Syllabus for
English & Composition I (ENG 113)
Spring 2024

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 (circle one):** Spencer 251 Maddox 154

Office Hours:

MW	10:45 – 11:45, 1:45 – 3:00
TR	10:45 – 11:45, 3:15 – 4:00
F	8:00 – 3:00

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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 St. Martin's Handbook*, 8th edition (Available through the college bookstore only)
2. *MLA Handbook*, 9th edition (Available through the college bookstore only)
3. Laptop
4. Large three-ring binder for organizational purposes
5. Flash drive (used or new) for writing assignments
6. Small sticky notes for reading assignments
7. Writing utensils and highlighters

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 increase their:

- reading, writing, 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: 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. For a list of course assignments, see calendar in Blackboard. Please note: Students will be required to complete and submit assignments not listed on the Course Schedule.

Week 1	Orientation, **Student Contracts** Syllabus Discussion, Syllabus Reconnaissance Academic Dishonesty, Using Blackboard and Stumail Grammar Pre-Test
Week 2	**Grammar Pre-Test Reflection** Purpose and Tone
Week 3	Introduction to Rhetoric, The Rhetorical Triangle Grammar Topic(s)*
Week 4	The Rhetorical Triangle, Grammar Topic(s)*
Week 5	Writing Resources in Blackboard, Thesis Statements Grammar Topic(s)*
Week 6	Thesis Statements, Grammar Topic(s)* **Thesis Statement on Essay #1 due**
Week 7	Research and Citation (Evaluating Sources) **Periodic Research/Citation Grade**
Week 8	Midterm Review, What to Bring to the Exam **Midterm Exam**

Week 9	**Midterm Reflection** Writing Body Paragraphs, Grammar Topic(s)*	
Week 10	Embedding Evidence, Grammar Topic(s)* Research and Citation, MLA Citation (in-text citations) **Periodic Research/Citation Grade**	**SPRING BREAK**
Week 11	Embedding Evidence, Grammar Topic(s)* Research and Citation, MLA Citation (Works Cited Page) **Periodic Research/Citation Grade**	
Week 12	Writing Introductions and Conclusions Revising versus Editing	
Week 13	**Essay #1 due** Introduction to Controversial Essays **Thesis Statement on Essay #2 due**	
Week 14	Research and Citation **Periodic Research/Citation Grade**	
Week 15	Essay Tasks: Drafting, Embedding Quotations, Formatting, In-text Citations MLA Citation, Revising versus Editing **Essay #2 due**	
Week 16	Revised Essays and Reflections Final Exam Review	
Finals Week	**Performance-based Final Exam** **(*Essay Elements, Writing Thesis Statements, Embedding Evidence, MLA Citation*)** Final Grades Submitted	

** Grammar Topics(s) covered will be determined by Pre-Test Reflections.*
Students should expect a minimum of three (3) ***Periodic Grammar Grades*** *this semester.*

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%
- Class assignments, 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:

- Essays (2): 40%
- Assignments: 35%
- Exams (2): 25%

Quizzes: Quizzes will be given periodically. If a student is absent when a test/quiz 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 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. **Students may NOT submit essays in the form of Google links. Failure to submit essays in the proper format will result in point deductions.** Students enrolled in courses NOT taken online may be asked to submit printed (paper) copies of writing assignments. The instructor reserves the right NOT to grade assignments submitted in an improper format (style or submission method).

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 (20%) 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.

Additionally, ALL late work will be graded **last**. Work submitted on time takes priority over work submitted late, regardless of the reason. All late work submitted within the guidelines above *will* be graded; it is not necessary to ask the instructor the grading status of any work submitted beyond the original due date. Students are welcome to confirm the instructor's receipt of the work, but they should refrain from asking about the grading status. To avoid this, simply submit the work on time.

The grading scale for this course is as follows:

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

Grading procedures: Typical turnaround time for essays is ONE (1) WEEK. The instructor will keep students posted regarding grading demands. ***Students who submit late work IN BLACKBOARD need to email the instructor that an assignment has been submitted. Students are to include the name of the assignment submitted.*** Blackboard does **NOT** alert the instructor of late submissions. This simply speeds up the grading timeline for the students.

Extra Credit: *Extra credit* is defined as "an opportunity to improve one's grade, provided one has completed and submitted all of the assigned work for a given course." Therefore, *a student who has not submitted all his or her assigned work is not eligible for extra credit.* Additionally, extra credit equals extra work for the instructor, usually at the last possible minute. Based on years of experience, the majority of students fail to put forth adequate effort on extra credit assignments. Therefore, it is the position of the instructor that if students complete and submit all of their assignments on time, they will not need extra credit. Students who are struggling should seek assistance by signing up for and attending regular tutoring sessions. The instructor will take each student's total number of tutoring hours into consideration at the end of the semester.

Procedures/Student Requirements: Regular attendance, punctuality, and participation are expected. Students are expected to keep up with all readings and assignments, regardless of attendance. Keep up with missed assignments in Blackboard. Students are expected to 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. 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. Typically, 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.

Attendance: Daily attendance is mandatory. **Any potential absence is to be shared – in advance – with the instructor.**

In the event a student is quarantined, the student will automatically shift to an online format until he or she is permitted to return to campus. Students are to notify their instructors of any quarantine orders, and a doctor's note is required. **Unless the student is hospitalized or the instructor is notified by Contact Tracing that the student is physically incapable of completing assignments, students are expected to complete their work remotely and in adherence to the deadlines previously established by the instructor.**

In the event the instructor is quarantined, the entire class will shift to online format until the instructor is permitted to return to campus. Students will be notified accordingly.

Students who are absent for school functions or athletic events are still expected to notify their instructors of

their upcoming absences and submit their assignments by the pre-established deadlines. If the assignment was to be completed on paper, the student may take photos of his/her work and submit those in the appropriate place in Blackboard until the student returns to class to turn in the paper copy. This demonstrates that the work was completed on time. The student's name should be clearly visible in all photos. ***Bottom line:*** show up to class – in whatever capacity required – on the specified days.

Technology Concerns: *Students with access concerns are expected to communicate with their instructors.* Additionally, students have the option to check out campus computers from the library (Johnson Learning Commons).

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. The internet makes it increasingly easy for students to find ways to cheat. This may include the use of readily accessible student papers, homework help sites, paraphrase tools, and/or anti-plagiarism generators. Your instructors are well aware of the resources out there. That said, ***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)
- Submitting an assignment or essay that is similar or identical to another student's
- Collaborating on class assignments and essays (regardless of physical location)
- Sharing assignments/answers with other students (both students will receive a zero)
- Skimming information from the internet without correctly citing sources
- Relying on AI-generated text for essays and other writing assignments (see appropriate uses below)

Consequences of plagiarism:

- 1st offense of plagiarism → meeting with the instructor, automatic notation in student file, and adviser, coach, and/or sponsor notification
    - 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/F
    - *If the student cannot afford to drop, he or she will be forced to accept the grade earned.*

Artificial Intelligence (AI) Tools: Students are turning to artificial intelligence (AI) more and more in the world of education. Common tools include Grammarly, ChatGPT, and Bard, to name a few. It is important that students understand the limitations, biases, and inaccuracies that come with using and/or relying on AI tools and platforms. Even if a student were fortunate enough to escape the penalties for plagiarism, using AI tools to produce writings that are inaccurate, biased, and/or limited in scope would still not yield a desirable grade. Ultimately, the student is responsible for ensuring that his/her writing is original, accurate, and complete.

Review and use the guidelines below to help navigate the ethical and appropriate uses of AI tools in this class. Check the syllabus and with the instructor for each course in which you are enrolled. For more information, review the Academic Dishonesty slides posted in Blackboard.

Appropriate uses for AI tools:	Inappropriate uses for AI platforms:

• Copying and pasting a description or assignment and asking AI to rephrase or explain the concept to you in a different way • Asking AI to provide an example of a particular aspect of writing (e.g., a thesis statement, an introduction, a conclusion, a body paragraph, etc.) • Copying and pasting your original compositions and soliciting feedback from AI regarding clarity and/or organization • Asking AI to generate a list of common reasons for or against a particular issue • Using AI tools to identify grammatical and mechanical errors for revising • Requesting statistical information for use in research (remember to evaluate the source and cite both the AI tool and the original source in your assignment) • Acknowledging the use of AI tools in your Works Cited pages	• Asking AI to write you an essay on (insert prompt here) • Asking AI to rephrase something written by another person and passing it off your own • Asking AI to provide you with a list of quotes from a text to use in your essay because you didn't read the assigned text • Assuming that AI-generated results are accurate, objective, or complete • Using AI tools to generate source citations that are inappropriate for your discipline • Using AI tools to falsify sources

Any additions to this chart will be communicated to students in writing.

Artificial Syntax Clause: Artificial syntax is defined as "language or phrasing inconsistent with natural speech patterns." Students who use paraphrase tools and/or anti-plagiarism generators or submit assignments containing artificial syntax will be penalized. Please see the guidelines below:

a. Discussion posts or small class assignments: no credit

b. Larger assignments/essays: point deductions based on percentage of overall submission and number of prior offenses

Copyright Infringement: Copyright infringement has serious consequences in the real world. Recording a class, reposting, copying, or distributing any class materials (in Blackboard or otherwise provided by the instructor) is expressly forbidden unless the instructor has given written permission.

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, how to document a particular source, or what constitutes copyright infringement, please ask me.*

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: UA Rich Mountain provides transformative education to all learners.

Title IX Sexual Harassment: If there is an issue of this nature, it should be reported immediately to the Title IX Director, Terry Francis at (479) 394-7622, Ext. 1460. To report a concern, or to learn more about UA RICH MOUNTAIN's Title IX and Non-Discrimination Policies, visit https://www.uarichmountain.edu/title-ix-policy.

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.