

GRAYSON COUNTY COLLEGE

Course Syllabus

Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.

Course Information

English 1301B0 NT
Spring 2021 - 1st 8 Weeks

Online Course

Professor's Contact Information

Lana Caswell-García - caswellgarciala@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.**) In normal circumstances, I will try to respond to you very quickly. However, if you feel that I have not done so, please feel free to call or text me (text preferred) at (940) 393-9593. Be sure to identify yourself in your text or your phone message should you need to leave one.

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

An adequate score on the TSI is a pre-requisite for English 1301.

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

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

Cengage Unlimited Access (Available through the campus bookstore)

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; 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 **electronically via the Assignments tab in the course shell.**
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Required Readings and Assignments

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

**Readings marked A are in Ackley
C are in Chaffee
G are in Glenn and Gray (*Harbrace*)
S are in Saba.**

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/11 - 1/15	<p>Response to Authority A - "Revisiting the Stanford Prison Experiment: A Lesson in the Power of Situation" (309), C - "Critical Thinking and Obedience to Authority" (503), Online - "The Follower Problem" David Brooks (<i>The New York Times</i>)</p> <p>The Influence of New Media C - "Is Google Making Us Stupid?" (125), C - "Social Media Is Not the Death of Meaningful Communication" (294), Online - "How Deep Does the Virtual Rabbit Hole Go? 'Deepfakes' and the Ethics of Faked Video Content" - James Hayden and Scott R. Stroud (Media Ethics Initiative)</p> <p>Gender Studies A - "'Men Are Stuck' in Gender Roles" (275), A - "Target Is Right About the Use of Gender Labels" (279), Online - "It's Getting Even Harder to Be a Woman," Alanna Petroff (CNN Money)</p> <p>Thursday, 1/14/21 - Students should be ready to commit to their individual "course topic"</p>
2	1/18 - 1/22	<p>S - Chapter 3 - "An Overview of the Writing Process" (72) S - Chapter 12 - "Developing an Effective Style" (503)</p> <p>Monday, 1/18/21 - Holiday - Dr. Martin Luther King, Jr. Day</p> <p>Thursday, 1/21/21 - One page personal response to the student's individual course topic is due. The paper may be a single paragraph, may be written in first person but should avoid the</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>second person, and should explain why the student has selected the topic -- for example, personal experience, general interest, interest created by one of the pieces in the unit, etc. The paper must include one properly cited and integrated quotation from one of the three pieces in the selected unit. A properly formatted Works Cited page is required.</p>
3	1/25 - 1/29	<p>A - Chapter 3 - "Writing a Summary" (41) G - Chapter 11- "Using Sources Critically and Responsibly," Sections 11c-11i (93)</p> <p>Tuesday, 1/26/21 - Grammar Quizzes 1 and 2 Due Thursday, 1/28/21 - Grammar Quizzes 3 and 4 Due</p>
4	2/1 - 2/5	<p>Thursday, 2/4/21 - One paragraph summary of each of the 3 pieces in the student's individual course topic is due. The summaries must be written in third person, should avoid the second person, and should explain the main point of each piece, provide a brief summary of the evidence used to support that point, and conclude with a brief explanation of how the essay's thesis relates to the overall topic of the unit. The paragraphs will not be tied together as an essay; they are "stand alone". <u>One</u> of the summaries must include a properly cited and integrated quotation from the piece. A properly formatted Works Cited page is required.</p>
5	2/8 - 2/12	<p>A - Chapter 6 - "Writing a Synthesis and Documenting Sources" (95)</p> <p>Thursday, 2/11/21 - MLA Quizzes Due</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	2/15 - 2/19	<p>Tuesday, 2/16/20 - Group Presentation involving application/illustration of the viewpoints gained from the study of one of the three course reading units to a minimum of two popular culture or historical examples. A visual element is required as is use of the discussion and the evaluation of other groups' work.</p> <p>PLEASE NOTE: An electronic submission of the individual assignment which is part of the presentation is due no later than Friday, 2/19/21, by 11:59 p.m.</p>
7	2/22 - 2/26	<p>G - Chapter 3, "Developing Paragraphs," Section 3c(5), Comparison and Contrast (17)</p> <p>Thursday, 2/25/21 - 3-4 page essay synthesizing the three pieces in the student's individual course topic is due. The essay must be written in third person, avoid the second person, and include summary and analysis of each piece in the unit. Note that analysis generally includes providing an "outside illustration" of the topic. Additionally, the essay must include a properly cited and integrated quotation from <u>each</u> of the pieces. A properly formatted Works Cited page is required.</p>
8	3/1 - 3/5	<p>On the day designated by the administration (announced later in the semester and likely Thursday, 3/4/21) a comparison and contrast essay exploring the "common denominator" idea explored in any two pieces in the student's unit <u>OR</u> two popular cultural or historical examples of that idea will be submitted as the course final. No specific number of quotations from either the essays themselves or outside sources is required, but use of quotations from the pieces or outside sources is <u>strongly</u> suggested, and if they are used, a properly formatted Works Cited page is required. The paper should be written in the third person and should avoid the second person.</p>

Methods of Evaluation

Categories	Percentage
Personal Response, Summary, and Synthesis written with regard to selected readings from the text	45% (15% each)
Group presentation applying selected readings from the text to popular culture or historical topics. A visual element is required.	15%
Comparison and Contrast of ideas presented in selected readings from the text or two pop culture or historical examples of those ideas written as the final exam	15%
Lab component including 4 online grammar quizzes and 2 online MLA quizzes in addition to other assigned activities as directed by the instructor. Please note that the lab work includes 2 documented visits to the writing lab. They may be made in relation to any of the course's writing assignments.	15%
Class participation, attendance, and overall approach to class	10%

Grading

Writing assignments will be graded on a scale of 1 to 10 with emphasis on fulfillment of the assignment, 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 presentation 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 after midnight of the day on which they are due. 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 grade papers prior to the next regularly scheduled class meeting. Grades will be posted in 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.
 Exceptionally well organized –often carefully reasoned
 Very good sense of unity
 Frequent sentence variation
 Good word choice that may be unusually striking, vivid, or creative
 Virtually free of grammatical or mechanical errors
 Fully responsive to assignment (90-100%).
- Grade of B Well organized
 Good sense of unity
 Frequent sentence variation
 Good word choice that may be vivid or striking
 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
 Sense of unity, although transition may be lacking
 Some sentence variation
 Appropriate word choice for college level writing, although word choice may
 sometimes be elementary
 Some errors in grammar and mechanics, but these errors do not necessarily
 distract the reader from the continuity of the paper (70-79%)
- Grade of D Paper attempts to organize the topic, but fails due to such errors as
 faulty logic, lack of precise example, or superfluous ideas
 Little sense of unity
 Little sentence variation
 Repetitious or poor word choice
 Errors in grammar and mechanics that distract the reader from the content and
 continuity of the paper (60-69%)
- Grade of F Little or no development of topic
 Lack of unity
 Little or no sentence variation
 Repetitious or poor word choice
 Numerous errors in grammar and mechanics
 Fails to respond to assignment (Below 60%)
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Methods of Instruction

Lecture – oral and written

Class discussion and activities – oral and written

Course assignments – reading and writing and speaking

Computer Hardware and Software Requirements

In order to successfully complete the course, students must have reliable internet service and access to a computer or to a phone which will enable them to participate in the course via Canvas. A limited number of computers are available in the library by appointment.

Course and Instructor Policies

Class Attendance

Attendance and Participation Academic success is closely associated with regular class 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 faculty' instructions. Students taking courses during compressed semester timeframes such as mini-mester, summer sessions, and 8-week courses 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. Instructors are required to include in their syllabi the attendance policy for the courses(s) they teach. The college considers absences equal to or greater than 15% of the course's requirements to be excessive.

In order for students to be counted as having attended a class before the census date, the following guidelines are to be used: • Physical attendance in class with an opportunity for instructor and student interaction • Submission of an academic assignment • Completion of an exam, interactive tutorial, or computer-assisted instruction • Attendance at a study group assigned by the faculty • Participation in an online discussion in the class • Contact with a faculty member to ask a question

Student Conduct & Discipline

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

Additional Information

Throughout the course, the instructor will communicate with students via online lecture, Canvas conversation, email, use of the discussion boards, and if necessary, texts or phone calls . Students will primarily use Canvas conversations, emails, and the discussion board to communicate with each other. During the preparation of group work, students may communicate using other systems, assuming all members of the group are agreeable.

Student participation in the class will be monitored, assessed and graded according to Introduction to English 1301B06NT, **the first document posted in the respective course modules, which all students should read before the course begins.** Should the instructor believe that a student has engaged in plagiarism of any sort, an effort will be made to substantiate that belief -- through the use of turnitin.com as a last resort -- and if it is substantiated, the student will receive a failing grade for the assignment and may be asked to withdraw from the class.

Participation in the class requires reliable internet access, a certain level of computer capability, the ability to use Canvas, and access to a computer or a phone with which to participate in the course via Canvas. Should a student experience a loss of internet service or other technical problem while submitting an assignment, the situation will be dealt with on a case by case basis.

The same level of decorum and civility expected in a face-to-face classroom is expected in the online classroom as well. Earnest discussion is expected and encouraged, but rude or threatening behavior will not be tolerated.

Academic Integrity

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 a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, and collusion. 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.
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Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

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. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (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 - South Campus)
- GC Counseling Center: (903) 463-8730
- 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.