignments in the first eight weeks and five bonus points if you miss no assignments in the last eight weeks.

Good to know:
- If you complete less than or equal to half of a major assignment, your work will not be graded until it is complete, and it may be subject to penalties relating to late work.
- 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. There will be one opportunity to make up the midterm exam.
- 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 two opportunities for revision of major assignments. At those times, students may submit a revised major assignment.

**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.

All major assignments will go through Blackboard’s SafeAssign and will become part of the institutional database. If you plagiarize an assignment 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](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. Time changes may occur, but you can assume that the time due is 11:59 p.m., unless otherwise indicated. Most assignments are due on either Tuesday or Thursday. Assignment changes are possible. To accurately keep up, use the material in Blackboard, under the “Content” tab, in your weekly folders.

*Tip: To know what your homework is, read ahead to the next date(s). Use your checklists.*

You must read the assignment sheets and “content” directions to successfully complete all assignments.

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<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Online</th>
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| Week 1 | Thursday, 1/10/2019 | First Day of classes  
Read syllabus and course policies. Complete first writing. Return to class with signed syllabus agreement and TYPED first writing. |
| Week 2 | Tuesday, 1/15/2019 | Last day of add/drop/swap  
Writing due: Turn in syllabus agreement and TYPED first writing.  
Expect to be divided into groups and see assignment sheet for We Teach group presentations. |
| Week 3 | Tuesday, 1/22/2019 | Reading due: Banks essay; additional readings TBD, related to Project 1  
Writing due: Summary and Response packet for Project 1 |
| Week 4 | Tuesday, 1/29/2019 | Reading due: TBD  
Writing due: rough draft of Project 1.  
Thursday, 1/31/2019 | Group 1: We Teach is due. |
| Week 5 | Tuesday, 2/5/2019 | Writing due: peer review of Project 1.  
Reading due: Final Portfolio assignment sheet and sample portfolio. |
| Week 6 | Tuesday, 2/12/2019 | Writing due: polished draft of Project 1.  
Thursday, 2/14/2018 | Group 2: We Teach is due.  
Writing Due: Portfolio Check 1 |
| Week 7 | Tuesday, 2/19/2019 | Reading due: Project 2 assignment sheet; TBD  
Activities: TBD; library research. |
| Week 8 | Tuesday, 2/26/2019 | Reading due: *Everyone’s an Author* pp. 538-573; skim to understand in-text citations in MLA and developing Works Cited pages; pp. 514-518, 527-534; skim to understand quotes and avoiding plagiarism. *Note: you will find this reading in your folder.*  
Activities: research; audience awareness, pre-writing for Project 2; work with attributive tags and external sources and introduction to annotated bibliography.  
Writing due: Summary and Response worksheets for three of your sources. |
| Week 9 | Tuesday, 3/5/2019 | Reading due: TBD  
Writing due: 12-entry Annotated Bibliography  
Group 3: We Teach is due.  
Activities: pre-writing for Project 2; tools for research |
| Week 10 | Tuesday, 3/12/2019 | Reading due: TBD  
Writing due: Portfolio Checklist II.  
Activities: pre-writing for Project 2; logical appeals.  
Thursday, 3/14/2019 | Optional writing due: Optional Revision I. |
| Spring Break | | March 18-22 |
| Week 11 | Tuesday, 3/26/2019 | Reading due: TBD  
Activities: conferences with instructor  
Writing due: rough draft of Project 2  
Thursday, 3/28/2019 | Writing due: peer review of Project 2 |
| Week 12 | Tuesday, 4/2/2019 | Writing due: polished draft of Project 2  
Reading due: assignment sheet for Project 3; additional TBD, related to Project 3 |
| Week 13 | Tuesday, 4/9/2019 | Group 4: We Teach is due.  
Activities: analysis of literature |
| Week 14 | Tuesday, 4/16/2019 | Writing due: rough draft Project 3 |
|         | Wednesday, 4/17/2019 | Last Day to Withdraw from Classes |
|         | Thursday, 4/18/2019 | Group 5: We Teach is due.  
Peer Review of Project 3, due |
| Week 15 | Tuesday, 4/23/2019 | Activities: evidence and assertion; pre-writing for reflection  
Writing due, by 11:59 p.m.; polished draft of Project 3 |
| Week 16 | Tuesday, 4/30/2019 | Optional Writing: make-up We Teach is due.  
Activities: pre-writing for Portfolio; pre-writing for reflective memo. |
|         | Thursday, 5/2/2019 | Last Day of Classes  
Optional Writing due, by 11:59 p.m., in Blackboard: Optional Revision II. |
| Finals week: May 4-10 | Tuesday 5/7 | 1312 online class has final due at 5:00 p.m., Tuesday, 5/7 |
|         | Thursday, 5/9 | Discussion of peers’ portfolios are due Thursday, 5/9, 5:00. |

**Final Exam Schedule:** 1312 online class has final due at 5:00 p.m., Tuesday, 5/7. Reflective Memo and final portfolio link are due in Blackboard at 5:00 p.m. and will be available for class discussion. Discussion of peers’ portfolios are due Thursday, 5/9, 5:00.

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 I (ENGL 1312) 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