**Syllabus for**
**Composition I (ENG113)**
**Online Fall 2020**

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

**Mission**: UA Rich Mountain provides transformative education to all learners.

**Instructor:** Mrs. Colby Singleton
M.A. in English at Arkansas Tech University, 2015
B.S.E from Arkansas Tech University, 2007

**Office Location**: Mena High School

**Office Hours**: available by appointment; set up via phone or email

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**Prerequisite**: A grade of C or better in CLI0013 College Literacy **or** meet the testing requirements listed in the college catalog.

**Resources:**

- *The Great Grammar Book* by Marsha Sramek
- Reliable internet access (all work **must** be submitted through Moodle)
- Three-ring binder for organizational purposes
- Flash drive or online storage (One Drive, Google Drive, Dropbox, etc.) for writing assignments

**Course Description**: 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 to 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.

**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, Outcomes, and Descriptions:** Upon successful completion of Composition I, the students should be able to do the following:

Course Outcomes:
Students will be able to

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.

**Tentative Course Outline:**

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| Week One<br>Aug. 24-28 | Orientation<br>Email Introductions<br>Syllabus Quiz |
| | Chapter 1 Lesson and Practice |
| Week Two<br>Aug. 29- Sept. 4 | Chapters 3 and 6 Lesson and Practice |
| | Chapters 5 & 7 Lesson and Practice |
| Week Three<br>Sept. 5-11 | Chapter 8 Lesson and Practice |
| | Comprehensive Grammar Exam |
| Week Four<br>Sept. 12-18 | Active & Passive Voice and Second Person Lesson and Practice |
| | Identifying & Verifying Reliable Sources Activity |
| Week Five<br>Sept. 19-25 | Using Outside Sources Activity |
| | Citefast<br>MLA Citations Lesson and Practice |
| Week Six<br>Sept. 26-Oct. 2 | Works Cited Page Practice<br>In-text Citations Practice |
| Week Seven<br>Oct. 3-9 | Corrections<br>Works Cited Page Practice<br>In-text Citations Practice |
| Week Eight<br>Oct. 10-16 | Structuring a One-Paragraph Essay (topic sentence, support)<br>MLA format<br>Writing Assignment #1 |
| Week Nine | Writing Assignment #2 |

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| Oct. 17-23 | |
| Week Ten<br>Oct. 24-30 | Writing Assignment #2 with research |
| Week Eleven<br>Oct. 31-Nov. 6 | The Five-Paragraph Essay Structure and Components<br>Essay Structure, Works Cited Page, & In-Text Citations Quiz |
| Week Twelve<br>Nov. 7-13 | Pre-writing Activity<br>Writing Assignment #3 |
| Week Thirteen<br>Nov. 14-20 | Pre-Writing Activity<br>Writing Assignment #4 |
| Week Fourteen<br>Nov. 21-27 | Pre-Writing Activity<br>Works Cited Page<br>HAPPY THANKSGIVING |
| Week Fifteen<br>Nov. 28-Dec. 4 | Writing Assignment #5 |
| Finals Week<br>Dec. 5-10 | Final Exam – Essay Structure, Citations, Works Cited Page |

****Subject to change****

**Course Conduct:** This class is completely online. Students will complete lessons and quizzes and submit writing assignments in Moodle. Checking student email regularly (at least 3-4 times per week) is expected for an online class.

Students may not use personal communication devices or outside websites during a class, quiz, or exam.

Recording a class or reposting, copying, or distributing material found on Moodle is expressly forbidden unless the instructor has given written permission.

**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
- Quizzes
- Final Exam

Quizzes: Take good notes and be prepared because the quizzes are all timed. If a student misses a test, 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.). At that point, the student may take a make-up test. 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. Typically, missing a test results in an automatic zero for that assignment, and the test cannot be reopened. Technology or lack of technology is not a valid excuse for not completing a test.

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.

Late Work: Each essay will require a prewriting that CANNOT be submitted late. Late essays, for whatever reason, will receive a late penalty of 10% off the total points possible. One week after the essay is due, the grade will automatically become a zero unless **prior** arrangements have been made with the instructor for a very serious reason only.

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:** Although an online class does not have regular attendance in the traditional sense, students are still 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. 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 those arrangements immediately.*** The instructor also reserves the right to require students to come on campus for tests or presentations.

Missing an excessive number of classes is detrimental to the success of students in this course causing them to fall behind. The following number of absences is considered excessive:

- On-line classes - failure to participate in posted assignments for more than a week

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

ONLINE STUDENT ATTENDANCE: If lessons/assignments are not submitted on time, an absence for that week will be recorded.

**Academic Dishonesty:** Cheating or plagiarizing on a test or assignment is not tolerated.

Some types of plagiarism (not a complete list):

- Submitting someone else's work as your own (includes paraphrasing)
- Sharing assignments/answers with other students (both receive a zero)
- Skimming information off of 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

Consult College Handbook for more information. ***If you ever have any questions about plagiarism or how to document a 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 accommodation 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 student 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.

**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. http://www.uarichmountain.edu/at-a-glance/disclosures

***See Something, Hear Something, Say Something***

*****Perseverance is the hard work you do after you get tired of doing the hard work you have already done.*****

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