

GRAYSON COUNTY COLLEGE

Course Syllabus

Course Information

ENGL1301B03NT

Composition and Rhetoric I

Type of Course/Delivery Mode/Testing Requirements

100% Internet only

Professor Contact Information

Matt Townsend

Email: townsendj@grayson.edu

Office hours: by appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions- *none*

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.

Student Learning Outcomes

Students should produce writing that shows they are able to:

1. Demonstrate knowledge of individual and collaborative writing process (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 (ISBN # included) and Materials

Cengage Unlimited, 1 term (4 months), 1st Edition

1. **ISBN:** 9780357700006

Bundle will give you access code to the following online books

- **Custom Chaffee- Thinking Critically MindTap** 9780357423394
- **Glenn/Gray - Harbrace Essentials with Resources Writing in the Disciplines 3rd Edition**9781337556903

Course & Instructor Policies

Grading- Grades will be posted on Canvas. Every assignment is worth a set number of points. At the end of the semester the canvas gradebook will average total points possible with total that you achieved to calculate your final grade. The course is designed so no single assignment (with the exception of the final project) can fail you. However, repeated zeros will fail you. **Please communicate if you have a question. I am here to help you!**

Grading Policies:

Papers are expected to be handed in on time. No professor is required to accept a late paper and no late paper will receive full credit unless the student has made special arrangements with the professor **PRIOR** to the paper's due date.

Specific Note on Late Work: I will not accept late work. However, I do understand that sometimes life gets in the way of school, so I am willing to be flexible for those who are responsible enough to come to me before an assignment is due or ASAP following an unforeseen emergency. **Communication is the key. IF you do not communicate responsibly, success will be difficult to achieve.**

Assignments: Drafts, final copies and Final exam	= 50%
Quizzes and Exams	= 25%
Online activities/peer reviews and discussions	= 15 %
Attendance	= 10%

Methods of Evaluation

Three essays, plus a project, and multiple brief exercises related to reading assignments, quizzes and class discussions. Grades for each writing project include all writing stages (plan and draft) as well as completed essay.

<u>Name of assignment</u>	<u>points per assignment</u>
<u>Module 1: Editing and Revision</u>	
Notes	10
Lab 1 test	50
<u>Module 2: Intro to MLA and USING SOURCES</u>	
Short Reading Quizzes (SRQ) over each section of a chapter	3 per quiz
<u>Lab 2 test</u>	50
<u>Lab 3 test</u>	50

<u>Module 3: Personal Descriptive Narrative</u>	
Drafts	5 each
Short Reading Quizzes over each section of the chapter (3 questions each)	3 points per quiz
Reading Discussion Questions	10
Writing Development Activities	5-10
Final Chapter Quiz	10
Final copy of Essay	100
<u>Module 4: Definition/ Persuasive Analysis</u>	
Drafts	5 each
Short Reading Quizzes over each section of the chapter (3 questions each)	3 points per quiz
Reading Discussion Questions	10
Writing Development Activities	5-10
Final Chapter Quiz	10
Final copy of Essay	100
<u>Module 5: Explanatory Synthesis</u>	
Drafts	5 each
Short Reading Quizzes over each section of the chapter (3 questions each)	3 points per quiz
Reading Discussion Questions	10
Writing Development Activities	5-10
Final Chapter Quiz	10
Final copy of Essay	100
<u>Module 6: Final presentation</u>	200

Grading -Grades will be posted in Canvas Gradebook.

Final Copy of essay grade Categories	Points
A	90-100
B	80-89
C	70-79
D	69-60

Communication - The instructor will communicate with students through course messaging (Inbox upper right corner of course pages), Discussion Forums, and Announcements. Students should communicate with the instructor and each other through the weekly Discussion Forums or course messaging.

Class participation - consists primarily of discussion or written activities in Canvas. These activities include peer review of writing assignments and other practice exercises. Weekly discussion is credit/no credit. To receive credit, discussion posts must add substance to the thread of discussion, i.e. contribute original ideas. No credit will be given for simply agreeing or disagreeing with someone else. To receive full credit, students must respond to all assigned exercises posted for the week. The overall grade for class participation is based on the total of assignments completed (out of total assignments).

Class Discussion-

Discussion is a huge part of college success. Therefore in this class we will engage in a few types of discussion all of which will be graded to help impact your grade.

1. Bio- one time meet and greet. Follow my example and post in “Discussions”- 5 pts
2. Reading Discussion Questions [RDQ’s]= read a small essay and respond to questions about it and post your responses to “Discussions” & you are required to briefly respond to two other students. (10 pts)-
3. Writing Development Activity [WDA’s]= you will be given a brief writing assignment to practice new skills. Post to “Discussions” NO response to other students required. (5pts)
4. Writing Discussion Questions [WDQ’s]= discussion over writing style and strategy from excerpts in the book. Post response to “Discussions”. NO response to other students is not required (5pts)
5. Group Introduction Peer Review Responses [GIPRR’s] = -brief peer review of your intro to get feedback and see if you are on the right track. Post your intro to “Discussions”. You are required to responds to two of your peer’s introductions. (10 pts)
6. Partner Peer Review= [PPR’s] - = a more thorough review as an assigned partner reads your essay and fills out a brief worksheet to give you feedback. They send worksheet back to you and You then respond to the feedback and submit to Canvas. (10 pts)

Online activities will be monitored through Discussion Forums, Assignments, and Gradebook

The **alternative procedures for submitting** work in the event of technical breakdowns will be determined on a case by case basis. In most instances, work can be submitted through usual channels when technical difficulties are resolved. If technical problems with the Assignment feature persist, work can be submitted through course messaging or the Discussion Forum.

Class Attendance

On-campus meetings are not required However...

1. All successful students, whether on campus or online, are expected to be highly self-motivated.
2. 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.
3. **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.**
4. Responsibility for work missed because of illness or school business is placed upon the student.
5. 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 withdrawal occurs, any tuition refund would be made in accordance with state regulations.
6. In a college class, regularly checking the course website for announcements, updates, and discussions is important to the successful completion of the course and always works to the student's advantage.
7. **YOU WILL RECEIVE an ATTENDANCE GRADE WEEKLY. To receive a positive score you have to demonstrate participation in class activities at some point during the given week.**
 - a. On Monday's, I will check attendance for the previous week.
 - b. I will check to see if you sent an email, completed an assignment or participated in a discussion during that week.
 - c. If you did participate at some level, I will mark you present on the Friday of the week I am checking for.

Outline of Topics Covered-

Day	READINGS expected to be completed during the week of the module before assignments are turned in	Assignments ALL ASSIGNMENTS MUST BE COMPLETED BY Sunday night at 11:59pm unless otherwise noted
MODULE1 Personal Narrative, Editing and Revision Week 1 August 24	1. Read Assignment sheet for Essay 1 2. Read <i>Thinking Critically (TC) Chapter 8</i> 3. Read <i>Harbrace Essentials (HE)</i> - Section L Chpt. 28,29,30 - ‘ ‘ S Chpt. 23-27 - ‘ ‘ W Chpt 1-2 4. COMPLETE Reading #1 “A Pen by the Phone” by Debra Davis -- File is on Canvas	1. Writing Development Activity or WDA#1- (5pts) 2. Writing Discussion Questions or WDQ#1- The Dog vs the Cat (5pts) 3. Reading Discussion Questions or RDQ #1- Reading #1 “A Pen by the Phone” by Debra Davis (10pts)
August 26	1. Read <i>HE Sec. W Chpt3</i> & RDQ discussion 2. Read BRAINSTORMING: Then look at teacher example of brainstorming 3. Read PARTS OF INTRO & 4. READ teacher model intro 5. Read MLA paper format (12pt., Times new roman, heading, header, double space)	1. <i>Chapter 8 Auto-Graded Activity</i> 2. Writing Development Activity #2 (or WDA #2) –(5pts) 3. Brainstorm your essay (choose a topic and create ideas) 0 pts. 4. Draft of Introduction for Essay 1 (5pts)
August 28	1. Read OUTLINING- a. Read outline teacher model 2. Read Paragraph philosophy: miniature essay, And Paragraph template: teacher example	1. Group Intro Peer Review Responses or GIPRR- intro for essay 1 (10pts) 2. OUTLINE (plan the logical order of your essay) 0 pts. No Submission 3. Draft of Body for Essay 1 (5pts)
Week 2 August 31	LAB 1-Editing and Revision 1. READ <i>HE Chpt 6,17,18,19</i> 2. Watch Lab 1 Video and take notes <u>READINGS</u>	1. Watch Lab 1 Notes Video and complete notes & Submit notes (10pts) 2. Complete Lab 1 Quiz – open book and open notes (50pts) (2 ATTEMPTS) <u>ASSIGNMENTS</u>

<p>September 2</p>	<ol style="list-style-type: none"> 1. Read Revision <i>HE SEC W Chpt 4</i> 2. Read Grading Rubric for Essay 1 	<p>Read your rough draft aloud revision (0 pts) Recommended</p> <ol style="list-style-type: none"> 1. Read your essay aloud 2. Make edit marks on Partner Peer Review or PPR - (10pts)
<p>September 4</p>		<p>Response to PPR 1- 10 points</p> <ol style="list-style-type: none"> 1. Final copy Essay 1 due 100pts
<p>Week 3 September 8-11 Module 2 Using Sources</p>	<p><u>Lab 2: MLA and Finding AND Evaluating Scholarly Sources/</u> <i>NOTE: Google is a source</i></p> <ol style="list-style-type: none"> 1. Watch video Databases vs google and other videos 2. Read <i>HE Sec R Ch.8,9,10 & Sec D Chpt 13</i> 3. READ MLA information teacher handouts <ol style="list-style-type: none"> a. Using Evidence Properly b. Finding and Evaluating Sources c. Documenting Sources Notes <p><u>Lab 3: MLA and Integrating Sources (borrowing and inserting)</u> <i>Note: integration must occur without accidental plagiarism</i></p> <ol style="list-style-type: none"> 1. Read <i>HE Sec. R Chpt. 11-12</i> 2. READ-Sum/Para/Quote Notes VIEW: Integration Chart 	<p>Complete Lab assessments 50 points per lab with two Attempts on each lab as follows:</p> <p>A)- Complete Lab 2 quiz – (50pts) (2 ATTEMPTS allowed)</p> <hr/> <p>Make any 2 attempts on any of the Labs by Sunday night at 11:59pm</p> <p>Complete Lab 3 Quiz (50 points) (2 ATTEMPTS allowed)</p> <p>Make any 2 attempts on any of the Labs by Sunday night at 11:59pm</p>
<p>Week 4 September 14 MODULE 4 Definition Persuasion Analysis</p>	<ol style="list-style-type: none"> 1. Watch video clip about leadership. 2. Assignment sheet Essay 2: Definition Analysis 3. Read <i>HE Sec. W Chpt. 6 & TC Chpt 6 & 7</i> 4. Watch Library Database video and Read Research Help Sheet on Canvas 5..Reading Number 2 “I Want A Wife” 	<ol style="list-style-type: none"> 1. WDA #3 – (5pts) and WDQ #2- (5pts)- 2. <u>Reading Discussion question #2 or RDQ #2- “I Want A Wife” by Judy Brady (10pts)</u> <hr/>
<p>September 16</p>	<p>RDQ Discuss Read BRAINSTORMING: a. teacher example of brainstorming b. independent pract.- student brainstorming READ- teacher example intro</p> <p>READINGS</p>	<ol style="list-style-type: none"> 1. Auto Graded Activity for Chapter 6&7 2. Brainstorm your essay (choose a topic and create ideas) 0 pts. 3..Draft of Introduction for Essay 2 (5pts) <hr/> <p>ASSIGNMENTS</p>

September 18		Group Intro Peer Review Response or GIPRR 2- (10)pts
Week 5 September 21	1..OUTLINING- a. Read outline Teacher example: of body paragraphs b. (suggested) student outlining	Outline 0 pts. (no submission, planning purposes only)
September 23	Read PARAGRAPH DEVELOPMENT: Paragraph template: teacher example	Draft of Body for Essay 2 (5pts)
September 25	1. Grading Rubric handout 2. Conclusions template: teacher example	Read your rough draft aloud revision (0 pts) Recommended 1. Read your essay aloud 2. Make edit marks on Partner Peer Review or PPR#2 - (10pts) 3. Response to PPR 2- 10 points 4. Final copy Essay 2 due 100
Week 6 September 28 Module 5 Explanatory Synthesis	1. Assignment sheet for Final Essay and Final Project 2. READ <i>TC Chpt. 14,15,16 & HE Sec. W chpt 41</i> 3. Final READING "But What Do You Mean?" by Deborah Tannen 4. BRAINSTORMING: a. teacher example of brainstorming b. independent pract.- student brainstorming	1. Final RDQ (10pts) "But What Do You Mean?" by Deborah Tannen 2.Final WDQ #4 (5pts) 3. Brainstorm your essay (choose a topic and create ideas) 0 pts.
September 30	INTRO : a. read teacher example b. intro template	Draft of Introduction for Final Essay (5pts)
October 2		1. <i>Auto graded Activity for Chapter 14-16</i> 2. Final GIPRR (10pts)
Week 7 October 5	1.Outlining- a. outline Teacher example	OUTLINE (plan the logical order of your essay) 0 pts. No Submission
October 7	Read body paragraph example	Draft of Body for final essay (5pts)
October 9	1. Grading Rubric handout 2. Conclusions examples	2. Make edit marks on Final Partner Peer Review - (10pts) 3. Response to PPR - 10 points 4. Final Copy due -100 pts.
Week 8 October 12-16 FINAL Presentation	Work on Final presentation a. Create PowerPoint over your essay b. Look at example c. Add voiceover = 50/200 points	Final Presentations (200pts) due by Thursday at 11:59pm Due with Voiceover

Any instance of 1) plagiarism, 2) collusion, 3) cheating, or 4) falsifying records will result in an F for the assignment and possibly the entire course. Further action will be taken as needed.

Updated Plagiarism definition:

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include *minor* instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper),
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else,
- Quoting or copy/pasting phrases of three words or more from someone else without citation,
- Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original,
- Submitting an assignment with a majority of quoted or paraphrased material from other sources, even if correctly cited, when original work from the student is expected,
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation,
- Giving incorrect or nonexistent source information or inventing source information,
- Performing a copyrighted piece of music in a public setting without permission,
- Composing music based heavily on someone else's musical composition.

Please refer to your course syllabus. Infractions may result in disciplinary options on behalf of the faculty member and/or dean.

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

§ Ms. Marilyn Power, 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](tel:9034152501) - South Campus)

§ GC Counseling Center: (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 the discretion of the Professor.

Grayson College campus-wide student policies may be found on our Current Student Page on our website:

<http://grayson.edu/current-students/index.html>

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's schedule of classes. Administrative procedures must be followed. It is the student's responsibility to handle student initiated withdrawal requirements from any class. You are required to visit with me in person before a withdrawal is permitted. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled (see Grayson College Catalog for details).

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