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 402/ MW 9:25-10:40

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

- Course packets
- Readings

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 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

Composition II 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 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

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](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

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<thead>
<tr>
<th>Course Requirements</th>
<th>Course Weight</th>
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<tbody>
<tr>
<td>Career Research Essay (3-4 pages of writing)</td>
<td>15%</td>
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<tr>
<td>Literary Analysis (3-4 pages of writing)</td>
<td>15%</td>
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<tr>
<td>Assignment</td>
<td>Percentage</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>Literature Review (2-3 pages of writing)</td>
<td>15%</td>
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<tr>
<td>Discussions/Quizzes/Assignments/ Peer Editing Days</td>
<td>25%</td>
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<tr>
<td>Final Exam- Research Essay: Trend Analysis (6-7 pages of writing)</td>
<td>30%</td>
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* 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.

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.
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.
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<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1/9 Syllabus Reconnaissance Introductions/Group Activity Goal Setting</td>
<td>1/16 Complete the discussion thread through Blackboard (Goal Setting) by 1/13</td>
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<td></td>
<td>HW: Post a half-page journal response through Blackboard (Goal Setting) by 1/13</td>
<td>HW: Print two to three articles (or save them to your flash drive) to share with your group next week.</td>
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<tr>
<td>Week 2</td>
<td>1/14 Jung’s Typology Test/Career Options Accessing the databases/creating citations HW: Make a list of your top career choices and two reasons why those are on your list.</td>
<td>1/16 Complete the discussion thread through Blackboard (u2d1: Exploring Career Options) Group share time/research time</td>
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<tr>
<td></td>
<td>1/16 Complete the discussion thread through Blackboard (u2d1: Exploring Career Options) Group share time/research time</td>
<td>HW: Print two to three articles (or save them to your flash drive) to share with your group next week.</td>
</tr>
<tr>
<td>Week 3</td>
<td>1/21 MLK Day No School 1/23 Developing an Academic Tone (u3d1) &amp; Strategies for Essay 1 (u3d2) Mapping out your Career Research project/Defining a thesis (evaluating if your career is or is not a good fit for you based on your research) HW: Thesis statements are due on Blackboard by 9/2 at midnight.</td>
<td>1/23 Developing an Academic Tone (u3d1) &amp; Strategies for Essay 1 (u3d2)</td>
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<td></td>
<td>Mapping out your Career Research project/Defining a thesis (evaluating if your career is or is not a good fit for you based on your research)</td>
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<td>HW: Thesis statements are due on Blackboard by 9/2 at midnight.</td>
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<td>Week 4</td>
<td>1/28 Group table discussion/writing time HW: Prepare a rough draft of your first essay and post to Blackboard by Wednesday, January 30th</td>
<td>1/30 Rough Draft/Peer Editing- Career/Research Essay CIQ- Thoughts on peer editing</td>
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<td>HW: Finish editing/Polishing your first essay. Final drafts are due by Monday, February 4</td>
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<td>Week 5</td>
<td>2/4 Evaluating literature: theme In-class short story/group discussions HW: Read The Open Boat (PDF link on</td>
<td>2/6 Group Discussion over HW (Pick a question from the hat) Complete discussion on Blackboard (u5d1) CIQ- Thoughts on the group discussion</td>
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<td>2/6 Group Discussion over HW (Pick a question from the hat) Complete discussion on Blackboard (u5d1) CIQ- Thoughts on the group discussion</td>
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<td>Week 6</td>
<td>2/11</td>
<td>2/13</td>
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<td>Evaluating Literature: Symbolism and Characters</td>
<td>Group Discussion over HW (Pick a question from the hat)</td>
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<td>In-class short story/group discussions</td>
<td>Complete discussion on Blackboard (u6d1)</td>
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<td>HW: Read The Lottery (PDF link on Blackboard)</td>
<td>CIQ- Thoughts on the group discussion</td>
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<td>HW: Journal 3 (Symbols/Characters) – please post your response by Sunday, February 17</td>
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<td>Week 7</td>
<td>2/18</td>
<td>2/20</td>
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<td></td>
<td>Evaluating Literature: Metaphors and Repetition</td>
<td>Literary Analysis Assignment sheet</td>
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<td>In-class short story- Eleven</td>
<td>Narrowing down topic options/finding focus</td>
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<td>Group Discussion: u7d1</td>
<td>HW: Thesis Statements are due in Blackboard by Sunday, February 24</td>
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<td>HW: Finish discussion u7d1 (if you didn’t complete it in class)</td>
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<td>Week 8</td>
<td>2/25</td>
<td>2/27</td>
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<td>Thesis statement share time</td>
<td>Peer Editing/Workshop Day #2</td>
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<td>Preview sample student essays and match to the rubric.</td>
<td>CIQ- Thoughts on the peer editing process.</td>
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<td>HW: Prepare your rough draft and post to Blackboard before class on 2/27</td>
<td>HW: Continue polishing your second essay- final draft is due by midnight on Monday, March 4</td>
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<tr>
<td>Week 9</td>
<td>3/4</td>
<td>3/6</td>
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<td>Define current and past trends.</td>
<td>Complete u9d1/ Group discussion</td>
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<td>Collaborate with peers in groups to think about why trends happen. Informal research.</td>
<td>Share thoughts on trend topic selection-</td>
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<tr>
<td></td>
<td>HW: Research and narrow down a topic idea.</td>
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</table>
| Week 10 | 3/11 | What is a literature review?  
What is not a literature review?  
Preview sample papers using rubrics in groups.  
HW: Define your research question. | 3/13 | Prepare an outline for your literature review (u11d1). Identify gaps in research.  
HW: Keep researching to fill in gaps. |
| Week 11 | 3/25 | Literature Review/Organizational Plan (u12d1)  
HW: Complete your discussion post, u12d1 (if you are not finished yet) | 3/27 | Workshop Time/Drafting time  
| Week 12 | 4/1 | Introduction Share time  
Work on citations, documentation and drafting of your Literature Review  
HW: Prepare the rough draft of your third paper and post to Blackboard before the start of our next class on 4/3 | 4/3 | Peer Editing/Workshop Day #3  
CIQ- Thoughts on the peer editing process. |
| Week 13 | 4/8 | Literature Review Edits (u14d1)  
HW: Continue polishing your second essay- final draft is due by midnight on 4/10 | 4/10 | Research Update (u14d2)  
Trend Analysis – Final Research Project  
Assignment discussion/overview  
Preview sample papers |
| Week 14 | 4/15 | Preparing, outlining, and collaborating U15d1- Questions and Collaboration  
HW: Continue working on putting together your project. | 4/17 | Drafting/Workshop day  
HW: Rough draft of your research project is due on Blackboard by 4/22 (start of class time) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date 1</th>
<th>Date 2</th>
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<tbody>
<tr>
<td>16</td>
<td>4/22</td>
<td>4/24</td>
</tr>
<tr>
<td>Peer Editing/Workshop Day #4</td>
<td>Drafting/Editing</td>
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<tr>
<td>CIQ: Thoughts on the peer editing process.</td>
<td>Group Collaboration: Class Reflections</td>
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<tr>
<td>4/24</td>
<td>Drafting/Editing</td>
<td>Group Collaboration: Class Reflections</td>
</tr>
<tr>
<td>HW: Make sure to post your rough draft for instructor review by the date of your conference and make sure to attend your scheduled conference.</td>
<td>HW: Make sure to post your rough draft for instructor review by the date of your conference and make sure to attend your scheduled conference.</td>
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<tr>
<td>17</td>
<td>4/29</td>
<td>5/1</td>
</tr>
<tr>
<td>Conferences</td>
<td>Conferences</td>
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<tr>
<td>Final Exams</td>
<td>Final Papers are due through Blackboard by Monday, May 6, 2019 at midnight.</td>
<td>Final Papers are due through Blackboard by Monday, May 6, 2019 at midnight.</td>
</tr>
</tbody>
</table>

**Final Exam Schedule:** Monday, May 6th at 8:00 AM

Disclaimer: This schedule is a guide for the semester. The instructor reserves the right to amend the schedule as necessary.
Read, complete, and return to instructor:

I have read the course syllabus for **Ms. Wise’s** English Composition II 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