Syllabus for
Composition I (ENG113)
Spring 2022

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. Jennifer Howard
M.A. in English at Arkansas Tech University, 2015
B.S.E from Henderson State University, 2010
Office Location: S232 (across from Biology lab)

Office Hours:

Monday:	8:00-9:30, 10:45-11:00, 1:00-2:15
Tuesday:	9:00-9:30, 10:45-11:00, 12:15-2:15
Wednesday:	8:00-9:30, 10:45-12:15, 1:00-2:15
Thursday:	9:00-9:30, 10:45-11:00, 12:15-2:00
Friday:	9:00-12:00

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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 St. Martin's Handbook* 8th Edition by Andrea Lunsford
- *MLA Handbook* 8th Edition
- Reliable internet access (all work **must** be submitted through Blackboard)
- Three-ring binder for organizational purposes (optional)
- 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.

Food and Drink: Food and drinks, including water are not allowed in the classroom at any time.

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 their

- writing, reading, speaking, and listening skills,
- technological and research skills.

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:

Week One January 10-14	Orientation Email Introductions
	Syllabus Quiz Structuring a One-Paragraph Essay (topic sentence, support) Textbook pgs. 14-18, 58-66, 94-95, 108-111
Week Two Jan. 15-21	Continuing Structuring a One-Paragraph Essay (topic sentence, support) Textbook pgs. 160-163, 168-170 MLA format Writing Assignment #1 (without research)
	One-Paragraph Essay Quiz Outline Lesson Research Paper Outline
Week Three Jan. 22-28	Revision (WA #1) Individualized Grammar Assignment
	Writing Assignment #2 (without research)
Week Four Jan. 29-Feb.4	Revision (WA #2) Individualized Grammar Assignment
	Writing Assignment #3 (without research)
Week Five Feb. 5-11	Revision (WA #3) Individualized Grammar Assignment

	Writing Assignment #4 (without research)
Week Six Feb. 12-18	Essay Writing Quiz
	Research Packet Part I Textbook pgs. 216-221, 140-151 Identifying & Verifying Reliable Sources Activity
Week Seven Feb. 19-25	Textbook pgs. 232-249, 171-173, 179-183 Using Outside Sources Worksheet
	Fake News Fake News Quiz
Week Eight Feb. 26-March 4	Research Packet Part II Citefast MLA Citations Lesson and Practice (add citation to QJW)
	Using Outside Sources Activity
Week Nine March 5-11	Research Packet Quiz Works Cited Page Practice (2 sources) In-text Citations Practice (2 sources)
Week Ten March 12-18	Corrections Works Cited Page Practice (4 sources) In-text Citations Practice (4 sources)
Week Eleven March 19-25	**Spring Break**
Week Twelve March 26-April 1	Add 2 sources to WA #2
Week Thirteen April 2-8	Add 2 sources to WA #3 & WA #4
	Introduction Paragraph Textbook pgs. 112-114
Week Fourteen April 9-15	The Five-Paragraph Essay Structure and Components Textbook pgs. 111-112
	Essay Structure, Works Cited Page, & In-Text Citations Quiz Conclusion Paragraph Textbook pgs. 114-116
Week Fifteen April 16-22	Research Paper Due
Week Sixteen April 23-29	Preparing for finals
Finals Week April 30-May 5	Proctored Final

****Subject to change****

Course Conduct: This course includes lecture, student activities, & presentations (50%) and online activities – including tests (50%). The time for each depends on the delivery mode.

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 Blackboard 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
- In-class activities/assignments
- Quizzes
- Final Exam

Writing Assignments: Students will write assigned essays 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 Blackboard. If using Google Docs, the student is responsible for converting the file to a *Word* document and fixing any formatting errors before submitting in Blackboard. Late writing assignments, for whatever reason, will receive a late penalty of 10% off the total points possible. The late window closes at the start of the next scheduled class. For example, if a class meets on Tuesdays and Thursdays at 11:00 am, missed work on Tuesday must be submitted BEFORE 11:00 am on Thursday. After the late window closes, the grade will automatically become a zero unless **prior** arrangements have been made with the instructor for a very serious reason only and with the proper documentation.

In-class activities/assignments: Every class will have an in-class, graded assignment. Students are expected to attend class and complete these assignments in class. If a student is absent, the writing assignment late policy applies.

Quizzes: Quizzes will be given in Blackboard. 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, unexpected 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 or work ahead when a scheduled absence is expected (doctor appointment, dentist appointment, etc.). 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.

If a student leaves early or is inexcusably absent or late to class, **the quiz cannot be made up**. Quizzes and tests must be taken in a proctored environment. If not using a UA Rich Mountain location, preapproval and proper documentation are required. Any quiz or test opened outside of a proctored environment will automatically receive a zero and cannot be retaken. Pop quizzes may be given at any time and cannot be made up if missed.

Finals: All students will take a comprehensive, application-based final exam (i.e., students will apply what they have learned on the final). This exam must be proctored with no exceptions.

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 keep up with missed or upcoming assignments in Blackboard. Students must log into Blackboard 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. Attendance is taken each day and reported to the Vice President for Student Affairs. ***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. Three absences in a class that meets two times a week is excessive.
Students who do not attend class may receive a grade of NF which can negatively affect financial aid.

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.***

The instructor reserves the right to require a student to come to campus for a proctored essay outside of regular class time, even if the student has already submitted the essay.

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.