

# 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.**

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### Course Information

English 1302B02NT  
Spring 2021 - 1st 8 Weeks

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### Type of Course/Delivery Mode/Testing Requirements

Online Course

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### Professor Contact Information

Lana Caswell-García - [caswellgarciala@grayson.edu](mailto: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.**

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

English 1301 is a pre-requisite for the course.

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### 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

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## **Student Learning Outcomes**

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

- 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)
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## **Required Textbooks and Materials**

Cengage Universal Access (Access may be purchased and/or registered through either of the textbook modules (Nicotra and Glenn and Gary) in the course shell or through the campus bookstore for those who are required to purchase it there)

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## **Required Assignments & Academic Calendar**

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

**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.**

## Assignment Schedule

### **1 Page Research Paper Proposal - Due Thursday, 1/21/21**

1. should state the proposed subject and tentative thesis of the Research Paper
2. should briefly summarize the evidence used in support of the thesis
3. should be written in third person and avoid the second person
4. may be a single paragraph
5. must include one properly integrated and cited quotation from an authoritative source
6. must include a properly formatted Works Cited page

### **Group Analysis of a Visual Argument - Due Tuesday, 2/2/21**

1. must analyze a visual image (photograph, painting, cartoon, comic strip, video, or printed or audio/visual advertisement) as an argument
2. will be presented as a group via PowerPoint or similar medium
3. will require use of the discussion board and evaluation of other groups' work

### **Annotated Works Consulted Page - Due Saturday, 2/6/21**

1. should list 10 possible sources for the proposed Research Paper in proper MLA format
2. should provide a brief summary of each source's thesis with regard to the Research Paper -- how it will be used in the paper
3. **must be submitted electronically, preferably as an attachment to a Canvas conversation. For this assignment, Canvas works better than Assignments tab.**

### **2-3 Page "Preview" of Research Paper - Due Thursday, 2/18/21**

1. must argue a position on the Research Paper topic selected at the beginning of the semester
2. must be written in the third person and avoid the second person
3. must include two properly integrated and properly cited quotations from different sources
4. must include a properly formatted Works Cited page

**5 -7 Page Research Paper – Due Tuesday, 3/2/21**

1. must argue a position on the Research Paper topic selected at the beginning of the semester
2. must include seven quotations from a minimum of five sources properly cited in MLA format. A maximum of **two** of the sources may be what the instructor defines as "stand alone/search engine" websites. **Wikipedia is not an acceptable source.**
3. must be written in third person and avoid the second person
4. must include a properly formatted Works Cited page.

**Reading are from *Becoming Rhetorical: Analyzing and Composing in a Multimedia World* by Jodie Nicotra unless otherwise specified.**

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/11 - 1/15	Chapters 1 (p. 8), 2 (p. 24) and 3, (p.50) <b>Students should use this week to try to identify a controversial and substantive topic which they wish to explore this semester.</b>
2	1/18 - 1/22	Chapters 4 (p. 61) and 5 (p. 90) <b>Holiday - Monday, 1/18/21 - Dr. Martin Luther King, Jr. Day</b> <b>1 Page Research Paper Proposal - Due Thursday, 1/21/21</b>
3	1/25 - 1/29	<i>Harbrace Essentials</i> , Section 11b (p. 90)
4	2/1 - 2/5	Chapters 6 (p. 122) and 7 ( p. 146) <b>Group Analysis of a Visual Argument - Due Tuesday, 2/2/21</b> <b>Annotated Works Consulted Page - Due Saturday, 2/6/21</b>
5	2/8 - 2/12	Chapters 8 (p. 186), 9 (p. 206), and 10 (p. 223) <i>Harbrace Essentials</i> , Sections 11d - 11i (p. 96)

6	2/15 - 2/19	<b>2-3 Page Preview of Research Paper - Due Thursday, 2/18/21</b> Chapters 11 (p. 243), 12 (p. 260), and 13 (p. 290)
7	2/22 - 2/26	Research Paper Preparation
8	3/1 - 3/4	<b>5-7 Page Research Paper - Due Tuesday, 3/2/21</b>  <b>Final Examination – The Research Paper serves as the final exam for the course.</b>

### Methods of Evaluation

To demonstrate their competencies, students will write two short essays and a 5 - 7 page research paper as well as preparing an Annotated Works Consulted page relating to the research paper. They will also present a brief oral "announcement" of their research paper topic. Other activities may also be assigned in class at the discretion of the instructor.

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### Grading

The final course grade will be determined according to the following formula:

Categories	Percentage
Lab work including activities assigned at the discretion of the instructor. <b>Please note that the lab work includes 2 documented "visits" to the Writing Center. They may be made in relation to any of the course's writing assignments.</b>	10%
Proposal and Group Analysis of Visual As Argument	20% (10% each)
Preview Essay	15%
Annotated Works Consulted page related to the Research Paper	15%
Research Paper/Final Examination	30%
Class participation, attendance, and overall approach to the class	10%

All written work will be graded on a scale of 1 to 10 with emphasis on 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. .

**Assignments are considered late unless they are received at the beginning of the class period in which they are due. A one point (10%) penalty will be assigned for each class period that the work is late. 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 return papers before the next regularly scheduled class meeting.

### **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  
Failure to respond to assignment (Below 60%)

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## **Methods of Instruction**

1. Lecture
  2. Class Discussion and Activities
  3. Course Assignments
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## **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.

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## **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-semester, 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 administrative withdrawal occurs, any tuition refund would be made in accordance with state regulations.

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

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## **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 1302B02NT, **the first document posted in the course module, 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.

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### **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 Conduct & Discipline**

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

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## **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
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**Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.**

Grayson College campus-wide student policies may be found on our Current Student Page on our website: <http://grayson.edu/current-students/index.html>

*These descriptions and timelines are subject to change at the discretion of the professor.*

