Syllabus for
English & Composition I (ENG 113)
Fall 2019

ACTS: This course is listed in the Arkansas Course Transfer System (ACTS) with the following index number: **ENGL1013**

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Office Location: Spencer 252 **Classroom:** Spencer 251

Office Hours:
MW 3:30-4:00
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Prerequisite: A grade of C or better in CLI0013 College Literacy **or** a minimum score on the ACT, COMPASS, Accuplacer, or ASSET as noted in the college catalog found online at the UARM homepage.

Required Materials and Textbooks: Students must bring the following items:
1. *The Great Grammar Book* (Available through the college bookstore only)
2. Large three-ring binder for organizational purposes
3. Flash drive (used or new) for writing assignments
4. Small sticky notes for reading assignments
5. Writing utensils

Course Description: English Composition I is a beginning college-level course that includes an in-depth review of grammar, punctuation, syntax, and paragraph development relating to written composition. The course introduces the five-paragraph structured essay with an emphasis on thesis statement and organization, and includes formal research papers. The class is a step-by-step approach to more mature writing, progressing from sentence structure to paragraph development to structured essay.

Program Outcomes: The knowledge and critical thinking skills acquired in the general education component enable students to analyze problems, to arrive at intelligent conclusions, and to make reasoned choices in their professional and personal lives. Many general education courses are designed to deal primarily with processes rather than simply with facts, to help students develop individually and as members of a group, and to instill in students the desire to develop intellectual and emotional skills through lifelong learning.

The general education curriculum provides the means by which students will accomplish the following outcomes:

- Students will increase competencies in writing, reading, speaking, and listening.
- Students will apply technological and research skills to identify, locate, and process information.
- Students will be prepared to compete academically upon transfer to a four-year institution.

ACTS Expected Student Learning Outcomes: The student will

- Respond appropriately to various rhetorical situations, purposes, and audiences.
- Use writing and reading for inquiry, learning, thinking, and communicating.
- Integrate original ideas with those of others.
- Develop flexible strategies for generating, revising, editing, and proof-reading.
- Use collaborative writing processes.
- Demonstrate knowledge of structure, paragraphing, tone, mechanics, syntax, grammar, and documentation.

Rationale: An objective of post-secondary education is to provide a core of knowledge that is shared with most educated people. By studying and developing a deeper understanding of the diverse writings that have influenced modern attitudes, institutions, and thought, students can better comprehend the world they live in today. In addition, they will be better able to communicate with other people with whom they come in contact.

Course Objectives: Upon successful completion of Composition I, the students should be able to do the following:

1. Write a clearly expressed, grammatically correct five-paragraph essay, including a thesis sentence, central paragraphs, introduction, and conclusion.
2. Use the research process to execute academic research papers in MLA format.
3. Use technology in research and writing.

Topical Outline/Course Schedule: The course will follow this PROPOSED schedule. Topics, course schedule, and due dates are subject to change. Items in bold note assignments in Moodle. Chapter designations apply to the course textbook - *The Great Grammar Book.* Please note: Students will be required to complete and submit assignments not listed on the Course Schedule.

Week 1	Orientation Syllabus discussion **Syllabus Quiz** **Forum Introductions on Moodle** Introduction to Rhetoric Grammar in 4 Steps
Week 2	Reading for Purpose The Rhetorical Triangle **Lesson & Quiz - Chapters 1 & 3**
Week 3	Reading for Effect The 3 Appeals **Lesson & Quiz - Chapters 5 & 6**
Week 4	Reading for Information Continuation of topics from Weeks 2 & 3 **Lesson & Quiz - Chapters 7 & 8**
Week 5	Introduction to Argument

	Reading for Thesis Statements Locating Claims and Evidence **Lesson & Quiz - Active & Passive Voice**
Week 6	Reading for Argument Audience and Tone
Week 7	Reading for Modes of Discourse The Oration Model Style and Arrangement **Lesson on Parallelism**
Week 8	Rhetoric and Argument Introduction to Logical Fallacies
Week 9	Introduction to Academic Writing Tools for Writing
Week 10	**Thematic Statements** The Précis MLA Citation - Works Cited **Writing Assignment #1 due**
Week 11	Revising v. Editing MLA Citation - Works Cited **Writing Assignment #2 due**
Week 12	**Thesis Statements** Introduction to Extended Writing (The Essay) Using Outside Sources Citefast
Week 13	**Essay #1 due** **Works Cited Page #1 due** Revising v. Editing
Week 14	Revising v. Editing Using Modes of Discourse Discourse Markers **Resubmit Essay #1 with Works Cited Page and In-text Citations**
Week 15	**Essay #2 due** **Works Cited Page #2 due** Revising v. Editing
Week 16	Revising v. Editing **Resubmit Essay #2 with Works Cited Page and In-text Citations**
Week 16	Final Exam Review (Essay Structure, Citations, Work Cited Page) **Final Exam** Final Grades Submitted

Course Conduct: Students are expected to dedicate considerable time completing assignments as homework in preparation for the classroom activities. Student use of time includes the following:

- Lecture, prewriting assignments and written compositions - 50%
- Online quizzes, tests, and activities – 50%
    - Students acknowledge that writing is a collaborative process, and, as such, classroom activities will occasionally require sharing or presenting papers and ideas.

UA RICH MOUNTAIN Credit Hour Calculator: For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/ exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks.

Course Requirements/Evaluations:

Cumulative grades are reflected by the following:

- Writing Assignments
- In-class activities/assignments
- Quizzes
- Final Exam

Quizzes: Quizzes will be given in Moodle frequently. If a student is absent when a test is given, then the student will receive a zero for that assignment unless the student has filed paperwork with the VP of Academic Affairs for a very serious reason only (death in the family, hospital emergency, etc.). These make-up tests are in the form of a written, essay exam. All make-up tests must be taken within a week of the original test date. After one week, the grade will automatically be a zero unless arrangements have been made with the instructor for a very serious reason only. It is the student's responsibility to initiate make-up work.

If a student leaves early, is inexcusably absent, or late to class, **the quiz cannot be made up**. Unless otherwise noted, quizzes and tests must be taken in a proctored environment. If not using a UA Rich Mountain location, pre-approval and proper documentation are required. Any quiz or test opened outside of a proctored environment will automatically receive a zero and cannot be retaken.

Writing Assignments: Students will write assigned essays (five-paragraphs) dealing with various assigned topics. Students must submit typed papers using MLA format. The files must be in *Word*, or a *Word* compatible format, to be accepted for grading and submitted into Moodle. If using Google Docs, the student is responsible for converting the file to a *Word* document and fixing any formatting errors before submitting in Moodle. Students enrolled in courses NOT taken online may be asked to submit printed (paper) copies of writing assignments.

Late Policy: Homework assignments are due at the **beginning** of class and will be marked late if they are not

ready when class begins. Weekly assignments may be submitted for grading within **one week** of the assigned due date; however, late penalties (10%) apply, so it is essential to follow due dates. Acceptance of late work beyond one week is at the discretion of the instructor.

All arrangements for submitting missed work are to be made with the instructor **in advance**. It is the student's responsibility to initiate these arrangements. Other arrangements must be secured through the office of the Vice Chancellor for Student Affairs - ext. 1400.

The grading scale for this course is as follows:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Below 60%

Procedures/Student Requirements: Regular attendance, punctuality, and participation are expected. Students who miss a class are expected to return with all readings completed and be prepared to make up any missed quizzes. Keep up with missed assignments in Moodle. Students are expected to log into Moodle at least twice a week and check emails at least 3-4 times a week. Keeping up with emails will be vital for each student's success in this course. Students who do not complete the first and/or second week of class will be removed from the course. Attendance is taken each day and reported to the Vice President for Student Affairs. Missing an excessive number of classes is detrimental to the success of students in this course causing them to fall behind. Three absences in a class that meets two times a week is excessive.

All assignments must be submitted by the posted due date unless specific arrangements have been made with the instructor. ***It is the student's responsibility to initiate arrangements immediately.***

Students who do not attend class may receive a grade of NF which can negatively affect financial aid.

Academic Dishonesty: Honesty is expected, and a zero will be given on any assignment if cheating occurs. Cheating or plagiarizing on a test or assignment is not tolerated. All borrowed information must be cited. Plagiarism on papers can result in an "F" for the course.

Some types of plagiarism include:

- Submitting someone else's work as your own (paraphrasing, failure to cite sources)
- Sharing assignments/answers with other students (both students will receive a zero)
- Skimming information from the internet without correctly citing sources

Consequences of plagiarism:

- 1st offense of plagiarism:
    - Less than 10% of an assignment plagiarized → proportional grade deduction on assignment
    - 10% or more of an assignment plagiarized → automatic zero on the assignment
- 2nd offense of plagiarism → removal from the course with a W

Additionally, disciplinary proceedings according to College policies may be initiated. Consult the College Handbook for more information. *If you ever have any questions about plagiarism or how to document a particular source, please ask me. I want you to avoid plagiarism, too.*

American with Disabilities: It is the policy of UA Rich Mountain to accommodate students with disabilities, pursuant to federal law, state law, and the college's commitment to equal educational opportunities. Any student with a disability who needs accommodations (ex: seating placement, examinations, or access to information on the web) should inform the Vice President for Student Affairs at the beginning of each semester. To contact the Vice President, students seeking accommodations should call 394-7622, ext. 1400.

Arkansas Clean Air Act: In compliance with the Arkansas Clean Air Act, UA RICH MOUNTAIN is a smoke and tobacco free facility. Students and guests are to refrain from the use of all tobacco products while on campus, including electronic devices.

Student Misconduct: Students committing misconduct are subject to disciplinary sanction(s) and or restrictions. Misconduct or prohibited behavior includes, but is not limited to endangerment, harassment, disruption, sexual misconduct, dishonesty, illegal drugs and/or alcohol, fire or safety issues, gambling, property violations, computer violations or other violations as listed in detail in the UA RICH MOUNTAIN catalog.

Student Support Services: The Student Support Services (SSS) is available to help students reach their educational goals through individualized instruction, counseling, and tutoring. There is no fee for these services. The computer lab is available for students in online classes. SSS is located in the Johnson Learning Commons in the Spencer Building.

Tutor.com: Tutor.com is also a free option for our students. If this is something you are interested in taking advantage of, please see Brenda Miner in the library or email her at bminer@uarichmountain.edu to receive login information.

UA RICH MOUNTAIN Mission: Rich Mountain Community College exists to provide all residents of the Ouachita Mountain Region with exemplary educational and enrichment opportunities to improve the quality of life and standard of living.

Campus Security: UA RICH MOUNTAIN strives to provide a safe learning environment; therefore, students who know of any security risk are asked to contact a college official. Information regarding crime statistics for UARM is located under Health and Safety at: http://www.uarichmountain.edu/at-a-glance/disclosures.

See Something, Hear Something, Say Something

Any part of this syllabus is subject to change at the Instructor's discretion.