

GRAYSON COLLEGE

Course Syllabus

Course Information

English 1302C03NT

Fall 2020

Professor Contact Information

Instructor: Mr. Matt Townsend

E-Mail: Course Messaging (preferred) townsendj@grayson.edu

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

English 1301 or equivalent. Students should be familiar with the stages of the writing process, English grammar basics, sentence structure, vocabulary, punctuation, mechanics, spelling conventions, and MLA documentation style. Students should be able to evaluate, analyze, and synthesize texts and experience, and formulate and develop a resulting thesis. Students *must* be computer literate and proficient using e-mail, asynchronous discussion, and internet technology.

Course Description

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.

Prerequisite: ENGL 1301 or its equivalent

Student Learning Outcomes

Upon successful completion of this course, students will

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

Required Textbooks (ISBN # included) and Materials

ENGL 1302 Bundle

Bundle components are below are access to:

Nicotra- Becoming Rhetorical: Analyzing and Composing in a Multimedia World

Glenn/Gray - Harbrace Essentials with Resources Writing in the Disciplines 3rd Edition 9781337556903

Required Assignments & Academic Calendar

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

NO LATE WORK ACCEPTED UNLESS FOR VALID EMERGENCIES.

The schedule is subject to change with fair notice. Any changes will be posted through Announcements in Canvas.

week	Readings for the week	Assignments for the week
Week 1 October 19-25 MODULE 1 Introduction to Argument & Rhetorical Analysis	1. Syllabus 2. Read BECOMING RHETORICAL Chapter 1-2 3. Go over notes 1. Read Essay 1 Assignment sheet Read <i>BC Chapter 3</i> 4. Finish body draft	1. post your Bio in the discussions section -5 points 2. Chapter reading quizzes 3. Complete Reading Discussion Questions or RDQ's #1 for 10 pt Complete Draft of Body for Essay 1 for 5 points 1. Read your own essay out loud listening for mistakes. 2. Complete Partner Peer Review or PPR #1 for 10 points 3. Complete Response to PPR#1 for 10 points Complete Final Copy of Essay 1 (w/conclusion) for 100 points
Week 2 MODULE 2: Intro to Research labs October 26-Nov.1	1. Read <i>Harbrace Essentials Chapter 9-13</i> 2. Watch videos and read notes 3. Autograded activities 4. Lab exams	1. Complete chapter readings and auto graded activities 2. Go over notes ppt. 3. Take Lab exams
Week 3 MODULE 3 Nov.2 -8 Classical Argument	1. Essay 2 Assignment Sheet 2. Read BC chapter 6-7 Read <i>Example of intro essay 2</i> GIPRR #2 Outline for essay 2	1. Complete Reading Discussion Questions or RDQ's #2 for 10 pts. 2. Reading quiz 3. Brainstorm Essay 2 Draft Intro for Essay 2 for 5 points Complete Group Intro Peer Review Response or GIPRR #2 for 10 pts. Create Outline
Week 4 Nov. 9-15	Read example of body Paragraph for essay 2 Partner Peer review for ESSAY 2 -10 points Final copy for essay 2 - 100 points	Complete Draft of Body for Essay 2 for 5 points Must have 3 total quotes from 3 sources (minimum of 6-9) from the library Databases + a properly formatted MLA works cited page
Week	<u>READINGS</u>	<u>ASSIGNMENTS</u>
Week 5 Nov. 16-22 Module 4: The Proposal Argument Research Paper	1. Read Research Paper and Project Assignment sheet 2. Read Proposal Argument powerpoint notes 3. Read <i>BC Chapter 11 & 12</i> 5. FINAL RDQ 6.	Complete Reading Discussion Questions or Final RDQ for 10 pts. Auto graded activities

	Read intro example	Introduction for Research Paper - 10 points
	Complete GIPRR	GIPRR #3- 10 points
Week 6 Nov. 23-29	Read Research Paper Outline assignments sheet and example	Outline- 20 points
	Read Body paragraph examples	RPA #5 Draft of Body paragraphs- 20 points
	Draft body	
<u>Week 7 Nov. 30- Dec. 6</u>	Start Partner peer Review of Body of Research Paper Read conclusion example	1. PPR #3 - 10 points by Weds. Nov. 28 (complete by middle of week so partners have time to respond) 2. Response to PPR #3- 10 points 3. Finish conclusion and works cited page 4. No Works Cited page or bad formatting = -30 FINAL COPY FOR Research Paper due - 100 points
<u>Week 8 December 7-10</u> Prepare Final Project	Finish final project	Final Presentation due- 200 points due by 11:59pm On Dec. 10 with voiceover No voice over= - 50 points

Methods of Evaluation

Two small persuasive essays, one major research essay 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)

<u>Name of assignment</u>	<u>points per assignment</u>
<u>Module 1: Intro to Argument</u>	
Short Reading Quizzes (SRQ) over each section of a chapter	3 per quiz
Final Chapter Quiz (FCQ) over entire chapter	10
<u>Module 2: Intro to Research Labs</u>	
Short Reading Quizzes (SRQ) over each section of a chapter	3 per quiz
<u>Lab 1</u>	50

<u>Lab 2</u>	50
Module 3: Rhetorical Analysis <div>Drafts</div> <div>5 each</div> <div>Short Reading Quizzes over each section of the chapter (3 questions each)</div> <div>3 points per quiz</div> <div>Reading Discussion Questions</div> <div>10</div> <div>Final Chapter Quiz</div> <div>10</div> <div>Final copy of Essay</div> <div>100</div>	
<u>Module 4: Argument Essay</u> <div>Drafts</div> <div>5 each</div> <div>Short Reading Quizzes over each section of the chapter (3 questions each)</div> <div>3 points per quiz</div> <div>Reading Discussion Questions</div> <div>10</div> <div>Final Chapter Quiz</div> <div>10</div> <div>Final copy of Essay</div> <div>100</div>	
<u>Module 5 : Research Paper</u> <div>Drafts</div> <div>10-20</div> <div>Short Reading Quizzes over each section of the chapter (3 questions each)</div> <div>3 per quiz</div> <div>Reading Discussion Questions</div> <div>10</div> <div>Final Chapter Quiz</div> <div>10</div> <div>Final copy of Essay</div> <div>100</div>	
<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

Rubrics used -- -- Each essay will have its own rubric.

Late Work Policy - 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 or there is an unforeseen emergency.

Assignments

Assignments will comprise both reading and writing. Find instructions for each assignment in the MODULE link for that unit.

Essays, drafts and peer reviews will be conducted in Canvas. Details and any changes regarding course schedule and assignments will be posted in the Discussion forum [or as an Announcement](#) throughout the semester.

Methods of Instruction

- (1) Reading
- (2) Writing
- (3) On-line discussions (partner based) (time sensitive)
- (4) On-line quizzes

Final grade Breakdown:

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

Course & Instructor Policies

Class Attendance

Academic success is closely associated with regular classroom 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 professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester 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.

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.

EXCESSIVE CELL PHONE use during class can result in an unexcused absence or reduction in grade.

In an internet 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. *Students who miss more than one assignment without making prior arrangements with the instructor will not be permitted to make up work.*

HOW I WILL TAKE ATTENDENCE for ONLINE CLASS:

On Monday of each week, I will check to see if you posted any assignment or discussion during that week. If you did, you will be marked present on the Friday of that previous week that I am taking attendance for.

FACE TO FACE: Roll will be called every session with a loss of points for absences.

Student Conduct & Discipline

Success in this course requires students to be active learners. Enrollment presumes that the student is motivated to take responsibility for his or her own success. Students are expected to read assignments carefully and critically; to familiarize themselves with their textbooks and be aware of the information available in each of them that can help in writing their essays (for example, where to find explanation and examples of MLA documentation) and to use this information to correct the mistakes in one essay in subsequent essays (for example, if there is a problem with tense shifts in the first essay, care should be taken to insure that the same mistake does not appear in subsequent essays).

Standards of appropriate online behavior will be maintained. Students are expected to maintain classroom decorum that includes tolerance and respect for other students and the instructor, regular attendance, and an attitude that seeks to take full advantage of the educational opportunity. Tolerance and respect for others means that each student will treat others as he or she would like to be treated. Regular study includes checking the course website every day for news and updates. Crude or abusive language is inappropriate, unacceptable, and may result in a zero for the assignment at issue. If any student's tone or language is deemed inappropriate by the instructor, a warning will be given. If the inappropriate behavior continues, the student will be blocked from the Discussion Forum for the semester, which could negatively impact his or her grade for the course.

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).

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.

Academic Honesty

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.

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)

§ 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 - 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>

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.

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Grayson College campus-wide student policies may be found in Canvas under the menu item Pages>Student Services.