***GRAYSON COLLEGE***

***Syllabus Spring 2017***

**Course Information**

*English 1302.A35—off campus*

**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**

*Completion or Credit for English 1301*

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

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.

**Student Learning Outcomes- from ACGM**

Upon successful completion of this course, students will:

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

**Required Textbooks**

 Kirszner, Laurie G & Stephen R. Mandell.  *Practical Argument:A Text and Anthology*.  2nd edition, Bedford/St.Martins, 2014.

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

**Required Assignments & Academic Calendar**

**Unit 1--Understanding Argument & Visual Rhetoric**

**Chosen Topic:**Political Cartoons and Advertisements

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

Many classes require students to produce supported researched arguments as assignments. Many classes also require students to process or produce visual assignments. This unit is a good introduction to both skills.

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

In terms of subject matter, students will gain a greater awareness of political issues and advertising so they can be participatory citizens.

**Final Goal:**Produce a rhetorical analysis and political advertisement**.**

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| --- | --- | --- | --- |
| **Date** | **Handbook** | **Practical Argument** | **Class Plans** |
| **1/18/17** |  |  | *Before Class*: Enroll & buy textbooks. Yay you’re here. If you don’t have the textbooks, get them quickly.  *During Class*: Introductions; go over Syllabus and Course Schedule. Discuss a definition of rhetoric. Read "The Four Pillars of Argument" (19-23) and complete exercise 1.1 on Canvas.  *After Class*: Get logged into Canvas. 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** |  | "An Introduction to Argument" (3-18); | *Before Class*: Read "An Introduction to Argument" and answer questions on Canvas  *During Class*: Discuss argument ideas. Read "A Modest Proposal" and analyze according to ethos/pathos/logos and audience. Go home and find a scholarship to apply for that requires an essay of at least 750 words. Print off the direction for next class. |
| **1/25/17** | Scholarship Essay Readings on Canvas | Scholarship Essay Readings on Canvas | *Before Class*: Read linked readings  and print off scholarship essay directions for class  *During Class*: Discuss guidelines for scholarship essays and begin essay. Draft must be submitted to the Writing Center. Final Draft must be uploaded by 2/3/17 at midnight |
| **1/30/17** |  | "Letter from Birmingham Jail" (799-813) | *Before Class*: Read "Letter from Birmingham Jail" and respond to discussion board.  *During Class*: Discuss and analyze the "Letter from Birmingham Jail" as an argument. Answer questions on pages 812-3 and post to Canvas. |
| **2/1/17** |  | "Writing a Rhetorical Analysis" (89-106) | *Before Class*: Read "Writing a Rhetorical Analysis" and answer questions on Canvas.  *During Class*: Discuss rhetorical analysis and complete exercise 4.1 and 4.2 on Canvas. |
| **2/6/17** |  | "Decoding Visual Arguments" (75-87) | *Before Class*: Find a political cartoon to bring to class. Read "Decoding Visual Arguments" and complete exercise 3.5 on Canvas.  *During Class*: Discuss elements of visual rhetoric, the cartoon essay directions, and complete Political Cartoon Analysis Sheet. Cartoon Essay is due 2/10/17 by midnight. |
| **2/8/17** | Online: "Conducting Visual Arguments" (165-179) | Online: "Conducting Visual Arguments" (165-179) | *Before Class*: Read the first half of "Conducting Visual Arguments" and complete For Class Discussion #1, a-d on pg 179.  *During Class*: Discuss different elements of visual composition. Discuss political advertisement assignment and begin work. |
| **2/13/17** | Online: "Conducting Visual Arguments" (180-96) | Online: "Conducting Visual Arguments" (180-96) | *Before Class*: Read the second half of "Conducting Visual Arguments" and answer questions on Canvas.  *During Class*: Discuss further elements of visual arguments. Continue to work on political advertisement assignment which is due by 2/17/17 at midnight on Canvas. |
| **2/15/17** | Read Online links to writing an appeal letter | Read Online links to writing an appeal letter | *Before Class:*Read the online links to writing a formal business appeal letter. Find some examples and print them off for class.  *During Class:*We will go over the basics for writing a good appeal letter. Students will write a letter appealing for a higher grade on their cartoon essay. Grades for the appeal letter will be actual awarded extra points for the Cartoon essay. |

**Unit 2--Argument Logic & Informal Argument**

**Chosen Topic:**Prejudice

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

Many classes require students to utilize inductive and deductive logical processes which are naturally involved in rhetoric as well. Being familiar with these logical processes will help students become better critical thinkers.

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

In terms of subject matter, prejudice is everywhere and discussed daily. Being able to understand the many kinds that exist will help students manage it within themselves better. The ability to take part in informal arguments online can also be helpful long term to students' digital life and personal development.

**Final Goal:**Produce a social media portfolio**.**

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| --- | --- | --- | --- |
| **Date** | **Handbook** | **Practical Argument** | **Class Plans** |
| **2/20/17** | Online readings including "Opposition" | Online readings including "Opposition" | *Before Class*: Read provided links and then find an example of a social media discussion that includes poor responses and strong (it should have a minimum of 30 comments). Post a link to this discussion in the discussion board and reflect on which responses to you seemed most effective.  *During Class*: We will spend the class in a mock internet discussion over an issue I will post. Towards the end of the time we will reflect what we have learned from the experience, on what makes a good comment and a bad one. Look at directions for Social Media Portfolio and choose prejudice topic. |
| **2/22/17** | Online: Designing Multimedia Presentations | Online: Designing Multimedia Presentations | *Before Class*: Read PDF on Canvas and answer questions on Canvas.  *During Class*: We will discuss how the Social Media Portfolio constitutes a Multimedia Presentation and guidelines. We will watch some video logs, visit blogs, discussion boards, and surveys. Students will set up their portfolio templates. |
| **2/27/17** |  | "Rogerian, Toulmin, & Oral Arguments" (185-199) | *Before Class*: Read about Rogerian and Toulmin argument logic and complete exercise 6.2 and 6.4 on Canvas.  *During Class*: Discuss argument genres. Outline both types of argument for a future blog entry over an issue of prejudice. |
| **3/1/17** | Online: "Hidden Layers" | Online: "Hidden Layers" | *Before Class:*Read "Hidden Layers" PDF posted on Canvas. Answer questions on Canvas.  *During Class:*Discuss assumptions Look at two blog articles on Trump's rhetoric and decide which one is a spin. Talk about what makes blog articles successful and how to avoid spin and propaganda. Begin blog post of social media portfolio. |
| **3/6/17** |  | "Understanding Logic and Recognizing Logical Fallacies" (113-122; 126-30; 133-4) | *Before Class*: Read first part of chapter on Deductive and Inductive Logic. Complete Exercise 5.2 & 5.8.  *During Class*: Discuss the difference between deductive and inductive logic when to use them. Practice with 5.3, 5.4, 5.6, & 5.7 during lecture. Complete exercise 5.5 & 5.9 as activity. |
| **3/8/17** |  | "Understanding Logic and Recognizing Logical Fallacies" (137-151); Read "Logical Fallacies List" (\*Note: some in both lists will be the same) | *Before Class*: Read about logical fallacies and complete exercise 5.11 on Canvas.  *During Class*: Discuss and practice identifying fallacies with debate footage. Complete Logical Fallacies Exercise. We will also go over how to join a discussion board of your choice. You will need to participate in a discussion and then share a link of your comments on a post concerning prejudice to your portfolio. |
| **3/20/17** | Online: "Support" | Online: "Support" | *Before Class:*Read "Support". Answer questions on Canvas.  *During Class:*We will go over the major ways people support their argument, legitimately and illegitimately. Students will perform an analysis of the type of support in a couple discussion board posts and blogs. They can revise any work on their own portfolios. |
| **3/22/17** | Online: "Conducting Primary Research" & "Conducting Secondary Research" | Online: "Conducting Primary Research" & "Conducting Secondary Research" | *Before Class:*Students will read both articles and complete survey design activity on Canvas.  *During Class:*During class we will talk about the different types of sources involved in research. We will then use the survey design activity to design a primary research survey on Google Forms and embed in your social media portfolio. |
| **3/27/17** | Also Online: "Evaluating Sources" | "Finding and Evaluating Sources" (275-8) | *Before Class:*Do reading and respond to your classmate's surveys.  *During Class:*We will go over how to effectively find reliable research with the library website and google scholar. We will fill out CRAAP worksheets and begin work on an annotated bibliography. |
| **3/29/17** | Work Day | Work Day | *During Class:*Students will work on completing annotated bibliography and social media portfolio. Social Media Portfolio is due 4/7/17 by midnight. |

**Unit 3--Formal Oral & Written Arguments**

**Chosen Topic:**Types of Argument

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

Many classes require students to write research papers or do some form of oral presentation. These are frequently formal, persuasive, and involve some type of research. All of these skills will be reviewed in this unit.

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

In terms of subject matter, students will be allowed to choose their topics which also prepares them in future for discussing topics of the most interest to them.

**Final Goal:**Produce a formal written argument and formal videoed oral debate

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| --- | --- | --- | --- |
| **Date** | **Handbook** | **Practical Argument** | **Class Plans** |
| **4/3/17** |  | "Definition Arguments" (397-404) & "Causal Arguments" (439-449) | *Before Class*: Complete reading and answer questions on Canvas.  *During Class*: In class we will discuss the two different argument types. We will discuss and pass out direction sheets for formal debate. Students will pair off for Formal Debate and begin choosing topics. |
| **4/5/17** |  | "Evaluation Arguments" (483-7) & "Proposal Arguments" (517-527) | *Before Class*: Complete reading and answer questions on Canvas.  *During Class*: In class we will discuss the two different argument types. We will discuss Formal Argument directions. Students will choose Formal Argument topics and begin research. |
| **4/10/17** |  | "Argument by Analogy" (559-63) & Ethical Arguments" (589-599) | *Before Class:*Complete reading and answer questions on Canvas.  *During Class*: In class we will discuss the two different argument types. Students will spend remaining time on outlines for their Formal Arguments. |
| **4/12/17** |  | "Oral Arguments" (199-212) | *Before Class:*Complete reading and answer questions on Canvas.  *During Class:*We will discuss Oral Argument structures and debate tips. Students will spend remaining time on researching for formal debate. |
| **4/19/17** |  |  | *During Class:*Students will work on formal outlines for formal debates. These must be turned in by 4/24/17. |
| **4/24/17** |  |  | *During Class:*Students will work on formal debates. **Formal Debate urls are due before class on 5/3/17.** |
| **4/26/17** |  |  | *During Class:*Students will work on Formal Argument paper. I want a bibliography by end of class. |
| **5/1/17** |  |  | *During Class:*Students will work on formal outline for Formal Argument Essay. Formal Argument Essay outlines must be turned in by 5/3/17 at midnight. |
| **5/3/17** |  |  | *During Class:*We will watch debate videos and vote. Continue working on Formal Argument Essays. |
| **5/8/17** |  |  | *During Class:*We will watch debate videos and vote. **Formal Argument essays due.** |
| **5/10/17** | Tentative if necessary | Tentative if necessary | *During Class:*If we do not complete all debate videos by 5/8/17, we will also meet on Wednesday to finish up. |

**Methods of Evaluation**

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

*Grades*

*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*

Scholarship Essay                                                        50 pts

Cartoon Essay                                                             100 pts

Political Advertisement                                                 100 pts

Annotated Bibliography                                                100 pts

Social Media Portfolio                                                   250 pts

Formal Argument Essay                                               300 pts

Formal Debate Videos                                                  150 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)

**Scholarship Essay:**Students must produce an essay of at least 750 words for a real scholarship they are applying for. This essay must be submitted to the Writing Center.

**Cartoon Essay:**Students will complete a 3-5 page rhetorical analysis of a political cartoon of their choice.

**Political Advertisement:**Students will complete a flyer, brochure, or poster for a political issue or candidate of the their choice.

**Social Media Portfolio:** Students will complete a portfolio of informal social media arguments including a social media comments string, a blog post, and a video log.

**Formal Argument Essay:**Students will complete a researched argument essay of 7-10 pages over a topic of their choice utilizing at least 15 research sources and including 3 visuals (1 of which must be a graph).

**Formal Debate Videos:**Students will be paired off and must complete a series of 3 videos over a topic of their choice using a minimum of 8 sources and other visual aids. These videos will be watched by the class and voted on which side wins.

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

**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 100 bonus points can also be earned via a 7-10 page rhetorical analysis of a persuasive documentary or movie (like *A Time to Kill)*.

**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.

**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**