

-----  
**GRAYSON COUNTY COLLEGE**

**Course Syllabus**

---

**Course Information**

English 1302.A03, .A05, and .A06 - Spring 2017

---

**Type of Course/Delivery Mode/Testing Requirements**

Face-to-Face course, Lecture 3 hrs/week on campus/Testing conducted on campus in class or in testing lab

---

**Professor Contact Information**

Lana Caswell-García, (903) 893-4401, [caswellgarcial@grayson.edu](mailto:caswellgarcial@grayson.edu) (I prefer to be contacted via Canvas conversations. Please check your Canvas account regularly, as it is the primary way I will contact you outside of class.) I do not maintain regular office hours, but I will be happy to arrange an on campus meeting with any student at a mutually convenient time.

---

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

English 1301 is a pre-requisite for the course.

---

**Course Description**

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Prerequisite: ENGL 1301 or its equivalent

---

**Student Learning Outcomes**

Students produce writing that shows they are able to. . .

- Demonstrate knowledge of individual and collaborative research processes (process)
- Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays (information literacy)
- Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence (critical thinking)
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action (rhetorical awareness)
- Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.) (conventions)

---

### **Required Textbooks and Materials**

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Viking Handbook with Exercises*. 2nd ed., Norton, 2014. (Packaged with Little Seagull to Go access card.) ISBN #: 978-0-393-29309-8.

Kirszner, Laurie G., and Stephen R. Mandell. *Practical Argument: A Text and Anthology*. 2<sup>nd</sup> ed., Bedford/St. Martin's, 2013. ISBN# 13: 9781457622373

---

### **Required Assignments & Academic Calendar**

**In case of inclement weather, emergency closings, and other unforeseen disruptions to scheduled classes, students must log onto their Canvas accounts for directions on where or how to continue their coursework.**

**Requirements for Papers:** All papers

1. must be typed and double-spaced.
2. must be written in the third person unless otherwise directed by the instructor
3. must avoid the use of contractions
4. must reflect that they are written in the academic setting—that is, must show attention to audience, word choice, sentence structure, spelling, grammar, etc.
5. must have a title.
6. do not require a cover sheet; a grading cover sheet will be provided. However, the student's

name, the instructor's name, the course and section number, and the date should be typed in the upper left hand corner of the first page of the paper and the student's last name and the page number should be typed in the upper right hand corner of each page, 1/2 inch below the top of the page.

7. unless otherwise directed, must be submitted in hard copy or, if necessary, electronically as an attachment to a Canvas conversation

## **Schedule**

**Paragraph #1 – Due Wednesday, 1/25/17 or Thursday, 1/26/17- based on "Definition Arguments," Kirszner and Mandell, pp. 398-402**

1. must argue the meaning of an abstract term using the technique of definition and specific details
2. may be written in first person
3. must be at least one page long.
4. may be a single paragraph.
5. will not include citations

**Paragraph #2 – Due Wednesday, 2/8/17 or Thursday, 2/9/17 - based on "Decoding Visual Arguments," Kirszner and Mandell, pp. 75-87**

1. must analyze a visual image (photograph, painting, cartoon, comic strip, or printed advertisement) as an argument
2. must be at least one page long
3. may be a single paragraph
4. must include a copy of the image being analyzed, unless it is from the textbook
5. will not include citations

**Group Debates - Monday, 2/20/17, Wednesday, 2/22/17, and Monday, 2/27/17 or Tuesday, 2/21/17, Thursday, 2/23/17, or Tuesday, 2/28/17 -- based on one of three specific At Issue units - "Should the Drinking Age Be Lowered?" (pp. 439-40, 455-78); "Should College Athletes Be Paid?" (pp. 559, 570-94); "How Far Should Colleges Go to Keep Campuses Safe?" (pp. 589, 610-26), Kirszner and Mandell**

1. will debate the three issues presented in the specified At Issue units,
2. will require both an oral presentation and a written document from each student as well as an anonymous evaluation of all other presenters
3. will require a **group** PowerPoint presentation which must be submitted to the instructor

**3 to 4 Page Essay – #1 – Due Wednesday, 3/8/17 or Thursday, 3/9/17-- based on the three At Issue units covered in the group debates**

1. must argue a position on one of the three issues explored in the specific At Issue units
2. must include two quotations from or paraphrases and summaries of source materials properly cited in MLA format. The essays in the text **must** serve as the source for one of the quotations, and the other reference **must** come from an acceptable online source
3. must include a Works Cited page

**3 to 4 Page Essay – #2 – Due Wednesday, 3/29/17 or Thursday, 3/30/17 --based on any one of the Debates and Casebooks issues (Chapters 18-28), Kirszner and Mandell, or a preview of the student's research paper topic**

1. must argue a position on one of the Debates and Casebooks issues or the student's tentative research paper topic
2. must include two citations to source materials properly cited in MLA format. If the topic is one of the Debates and Casebooks issues, the essays in the text **may** serve as the source for one of the quotations, paraphrases, or summaries and the other **must** come from an acceptable online source
3. must include a Works Cited Page

**Topic of Research Paper - Due Monday, 4/3/17 or Tuesday, 4/4/17 in preparation for class library visit on the same day**

Library Assignments Related to Research Paper, Part 1  
Collection of Sources and Part 2 Works Consulted

page for Research Paper - **Due Wednesday, 4/12/17 through Wednesday, 4/19/17 or Tuesday, 4/11/17 through Thursday, 4/20/17 by appointment**

8 to 10 Page Research Paper – **Due Monday, 4/24/17 or Tuesday, 4/25/17**

1. must argue a position on a controversial topic of the student's choosing
2. must include seven quotations from a minimum of five sources properly cited in MLA format. A maximum of **two** of the sources may be what the instructor defines as "stand alone websites."  
**Wikipedia is not an acceptable source.**
3. must include a Works Cited page

**Unless otherwise noted, readings are from Kirszner and Mandell, *Practical Argument : A Text and Anthology*, 2nd ed.**

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/16 - 1/20	Introduction (pp. 3-17), Chapter 1 (pp. 19-23, 49), Chapter 2 (53-65) "Definition Arguments," Chapter 12 (pp. 397-402) <b>1/16/17 - MLK Birthday Holiday</b>
2	1/23 - 1/27	Chapter 4 (pp. 89-102), Chapter 5 (113-20) <b>Paragraph #1 - Due on Wednesday, 1/25/17 or Thursday, 1/26/17</b>
3	1/30 - 2/3	Chapter 5 (pp. 126-30, 133-34, 137-49) "Decoding Visual Arguments," Chapter 3 (pp. 75-87)
4	2/6- 2/10	Chapter 6 (pp. 185-89, 193-96), Chapter 7 (pp. 241-67) <b>Paragraph #2 - Due on Wednesday, 2/8/17 or Thursday, 2/9/17</b>
5	2/13 - 2/17	Chapter 6 (pp. 199-207) At Issue: "Should the Drinking Age Be Lowered?" (pp. 439-40, 455-78); "Should College Athletes Be Paid?" (pp. 589, 610-26); "How Far Should Colleges Go to Keep Campuses Safe?" (pp. 589, 610-26) <b>Preparation for group debates on the At Issue units, Kirsznner and Mandell, listed above.</b>
6	2/20 - 2/24	<b>Group Debates</b>
7	2/27 - 3/3	Chapter 8 (pp. 275-84, 290-96) <b>Group Debates</b>
8	3/6 - 3/10	<b>Peer Review of Essay #1 - Due on Monday, 3/6/17 or Tuesday, 3/7/17</b> <b>Essay #1 - Due on Wednesday, 3/8/17 or Thursday, 3/9/17- based on any one of the three topics explored in the Group Debates</b> Chapter 10 (pp. 329-331)
	3/13 - 3/17	<b>Spring Break</b>
9	3/20 - 3/24	Chapter 9 (pp. 313-20, 323-27) <b>Interview - Due on Wednesday, 3/22/17 or Thursday, 3/23/17</b>
10	3/27 - 3/31	Chapter 11 (pp. 351-56, 358-63) <b>Essay #2 - Due on Wednesday, 3/29/17 or Thursday, 3/30/17 - based on any one of the Debates and Casebook issues (Chapters 18-28), Kirsznner and Mandell, or a preview of the student's research paper topic</b>
11	4/3 - 4/7	<b>Topic for Research Paper Due /Library Visit - Monday, 4/3/17 or Tuesday, 4/4/17</b> <b>Wednesday, 4/5/17 and Thursday, 4/6/17 - No Class - Instructor Out of State</b>
12	4/10 - 4/14	<b>Library Assignments Related to Research Paper, Part 1 Collection of Sources and Part 2 Works Consulted page - Due on Wednesday, 4/12/17 through Wednesday, 4/19/17 or Tuesday, 4/11/17 through Thursday, 4/20/17</b>

13	4/17 - 4/21	<b>Scheduled appointments for review of Library Assignments, Parts 1 and 2</b>
14	4/24 - 4/28	<b>Research Paper Due on Monday, 4/24/17 or Tuesday, 4/25/17 Research Papers Being Graded</b>
15	4/29 - 5/2	<b>Research Papers Being Graded</b>
16	5/8/ - 5/12	<b>Final Examination – The Research Paper serves as the final exam for the course and will be returned during the time period in which the course final is scheduled - Monday, 5/8/17 (.A03), Tuesday, 5/9/17 (.A06), and Thursday, 5/11/17 (.A05)</b>

### Methods of Evaluation

To demonstrate their competencies, students will write two 3-4 page essays, an 8-10 page research paper, and participate in a group debate which requires both an individual oral presentation and submission of an individual written component. In addition, they will write two 1 page paragraphs, conduct a relevant interview, and complete a library, research related assignment and an MLA citation related assignment. Other activities may also be assigned in class at the discretion of the instructor.

### Grading

The final course grade will be determined according to the following formula:

Categories	Percentage
Lab work including 2 paragraphs, library, citation, and interview assignments, and other possible activities at the instructor's discretion. <b>Please note that the lab work includes 2 documented visits to the writing lab. They may be made in regard to any of the course's writing assignments.</b>	15%
Two short essays	30% (15% each)
Group debate dealing with selected topics and readings -- Assignment includes both an oral presentation by each student and a written document from each, as well as active participation in an assigned group. A group PowerPoint presentation is also	15%

required.	
Research Paper/Final Examination	30%
Class participation, attendance, and overall approach to the class	10%

The paragraphs, essays, and the research paper will be graded on a scale of 1 to 10 with emphasis on substance, development and support of a clear central idea or thesis, careful and mature sentence construction, smooth transitions and logical paragraph development, appropriate diction and phrasing, the absence of flagrant spelling, punctuation, and grammatical errors, and proper citation of sources using the MLA format. The group debate will be graded on a scale of 1 to 10 based on adherence to the directions outlined in the specific assignment.

**Assignments are considered late unless they are received at the beginning of the class period in which they are due. A one point (10%) penalty will be assigned for each class period that the work is late. Work received more than 5 class periods late will receive a grade of “credit only.” Students who encounter difficulties with an assignment may be given an extension if and only if they contact the instructor before the assignment is due.**

**Please note that it is not possible to pass the course without submitting all the assignments.**

Every effort will be made to return papers during the next regularly scheduled class meeting. Students must be present in class in order to receive their papers or their grades. Grades will be posted on Canvas only after students have received and reviewed their papers or other assignments with the instructor.

### **General Characteristics of Papers for Freshman Composition**

- |            |  |
|------------|--|
| Grade of A | Substance. Something worth saying.<br>Exceptionally well organized –often carefully reasoned<br>Very good sense of unity<br>Frequent sentence variation<br>Good word choice that may be unusually striking, vivid, or creative<br>Virtually free of grammatical or mechanical errors<br>Fully responsive to assignment (90-100%) |
| Grade of B | Well organized<br>Good sense of unity<br>Frequent sentence variation<br>Good word choice that may be vivid or striking<br>Few, if any, grammatical or mechanical errors (80-89%)   |
| Grade of C | Paper is organized, although it may be weak in logic, example, or unity<br>Sense of unity, although transition may be lacking  |



	<p>Some sentence variation</p> <p>Appropriate word choice for college level writing, although word choice may sometimes be elementary</p> <p>Some errors in grammar and mechanics, but these errors do not necessarily distract the reader from the continuity of the paper (70-79%)</p>
Grade of D	<p>Paper attempts to organize the topic, but fails due to such errors as faulty logic, lack of precise example, or superfluous ideas</p> <p>Little sense of unity</p> <p>Little sentence variation</p> <p>Repetitious or poor word choice</p> <p>Errors in grammar and mechanics that distract the reader from the content and continuity of the paper (60-69%)</p>
Grade of F	<p>Little or no development of topic</p> <p>Lack of unity</p> <p>Little or no sentence variation</p> <p>Repetitious or poor word choice</p> <p>Numerous errors in grammar and mechanics</p> <p>Failure to respond to assignment (Below 60%)</p>

---

## **Methods of Instruction**

1. Lecture
2. Class Discussion
3. Class Assignments

---

## **Course & 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-mester, 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 two (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 administrative withdrawal occurs, any tuition refund would be made in accordance with state regulations.

---

## **Student Conduct & Discipline**

Students are expected to maintain classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of educational opportunity.

---

### **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. Kim Williams, Title IX Deputy Coordinator- South Campus (903) 415-2506**
- **Mr. Mike McBrayer, Title IX Deputy Coordinator (903) 463-8753**
- **Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>**
- **GC Police Department: (903) 463-8777- Main Campus) [\(903\) 415-2501](tel:9034152501) - South Campus)**
- **GC Counseling Center: (903) 463-8730**
- **For Any On-campus Emergencies: 911**

---

**Grayson County 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.***

