Instructor Information

Instructor: Dr. Sonya Russ
Office: LR-South, room 247
Mailbox: LR-South, room 251
T 8:50 – 10:50 A.M. and 1:45 – 2:15 P.M. (at Calvary)
R 1:45 – 2:15 P.M. (at Calvary)
Phone: 501-812-2769
Email: sruss@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 an on-campus course that meets on Tuesdays and Thursdays from 2:15 P.M. to 3:30 P.M. at Calvary.

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


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 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.

Departmental Attendance Policy

Agencies granting financial assistance may be notified of the violation of the attendance policy by students receiving financial aid.

Attendance is taken starting the first day of the semester, with the exception of students who enroll after classes have started. Teachers have the right to count students as absent if they arrive late to class, leave class early, or go in and out of the classroom during class time. Teachers have the right to lower a student’s grade based on excessive absences.

Any student who misses two consecutive weeks of class may be administratively withdrawn from the class.

Any student who does not attend class within the first two weeks will be considered a “no show” according to the campus attendance policy and will be reported as such and dropped from the class.

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.

Any class disruption could result in the disruptive student being asked to leave the class for the day. Any in-class work missed by a student who has to leave because he or she is disruptive cannot be made up.

Class disruption includes, but is not limited to, the following:

- cell-phone ringing
- text messaging
- use of ANY electronic devices
- disrespect
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 | % of final grade
-------------------|------------------
Small Essays        | 45%              
Final Essay         | 25%              
Quizzes and Assignments | 30%          

All assignments and essays will be promptly collected at the beginning of class on the scheduled due date. Any assignment submitted after class begins will be considered late. A late assignment is subject to point deductions.

There will be announced (and unannounced) reading quizzes; be sure to read all assigned readings prior to class.

From time to time, you will be asked to participate in in-class activities (some individual and some group). In-class activities cannot be made up.

The final essay will not be accepted, for any reason, after the due date. If you do not submit the final essay by class time and due date, it is an automatic zero, or failure, for the assignment. If you miss a quiz, you may be able to take the quiz if you missed due to extenuating circumstances, but you must provide documentation and must take the quiz before the graded quiz is returned in class.

Essays must be typed, double spaced, and in 12-point Times New Roman font. Essays MUST follow MLA format. A heading must appear in the upper left-hand corner of the first page with one item per line: YOUR NAME, INSTRUCTOR’S NAME, COURSE TITLE, and THE DATE.
NOT use a separate title page. Your last name and the page number should appear in the upper right-hand corner of each page, starting with the first page. You should also indicate page numbers on in-class essays to avoid confusion in case of paper shuffling. Please staple all out-of-class assignments. Margins should be 1” (inch). Sloppily presented essays that do not follow these simple formatting guidelines will face point penalties, particularly if it affects overall size requirements.

All essays with sources also require a proper Works Cited page that cites the primary source (from the textbook) and any secondary sources that might be cited in the text. I will not grade any essay that does not have a properly formatted Works Cited page.

In addition to the print copies of each essay that you will submit in class on the due date, you will also need to submit each essay in Blackboard as a document file in a standard word processing format (.DOC or .DOCX is preferred). If you are using any word processor other than Microsoft Word, then you should consider reformatting to Rich Text Format (.RTF) because there is a chance I might not be able to open your document and thus not be able to grade it.

Be aware that all essay response files will be submitted to SafeAssign, a plagiarism program, to check for plagiarized passages. I will not score any essay until it has been checked.

If, for a very good reason, you cannot attend class the day an assignment is due, you may avoid the late policy by e-mailing the assignment or essay to me by the beginning of regular class time. If you choose to do this, you are responsible for confirming that I received the assignment on time. If you submit your essay electronically, you are responsible for bringing me all paper material by the next class period to avoid deductions.

* 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.

**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](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

## XV. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R: Syllabus discussion, class introductions, and Blackboard</td>
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<tr>
<td></td>
<td><strong>Homework:</strong></td>
</tr>
<tr>
<td></td>
<td>• Read the entire syllabus, fill out the <strong>Course Agreement</strong> form (found on the last page of the syllabus), and have the agreement form ready to return to me at the beginning of the next class meeting.</td>
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<tr>
<td></td>
<td>• Read pages 1279-1294 (Chapter 19) in your textbook.</td>
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<tr>
<td></td>
<td><strong>T: Take syllabus quiz; discuss the writing process (Chapter 19)</strong></td>
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<tr>
<td></td>
<td><strong>Homework:</strong></td>
</tr>
<tr>
<td></td>
<td>• Read pages 1255-1278 (Chapter 18) in your textbook.</td>
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<tr>
<td></td>
<td><strong>R: Discuss writing about literature (Chapter 18).</strong></td>
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<tr>
<td></td>
<td><strong>Homework:</strong></td>
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<td></td>
<td>• Read pages 1250-1254 (Chapter 17) in your textbook.</td>
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<tr>
<td>2</td>
<td><strong>T: Discuss paraphrasing, summarizing, and describing (Chapter 17).</strong></td>
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<tr>
<td></td>
<td><strong>Homework:</strong></td>
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<tr>
<td></td>
<td>• Read pages 1309-1331 (Chapter 21) in your textbook.</td>
</tr>
<tr>
<td></td>
<td><strong>R: Discuss quoting, citing, and documenting (Chapter 21).</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Homework:</strong></td>
</tr>
<tr>
<td></td>
<td>• Read the following pages in your textbook: 57-63, 110-114, 130-138, 164-166, 213-218, and 249-253.</td>
</tr>
<tr>
<td>4</td>
<td><strong>T: Begin discussing the elements of literature.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>R: Finish discussing the elements of literature.</strong></td>
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<tr>
<td></td>
<td><strong>Homework:</strong></td>
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<tr>
<td></td>
<td>• Read “Hills Like White Elephants” (pgs. 122-137) by Ernest Hemingway and “The Tell-Tale Heart” (handout) by Edgar Allan Poe.</td>
</tr>
<tr>
<td>Date</td>
<td>Activities</td>
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<td>-----------------------------------------------------------------------------</td>
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</tbody>
</table>
| February 4-8 | **T:** Take a reading quiz; discuss “Hills Like White Elephants” and “The Tell-Tale Heart.”  
**Homework:**  
- Read “A Good Man Is Hard to Find” (pgs. 412-425) by Flannery O’Conner and “Everyday Use” (handout) by Alice Walker.  
**R:** Take a reading quiz; discuss “A Good Man Is Hard to Find” and “Everyday Use.”  
**Homework:**  
- Read “A Rose for Emily” (pgs. 308-316) by William Faulkner. |
| February 11-15 | **T:** Take a reading quiz; discuss “A Rose for Emily.”  
**R:** Discuss fiction essay assignment. |
| February 18-22 | **T:** Work on fiction essay.  
**R:** Workshops for fiction essay.  
*Your fiction essay is due at the beginning of class on Tuesday, February 26; remember that you must also submit an electronic copy.* |
| February 25-March 1 | **T:** Discuss writing about poetry.  
**Homework:**  
- Read “The Road Not Taken” (page 602) and “Stopping by Woods on a Snowy Evening” (pgs. 712-713) by Robert Frost and “Because I Could Not Stop for Death” (page 583) by Emily Dickinson.  
**R:** Take a reading quiz; discuss “The Road Not Taken,” “Stopping by Woods on a Snowy Evening,” and “Because I Could Not Stop for Death.”  
**Homework:**  
- Read and “The Raven” (pgs. 730-733) by Edgar Allen Poe, “My Last Duchess” (pgs. 692-694) by Robert Browning, and “Hollow Men” (handout) by T.S. Eliot. |
<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9 March 4-8</td>
<td><strong>T:</strong> Take a reading quiz; discuss “The Raven,” “My Last Duchess,” and “Hollow Men.”  &lt;br&gt; <strong>R:</strong> Discuss poetry essay assignment.</td>
</tr>
<tr>
<td>10 March 11-15</td>
<td><strong>T:</strong> Work on poetry essay.  &lt;br&gt; <strong>R:</strong> Workshops for poetry essay. <em>Your poetry essay is due at the beginning of class on Tuesday, March 26 (when you return from break); remember that you must also submit an electronic copy.</em>  &lt;br&gt; <strong>Homework:</strong>  &lt;br&gt; - Read Acts I and II (pgs. 1101-1145) in <em>Hamlet</em> by William Shakespeare.</td>
</tr>
<tr>
<td>11 March 18-22</td>
<td><strong>Spring Break: We will not have class this week.</strong></td>
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<tr>
<td>12 March 25-29</td>
<td><strong>T:</strong> Take a reading quiz; discuss Acts I and II in <em>Hamlet.</em>  &lt;br&gt; <strong>Homework:</strong>  &lt;br&gt; - Read Acts III and IV (pgs. 1146-1191) in <em>Hamlet.</em>  &lt;br&gt; <strong>R:</strong> Take a reading quiz; discuss Acts III and IV in <em>Hamlet.</em>  &lt;br&gt; <strong>Homework:</strong>  &lt;br&gt; - Read Act V (pgs. 1191-1210) in <em>Hamlet.</em>  &lt;br&gt; - Read pages 1295-1307 (Chapter 20) in your textbook.</td>
</tr>
<tr>
<td>13 April 1-5</td>
<td><strong>T:</strong> Discuss Act V in <em>Hamlet</em>; discuss research writing; discuss annotated bibliography and <em>Hamlet</em> essay assignment.  &lt;br&gt; <strong>R:</strong> Library day.</td>
</tr>
<tr>
<td>14 April 8-12</td>
<td><strong>T:</strong> Do research and work on annotated bibliography.  &lt;br&gt; <strong>R:</strong> Do research and work on annotated bibliography. <em>Your annotated bibliography is due at the beginning of class on Tuesday, April 16.</em></td>
</tr>
<tr>
<td>15 April 15-19</td>
<td><strong>T:</strong> Work on research essay.  &lt;br&gt; <strong>R:</strong> Work on research essay.</td>
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16
April 22-26

<table>
<thead>
<tr>
<th>Days</th>
<th>T: Work on research essay.</th>
<th>R: Work on research essay.</th>
</tr>
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</table>

17
April 29 – May 3

<table>
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<tr>
<th>Days</th>
<th>T: Work on research essay.</th>
<th>R: Work on research essay.</th>
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</table>

Final Exam Week

<table>
<thead>
<tr>
<th>Days</th>
<th>Your research essay is due by 1:30 P.M. on Tuesday, May 7.</th>
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</table>

Disclaimers:

- Additional homework assignments may be given daily. It is the student’s responsibility to keep up with all homework that is assigned in class. If the student is absent, he/she needs to contact the instructor or a classmate to find out what he/she missed. Please check the policy on missed/late work for further information.
- Pop quizzes could be given on any day over reading or other homework assignments.
- 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 Dr. Sonya Russ’s English Composition II 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.

Spring 2019
Semester

Date

Print name

Signature @uaptc.edu

UA-PTC Email address

Telephone