Instructor Information

Instructor: Bradley Pierce
Office: ^CHARTS Building, 4th Floor, Room 451; ♦NLRHS Campus, A108
Mailbox: N/A
Hours: M/W: ♦7:45am – 8:15am, 9:45am – 10:15am
       T/R: ♦7:45am – 8:15am, 9:45am – 10:15am
       F: ♦By appointment only, until NOON
       Appointments may also be made for outside of office hours via
virtual hours in Blackboard course shell for special cases; email or
message me your best times to talk via phone OR Blackboard
Collaborate session
Phone: (501) 812-2734
Email: bpierce@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

This is a 100% online class.

Catalog Description

3 Credit Hours (3 hours lecture per week)

This course offers further study of principles and techniques of expository and persuasive
composition, analysis of texts, 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


*Regular Online Access.* All of our class lessons, handouts, and assignments will be available online through our Blackboard course shell. You will be **required to submit all assignments through the appropriate link** in our online course shell.

*Access to a film source.* Netflix, local library, PTC library, Redbox, etc...

**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)

**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 proof-reading
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 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.

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 Attendance Policy

Examples of participation include, but are not limited to, posting to the discussion board, submitting an assignment, or emailing the instructor to make arrangements in cases of emergency or special circumstances.

*Note - If you fail to log-in to class and/or participate for 2 consecutive weeks, you will be advised to withdraw from the course.

Class Behavior 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. 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. Particulars as determined by the instructor are detailed in the paragraph below:
Online Decorum

Rudeness in any fashion will not be tolerated—this behavior includes using the discussion board to make derogatory remarks about other students, sending insulting or offensive e-mails/messages to instructor and/or to others, or exhibiting any other behavior disruptive to the online classroom.

Guidelines for Communications

First and foremost, please be aware that the email function and the message function (both found under the course tools heading) here in Blackboard are different. The message function is only available inside Blackboard. The email function is only available to your email outside of Blackboard.

E-mail or message me if you have a unique and individual question that applies only to you (I prefer messaging). Otherwise, please post your question in the appropriate place on the Discussion Board so that everyone can benefit from it.

Grading Policy

Letter grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89.99%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79.99%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.99%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59.99%</td>
</tr>
</tbody>
</table>

At the end of the course, the overall numerical grade will be converted from a numerical scale to the following letter grade scale as indicated in the following graph:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Final Grade</th>
<th>Point Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>450 - 500</td>
<td>90 – 100%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>400 – 449.99</td>
<td>80 – 89.99%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>350 – 399.99</td>
<td>70 – 79.99%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>300 – 349.99</td>
<td>60 – 69.99%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0 – 299.99</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BElow</td>
<td></td>
</tr>
</tbody>
</table>
All of our grades will be available to you through “My Grades” in our Blackboard course shell. Mid-Term and Final Grades only will be kept in “Academics” through your Campus Portal.

You will be responsible for checking your grades and accessing my feedback/comments through the “My Grades” tab in Blackboard; we will be going over this extensively in class.

*Instructors have one week to provide feedback and post grades for all assignments unless otherwise noted by a departmental policy that has been approved by the Dean of the School.  
**English faculty have two weeks to provide feedback and post grades for papers 1000 words or more.

*Note- All work must be submitted through the corresponding assignment dropbox in Blackboard; these assignments will not be accepted in hard copy, through my office door, mailbox, email, or by submitting through the wrong electronic dropbox. Must be an attached MSWord file, such as .doc, .docx, or .pdf. In cases of technical issues, it is advisable to take a screenshot so that I can help (see note on emergency/special situations, pg. 8).

Late/Missing Work Policy

Students are required to turn all tasks in by the due dates. Meeting deadlines is an important skill that students must learn; work is considered “Late” after 11:59 PM of the DUE DATE; work will be considered “Missing” if not turned in within three days after the deadline. Students can turn in most “Missing” work (see “Make-Up Work” policy), however, instructor feedback on such work will only be available from a private, face-to-face conference.

Student will receive a WARNING after a pattern of violations has been established (see Bonus Points - “Insurance Program” below).

*Note- All due dates available in Blackboard via the “Course Schedule”

Extra Credit

Bonus Points (“Insurance Program”): Once the “Course Agreement” is completed during Week 1, all students begin the semester with 15 bonus points (worth a 3% overall grade boost). Keeping these bonus points is contingent on following our 1. Late Work/Missing (LW/M) policies. Bonus points will not be calculated into the overall grade until the last Portfolio item due date.

A total of up to three “freebies” (violations) altogether from these policies are allowed without penalty. After third violation, student will receive WARNING for establishing a pattern (see “My Grades” under “Violations”). Each violation thereafter will carry a 5-point deduction from bonus points. After sixth violation, all bonus points will be forfeited along with other corrective measures if necessary (details in each policy section).
Immediate 5-point deduction from bonus points will be issued WITHOUT warning for any of the following:

- Failure to complete any task before “Late” period expires (i.e., “Missing”)
- Disrespectful or inappropriate discussion board comments, emails, messages, or voicemails
- Missing a scheduled virtual or live instructor appointment without at least one hour’s notice (including a Final Weeks one-on-one conference)

*Note- Full bonus points will be completely deducted if any one task/assignment worth more than 10 pts. remains “Missing” by the last Portfolio item due date (details TBA during “Final Weeks”; also see “Make-Up Work” Policy). (These tasks must meet at least 50% of their individual, basic requirements score to remain eligible)

Completion Boost: As an additional bonus, if student turns in ALL “Final Weeks” items by the last Portfolio item due date, automatic 2% boost will be added to your overall grade in the class. (Must complete at least 75% of each “Final Weeks” item’s individual, basic requirements score to be eligible.)

(In any case, if you have an Emergency or Special Situation, let me know privately via email within three days of incident; a detailed email may suffice depending on the situation—I reserve the right to determine if more formal documentation is necessary based on the situation itself, or previous patterns of behavior. Waivers may be made on a case-by-case basis.)

These extra credit policies will not guarantee an A or B grade due to the weight of the Portfolio’s performance-based rubrics used. They will mean students can successfully pass the class based on reasonable effort. They will also provide a boost for borderline grades (i.e. 88 - 89 B). See the handout “How to Get an A” and the rubrics, housed in our “Guide for Rubrics and Instructor Feedback” section of the course.

- Open Revision

As long as certain tasks are turned in by the required due date, there is availability for open revision for a higher score (meaning this can be a revolving door of revision if you aren’t happy with the grade) with these time limits: Unit 1 and 2 Rough Drafts and “Practice” assignments are open before their corresponding Unit’s last due date; all Unit 3 items open before Final Paper due date. The Final Weeks/Portfolio items are final upon grading, until the Grade Review Week (during Final Exams).

All Writing Workshop assignments will feature grading rubrics specifying general feedback. Tasks completed by the required due date will also receive detailed,
personalized feedback; if task is late, or if you complete subsequent revisions on assignments, you must schedule an appointment to speak with me privately. You are only required to turn in a single Revision of Essay #1, and an Edited, Polished Draft of the Final Paper in the Portfolio; no other revision work is required (though it is highly suggested).

Students receiving an NRG (for “Needs Rewriting with Guidance”) on any task should get guidance for rewriting the assignment ASAP, otherwise the grade will be considered incomplete (if task does not meet at least 50% of its individual, basic requirements score it will not be considered adequately attempted). Make an appointment to visit with me privately ASAP and/or seek help from the Learning Assistance Center, the Collaboration Center, or TRIO (see below).

- Make-Up Work

All outstanding “Missing” items may be made up: all “Practices” and Rough Drafts of Units 1 and 2 must be made up before corresponding Unit/section’s final task due date; all Final Paper Unit 3 tasks must be made up before Final Paper due date; please be aware of the “Bonus Points—Insurance Program” policies regarding outstanding “Missing” items and how it affects eligibility on pg. 7.

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.

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

The following course schedule details the assignments and corresponding due dates for this course. This schedule is tentative and is subject to change as necessary by the instructor.

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
<th>Course Learning Outcomes (CLO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discussion #1 Introduction</td>
<td>5</td>
<td>08/26/2018</td>
<td>CLO 1 &amp; 5</td>
</tr>
<tr>
<td></td>
<td>Syllabus Knowledge Check</td>
<td>n/a</td>
<td>08/26/2018</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Course Agreement</td>
<td>n/a</td>
<td>08/26/2018</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Writing Sample</td>
<td>10</td>
<td>08/26/2018</td>
<td>CLO 1</td>
</tr>
<tr>
<td>2</td>
<td>Discussion #2 Car Accident</td>
<td>5</td>
<td>09/02/2018</td>
<td>CLO 1</td>
</tr>
<tr>
<td>3</td>
<td>Discussion #3 Texting</td>
<td>5</td>
<td>09/09/2018</td>
<td>CLO 1</td>
</tr>
<tr>
<td></td>
<td>Translation</td>
<td>20</td>
<td>09/09/2018</td>
<td>CLO 1 &amp; 4</td>
</tr>
<tr>
<td>Discussions #4-7</td>
<td></td>
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<tr>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freewriting/Sprinting (Coming of Age)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Discussion/Activity</th>
<th>Date/Deadline</th>
<th>CLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Discussion #8 North by Northwest Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rough Draft of Essay #1 Narrative</td>
<td>09/16/2018</td>
<td>CLO 1 &amp; 4</td>
</tr>
<tr>
<td>5</td>
<td>Peer Review of Essay #1 Narrative</td>
<td>09/23/2018</td>
<td>CLO 1, 4 &amp; 5</td>
</tr>
<tr>
<td></td>
<td>First Full Draft of Essay #1 Narrative</td>
<td>09/23/2018</td>
<td>CLO 1, 4 &amp; 6</td>
</tr>
<tr>
<td>6</td>
<td>Discussion #9 Celebrity Gossip Topic Selection</td>
<td>09/30/2018</td>
<td>CLO 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>09/30/2018</td>
<td>CLO 1</td>
</tr>
<tr>
<td>7</td>
<td>Discussion #10 Compare/Contrast Music Video Discussion #11 Critical Thinking Exercise</td>
<td>10/07/2018</td>
<td>CLO 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Rough Draft of Essay #2 Analysis</td>
<td>10/07/2018</td>
<td>CLO 1 &amp; 4</td>
</tr>
<tr>
<td>8</td>
<td>Discussion #12 Elevator Conversation Analysis Thesis Practice Analysis Introduction Practice</td>
<td>10/14/2018</td>
<td>CLO 1, 2 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10/14/2018</td>
<td>CLO 1, 2 &amp; 4</td>
</tr>
<tr>
<td>9</td>
<td>Peer Review of Essay #2 Analysis</td>
<td>10/21/2018</td>
<td>CLO 1, 4 &amp; 5</td>
</tr>
<tr>
<td></td>
<td>First Full Draft of Essay #2 Analysis</td>
<td>10/21/2018</td>
<td>CLO 1, 4 &amp; 6</td>
</tr>
<tr>
<td>10</td>
<td>Discussion #13 Morality Questions Topic Selection/Create a Prompt Practice</td>
<td>10/28/2018</td>
<td>CLO 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10/28/2018</td>
<td>CLO 1, 2 &amp; 4</td>
</tr>
<tr>
<td>11</td>
<td>Discussion #14 Fake or Real News Checkpoint: List of Sources Rough Draft of Final Paper</td>
<td>11/04/2018</td>
<td>CLO 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11/04/2018</td>
<td>CLO 1, 2 &amp; 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CLO 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Week</td>
<td>Activity</td>
<td>Points</td>
<td>Date</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>12</td>
<td>Ethos, Pathos, Logos Thesis Practice</td>
<td>10</td>
<td>11/11/2018</td>
</tr>
<tr>
<td></td>
<td>Persuasive Introduction Practice</td>
<td>10</td>
<td>11/11/2018</td>
</tr>
<tr>
<td>13</td>
<td>Checkpoint: In-Text Citations</td>
<td>10</td>
<td>11/18/2018</td>
</tr>
<tr>
<td></td>
<td>Peer Review of Final Paper</td>
<td>15</td>
<td>11/18/2018</td>
</tr>
<tr>
<td>14</td>
<td>Exit Interview (Including Portfolio Knowledge Check)</td>
<td>15</td>
<td>11/28/2018</td>
</tr>
<tr>
<td></td>
<td>Portfolio: Reflection</td>
<td>25</td>
<td>11/28/2018</td>
</tr>
<tr>
<td>15</td>
<td>Revision of Essay #1 Narrative</td>
<td>45</td>
<td>12/02/2018</td>
</tr>
<tr>
<td>16</td>
<td>Final Paper/Edited, Polished Draft</td>
<td>75</td>
<td>12/05/2018</td>
</tr>
</tbody>
</table>

**COURSE TOTAL:** 500

**Final Exam Schedule:** *Grade Review Week 12/10/2018 - 12/14/2018*

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