Syllabus for
Composition I (ENG113)
Fall 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. 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: Students are encouraged but not required to wear face masks in class and public spaces.

Food and Drink: Food and drinks should be kept to a minimum, and the instructor may designate these as interruptions and ban them from the classroom. When facemask mandates are in place, food and drinks 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:

<u>Course Outcomes</u>:
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 1 August 22-28	Orientation	Pretest Syllabus Quiz Introduction Email Textbook pages 14-18
Week 2 August 29- Sept. 4	One Paragraph Essays	Activities One paragraph #1 Textbook pages 94-99, 108-111
Week 3 Sept. 5-11	One Paragraph Essays	One Paragraph #2 One Paragraph Essay Quiz Textbook pages 168-170

Week 4 Sept. 12-18	Five Paragraph Essays	MLA Format Introduction Assignment Textbook pages 140-151
Week 5 Sept. 19-25	Introductions	Introduction Quiz Prewriting #1 Due Textbook pages 212-240
Week 6 Sept. 26 – Oct. 2		Essay #1 Due Parallelism Activities Textbook pages 241-249
Week 7 Oct. 3-9		Reliable Sources Activities Works Cited Activities
Week 8 Oct. 10-16		Annotated Bibliography Due
Week 9 Oct. 17-23	Using Source Material	Prewriting #2 Due Pronoun/Antecedent Agreement
Week 11 Oct. 31 – Nov. 6	Individualized Grammar	Essay #2 Due
Week 12 Nov. 7-13	Individualized Grammar	Prewriting #3 Due
Week 13 Nov. 14-20		Essay #3 Due
Week 14 Nov. 21 – 27	Thanksgiving	
Week 15 Nov. 28 – Dec. 4		Term Paper
Week 16 Dec. 5-11		Final

****Subject to change****

Course Conduct: The methods of instruction include lecture, independent reading, in-class activities, quizzes, discussions, and written essays. Students will access assignments and submit written material through the Blackboard portal unless otherwise directed. ***If the campus closes due to COVID-19, the course will continue as an online course and some assignments will be altered to be compatible as an online course.***

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
- Quizzes
- Final Exam

Quizzes: Take good notes and be prepared. 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. Exceptions will be made only for a very serious reason (death in the family, hospital emergency, etc.) and if the student has made prior arrangements with the instructor. Students who receive an exception should expect to take an alternative make-up test. 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 and only in extreme situations. It is the student's responsibility to initiate make-up work.

Writing Assignments: Students will write assigned essays (one-paragraph and five-paragraphs) dealing with various assigned topics. Students must submit typed papers using MLA format. The files must be submitted through Blackboard in a format that is accessible by the instructor (Word is recommended). The student is responsible for converting the file to a readable format and fixing any formatting errors before submitting in Moodle.

Late Work: Each essay will require a prewriting that CANNOT be submitted late. Late assignments, 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. For a class meeting 4 days per week, 5 is considered an excessive number of absences. In the event this class transitions to an online class, students are still expected to attend any scheduled online class meetings, log into Blackboard 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.*** Students who are unable to attend class due for legitimate reasons (extra-curricular activities or quarantine) will continue as on-line students during the approved absence.

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.

Students who are required to quarantine due to a Covid diagnosis or exposure must have a doctor's report the situation to UARM Contact Tracing officials (contract.tracing@uaricmountain.edu) in order to avoid unexcused absences.

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
    - disciplinary proceedings according to College policies may be initiated
- Accidental plagiarism (missed citation as defined by instructor during orientation)
    - student may be given opportunity to correct for first offense

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 use. 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.

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.