Instructor Information

Instructor: Camille Wood
Office: CHARTS 410
Mailbox: CHARTS 410
Hours: Available by appointment
Phone: 501-812-2338
Email: cwood@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

ENGL 1312 — Composition II —
Monday/Wednesday 7:25-8:40 pm
CHARTS 402

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

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

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

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.

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

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.

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 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.

Teachers have the right to enforce UA-PTC’s administrative drop policy for days of consecutive nonattendance.

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.

- 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
- You are expected to stay for the entirety of class. Leaving class early will result in no credit for that class
- 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. If I have to address your on your phone, you will be asked to leave
- Students will not conduct “side-bar” conversations while instructor is engaging the class or while a student is leading a discussion. Again, if I have to address you, you will be asked to leave
- **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.

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.

- When emailing your instructor, make sure to always use your UA-Pulaski Tech email account.
- Email me from the UAPTC Portal, not from Blackboard. Blackboard does not notify instructors when messaged, so I will not receive your pleas for help if you contact me via Blackboard.
- Also, when emailing your instructor, please include your course number within the email.
- If you have a problem or need extra help in class, please feel free to email me, so I can best assist you.

**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

**Assignment Weighting and Point Distribution**

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Weight</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poetry Essay (Due 2/8)</td>
<td>10%</td>
<td>100 Points</td>
</tr>
<tr>
<td>Drama Essay (Due 3/8)</td>
<td>15%</td>
<td>150 Points</td>
</tr>
<tr>
<td>Fiction Essay —FINAL EXAM (Due 5/6)</td>
<td>25%</td>
<td>250 Points</td>
</tr>
<tr>
<td>Conferences — midterm and final</td>
<td>15%</td>
<td>150 Points</td>
</tr>
<tr>
<td>Peer Review — for each essay</td>
<td>15%</td>
<td>150 Points</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>100 Points</td>
</tr>
<tr>
<td>Journals/Discussion Posts</td>
<td>10%</td>
<td>100 Points</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>100%</td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
</table>
Class Work

Students who miss in-class assignments will not be able to make it up, as it is deemed in-class work.

Participation assignments/activities will be assigned at my discretion. If you are absent for a class where points are distributed (whether on the syllabus or not) you cannot make up these points.

*For record-keeping purposes, some absences may be marked as “excused” or “unexcused” on the UAPTC Portal, but this does not reflect your grade. For this course, there will not be “excused” or “unexcused absences”—all absences will be considered “absences.”*

A comfortable “grade cushion” is built into the point allocation for this course, so if you are diligent about readings, assignments, and participation, you will perform well in the class even if you miss a class from time to time.

However, if you excessively miss class, even for legitimate reasons, you will not be able to pass the course. For your own peace of mind, plan on missing as few classes as possible so that when the emergencies inevitably arrive, you have a “grade cushion” to fall back on.

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.*

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.

I will grade assignments/provide feedback as quickly as possible. Sometimes, this will be within the hour, and sometimes this will be within a week. If your assignment is late by a few hours, as long as I have not started grading yet, your assignment will not be counted off. However, you have no way of knowing whether I will grade it immediately or later, so to be safe you should turn in all assignments promptly. You are far less likely to be graded leniently if you submit an assignment late and I have to return to an assignment after the batch has been graded.

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.
If students do not meet the minimum requirements/page lengths of assignments, the assignment will not be graded or receive credit.

Peer editing days cannot be made up if the student misses class as it is an in-class collaborative experience.

Assignments requiring class discussion or participation must be actively earned; in other words, students will not receive credit for simply being there, but for participation in the activity.

Blackboard will be used to submit written assignments, homework, quizzes, and essays. Communication with the instructor, however, should go through the Pulaski Tech email portal, not the Blackboard email function.

---

**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 can be found in the UA-PTC code of conduct. For this course, if a paper is found to be plagiarized, you will receive a zero. If you plagiarize for a second time, you will be referred to the dean of students.

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.

Tentative Course Schedule

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

Note: The top row of each Week is covered during class. Readings should be read BEFORE class begins and will be discussed during the assigned class. The bottom row of each Week (Homework) is assigned on that day and is DUE BY THE NEXT CLASS.

NA — *The Norton Introduction to Literature* (Norton Anthology)
DK — *The Little DK Handbook*
BB — Blackboard
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 — 1/9-1/11</td>
<td>——</td>
<td>1/10 — Syllabus Review</td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td>——</td>
<td>BB discussion post — introductions</td>
</tr>
</tbody>
</table>
| Week 2 — 1/14-1/18 | 1/14 — **Unit 1: Intro to Comp II**  
NA — “Introduction” pg 1-10  
BB — “Gettysburg Address”  
BB — MLA Formatting Folder | 1/16 — Writing for Literature and Research  
NA — “Writing About Literature” pg 1248-1278  
**DK** — TBA |
| **Homework** | ——                                                                 | BB discussion post over “Gettysburg” and today’s discussion |
| Week 3 — 1/21-1/25 | 1/21 — **Unit 2: Poetry**  
NA — “Reading, Writing, and Responding” pg 476-478  
“I Hear America Singing” by Walt Whitman, pg 643-644  
“I, Too” by Langston Hughes, pg 716 | 1/23 — Introduction to Critical Essays and Databases  
NA — “The Literature Research Essay” pg 1295-1307  
**DK** — TBA |
| **Homework** | ——                                                                 | BB discussion post over Whitman and Hughes                   |
| Week 4 — 1/28-2/1 | 1/28  
NA — “The Lamb” and “The Tyger” by William Blake, pg 690-692 | 1/30  
**DK** — TBA  
**BB** — Critical essay over Blake TBA |
| **Homework** | ——                                                                 | BB discussion post over Blake and Wheatley                   |
| Week 5 — 2/4-2/8 | 2/4 — Writing Workshop  
**DK** — TBA | 2/6 — Peer Review Night                                      |
| **Homework** | Bring in a **printed** rough draft of Poetry Essay for Peer Review | Poetry Essay due by 11:59 pm 2/8 on BB                       |
| Week 6 — 2/11-2/15 | 2/11 — **Unit 3: Drama**  
NA — “Reading, Writing, and Responding” pg 768-770  
*Death of a Salesman* by Arthur Miller, Act I, pg 1018-1056 | 2/13  
NA — *Death of a Salesman*, Act I, cont.  
**BB** — Critical essay over Miller TBA  
**DK** — TBA |
| **Homework** | ——                                                                 | BB discussion post over Act I                               |
| Week 7 — 2/18-2/22 | 2/18  
NA — *Death of a Salesman* by Arthur Miller, Act II, pg 1056-1099 | 2/20  
NA — *Death of a Salesman*, Act II, cont.  
**BB** — Critical essay over Miller TBA |
<p>| <strong>Homework</strong> | ——                                                                 | BB discussion post over Act II                              |</p>
<table>
<thead>
<tr>
<th>Homework</th>
<th>BB discussion post over play versus film</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9 — 3/4- 3/8</td>
<td>3/4 — Writing Workshop</td>
</tr>
<tr>
<td></td>
<td><strong>DK— TBA</strong></td>
</tr>
<tr>
<td></td>
<td>3/6 — Peer Review Night</td>
</tr>
<tr>
<td>Homework</td>
<td>Bring in a <strong>printed</strong> rough draft of Drama Essay for Peer Review</td>
</tr>
<tr>
<td>Week 10 — 3/11-3/15</td>
<td>3/11 — Midterm Conferences</td>
</tr>
<tr>
<td></td>
<td>3/13 — Midterm Conferences</td>
</tr>
<tr>
<td><strong>Spring Break — 3/18-3/22</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NA—“Reading, Responding, Writing” pg 12-13</td>
</tr>
<tr>
<td></td>
<td>“Hills Like White Elephants” by Ernest Hemingway, pg 122-126</td>
</tr>
<tr>
<td></td>
<td>“Girl” by Jamaica Kincaid pg 127-129</td>
</tr>
<tr>
<td></td>
<td>3/27</td>
</tr>
<tr>
<td></td>
<td><strong>BB— Critical essays over Hemingway and Kincaid TBA</strong></td>
</tr>
<tr>
<td></td>
<td><strong>DK— TBA</strong></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td>Week 12 — 4/1-4/5</td>
<td>4/1</td>
</tr>
<tr>
<td></td>
<td>NA— “The Yellow Wallpaper” by Charlotte Perkins Gilman, pg 316-330</td>
</tr>
<tr>
<td></td>
<td>4/3</td>
</tr>
<tr>
<td></td>
<td><strong>BB— Critical essay over Gilman TBA</strong></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td>Week 13 — 4/8-4/12</td>
<td>4/8</td>
</tr>
<tr>
<td></td>
<td>NA— “A Good Man Is Hard to Find” by Flannery O’Connor, pg 412-425</td>
</tr>
<tr>
<td></td>
<td>4/10</td>
</tr>
<tr>
<td></td>
<td><strong>BB— Critical essay over O’Connor TBA</strong></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td>Week 14 — 4/15-4/19</td>
<td>4/15</td>
</tr>
<tr>
<td></td>
<td>NA— “Story of an Hour” by Kate Chopin, pg 287-289</td>
</tr>
<tr>
<td></td>
<td>4/17</td>
</tr>
<tr>
<td></td>
<td><strong>BB— Critical essay over Chopin TBA</strong></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td>Week 15 — 4/22-4/26</td>
<td>4/22 — Writing Workshop</td>
</tr>
<tr>
<td></td>
<td><strong>DK— TBA</strong></td>
</tr>
<tr>
<td>Homework</td>
<td>Bring in a <strong>printed</strong> rough draft of Fiction Essay for Peer Review</td>
</tr>
<tr>
<td>Week 16 — 4/29-5/3</td>
<td>4/29 — <strong>Final Conferences</strong></td>
</tr>
<tr>
<td></td>
<td>5/1 — <strong>Final Conferences</strong></td>
</tr>
</tbody>
</table>

**Final Exam Schedule:** *Final paper must be submitted through Blackboard by Monday, May 6 at 11:59 pm.*
Course Agreement Form

Read, complete, and return to instructor:

I have read the course syllabus for Camille Wood’s 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