***GRAYSON COLLEGE***

***Syllabus Spring 2017***

**Course Information**

*English 1301.A04—LA 205*

**Professor Contact Information**

*Karen Campbell, Ph.D.*

*Office: Liberal Arts 105E, or Writing Center*

*Office Hours:* 8 AM – 9:30 AM M-TH, 11 AM – 12 PM M-TH

*After office hours: Use Canvas messaging or phone and leave voice mail at 903-463-8639,* [*campbellk@grayson.edu*](mailto:campbellk@grayson.edu)

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

*Adequate score on TSI.*

**Course Description – from Academic Course Guide Manual (ACGM, used by 2-year Texas schools)**

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.

**Student Learning Outcomes- from ACGM**

Upon successful completion of this course, students will:

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

**Required Textbooks**

Behrens, Laurence & Leonard J. Rosen. *Writing and Reading Across the Curriculum*. 13th ed. Boston: Pearson, 2016. Print.

Bullock, Richard, Michal Brody, & Francine Weinberg. *The Little Viking Handbook with exercises.* Second Edition. New York: Norton Custom, 2014.

**Required Assignments & Academic Calendar**

**Preliminaries--The Reading Process, Summary, and Response (152 points possible)**

**Chosen Topic:** Issues with Parenting (“Battle Hymn of the Tiger Mother”)

**How does this apply in future classes?**

Much of college involves advanced level reading and the ability to summarize both the reading and lectures, especially for essay tests. This unit is meant to review those reading skills. In addition, critical thinking and the development of thoughtful development of personal opinions are cornerstones of college education. The skills of summary allow students to think critically about their reading, and personal response allows them to develop thoughtful personal opinions.

**How does this apply outside of class?**

In terms of subject matter, students will gain a greater awareness of family issues and the importance of their personal opinion on daily choices, like how to parent, which may have long term impact on other people. College frequently teaches a more thoughtful approach to theories, like parenting theories, so students can be better citizens.

**Final Goal:** Produce a credible short summary and personal response**.**

In the below chart, please understand that the 2nd column labeled Handbook indicates *The Little Viking Handbook*, the 3rd column labeled W&RATC refers to the green textbook *Reading and Writing Across the Curriculum,* and the final column indicates class plans and assignment due dates.

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| --- | --- | --- | --- |
| **Date** | **Handbook** | **W&RATC** | **Class Plans** |
| **1/18/17** | Academic Contexts (6-8) |  | *Before Class*: Enroll & buy textbooks. Yay you’re here. If you don’t have the textbooks, get them quickly.  *During Class*: Introductions; go over Canvas, Syllabus, and Course Policies. Read “Academic Contexts” in class and discuss.  *After Class*: Get logged into Canvas. Make sure you have the textbook. Go home and post three questions you have about the semester on our Canvas discussion board. Don’t forget to add ideas about rewards. |
| **1/23/17** | “Reading Strategies” (75-8) |  | *Before Class*: Read “Reading Strategies.” Make sure you have posted your questions to Canvas discussion board.  *During Class*: Discuss Reading Strategies, their importance to college success, and then practice by reading and annotating “Battle Hymn of the Tiger Mother” (305-9). |
| **1/25/17** |  | “What is a Summary?” (3-8) | *Before Class*: Read ‘What is a Summary” in your green textbook. Answer the questions posted on Canvas about this reading.  *During Class*: Discuss the idea of summary and its importance/ applications. Read “Demonstration: Summary” (8-18) and then get into groups and divide BHotTM into sections. |
| **1/30/17** |  | “Write a Thesis” (18-25) | *Before Class*: Read “Write a Thesis” and answer questions on Canvas.  *During Class*: Discuss how section summaries become a working thesis. Write a summary of BHotTM. |
| **2/1/17** |  | “Mother Inferior” (309-12); “Tiger Mother Stirs Reflections” (314-6); “Tiger Moms Don’t Raise Superior Kids, Study Says” (322-5) | *Before Class*: Read the three articles. Post your thoughts on these three responses on the Canvas discussion board.  *During Class*: Discuss importance of personal response and critical thinking. Write a personal response to BHotTM. |

**Quarter Finals—The Writing Process, Paraphrase, & Critique (271 possible points)**

**Chosen Topic:** The Art of the Musical Cover

**How does this apply for future classes?**

In terms of skills, the ability to critique, or to make evaluative judgment, is required throughout college. You will be asked to evaluate sources in 1302, evaluate dishes if you are in culinary arts, evaluate symptoms and pain levels if you are in nursing, etc. Evaluation and critique are everywhere. And the writing process is an integral part of completing any essay well, which is demanded frequently in college.

**How does this apply outside of class?**

In terms of subject matter, students will gain awareness of the complexity of artistic creations and the careful decisions made by artists, in this case musicians, to engage audiences. The same rules apply to writing. Students will become more aware of the decisions they make everyday to make their own lives more organized or more beautiful.

**Final Goal:** Produce a Critique Essay using the Writing Process about three covers of a popular song**.**

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| **Date** | **Handbook** | **W&RATC** | **Class Plans** |
| **2/2/17** |  | “Critical Reading and Critique” (51-66) | *Before Class*: Read “Critical Reading and Critique” and answer the questions on Canvas.  *During Class*: Discuss importance of the role of critique. Complete exercises 2.2 & 2.4. |
| **2/7/17** |  | “Critique” (67-77) | *Before Class*: Read “Critique” and complete exercise 2.5 on Canvas.  *During Class*: Discuss Critique Essay. Read “The Greatest Covers of All Time.” Decide on which song to write over.. |
| **2/9/17** | “Writing Processes” (9-16) |  | *Before Class*: Read “Writing Processes” IN THE BLUE HANDBOOK and answer the questions on Canvas.  *During Class*: Discuss the Writing Process and brainstorming methods. Complete freewriting and mindmapping exercises. |
| **2/14/17** |  | “Paraphrase” (37-40) & “Why Do Some Covers Disappoint?” | *Before Class*: Read “Paraphrase” and “Why Do Some Covers Disappoint” and respond in the Discussion board.  *During Class*: Discuss the difference between paraphrase and summary. Complete a summary and paraphrase (paragraphs 4-5) of Turrentine’s article. |
| **2/16/17** |  | “How to--talk and write—about popular music” & “Comparing and Contrasting Three Covers of Stormy Weather” (246-253) | *Before Class*: Read Blair articles, listen to the covers of Stormy Weather he describes, and respond on the Discussion board on Canvas.  *During Class*: Listen to cover versions of “Hallelujah” in class. Apply Blair’s glossary to a description of the different versions. |
| **2/21/17** |  | “Writing a Thesis” (78-83) | *Before Class*: Read “Writing a Thesis” in textbook and answer questions on Canvas.  *During Class*: Develop a Scratch Outline for Critique Essay |
| **2/23/17** | “Developing Paragraphs” (17-28) |  | *Before Class*: Read “Developing Paragraphs” IN YOUR HANDBOOK and answer question on Canvas.  *During Class*: Discuss basic rules and principles for body paragraph development. Write out at least one body paragraph for Critique Essay. |
| **2/28/17** |  | “Introductions and Conclusions” (83-95) | *Before Class*: Read “Introductions and Conclusions” and answer questions on Canvas.  *During Class*: Discuss basic rules and principles for beginning and ending paragraphs. Write out intro and conclusion for Critique Essay. |
| **3/2/17** | None | None | *Before Class*: No reading. Finish your rough draft. Format it according to MLA. Print out two copies and upload one copy for my review to Canvas. You are also required to submit a rough draft to the Writing Center, either online or in person.  *During Class*: We will go over the Peer Review Powerpoint. Bring your two printed copies for in class peer review.  *After class*: Make revisions to your Critique Essay and upload a final draft to Canvas by midnight Friday, March 20 (100 pts). |

**Semifinals—Mining Sources, Citation & Analysis (305 possible points)**

**Chosen Topic:** Ethical Dilemmas in Everyday Life

**How does this apply for future classes?**

In terms of skill set, this unit is meant to help students understand the basics of research, formal documentation, and applying academic standard judgments to new ideas in terms of analysis.

**How does this apply outside of class?**

In terms of subject area, Students are meant to become more aware of how they make ethical decisions when they encounter daily dilemmas. The ability to do independent research and glean the most important facts from research is also an important skill.

**Final Goal:** Produce an analysis essay of an ethical dilemma in the student’s life and their choices, quoting from at least three sources**.**

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| **Date** | **Handbook** | **W&RATC** | **Class Plans** |
| **3/7/17** |  | “Analysis” (174-187) | *Before Class*: TURN IN YOUR CRITIQUE ESSAY.  Read “Analysis” and complete Exercise 6.1 on Canvas.  *During Class:*Discuss principles of analysis, Analysis Essay directions, and complete exercise 6.2. |
| **3/9/17** |  | “Mining Sources” (222-232) | *Before Class*: Read “Mining Sources” and answer questions on Canvas.  *During Class*: Discuss principles of important information and information gathering. Complete plagiarism exercise. |
| **3/21/17** | “MLA” (separate booklet or PDF available under resources on Canvas) |  | *Before Class*: Review MLA booklet/PDF and answer question on Canvas.  *During Class*: Complete MLA worksheet in groups. |
| **3/23/17** |  | **“**Quotation” (40-50) | *Before Class*: Read “Quotation” and answer questions.  *During Class*: Read “Moral Inquiry”: and practice notetaking and quotation strategy for Analysis Essay. |
| **3/28/17** |  | **“**A Framework for Thinking Ethically” (279-282) & “Heinz’s Dilemma: Kohlberg’s Six Stages of Moral Development.” (282-289) | *Before Class*: Read both articles and respond to discussion board on Canvas.  *During Class*: Read “Lifeboat Ethics” and discuss the ethical principles that apply. Take notes for Analysis Essay. |
| **3/30/17** | Teacher Conference Day | Teacher Conference Day | *Before Class*: Prepare your notes, an outline, or rough draft to discuss with the teacher.  *During Class*: The entire class period will be spent on developing ideas, drafting, or revision.  *After Class*: Turn in your Analysis Essay by midnight on Friday, April 7. |

**Finals—Synthesis, or putting it all together (420 possible points)**

**Chosen Topic:** The Changing Landscape of Work in the Twenty-First Century

**How does this apply for future classes?**

In terms of skill sets, many classes require you to produce researched academic essays similar to this final project. Many classes require you to prepare oral presentations as this unit will also.

**How does this apply outside of class?**

This unit is meant to make students thoughtful about choosing a major and job hunting and also to show them how they can use research to inform their own life choices, such as the ones we will be making at the polls in November.

**Final Goal:** Produce an explanatory synthesis essay using multiple sources to describe what it takes to be a successful employee in today’s economy.

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| **Date** | **Handbook** | **W&RATC** | **Class Plans** |
| **4/4/17** |  | “Explanatory Synthesis” (96-103) | *Before Class*: TURN IN YOUR ANALYSIS ESSAY. Read “Explanatory Synthesis” and answer questions on Canvas.  *During Class*: Go over synthesis ideas, read 104-110, complete exercise 4.2. |
| **4/6/17** |  | “Consider your purpose” (110-121) | *Before Class*: Read “Consider your purpose” and answer questions on Canvas.  *During Class*: Look at ES model and discuss final essay directions. |
| **4/11/17** |  | “Summarizing Charts, Graphs, and Tables” (25-36) | *Before Class*: Read “Summarizing Charts, Graphs, and Tables.” Complete exercises 1.2. & 1.4. Post on Canvas.  *During Class*: Discuss roles of charts, graphs, and tables. Look at Chapter 12 “Data on the U.S. Labor Market” and answer review questions on page 459. |
| **4/13/17** |  | “The Changing Landscape of Work” (429-439) | *Before Class*: Read “The Changing Landscape of Work”; brainstorm for essay on canvas.  *During Class*: Discuss ideas from section and answer review questions on page 439. |
| **4/18/17** |  | “Will your job be exported?” & “They’re Watching You at Work: The Job Interview” (440-50) | *Before Class*: Read both articles. Answer review questions on page 445 on Canvas.  *After Class*: Discuss ideas in terms of essay. Answer review questions on page 450. |
| **4/20/17** |  | “Do What You Love” (460-72) and watch Steve Jobs’ speech on YouTube. | *Before Class*: Read the selection, respond on the discussion board about the video, and answer review questions on page 472 on Canvas.  After Class: Now that you have completed all the readings for this chapter, start your rough drafts. Submit a rough draft for online peer review by midnight on 4/28. |
| **4/25/17** | “Designing what you write” (30-42) |  | *Before Class*: Submit rough draft of essay for peer review. Read selection. There will be no questions on Canvas as I want you focused on completing a rough draft  *During Class*: We will discuss your final presentations, how to prepare and narrate the PowerPoint over your essay and upload to Canvas. |
| **4/27/17** | None | None | *Before Class*: Look at your peer review rough drafts and teacher comments; be prepared to make revisions.  *During Class*: We will make revisions to our essays. Students will be invited to solicit instructor feedback. |
| **5/1/17** | Revision Day | Revision Day | Revision Day |
| **5/4/17** | No Class | No class | Submit Explanatory Synthesis Final Draft and Final Presentation on Canvas. |
| **5/9/17** | **Final** | **Final** | *During Class:*We will play Jeopardy. Winning team gets extra points on their final draft. |

**Methods of Evaluation**

This class uses a cumulative grading system based on acquiring a certain number of points.

*Grades*

* 89.5%-100% of points = **A**(You have completed all four levels, excelled in all the skills of college level reading and writing, demonstrated advanced critical thinking and analysis, and achieved a gold medal.)
* 79.5%-89.4% of points =**B** (You have completed all four levels, strongly obtained all the skills of college level reading and writing, demonstrated solid critical thinking and analysis, and achieved a silver medal.)
* 69.5%-79.4% of points =**C** (You have completed all four levels, obtained all the skills of college level reading and writing, demonstrated proficient critical thinking and analysis, and achieved a bronze medal)
* 59.5%-69.4% of points =**D** (You have completed at least 2.5 levels, are developing the skills of college level reading and writing, demonstrated strong efforts in critical thinking and analysis, and achieved the rank of Semifinalist)
* Below 59.4% of points =**F** (You have completed less than three levels, have been exposed to college level reading and writing skills, been exposed to critical thinking and analysis, and hold the rank of Participant.)

*Grade Breakdown*

Summary & Response                                                50 pts

Critique Essay                                                             100 pts

Analysis Essay                                                            200 pts

Synthesis Essay                                                          300 pts

Homework                                                                  10 pts per assignment

Participation (in class activities + attendance)           10 pts per class day (1 point for attendance and 9 points for the activity=10)

Final Presentation                                                       50 pts

**Critique Essay:**See page 262-3 in *Writing and Reading Across the Curriculum.*Further directions will be provided on Canvas.

**Analysis Essay:**See page 299 in *Writing and Reading Across the Curriculum*. Further directions will be provided on Canvas.

**Explanatory Synthesis:** See page 474, prompt #6 in *Writing and Reading Across the Curriculum.*Further directions will be provided on Canvas. Students will also upload a recorded and narrated **Final Presentation**PowerPoint over this same topic.

**Note: All essays will be turned in online through Canvas. You will need to upload a PDF version of your essay for review.**

**Training Exercises (Homework/Participation):**These are assignments and tasks that students will accrue points for throughout the semester. As students reach certain levels based on their number of points they will also receive certain privileges and rewards in the class.

**Extra Credit:**A total of 110 bonus points can also be earned via grammar quizzes to impact the final grade (10 points per quiz).

**Rewards:**

* After a student has earned 100 points they will receive: excused absence.
* After a student has earned 200 points they will receive: five points on an essay.
* After a student has earned 300 points they will receive: 12 hour extension on an essay.
* After a student has earned 400 points they will receive: homework pass.
* After a student has earned 500 points they will receive: 10 points on an essay.
* After a student has earned 550 points they will receive: essay revision attempt.
* After a student has earned 600 points they will receive: 24 hour extension on an essay.
* After a student has earned 700 points they will receive: 36 hour extension on an essay.
* After a student has earned 800 points they will receive: 15 points on an essay.
* After a student has earned 900 points they will receive: 3 homework passes.
* After a student has earned 1000 points they will receive: excuse 2 absences.
* After a student has earned 1100 points they will receive: special snack.

**Note: There are 110 possible extra points to be earned through grammar quizzes.**

**Methods of Instruction and Technical Competence**

Classes are taught through lecture, group interaction, and discussion requiring preparation and participation from students in the form of both written (print & electronic) and oral communication (live & recorded). Thus all students must have access to a computer with a Web connection and a word processor. All students must be capable of using a web browser with plug-ins meeting the requirements of Canvas, of navigating through icons and links in Canvas, of uploading and downloading files from Canvas, and capable of using a word processor.

All papers, including drafts, must be typed using a word processor and presented in MLA format with complete documentation of any sources used.

Students must submit their work using Canvas, which now has Turnitin integrated to check originality.

Students requiring technical help should use GC’s help desk to resolve problems.

Students seeking writing help should use GC’s writing center (1st floor of the library) and [writingcenter@grayson.edu](mailto:writingcenter@grayson.edu) as an additional resource for class and ask for help from their professor.

**Course & Instructor Policies**

**Attendance:** The official attendance policy of Grayson County College requires regular and punctual class attendance. *In case of absence, it is the student’s responsibility to contact the instructor*. Students absent on official school business are entitled to make up school work missed. In all other cases, the instructor will judge whether or not the student will be permitted to make up work and will decide on the time and nature of the makeup. However*, the student is expressly responsible for any work missed regardless of the cause of the absence. The student must discuss such work with the instructor and should do so immediately on returning to school. Communication between the student and instructor is most important, and it is the student’s responsibility to initiate such communication.* If students do not appear at the prearranged time for makeup work, they forfeit their rights for further makeup of that work.”

**Behavior:** I expect professional and civil behavior towards myself, my colleagues, and other students at all times whether you are in class or engaging in electronic communications.  In class, I expect all cell phones, pagers, ipods, and other devices to be turned off and put away.  (If there is an emergency call you may be expecting, inform me before class starts, and I will let you go out in the hall to answer it.)  The use of laptops is allowed for the purposes of taking notes and working on classroom assignments.  However, any other use of laptops during class is prohibited.  Drinks are allowed in class so long as they are kept in a closed container.  Please wait to eat until class has concluded, however, since this often distracts other students. Any disruption of class for the above reasons may result in a private conference with me.  Any further disruptions will likely cause me to ask you to leave the classroom.

**ADA Statement:** Any student who, because of a disability, may require special measures in order to meet the course requirements should contact me as soon as possible to make any necessary arrangements.  Students should present appropriate verification from Student Disability Services during my office hours.  Please note: Instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided.

**Due Dates and Late Penalties**: Assignments must be handed to me at the beginning of class on the day they are due.  Any assignment turned in late will automatically be deducted 10 points for every day it is late over the due date.  After 10 days, you will lose the opportunity to turn in a late assignment.  In certain emergencies, I may remove some late penalties or give credit for late assignments, but this will be at my discretion.

**Academic Integrity**

In most cases, students violating the academic integrity policy will receive a failing grade for the course. 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 students demonstrate a high standard of individual honor in their 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, 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 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). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

**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:%28903%29%20415-2501) - 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*.***

**Grayson College campus-wide student policies may be found on the Grayson website at http://grayson.edu/current-students/catalogs-and-handbooks/index.html**