Syllabus for
Composition I (ENG113)
Fall 2021

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. Beverly Higgins
M.A. in English at Henderson State University, 2012
B.S.E from Henderson State University, 1991

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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
- 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.

Face Mask Policy: As per the UA System mandate, all students are required to wear a proper face covering that completely covers the nose and mouth while on UA Rich Mountain campuses and in class. Masks with holes or masks that do not completely cover nose and mouth are not acceptable. Any student that does not have a proper mask will leave class and be referred to the Vice Chancellor for Student Affairs for possible disciplinary action.

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 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:

Week One Aug. 16-20	Orientation Email Introductions Pretest
	Syllabus Quiz Structuring a One-Paragraph Essay (topic sentence, support) Read Textbook pgs 14-18, 94-99, 108-111, 160-165, 168-170
Week Two Aug. 21-27	One paragraph essays Coherence -- Examples and explanations MLA Format Writing Assignment - One paragraph Essay
	Quiz – One paragraph Essay **Read** Textbook pgs. 212-240 (Chapter 12) before next class meeting

Week Three Aug 28-Sept. 3	Revise as needed Using Information from an Outside Source MLA Citations Lesson and Practice
	Summarize, Paraphrase, and quote activity Citation activity **Read** Textbook pgs. 241-249 (Chapter 12) before next class meeting
Week Four Sept. 4-10	Identifying & Verifying Reliable Sources Activity
	Works Cited Page Practice In-text Citations Practice Writing Assignment – Add information from outside source
Week Five Sept. 11-17	The Five-Paragraph Essay Structure and Components Introductions and conclusions Coherence
	Quiz – Works Cited Page and In-Text Citations Read Textbook pgs. 140-151
Week Six Sept. 18-24	Prewriting Activity Quiz - Essay Structure
	Writing Assignment – 5 paragraph essay
Week Seven Sept. 25-Oct. 1	Corrections Individualized Grammar Lessons Writing Assignment -- Add information from Outside Sources
Week Eight Oct. 2-8	Individualized Grammar Lessons Corrections as needed
Week Nine Oct. 9-15	Pre-writing Activity Works Cited Activity Writing Assignment -- with research
Week Ten Oct. 16-22	Corrections as needed Pre-writing Activity Works Cited Activity
Week Eleven Oct. 23-29	Writing Assignment -- with research
Week Twelve Oct. 30-Nov. 5	Pre-writing Activity
Week Thirteen Nov. 6-12	Body Paragraph
Week Fourteen Nov. 13-19	Body Paragraph Works Cited Page Writing Assignment #5 – Term Paper
Week Fifteen Nov. 20-26	**HAPPY THANKSGIVING**
Finals Week Nov. 27- Dec. 3	Final Exam – Essay Structure, Citations, Works Cited Page
Finals Week Dec. 4-9	Proctored Finals

****Subject to change****

Course Conduct: This course will include lecture, in class activities, discussions, and out-of-class reading and assignments. Students will complete lessons and quizzes and submit writing assignments in Blackboard. Checking student email regularly is important. In the event that this class shifts to online (for one or all), it is important to check email and Blackboard at least 3-4 times per week.

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
- 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: Students are expected to regularly attend class. In the event this class transitions to an online class, students are still expected to attend any scheduled online class meetings, log into Moodle at least three times per week, and check emails daily. Keeping up with emails will be vital for each student's success in this course. Students who fail to meet the above criteria may 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.***

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:

- In a class that meets four times per week, five (5) absences is considered excessive.
- 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 or the student fails to attend an online session, an absence for that day 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:
  - Intentional plagiarism → automatic zero on the assignment
- 2nd offense of plagiarism → removal from the course with a W
- Accidental plagiarism (missed citation as defined by instructor during orientation) -- student may be given opportunity to correct

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 students. 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.