

GRAYSON COLLEGE
English 1302 Course Syllabus for Spring 2017

Course information

English 1302 face-to-face, live television, and Internet distance learning courses

Professor contact information

Dr. Jean Sorensen
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LA105D

Office hours: MW 9-11:30 and 2:15-3 pm, online TR 9:30-11 a.m., and
TR 2:15-3 (and also by appointment).

Prefer “Inbox Messages” through Canvas

Course pre-requisites, co-requisites, and/or other restrictions

Prerequisite: English 1301 or its equivalent (RW)

Course description – from college catalog

ENGL 1302. Composition and Rhetoric II. (3-1-3). 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. Lab component required.

Student learning outcomes

Upon successful complete of this course, students will

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

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Viking Handbook with Exercises*. Norton, 2014. (Packaged with Little Seagull to Go access card.)

ISBN# 978-0-393-29099-8

Kirszner, Laurie, and Stephen Mandell. *Practical Argument: A Text and Anthology*. 2nd ed. Bedford, 2014. ISBN# 13: 978-1-4576-2237-3. Reading assignments in the schedule refer to this text.

Additional course requirements

You will need to have access to a word processor to write your papers and a camera to record presentations. All sections of this course use Canvas as the Learning Management System, so Internet access is also needed.

Required assignments & Academic calendar

Due dates for assignments are scheduled using the Calendar function in Canvas. If assignment due dates change as we move through the semester, I will notify you in class and through Canvas. If we do not hold class on a regularly scheduled class day, check your Canvas messages for assignments. In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, students should log in to their Canvas accounts for directions on how to continue their class work.

Methods of instruction & support services

Classes are taught through lecture, group interaction, and discussion requiring preparation and participation from students in the form of both written and oral communication.

All freshman-writing courses require a lab component defined in this course as an (1) MLA quiz, an (2) annotated bibliography, and (3&4) 2 writing center consultations. Note below how to access the writing center from office campus through email or to call and schedule an appointment. Drop-in students are welcome at the GC Writing Center, but may find themselves inconvenienced by waiting at busy times.

Students write three papers and give an oral presentation. All papers must be typed and presented in MLA format with complete documentation of any sources used. All students, including students absent from class on the day a writing/oral presentation assignment is due, must submit their work as scheduled using Canvas.

Students requiring technical help should use GC's help desk to resolve problems (help.grayson.edu). Students seeking writing help or completing their lab component should use **GC's writing center** (located in room 110 on the 1st floor of the library or CIS 207, depending on the day of the week and the time) as an additional resource for class and help from their professor. The writing center can be reached by off-campus students through email: writingcenter@grayson.edu. Students wanting a face-to-face writing consultation should phone for an appointment at 903-415-2541. Currently, the writing center schedule is as follows: MT 8-8 (Library 110), WR 8-6 (Library 110 and 6-8 CIS 107), Friday 9-2 (Library 110)

Overview of assignments, instruction, and evaluation

Below is an overview of the semester. An additional handout will outline more details.

Weeks	Projects/Assignments
1-3	UNIT 1: Visual and rhetorical analysis: Reading actively and responding critically
4-6	UNIT 2: Evaluating Sources & Evaluation Arguments: Daily choices and their consequences
7-9	UNIT 3: Ethical Arguments: Security, safety, and freedom on college campuses
10-15 & finals week	UNIT 4: The research paper, or writing a proposal argument of student's choice (also called problem solving) from sources. Final in-class exam.

How to be Successful

1. Attend every class and communicate with peers and professor. Log in to Canvas daily for Internet students, at least twice a week for face-to-face students.
2. Ask for help when you need it.
3. Complete all 4 labs and oral presentations as scheduled.
4. Upload drafts and final copies of essays to Canvas *before* the time they are due. Internet students usually have until Sunday before midnight (11:59 p.m.) when assignments are due. All other students typically have until before their Wednesday or Thursday class. Please do *not* wait until the last minute since technical problems may occur.
5. Help yourself by helping classmates on peer review days.
6. Use feedback to improve your work.
7. Prepare every step of the research paper as required.

Grading

Categories	Each Assignment	Total Points
Multi-media Rhetorical Analysis Assignment with Oral Presentation (1)	10 points for the rhetorical analysis in oral presentation and 5 points responding to classmates and feedback	15
Short essays 3-5 pages (2)	5 peer review draft & 10 final essay	30
Research paper 6-9 pages (1)	Outline 5 pt., topic proposal & at least 5 sources for 5 pt., peer review draft 5 pt. , final essay 15 pt.	30
Labs (4)	MLA quiz & partial annotated bib., 2 writing center consultations	10
Attendance/Participation	Regular Contributions to Class	10
Final exam (1)	"What's Your Philosophy of Learning"	5
Extra Credit	Extra CARS source, 2 Discussion Boards in Unit 4 on Academic Integrity and the Penalties for Plagiarism	4

Grade Scale: An A corresponds to the point range 90 - 100; a B, 80 - 89; a C, 70 - 79; a D, 60 - 69; an F, 0 - 59.

How will students be notified of grades? Grades are posted in Canvas
Final grades posted on GC Transcripts and should match the Final Grade in Canvas

Standards for Drafting Papers (5 points/draft):

Drafts must be loaded into Canvas assignments before due date.

The five points for a rough draft are based on the quality and length of the draft and participation in peer review. A good draft should be focused with a clear thesis and title indicating the direction of the paper. The body of an academic argument should include evidence and a refutation. The conclusion should review the main ideas of the paper and revisit the thesis in a manner that keeps readers aware of the argument. All three parts of the essay—beginning, middle, and end—should be developed in a rough draft. *Practical Argument* views the draft as complete if it contains the four pillars of argument: (1) Thesis, (2) Evidence, (3) Refutation, and (4) Concluding Statement. Drafts of at least 3 pages (2 full pages of the essay itself in good shape) in 12-point Times font, double spaced, with 1 inch margins, MLA headers and title information may receive 5 points when peer review is completed. Drafts should include works cited pages with parenthetical citations matching the alphabetically listed sources. Research drafts must be **5 pages**. Face-to-face and live television students must be present in class for peer reviews. Those students with a schedule conflict must make alternative review arrangements with the instructor *before* the due date.

Below are the guidelines observed for good use of the writing process.

Elements of Revision	Explanation (from page 120 <i>Writing and Reading Across the Curriculum</i>)
Global	“Global revisions affect the entire paper: the thesis, the type and pattern of evidence employed, and the overall organization.” Think in terms of title, introduction, body, and conclusion and their effect on an audience.
Local	“Local revisions affect paragraphs: topic and transitional sentences; the type of evidence presented with a paragraph, evidence added, modified, or dropped within a paragraph, logical connections from one sentence or set of sentences within a paragraph to another.”
Surface	“Surface revisions deal with sentence style and construction, word choice, and errors of grammar, mechanics, spelling, and citation form.” Basic MLA format is also included here.

The ten point final essay score is based on content and form. Final essays are submitted in Canvas, and do *not* need to be printed. Ideas and their presentation are both evaluated. Scores for final essays range between 0-10 points as follows:

A. The 10 or 9-point paper states and develops its central idea with originality. Its ideas are clear, logical, and thought provoking. This range is 14-15 for research papers.

The 10 or 9-point paper displays the following characteristics:

- Substance. Something worth saying.
- Focuses upon a central idea with appropriate development and firm support.
- Clear introductions and conclusions frame body paragraphs with organized development.
- Careful and mature sentence construction.
- Smooth transitions and logical paragraph development.
- Tone and voice appropriate for audience.

- Superior diction and phrases that may be unusually striking, vivid, or original.
 - Freedom from errors in spelling, punctuation, and grammar.
 - Follows MLA format and documentation.
 - Fully responds to the assignment with exceptional skill suggesting good listening, reading, and thinking through all stages of the writing process.
- B. The 8-point paper clearly, logically, and adequately states its central purpose. Its ideas are clear because it contains most of the qualities of a 9 or 10-point paper. It remains free of major errors yet lacks the rigor of thought and style characterizing the best papers. It may contain areas where further development would improve the work. This range is 12-13 for research papers.
- C. An adequate paper, one that meets all the requirements of the assignment, will receive a 7. It has a central idea that is organized clearly enough to convey its purpose to the reader. It avoids serious errors yet lacks the rigorous thought and expression that would entitle it to an above average grade. This score is 11 for research papers.
- D. A 6 indicates below average achievement in expressing ideas correctly and effectively. Serious mechanical and organization errors occur and prevent a central idea from being expressed or developed adequately. The range is 9-10 for research papers.
- F. A final essay score between 5 and 0 indicates failure to either state or develop a main idea. It may also indicate failure to avoid serious errors in grammar, spelling, punctuation, sentence structure, and MLA documentation and format. Furthermore, it may reflect the student's failure to respond to the assignment. The ranges is 0-8 for research papers.

A simple rubric shows 5 grading categories: Focus, Coherence, Development, Sentence Variety/Diction, and Support (including correctness).

Oral Presentations will be evaluated following similar standards to written assignments. Below are tips for preparing for a live (face-to-face students) or recorded performance (Internet students).

Presentation Content

- Prepare and practice; the delivery should appear smooth and polished.
- Cover a few points thoroughly rather than many points superficially.
- *Explain how the evidence you offer supports the message or the reasons of a persuasive speech;* don't expect audience to make connections that you don't provide.
- Summarize at the end; the audience needs reminding of your supporting ideas as well as your main idea.
- Take the whole time allotted with proper pacing of the delivery; otherwise, you look unprepared.

Presentation Behavior

- Posture and gesture reflect formality, but you need not be trapped behind a podium—cut off from an audience.
- Introduce yourself (and your entire team before beginning a group presentation).
- Use primarily notecards if live or large print sheets of paper if recording a presentation.

- You can read *briefly* from your cards in a live presentation, but then look up and address your audience. If recording a presentation, having a script fully written with headings helps me, and might help you as well.
- Use expression in your voice; at times, you will sound like a football announcer, and if appropriate, at other times like a golf commentator.
- Sound and look confident.
- Showing emotion is fine by using vivid and expressive language, but avoid name-calling or using biased language.
- Avoid foul language and poor grammar.
- Slow down and speed up when appropriate!
- Use eye contact and gauge the reaction of your audience when performing live.
- Think about what bothers you about the presentations you've watched, and avoid those behaviors.
- Thank the audience for their attention.

Criteria for grading initial presentations (2 points each):

- (1) A thesis about whether or not the visual text is persuasive (rhetorically effective) that explains why in terms of the designer of the text's rhetorical strategy and compositional skill.
- (2) Thesis supported by clear identification of a visual text's argument, argumentative purpose, and rhetorical context (using the Reading Rhetorically handout)
- (3) Demonstrated understanding of the basics of argument as presented in part 1 of *Practical*.
- (4) Effective organization that is easy to follow and engaging with audience.
- (5) Good delivery-grammar and style in using 5 or fewer minutes for presentation.

All assessment attempts to reward students for what they have accomplished. If at any time during the semester, you think that your work has not been fully appreciated for its merits, please see your professor privately to review your contribution to the course in both its written and oral form.

Course and instructor policies—late work, participation, and attendance

Descriptions of

Late Work Policy: No late work is accepted.

Class Participation: Students are expected to have completed reading and writing assignments as scheduled. They are required to participate using all their communication skills: reading, writing, speaking, and listening. When students are absent, fail to complete work, or inattentive, they are unable to participate and should expect to lose participation points. Attendance is recorded at the opening of class, so tardy students are marked as absent. Participation is worth 10 points. Four points of extra credit are available to help students who must miss class, overlook an activity, or need to recover lost points.

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be self-motivated. You are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following my 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 yours. **More**

than two absences are considered to be excessive. In addition, your eligibility to receive financial aid or live in a college dormitory can be affected by withdrawal from courses. If you withdraw, any tuition refund would be made in accordance with state regulations.

Student Conduct & Discipline

Face-to-face

Arrive at class on time and leave when class is dismissed. Students arriving late or leaving early will *not* be counted as present. Exceptions to regular attendance should be limited and discussed privately with the professor either (1) in person, (2) via the phone, or (3) through Canvas messages. Students should behave respectfully toward each other and their professor. If they feel offended or somehow disrespected, they should use one of the three methods just noted to speak privately to their professor. They should question individual grades privately using the same formats noted in attendance issues above, but general grading and assignment concerns should be brought up with the entire class present to benefit from clarification or extended explanations. Please silence cell phones, and do *not* use them during class. Students may use iPads and laptops during class, but should limit their use to work for *this* course. Failure to participate in class will result in a loss of points and may lead to further disciplinary action. See below about formal communication.

Internet Students: Please treat your professor and classmates with respect. Use formal writing in all of your communications, including Canvas messages. I am happy being addressed as Dr. S since *Sorensen* is a long name to say or type. The same rules about private communication such as Canvas messages and phone conversation noted for face-to-face students with concerns about grades and personal issues apply to distance learners.

Academic integrity

The faculty expect students to demonstrate responsibility and academic honesty. Because the value of an academic degree depends upon the integrity of the work done by the student for that degree, a student must demonstrate individual honor in his or her scholastic work.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submitting for credit 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, for example, from the Web, from portions of papers for other classes, and from any other source, is unacceptable and will be dealt with under the college's policy on plagiarism (see *GC Student Handbook* for details). Grayson College subscribes to turnitin.com, which allows faculty to search the Web and identify plagiarized material. Plagiarized papers in this course will receive a "0." Furthermore, students may fail the entire course for plagiarizing.

I reserve the right to require you to rewrite any assignment in a controlled environment.

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](tel:903-463-8714))
- Dr. Dava Washburn, Title IX Coordinator ([903-463-8634](tel:903-463-8634))
- Dr. Kim Williams, Title IX Deputy Coordinator- South Campus ([903 415-2506](tel:903-415-2506))
- Mr. Mike McBrayer, Title IX Deputy Coordinator ([903 463-8753](tel:903-463-8753))
- Ms. Marilyn Power, Title IX Deputy Coordinator ([903 463-8625](tel:903-463-8625))
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: ([903 463-8777](tel:903-463-8777)- Main Campus) ([903 415-2501](tel:903-415-2501) - South Campus)
- GC Counseling Center: ([903 463-8730](tel:903-463-8730))
- For Any On-campus Emergencies: 911

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 my discretion. Grayson College campus-wide student policies may be found on the college homepage under "Current Student."