

GRAYSON COLLEGE

English 1302 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 1302. A44NT, A45NT, A47NT Sherman High School and Tom Bean High Schools
English 1302.C02HY

Professor contact Information

Jean Sorensen, Ph.D. 903.463.8660 sorensenj@grayson.edu LA 201D	Office hours*: M-R 1:00-2:30 p.m. and TR 9-11 a.m. Also available by appointment. Prefer “Message” through Canvas—fastest access
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*We can web conference in Canvas during office hours using the software supported by Grayson College, Big Blue Button. I also have free forty-minute access to Zoom.

Students who lose Internet access may need to call my office. My office phone is *not* set to forward, so it may be called 24/7. The voice mail system transcribes the message and emails it to me so that I may return calls when phone numbers are left with a request to return the call. Calls will be promptly returned no later than the next business day.

This professor manages a calm Canvas Inbox because we have emergency medicine, not emergency learning. Messages are checked once in the morning and once in the afternoon Monday-Friday. My reply might take a day or wait until Monday. Using the Canvas Teacher App on my cell phone, I receive immediate notifications of Canvas messages. In special circumstances, I may respond quickly.

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 completion 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)

Required textbooks (ISBN # included) and materials

Cengage Unlimited: <https://www.bkstr.com/graysonstore/search/keyword/cengage%2520unlimited>.

Students must decide whether to purchase for 4, 12, or 24 months. At the start of the semester, temporary access is free and includes the option to purchase directly from the publisher Cengage.

- Students who previously purchased Cengage Unlimited with a subscription covering this semester do *not* need to make an additional purchase.
- Mindtap materials from Cengage are reached through links in Canvas's Modules area, not through Cengage's website.
- I have selected Jodie Nicotra's *Becoming Rhetorical: Analyzing and Composing in a Multimedia World* for our e-reading and Cheryl Glenn and Loretta Gray's *The Writer's Harbrace Handbook*, 6th edition for our handbook. All Mindtap assignments will come from the *Becoming Rhetorical* Mindtap.

Required assignments & Academic calendar

Due dates for assignments are scheduled using links in the Modules section of Canvas. Assignment links are organized by Units of Instruction and Weeks in the Semester. Every assignment has its own link, regardless of whether it is submitted through Mindtap or Canvas. If assignment due dates change as we move through the semester, I will notify you through Canvas Announcements. 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.

Below is an overview of the semester. A weekly, detailed schedule follows.

Weeks	Projects/Assignments One of Eight Dimensions of Wellness
1-4 (or 1-2 weeks in 8-week semester)	UNIT 1: Analyzing Visual Rhetoric

	Students analyze differences in effects between written and visual (or multi-modal compositions) and use their primary research skills.
5-8 (or 3-4 weeks in 8-week semester)	UNIT 2 Introduction to Rhetorical Problems Students analyze and review potential sources for their critical conversation essay
9-13 (or 5-6 weeks in 8-week semester)	UNIT 3: The Researched Proposal Argument Using a research process initiated at the start of the semester, students write a proposal essay that clearly communicates meaning, builds credibility, and inspires belief or action.
14-Finals week (or week 7 and a short week 8 in the 8-week semester)	UNIT 4: Re-presenting or Remediating the Academic Argument Students re-present their research in visual and oral presentations.

Weeks	Projects/Assignments One of Eight Dimensions of Wellness
1-4	UNIT 1: Analyzing Visual Rhetoric through Primary Research Students analyze multi-modal compositions and use their primary research skills.
1 Access Mindtap through Modules in Canvas	Read Intro. “What It Means to Become Rhetorical, chapter 2 “The Expanded Rhetorical Situation” and ch. 4 “Analyzing Visual Rhetoric” in BR. Watch Mindtap Tiny Lecture Video 1 “Rhetoric Is a Muscle,” 2 “What is Exigence,” and “Thinking about the Means of Communication.” Watch Student-Maker Video 1: “Creating a Digital Research Scrapbook.” Complete Mindtap Activities: “The Rhetorical Situation,” “Visual Arts,” and “Images”
2	Read chapter 5 “Analyzing Multimodal Rhetoric” in BR. Watch Mindtap Tiny Lecture Video 4: The Formal and Social Layers of an Image Complete Mindtap Activities: “Film” and “Advertisements.” Observe different online visual messages related to one of the eight dimensions and wellness to select an image for visual analysis. Post a URL link to your selection in a Canvas Discussion Board called “My Visual” with (A) a brief description of what you chose, and (B) how the image promotes wellness in at least one of the eight areas: (1) emotional, (2) environmental, (3) financial, (4) intellectual, (5) occupational, (6) physical, (7) social, and (8) spiritual. (C) Interview at least one person with some experience or education useful for appreciating the text you selected, and using the full name for attribution, an appositive, and an active verb, indicate the reaction of that person to your image and wellness interest.
3	Read chapter 13 “Creating Written Compositions” in BR. Use the Reading Rhetorically file in Canvas to complete your analysis of the image you selected in week 2. Upload this completed <i>Word</i> or PDF file with your answers to questions 1-7 to a Canvas Assignment area titled “My Reading Rhetorically Answers.” Using your sources from last week and the online image, create an MLA formatted works cited page for the essay due next week. Underneath the alphabetically organized works cited entries, write two sentences that name the sources in their sentences (rather than parenthetically). Highlight the matching

	<p>word(s) in the sentences by using two different highlight colors, one for each source. Note: the matching word(s) is either the last name(s) of the source or an abbreviated version of the title if the authorship is not provided. Use proper title notation: quotations for small containers, italics for large containers. Upload to the Word or PDF file to the Canvas Assignment titled: “Connecting Attributions to Works Cited Entries.”</p> <p>Complete Mindtap Activities: “Citing Sources: MLA Format,” “Word Use,” “Basic Style,” “Sentence Variety,” “Tone,” and “Voice,” “The Basics of Documentation,” and “Using MLA Format.”</p>
4	<p>Complete Mindtap Activities: Video Activity “Comparing Primary and Secondary Research” and Tutorial “Distinguishing between Primary and Secondary Sources.”</p> <p>Write an MLA formatted and documented essay examining the rhetorical effects of that image to indicate how it could improve individual and communal wellness. Be sure to match the in-text citation of at least two sources to the works cited page.</p> <p>Upload your submission to Canvas’s TurnItIn.</p>
5-8	<p>UNIT 2 Introduction to Rhetorical Problems</p> <p>Students analyze and review potential sources for their critical conversation essay</p>
5	<p>Read chapter 12 “Research: Composing with Multiple Sources.”</p> <p>Watch Tiny Lecture 6: “Event-Based and Everyday Problems”</p> <p>Watch How-To Video 1 “Analyzing an Audience” and How-To Video 4: Identifying a Rhetorical Problem”</p> <p>Complete Mindtap Activities: Introduction to Research,” “Evaluating and Using Sources,” and “Using Sources Responsibly.”</p> <p>Complete Mindtap Activities in “Focused Support for Key Topics” Unit 6, “Using Research in Argument,” Unit 7: “Investigating the Sponsor of Information,” and Unit 9: “Determining the Expertise of the Author”—each unit includes reading, video, and review activities</p> <p>Work on identifying stakeholders, ethos, and presence in a sample wellness problem. Brainstorm everyday problems that affect students.</p> <p>Post in a Canvas Discussion Board titled “Wellness Problems” the problem you have identified and how it affects students and other stakeholders. Imagine searching for sources that help with the following: Identifying the wellness problem and solutions to the problem. Indicate the keywords, phrases, and Boolean operators you plan to use to locate information. Check out <i>Wikipedia</i> and play with web search engines for ideas and language that will be useful for more serious searching.</p>
6	<p>Use GC library databases, Mindtap’s databases, websites, and primary sources such as interviews and surveys to learn about the wellness problem you have identified. Create a works cited page of those 20 sources. Use the CRAAP worksheet to determine that sources are appropriate for your essay. Although these worksheets are not collected, they should be used to format the annotations for the bibliographic assignment due this week.</p> <p>Complete Mindtap Activity: “Conducting Research in Databases,” View How-to Research Videos and Quizzes for “Evaluating Sources”: “Deciding Whether a Source is Credible,” “Recognizing Bias,” “Evaluating Print Sources,” “Evaluating Web Sources,” “Recognizing Scholarly Articles in Print and Online,” and “Keeping Track of Sources.”</p>

	<p>Upload your Annotated Bibliography to Canvas’s TurnItIn assignment titled “CRAAP Sources”: Alphabetize your list of 20 works cited entries with an explanation below each source to indicate what questions and answers the source provides to your wellness problem. Underneath each works cited entry write 5-8 sentences noting the Currency of the source and its Relevance to your topic, its Authority in terms of authorial and/or organizational credentials, Accuracy in terms of information and evidence, and Purpose, especially noting any bias, ideology, or commercial benefit to the source.</p>
7	<p>Complete Mindtap Activities: “Paraphrasing, Summarizing, and Quoting,” “Synthesizing Sources,” and “Formatting Quotations”</p> <p>Write a “Critical Conversation” essay using at least 10 sources on your topic that summarize and synthesize the current variety of understanding, uses, and feelings about your wellness topic. This essay is an important exploratory essay that you will use to build your final researched proposal argument.</p> <p>Complete Lab 1 by working with GC’s writing center on your “Critical Conversation Essay” and uploading the evidence of that consultation to the Canvas assignment area.</p>
8	<p>Complete “Critical Conversation” essays.</p> <p>Upload your submission to Mindtap’s TurnItIn.</p>
9	<p>Spring Break—No school work!</p> <p>(Yes, the semester is really 16 weeks, but Mindtap cannot take a week off as we do.)</p>
10-14	<p>UNIT 3: The Researched Proposal Argument (a problem-solving argument)</p> <p>Using a research process initiated at the start of the semester, students write a proposal essay that clearly communicates meaning, builds credibility, and inspires belief or action.</p>
10	<p>Read chapter 6 “The Invitation to Rhetoric: Formulating Rhetorical Problems” and ch. 7 “Responding to Rhetorical Problems with Arguments” in BR.</p> <p>Watch Tiny Lecture Video “Using the Stases to Think through an Issue”</p> <p>Complete Mindtap Activity: Structure of an Argument</p> <p>Write an initial position statement on your wellness issue, then question it. Use stasis theory to map your issue.</p> <p>Post your results in a Canvas Discussion Board called “My Working Proposal.” Identify classmates with related issues to respond to and present with next week. You must work with at least 2 classmates. No more than 5 students may work together. Students are selecting their own teams, leaders, and task masters.</p>
11	<p>Read chapter 11 “Proposing” in BR. Answer the questions for “Defining Problems.</p> <p>Watch How-To Video 6: Showing That Your Proposal Will Solve the Problem”</p> <p>Propose multiple solutions, selecting the best of them in terms of feasibility, costs, and benefits with minimal negative consequences. Indicate what will happen to show the success of your proposal. Finally, what steps must your audience take to begin your proposal?</p> <p>Team Presentations of problems and solutions. Post to the Canvas Discussion Board with “talking head” videos by a single team member that</p>

	indicate what the team is learning that matters about their research. Videos should be between 3-5 minutes and name every team member at the start, even if a member has failed to participate fully. Although only one video/team is needed, team members may respond to the video with encouragement for their team and others with written posts.
12	Gather new sources as needed to give your problem presence, examine different solutions to it, costs and benefits, examples of where and when your solution has worked, or justification for why a new solution is required. Create an outline or plan for your proposal argument. Please use my template for guidance. Upload your Outline or plan to Canvas's TurnItIn
13	Begin a 5-7 page "Researched Proposal Argument" using at least 10 sources. Complete Lab 2 by working with GC's writing center on your "Researched Proposal Argument" and uploading the evidence of that consultation to the Canvas assignment area. Upload your Works Cited page to Canvas's TurnItIn
14	Complete "Researched Proposal Arguments." Peer Reviews due mid-week. Upload your submission to Canvas's TurnItIn.
15-17	UNIT 4: Re-presenting the Academic Argument Students re-present their research in visual and oral presentations.
15	Read chapter 14 "Creating Visual Compositions" in BR. Compose a 2-page fact sheet with infographics for oral presentations of "Researched Proposal Argument." Canva, Easel.ly, and Piktochart introduced as visual composition software. <i>PowerPoint</i> slides dominated by visual images are also acceptable. Upload a file of the visual text you want graded the Canvas area "Visualizing Wellness."
16	Present fact sheets with infographics during oral presentation . Sheets may be printed and passed out to the class as well as submitted to the professor or displayed when speaking. <i>PowerPoint</i> visuals and bullets could also be used to facilitate the oral presentation. If recording, students must be visible. Students may record Zoom presentations sharing their screens to show their visuals, or record "talking head" videos without their visuals. Save files in MP4 format and provide shareable links. Post in a Canvas Discussion Board titled "Oral Presentations."
17 As scheduled by Admissions	Write reflections on the learning experience reviewing the genre differences among conversational essays, formal arguments, visual, and oral communication in terms of their emotional, ethical, and logical uses of evidence. Upload file in Canvas's TurnItIn. Note this course finishes mid-week!

How to be Successful

1. Participate regularly and use class resources, especially Mindtap videos and tutorials, the GC Writing Center, and the GC Library (databases).
2. Complete all assignments before due dates.
3. Help yourself by helping others, including your professor, by being encouraging.
4. When asking for help, be specific about what you need. Indicating general confusion and a lack of understanding prevent others from assisting you. Check resources before asking for help, so that you can ask for clarification and instruction beyond what is already available.
5. Use a process that includes feedback to improve your work, especially self-monitoring.

Methods of Evaluation

Grading

Assignments by Categories	Percentage
Mindtap Activities & Canvas Discussion Boards	15%
Essay 1: Visual Rhetorical Analysis	10%
Essay 2: Critical Conversation Essay about Research (Synthesis Essay)	15%
Essay 3: Researched Argument Essay	20%
Research Activities (Annotated Bibliography, Outline, Works Cited)	15%
Re-presenting Research: Fact Sheet, Infographics, Oral Presentation	10%
Labs, 2 GC Writing Center Consultations (5% each)	10%
Essay 4: Final Genre Analysis of Rhetorical Appeals	5%

Grade Scale: *An A corresponds to the percentage 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

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

Final essays are submitted through the Modules section of Canvas, and do *not* need to be printed. Ideas and their presentation are both evaluated. Scores for final essays range between grades as follows:

- A. The A paper states and develops its central idea with originality. Its ideas are clear, logical, and thought provoking. 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 *B* paper clearly, logically, and adequately states its central purpose. Its ideas are clear because it contains most of the qualities of an *A* 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.
- C.* An adequate paper, one that meets all the requirements of the assignment, will receive a *C*. 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.
- D.* A *D* 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.
- F.* A failing essay may receive partial or no credit and 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. Any assignment not prepared specifically according to instructions in format, organization, or style *or reflecting minimal effort* may receive a grade of "F."

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, but do *not* simply read the script.
- 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. Look at the camera when recording.
- Think about what bothers you about the presentations you've watched, and avoid those behaviors.
- Thank the audience for their attention.

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.

Late Work Policy: No late work is accepted.

Methods of Instruction

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

All freshman-writing courses require a lab component defined in this course as evidence of 2 writing center consultations. Note below how to access the writing center from off campus through the Internet 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.

Grayson College's Writing Center is always happy to serve your needs. They are now located in Liberal Arts 108 & 110. They have many more computers to offer students as well as printing services at 10 cents a page. They are open for limited face-to-face appointments and also for synchronous online appointments. Their face-to-face services will be available from 8 AM to 5 PM Monday through Thursday and on Fridays from 9 AM to 2 PM. They will still be offering their tutoring services (both face to face and online) through their scheduling client at grayson.mywconline.com. Please see a helpful video for how students can set up their appointments here: <https://drive.google.com/file/d/1hNOqFm-7LpOzivrJUOx-hQxJec5e1I2u/view?usp=sharing>

GC's Writing Center is also continuing to offer asynchronous email tutoring at <https://writingcenter2.wixsite.com/gcwritingcenter/submit-2>. Please allow at least two working days for a response.

Students prepare written, visual, and oral presentations. All essays must be typed and presented in MLA format with complete documentation of any sources used. All students must submit their work as scheduled using Canvas. Illnesses and technical problems are not an excuse for missing an assignment. Students requiring technical help should use GC's Help Desk to resolve problems. Mindtap problems are addressed using Cengage's technical support. Students seeking Canvas help may click the Question Mark navigation button.

Computer Hardware and Software Requirements

All students must have access to a computer with a Web connection, *MS Word*, and *MS PowerPoint*. Students are required to gain access to a video camera to record their oral presentations. All students must be capable of using a web browser with plug-ins meeting the requirements of Canvas, of navigating in Canvas, of uploading and downloading files from Canvas, and capable of using a word processor. Students will also use Mindtap. Students requiring technical help should use GC's Help

Desk to resolve problems. Mindtap problems are addressed using Cengage's technical support. Students seeking Canvas help may click the Question Mark navigation button. Students must be willing to learn to use visual composition software such as Canva, Easel.ly, or Piktochart for designing visuals.

Course & Instructor Policies

Students must participate in class regularly. I will not withdraw students from class for non-attendance or lack of performance. Never withdraw from a course without communicating with the professor.

Students missing class time are responsible for all material missed. Consult with classmates and the Schedule/Checklist. **Work ahead because late work is not acceptable.**

Check Canvas daily M-F. I will be communicating with you frequently both individually and as a class. My primary method of communicating with the class is through Canvas **Announcements**.

When Canvas messaging me, make sure your subject line is specific, for example, "Question about Annotated Bibliography Summaries."

Class 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 member's 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 course(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

I record attendance in Canvas once each week for Internet classes based upon completing assignments and at the start of a class for face-to-face and hybrid classes.

Student Conduct & Discipline

Meeting Times (face-to-face and online)

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

tablets and laptops during class, but should limit their use to work for *this* course. Students working online should observe similar care for focusing their attention on completing assignments without distractions that lead to less effective deep learning. Failure to participate in class will result in a loss of points and may lead to further disciplinary action. See below about formal communication.

Kindness and written communication: 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. Do *not* use the private comment areas of assignments to communicate grading concerns. Please use Canvas messages.

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, collusion, and 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). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

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
- 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.

If in doubt about any aspect of academic integrity, please consult with your professor. Any form of scholastic dishonesty will receive a 0 for the assignment, and depending upon the severity of the offense,

a failing grade for the course. I reserve the right to require students to rewrite any assignment in a controlled environment.

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
 - For Any On-campus Emergencies: 911
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**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 at the following URL on the College website: <https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>