

Grayson College Course Syllabus for ENGL 1301.A01NT — Spring 2017

Course Information

ENGL 1301.A01NT, Composition and Rhetoric 2, Spring 2017
100% Online

Professor Contact Information

Timothy Mark Taylor
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Email: taylor@m@grayson.edu
Office Location: SC-115 (in Testing Center)
Office Hours: By appointment

Course Pre-requisites, Co-requisites, and other/or Other Restrictions

College readiness in reading and writing (RW)

Course Description

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating and critical analysis. The course requires a lab component.

Student Learning Outcomes

- Demonstrate knowledge of individual and collaborative research processes (process)
- Develop ideas with appropriate support and attribution (information literacy)
- Write in a style appropriate to audience and purpose (rhetorical awareness)
- Read, reflect, and respond critically to a variety of texts (critical thinking)
- Use edited American English in academic essays (conventions)

Required Textbooks and Materials

Title: *Writing and Reading Across the Curriculum*, 13th. ed.
Author: Janet R. Young
Publisher: Pearson
ISBN: 978-0133999013

Title: *The Little Viking Handbook*, 2nd ed.
Author: Richard Bullock, Michal Brody, and Francine Weinberg
Publisher: Norton
ISBN: 978-0-393-29309-8

Suggested Course Materials

Someplace to save your digital files

Required Assignments & Academic Calendar

- Please see the course schedule below for an outline of assignments and due dates.
- In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, students must log onto their Canvas accounts for directions on where or how to continue their coursework.
- The course is divided into 5 modules; each module includes a quiz, discussion topics, an essay, a presentation, a peer-review activity, and a few lab activities. All of these can be completed and submitted online. The schedule below is subject to change with fair notice and will be announced in your Canvas course site as needed.

Courses Schedule

The schedule below identifies major topics and assignments within each module, the date(s) we will be working on them and the course objectives that the readings, assignments and assessments support. The graded assignments are highlighted in blue in this schedule, and the percentage values of each grade are described in the Methods of Evaluation section below.

Module/ Week	Topic; Readings; Assignments; Assessments	Date	Course Objective(s)
Module 1	<p>In <i>Writing and Reading Across the Curriculum</i>, start reading</p> <ul style="list-style-type: none"> • Chapter 1: Summary, Paraphrase, and Quotation • Chapter 2: Critical Reading and Critique • “The Milgram Experiment” by Saul McLeod (583-90) <p>Complete short activities</p> <ul style="list-style-type: none"> • Activity 1: Analyze target audiences for selected online magazines. • Activity 2: Practice parenthetical documentation on selected essay. <p>View video lecture and take Quiz 1</p>	1/17 to 1/23	<p>SLO# 1, 3</p> <p>SLO# 3</p> <p>SLO# 5</p> <p>SLO# 1, 3</p>
Module 1	<p>In <i>Writing and Reading Across the Curriculum</i>, finish readings listed above.</p> <p>Discussion 1 over reading assignments (complete Activity 1 & 2 first).</p> <p>Conduct research on topic as assigned.</p> <p>Write Essay 1.</p>	1/23 to 1/30	<p>SLO# 1, 3</p> <p>SLO# 4</p> <p>SLO# 2</p> <p>SLO# 1-5 (all)</p>

Module 1	<p>Create Presentation 1.</p> <p>Provide Peer-Review 1 of student essay/presentation</p> <p>Complete short Lab activities</p> <ul style="list-style-type: none"> • Lab 1: Writing style activity • Lab 2: Writing Center activity 	1/30 to 2/6	<p>SLO# 1-5 (all)</p> <p>SLO# 3</p> <p>SLO# 5</p> <p>SLO# 3</p>
Module 2	<p>In <i>Writing and Reading Across the Curriculum</i>, start reading</p> <ul style="list-style-type: none"> • Chapter 3: Thesis, Introduction, and Conclusion • “In the Name of Love” by Saul Miya Tokumitsu (462-72) <p>In <i>Little Viking Handbook</i>, read pages 251-88 over sentences.</p> <p>Complete short activities</p> <ul style="list-style-type: none"> • Activity 3: Practice synthesizing to connect ideas and sources. • Activity 4: Complete MLA worksheets. <p>View video lecture and take Quiz 2.</p>	2/6 to 2/13	<p>SLO# 1, 3</p> <p>SLO# 1</p> <p>SLO# 5</p> <p>SLO# 1, 3</p>
Module 2	<p>In <i>Writing and Reading Across the Curriculum</i>, finish readings listed above.</p> <p>Discussion 2 over reading assignments (complete Activity 3 & 4 first).</p> <p>Conduct research on topic as assigned.</p> <p>Write Essay 2.</p>	2/13 to 2/20	<p>SLO# 1, 3</p> <p>SLO# 4</p> <p>SLO# 2</p> <p>SLO# 1-5 (all)</p>
Module 2	<p>Create Presentation 2.</p> <p>Complete Peer-Review 2 of student essay/presentation.</p> <p>Complete short Lab activities</p> <ul style="list-style-type: none"> • Lab 3: Writing style activity • Lab 4: Writing Center activity 	2/20 to 2/27	<p>SLO# 1-5 (all)</p> <p>SLO# 3</p> <p>SLO# 5</p> <p>SLO# 3</p>

Module 3	<p>In <i>Writing and Reading Across the Curriculum</i>, start reading.</p> <ul style="list-style-type: none"> Chapter 4: Explanatory Synthesis Chapter 11: First Impressions: The Art and Craft of Storytelling <p>In <i>Little Viking Handbook</i>, read pages 289-323 over language.</p> <p>Complete short activities</p> <ul style="list-style-type: none"> Activity 5: Discuss student essay introductions. Activity 6: Discuss student essay conclusions. <p>View video lecture and take Quiz 3.</p>	2/27 to 3/6	<p>SLO# 1, 3</p> <p>SLO# 3 SLO# 3</p> <p>SLO# 1, 3</p>
Module 3	<p>In <i>Writing and Reading Across the Curriculum</i>, finish readings listed above.</p> <p>Discussion 3 over reading assignments (complete Activity 5 & 6 first).</p> <p>Conduct research on topic as assigned.</p> <p>Write Essay 3.</p>	3/6 to 3/10	<p>SLO# 1, 3</p> <p>SLO# 4</p> <p>SLO# 2</p> <p>SLO# 1-5 (all)</p>
Module 3	<p>Create Presentation 3</p> <p>Provide Peer-Review 3 of student essay/presentation.</p> <p>Complete short Lab activities.</p> <ul style="list-style-type: none"> Lab 5: Writing style activity Lab 6: Writing Center activity 	3/20 to 3/27	<p>SLO# 1-5 (all)</p> <p>SLO# 3</p> <p>SLO# 5 SLO# 3</p>
Module 4	<p>In <i>Writing and Reading Across the Curriculum</i>, start reading</p> <ul style="list-style-type: none"> Chapter 5: Argument Synthesis Chapter 12: The Changing Landscape of Work in the Twenty-First Century “Will Your Job Be Exported” by Alan S. Blinder (440-44) <p>Complete short activities</p> <ul style="list-style-type: none"> Activity 7: Analyze videos for audience and purpose. Activity 8: Analyze student sentences for working choices. <p>View video lecture and take Quiz 4.</p>	3/27 to 4/3	<p>SLO# 1, 3</p> <p>SLO# 3</p> <p>SLO# 5</p> <p>SLO# 1, 3</p>

Module 4	<p>In <i>Writing and Reading Across the Curriculum</i>, finish readings listed above.</p> <p>Discussion 4 over reading assignments (complete Activity 7 & 8 first).</p> <p>Conduct research on topic as assigned.</p> <p>Write Essay 4.</p>	4/3 to 4/10	<p>SLO# 1, 3</p> <p>SLO# 4</p> <p>SLO# 2</p> <p>SLO# 1-5 (all)</p>
Module 4	<p>Create Presentation 4.</p> <p>Provide Peer-Review 4 of student essay/presentation.</p> <p>Complete short Lab activities.</p> <ul style="list-style-type: none"> • Lab 7: Writing style activity • Lab 8: Writing Center activity 	4/10 to 4/17	<p>SLO# 1-5 (all)</p> <p>SLO# 3</p> <p>SLO# 5</p> <p>SLO# 3</p>
Module 5	<p>In <i>Writing and Reading Across the Curriculum</i>, start reading</p> <ul style="list-style-type: none"> • Chapter 14: Happiness and Its Discontents • “What Suffering Does” by David Brooks (566-67) <p>Complete short activities</p> <ul style="list-style-type: none"> • Activity 9: Complete a structured précis worksheet. • Activity 10: Practice revision of introduction and thesis. <p>View video lecture and take Quiz 5.</p>	4/17 to 4/24	<p>SLO# 1, 3</p> <p>SLO# 5</p> <p>SLO# 3</p> <p>SLO# 1, 3</p>
Module 5	<p>In <i>Writing and Reading Across the Curriculum</i>, finish readings listed above.</p> <p>Discussion 5 over reading assignments (complete Activity 9 & 10 first).</p> <p>Conduct research on topic as assigned.</p> <p>Write Essay 5.</p>	4/24 to 5/1	<p>SLO# 1, 3</p> <p>SLO# 4</p> <p>SLO# 2</p> <p>SLO# 1-5 (all)</p>
Module 5	<p>Create Presentation 5.</p> <p>Provide Peer Review 5 of student essay/presentation.</p> <p>Complete short Lab activities</p> <ul style="list-style-type: none"> • Lab 9: Writing style activity • Lab 10: Writing Center activity 	5/1 to 5/8	<p>SLO# 1-5 (all)</p> <p>SLO# 3</p> <p>SLO# 5</p> <p>SLO# 3</p>

Methods of Evaluation

Due dates for each assignment will be posted in our course calendar, syllabus, and modules areas within Canvas. Late assignments will only be accepted if you have notified the instructor prior to the due date and provided a reasonable explanation. No assignment will be accepted after the end of the semester without approval from the instructor and the academic dean. The graded assignments are calculated as follows:

- 0% — 10 module [activities](#) are required and support discussion and/or attendance grades, but they do not have a unique grade assigned to them. — (0% each)
- 5% — 5 module short [quizzes](#) of video lectures — (1% each)
- 10% — 5 module [discussions](#) over rhetorical strategies — (2% each)
- 50% — 5 module [essays](#) — (10% each)
- 10% — 5 module short [presentations](#) on same topics as essay — (2% each)
- 5% — 5 module [peer-reviews](#) of student essays and presentations — (1% each)
- 10% — 10 module [lab assignments](#) with focus on writing style — (1% each)
- 10% — weekly [online attendance](#) (you logged in twice and turned in at least one assignment or activity on time that week).

All grades will be posted in Canvas in your grade book. Rubrics will be used to describe performance and points awarded. Additional comments will be added to your larger compositions. An A = 90-100, B = 80-89, C = 70-79, D = 60-69, and F = 0-59. Class participation (student to student and student to instructor) is integrated into your prewriting assignments but do not count as a grade.

Methods of Instruction

Students will complete reading assignments in a timely manner (see schedule above) and respond to respond to quizzes, discussions, and writing prompts within Canvas as soon as possible to allow ample time to use these pre-writing strategies to help develop thoughtful and engaging compositions that would appeal to a large academic audience. Step-by-step instructions, links to online activities, and assignment drop-boxes for each of the modules of instruction are located in the Modules section of the Canvas site (see menu link on the left side of the page).

Course and Instructor Policies

Class Attendance

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-semester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. More than (2) absences are considered to be excessive. In addition, students' eligibility to receive financial aid or live in a college dormitory can be affected by withdrawal from courses. When withdrawal occurs, a tuition refund would be made in accordance with state regulation.

Attendance grades are assigned as follows:

Weekly online attendance is indicated by you logging in at least twice AND you turning in at least one assignment or activity on time that week. Attendance is worth 10% of your final grade.

Student Conduct and Discipline

Students should behave in a manner that is consistent with a sincere academic attitude. The following instructional activities and standards will be used:

1. Communications: instructor and students will use the Inbox tool in Canvas as the primary means of communication. The announcements, discussion, and other communication tools will also be used to facilitate certain assignments.
2. Online participation: students are expected to login to Canvas each week to complete assigned activities and interact with fellow students as needed to complete assignments.
3. Monitoring online activities: the instructor will access the course site each day. Responses to Inbox messages from students will typically be answered within 24 hours. Grades from assignments will typically be posted within 7 days.
4. Online behavior: students are expected to interact with each other in a positive and supportive manner. Inappropriate online behavior can result in being denied access to the course site.
5. Technical competence: students are expected to be familiar with searching the Internet with a Web browser and have a basic understanding of Microsoft Word (which works best for our grading platform). Analogous Apple and Google applications will also work, but Microsoft "Works" files will not work.
6. Access to technology: convenient access to a computer with Internet browsing capability and Microsoft Office (or similar) applications is expected.
7. Technical problems: if you experience technical problems with Canvas, you may submit your files to me as email attachments (see instructor's email address above) or drop them off at my office (see office location above). Technical problems in themselves are not adequate reason for turning in an assignment more than a day late.
8. On-campus requirements: there are no on-campus meetings required.
9. Academic honesty: any incidence of academic dishonesty will result in a zero on the assignment. Repeat offenses will result in an F in the course.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers from other classes, and from any other source is unacceptable and will

be dealt with under the College's policy on plagiarism (see the GC Student Handbook for details).

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it—nothing more and nothing less.

Title IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Regina Organ, Title IX Coordinator - 903-463-8714
- Dr. Dava Washburn, Title IX Coordinator - 903-463-8634
- Dr. Dim Williams, Title IX Deputy Coordinator - South Campus - 903-415-2506
- Mr. Mike McBrayer, Title IX Deputy Coordinator - 903-463-8625
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: 903-463-8777 (Main Campus), 903-415-2501 (South Campus)
- GC Counseling Center: 903-463-8730
- For any On-campus Emergencies: 911

Please Note

- Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.
- These descriptions and timelines are subject to change at the discretion of the Professor.
- Grayson College campus-wide student policies may be found on the Current Student Page section of our Website. Please see: <http://grayson.edu/current-students/index.html>