

**GRAYSON COLLEGE**  
***English 1302 Course Syllabus Internet 8wk***

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**Course information**

Composition 2: Workshop on analyzing and developing convincing arguments  
3 credit hours; 1 lab hour

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**Type of course/delivery mode/testing requirements**

100% online

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**Professor contact information**

Dr. Marlea Treviño  
[TrevinoM@grayson.edu](mailto:TrevinoM@grayson.edu)

Prefer “Message” through Canvas  
Online Mon.-Fri. by noon  
**Office:** LA201C  
**Hours:** MWF 10-11 a.m., T/TH 10-11 a.m., 1-4 p.m.

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**Course pre-requisites, co-requisites, and/or other restrictions**

Prerequisite: English 1301 – Composition I. (RW)

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**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.

The course requires a lab component. Prerequisite: ENGL 1301. (RW)

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**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)
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**Required textbooks (ISBN # included) and materials**

Nicotra, Jodie. *Becoming Rhetorical: Analyzing and Composing in a Multimedia World*. Cengage, 2019. ISBN#: 978-1-305-95677-3

Glenn, Cheryl, and Loretta Gray. *Harbrace Essentials with Resources for Writing in the Disciplines*. 3<sup>rd</sup> ed., Cengage, 2019. ISBN#: 978-1-337-55690-3

### Suggested course materials

You will need to have access to Microsoft Word to write your papers.

- Dictionary
- Flash drive
- Laptop or computer access

### Outline of topics covered

- **Tailoring** writing to audience and purpose
- **Rhetorical analyses** (deconstruction and evaluation of editorials and advertisements)
- **Researching**—primary and secondary—using research to support development and documenting that use
- **Evaluation argument** (researched argument of a position on a current controversial topic for use in decision making)
- **Proposal argument** (researched discussion of causes and effects of a *real* problem, along with proposal of feasible solution)

### Methods of instruction

- Text readings
- Interactive activities on Canvas
- Research (primary and secondary)
- Discussion on Canvas
- Individual and collaborative activities
- Presentations of projects
- Labs to reinforce research and persuasion skills
- Use of technology

### Tentative required assignments and academic calendar

Below is a tentative calendar of assignments and due dates. See the **Weekly Assignment Schedule** posted in Canvas for specific assignments and due dates. If assignment due dates change as we move through the semester, I will notify you through email. It is *your* responsibility to note the changes.

Week	Projects/Assignments
1-2	<p><b>Module 1: Rhetorical Analysis (Visual Rhetorical Analysis and Article Rhetorical Analysis)</b></p> <p>Labs: practice analyses, fallacies exercises, reading quizzes</p> <p><b>Text readings:</b>  <b>BR</b>            Ch. 1: “The Basic Rhetorical Situation” (<i>Review from English 1301</i>)            Ch. 2: “The Expanded Rhetorical Situation” (<i>Review from English 1301</i>)            Ch. 13 “Creating Written Compositions” (<i>Review from English 1301</i>)</p>

	<p>Ch. 4 “Analyzing Visual Rhetoric”  Ch. 5 “Analyzing Multimodal Rhetoric”  Ch. 3 “Analyzing Textual Rhetoric”  <b>HE</b>  Ch. 1 “Writing and Reading Rhetorically” (<i>Review from English 1301</i>)  Ch. 2 “Planning and Drafting Essays” (<i>Review from English 1301</i>)  Ch. 3 “Developing Paragraphs” (<i>Review from English 1301</i>)  Ch. 4 “Revising and Editing Essays” (<i>Review from English 1301</i>)  Ch. 5 “Critical Reading and Textual Analysis”</p>
<b>3-4</b>	<p><b>Module 2: Intro to Argument (Debate and Debate Report)</b>  Labs: debate preparation activities including research, note taking, organizing information, and documenting; exercises; reading quizzes</p> <p><b>Text readings:</b>  <b>BR</b>  Ch. 7: “Responding to Rhetorical Problems with Arguments”  Ch. 12: “Research: Composing with Multiple Sources”  <b>HE</b>  Ch. 6 “Writing Arguments”  Ch. 8 “Planning Research”  Ch. 9 “Finding Appropriate Sources”  Ch. 10 “Evaluating Print and Online Sources”  Ch. 11 “Using Sources Critically and Responsibly”  Ch. 12: “Crediting Others and Avoiding Plagiarism”  Ch. 13 “MLA Documentation”</p>
<b>5-6</b>	<p><b>Module 3: Evaluation Argument</b>  Labs: researching, organizing, drafting, and documenting exercises and workshops; reading quizzes</p> <p><b>Text readings:</b>  <b>BR</b>  Ch. 10 “Evaluating”</p>
<b>7-8</b>	<p><b>Module 4: Proposal Argument</b>  Labs: researching, organizing, drafting, and documenting exercises and workshops; proposal presentation; reading quizzes</p> <p><b>Text readings:</b>  <b>BR</b>  Ch. 11 “Proposing”</p>

### Methods of evaluation

The project for each module will receive a **letter grade**. Lab assignments will receive a **participation/completion grade**.

**Module 1: Rhetorical Analysis (Visual Rhetorical Analysis and Article Rhetorical Analysis)** 20%,  
Labs: see above chart 10%

<b>Module 2: Intro to Argument (Debate and Debate Report)</b>	20%
Labs: see above chart	10%
<b>Module 3: Evaluation Argument</b>	10%
Labs: see above chart	10%
<b>Module 4: Proposal Argument</b>	10%
Labs: see above chart	10%

- A** Followed project requirements; paid careful attention to the writing elements below; did prewriting, revised insightfully, and edited appropriately—**communication was outstanding**
- B** Followed assignment requirements; paid close attention to the writing elements below; did prewriting, revised thoroughly, and edited competently—**communication was notable**
- C** Followed assignment requirements; paid attention to the writing elements below; and did prewriting, revising, and editing—**communication was adequate**
- D** Made a strong effort to complete assignment, attempting to follow assignment requirements; pay attention to the writing elements below; and prewrite, revise, and edit—**communication was marginal**
- F (50)** Made a partial effort to complete assignment but did not follow assignment requirements; pay attention to the writing elements below; or do much prewriting, revising, or editing—**communication was unsuccessful**
- F (0)** Plagiarized part or all of assignment

Writing Element	Explanation
<b>Audience</b>	paper shows clear evidence that writer has analyzed the audience for the communication and tailored writing elements to meet that audience's needs
<b>Purpose</b>	paper accomplishes the writer's purpose for the communication
<b>Thesis/Organization</b>	paper has a clear thesis and follows an organization pattern that develops that thesis and includes transitions that clearly connect points to thesis; organization is clearly tailored to audience and purpose
<b>Paragraph development</b>	points are developed with multiple paragraphs that contain specific examples that support the thesis; examples are clearly tailored to audience and purpose
<b>Sentence structure</b>	sentences convey ideas concisely and connect to sentences before and after
<b>Word choices</b>	words precisely convey the writer's points but also produce a tone best suited to the audience
<b>Title/introduction/conclusion</b>	title captivates and clearly orients the audience to the paper's topic/thesis; introduction immediately involves audience in paper, provides sufficient orientation/background for audience to understand points, and may include the thesis; conclusion reinforces and extends thesis and encourages audience to act mentally or physically
<b>Format</b>	paper follows Modern Language Association format (for example, in heading, margins, spacing, font, and documenting)
<b>Grammar/Punctuation</b>	paper is carefully edited and free from grammar or punctuation errors

Paper should also meet assignment requirements for content, length, and sources (if required) and should show evidence of prewriting, revising, and editing.

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### **Project and assignment submission**

Each module is comprised of a **major project** (Modules 1 and 2 have two) and multiple smaller **assignments** (labs) designed to teach you the skills needed to successfully complete the project. The major project is half of the module grade, and the labs are half of the module grade.

In each “Module” tab posted in Canvas, you can read a **detailed description of that module’s project**, including the project objective, text readings, how to get started, drafting tips, what to turn in, and what I’ll be looking for when evaluating the project. You will also find in each module an **introductory lecture, a detailed Weekly Assignment Schedule, and a detailed description of the module’s labs** with associated materials. I have posted all assignment-related handouts on our class Canvas site.

**Submit all assignments on time.** *I will not accept late assignments unless cleared ahead of time.* The Weekly Assignment Schedule indicates when each assignment is due. If you are having trouble completing an assignment or project, Canvas message me several days *before* the assignment is due. **I will not accept your assignment or project if it doesn’t meet the assignment requirements or have relevant attachments.** Any assignment or project not prepared specifically according to instructions in format, organization, or style *or reflecting minimal effort* may receive a grade of “F.”

**Label files** as follows:

Last name.assignment name.module number

For example: Smith.Draft.Module 1

**Note:** I will post grades in Canvas when we complete a module. Your exercises and assignments (submitted through Discussion postings) will receive completion grades, and I will comment on them individually sometimes and through group comments at other times. Your evaluated projects will receive letter grades, along with marginal and final notes. It is *your* responsibility to keep up with your assignment grades and absences.

**Writing Center Requirement**—The Grayson Writing Center is staffed by professional tutors who can help you at any stage of your writing assignment. The Center is located on the Main Campus in the Library, Room 110. The phone number is 903.415.2541. Hours are Mon. through Wed., 8 a.m.- 6 p.m.; Fri., 8 a.m.-2 p.m.. You can also submit your paper as an attachment to <https://writingcenter2.wixsite.com/gcwritingcenter/submit-2> and the tutors will email you feedback.

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### **Course and instructor policies--attendance**

**Check Canvas daily.** I will be communicating with you frequently both individually and as a class. You cannot perform well in this course unless you log on and participate daily.

**When emailing me,** be sure to include your *full name* and *section number* in the body of the message. Make sure your

subject line is specific, for example, “Question about debate sources.”

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be self-motivated. You are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following my 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 yours. More than two absences are considered to be excessive. In addition, your eligibility to receive financial aid or live in a college dormitory can be affected by withdrawal from courses. If you withdraw, any tuition refund would be made in accordance with state regulations.

### **Student conduct**

See the handout “Taking Charge of Your *Own* Success” posted on Canvas under the “Syllabus” tab.

Student behavior that interferes with my ability to conduct a class or other students’ learning opportunities is unacceptable and disruptive and will not be tolerated in any instructional forum at Grayson College.

**Be prepared to actively contribute to class.** When you’re not ready for class, you waste my time, your classmates’ time, and your own time.

### **Academic integrity**

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.

The faculty expect students to demonstrate responsibility and academic honesty. Because the value of an academic degree depends upon the integrity of the work done by the student for that degree, a student must demonstrate individual honor in his or her scholastic work.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submitting for credit 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, for example, 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. **Plagiarized papers in this course will receive a "0."**

**I reserve the right to require you to rewrite any assignment in a controlled environment.**

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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. 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](tel:903-463-8753))
- Ms. Marilyn Power, Title IX Deputy Coordinator ([903\) 463-8625](tel:903-463-8625))
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: ([903\) 463-8777](tel:903-463-8777)- Main Campus) ([903\) 415-2501](tel:903-415-2501) - South Campus)
- GC Counseling Center: ([903\) 463-8730](tel: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 my discretion. Grayson College campus-wide student policies may be found on our Current Student page on our website: <http://grayson.edu/current-students/index.html>*