

GRAYSON COLLEGE

Course Information

English 1302

Professor Contact Information

Dr. Thomas F. Halloran

903-415-2539

hallorant@grayson.edu

Main Campus Office: LA106E

Office hours: Virtual until further notice. Typically available online 10am-1pm Monday, Tuesday, Wednesday, and Thursday. I am also available by appointment.

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

Completion of ENGL 1301

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.

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. MLA.) (conventions)*

Required Textbooks and Materials

Mindtap/Cengage Unlimited Access Code

We will primarily be using Phillips, The Purposeful Argument, 3e, and Chaffee's Thinking Critically 12e, but I will also post other sources in Canvas.

It is essential that you have online access to the texts in order to complete classwork.

Required Assignments & Academic Calendar

NOTE: Due Dates in Canvas should be followed as they are more accurate than this calendar. Keep in mind, plan could change: particularly this semester with the possibility of another Covid situation. That said, I will do my best to keep us on schedule and give you the best class I can no matter the circumstances.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Week of 1/11	<p>ALL ONLINE THIS WEEK DUE TO COLLEGE POLICY</p> <p>-Introductions, syllabus, Canvas, textbook</p> <p>-Read Chapter Two from <u>The Purposeful Argument</u></p> <p>-Skim Chapter One from <u>Thinking Critically</u></p> <p>-Read "Shipping Out" by David Foster Wallace in class</p>
	DUE 1/17:	Questions about the reading on Canvas

Week	Date	Topics, Readings, Assignments, Deadlines
2	1/18	<p>MLK Day 1/18 (No class on Monday)</p> <ul style="list-style-type: none"> -Grammar diagnostic test in class -Finding Issues for Exploration, audience, and delivery -Plagiarism review -Strategies to build an argument
3	1/25	<ul style="list-style-type: none"> -Read Chapter Four of <u>Thinking Critically</u> -Search terms, search engines, databases -MLA review -In-Class Peer Review of Topics Exploration Paper <p>DUE 1/31: Topics Exploration Paper</p>
4	2/1	<ul style="list-style-type: none"> -Read Chapter Eleven of <u>Thinking Critically</u> -In-class Peer Review of Logical Fallacy Essay <p>DUE 2/7: Logical Fallacy Essay</p>
5	2/8	<p>Read Chapter Five of <u>Thinking Critically</u></p>
6	2/15	<p>Read Chapter Six of <u>Thinking Critically</u></p> <ul style="list-style-type: none"> -Review of quoting, paraphrasing, and summarizing -In-class Peer Review of Annotated Bibliography <p>DUE 2/21: Annotated Bibliography</p>

Week	Date	Topics, Readings, Assignments, Deadlines
7	2/22 DUE 2/28:	-Read Chapter Eight of <u>Thinking Critically</u> -Prepare for Topic Briefing Topic Briefing Essay
8	3/1	-Topic Briefings in class or by video due this week
	Spring Break	We have this week (3/8-3/12) off
9	3/15 DUE 3/21:	-Understanding the opposition, summarizing dissenting opinions -Avoiding bias, seeking common points -In-class Peer Review of Counterargument Essay Counterargument Essay
10	3/22	-Read Chapter Ten from <u>Thinking Critically</u> -Build your argument -Facts, definitions, claims, evaluation, cause, reasons, qualifiers...
11	3/29 Due 4/4	-Outlining your work -In-class peer review of Audience Analysis Essay Audience Analysis Essay
12	4/5	-Read Chapter Twelve from <u>Thinking Critically</u>
13	4/12 Due 4/18	-Prepare Visual Arguments -Using images, graphs, illustrations Visual Argument Presentation video

Week	Date	Topics, Readings, Assignments, Deadlines
14	4/19	-Visual Argument Presentations in-class
15	4/26 Due 5/2	-In-class review and peer review of Final Essay Final Argumentative Research Essay Due
Finals	5/3 Due 5/6	-Grammar and Style Final Exam Final Reflection Essay

Methods of Evaluation

Grading

Categories	Percentage	Description	Due Date
Topics Exploration Essay	5	2 pages	1/31
Logical Fallacies Essay	5	2 pages	2/7
Annotated Bibliography	4	2 pages	2/21
Counterargument Essay	8	4 pages	3/21
Topic Briefing Essay	4	1 page	2/28
Topic Briefing Presentation	4	5 minutes	3/1
Audience Analysis Paper	8	2 pages	4/4
Visual Argument Presentation	10	10 minutes	4/18
Argumentative Research Essay	25	10 pages	5/2
Reflection Essay	7	3 pages	5/6
Attendance, homework, & class participation	10	mostly effort based	ongoing
Grammar & style test	10	multiple choice	5/2

Grades to be posted on Canvas

Methods of Evaluation

This class uses a cumulative grading system based on acquiring a certain number of points.

Grades

A means you have obtained 90% or greater of all available points

B means you have obtained 80% or greater of all available points

C means you have obtained 70% or greater of all available points

D means you have obtained 60% or greater of all available points

F means you have obtained less than 60% of all available points

Talking about Grades

Your college professors are far more than GPA gatekeepers. For example, your professors can write recommendations, support job applications, serve as a professional reference, make industry introductions, nominate you for scholarships and awards, and include you in research projects. I strongly advise you to not complain about your grade unless you truly believe an error has been made.

For example, if your paper says you earned a 91 and on Canvas the grade is listed as a 19, you should approach your professor. If the comments on your work say “great job,” but you received a zero, you should approach your professor. If you do not understand your professor’s feedback, you should ask for an opportunity to discuss your work.

On the other hand, fixating on the grade rather than quality and promise of your work will send the wrong message to your faculty and it is not the most effective way to develop your skills.

The following lines of argument are examples of a type of behavior that you should avoid in college:

-“I got As in high school.”

-“...but I worked really hard on this.”

-“Why didn’t I get a better grade than the person who sits next to me?”

-“I need a certain grade to pass, graduate, stay on the team, get into grad school, maintain my scholarship, etc...”

If you were disappointed with your performance or the assessment of your performance, a better method is to speak to your professor during office hours. Explain that you want to do better on the next project and ask for some advice on how you can achieve your goals.

Major Assignments

Topics Exploration Essay (5 Points): Develop a list of three potential topics for your research this semester. Each topic requires exploration the potential of that subject. Approximately 600 words (2 pages).

Example:

A Hong Kong corporation, Risland US Holding, has begun construction on a 6,000 home development in Grayson County. The issue is important because it will permanently alter the economy, landscape, and identity of our area. It’s a paper worth writing because it is close to home and in some way (jobs, traffic, opportunities, new neighbors) will alter all of our lives. There’s a a lot of information from newspaper

articles. The downside is that the development is so new that I won't have as much research to take from as with other subjects. I might need to compare this development with similar buildups in other parts of Texas.

Annotated Bibliography (4 points): Students will research at least 15 sources from different perspectives over their topic and then turn in an Annotated Bibliography in MLA style. Approximately 600 words (2 pages).

Logical Fallacies Essay (5 points): Write an essay of approximately 600 (2 pages) words that dismantles a logical fallacy you have noticed in advertising, politics, or the news.

Example:

“More Doctors Smoke Camels.” In this advertisement we see an appeal to authority, bandwagon, and misleading use of statistics. The paper would go on to explain how each of these fallacies attempt to persuade the reader through tricks of rhetoric.

Counterargument Essay (8 points): Write an essay of approximately 1000 (3-4 pages) words that explores the opposition to your way of thinking. Use a combination of summary, paraphrase, and direct quotation to make your points.

Example:

If you are in favor of the Mantua project, explore the counterarguments that it will cause traffic and continue to erode the quiet country life in Grayson County. You may want to allow, conditional allow, or outright refute these counterpoints in your final paper.

Topic Briefing Paper and Presentation (4 points each): Present your subject matter to your audience in the form of a short 300 word paper (1 page) and 5 minute informal speech. You'll want to briefly explain the subject, the reasons for your choice of this subject, and your direction for your work. This is a time for you to encourage feedback from your audience. What do they care about? How do they understand the issue? Are they on your side, on the fence, or against you? All of this information will be useful when it comes time to work on your final projects.

Audience Analysis Paper (8 points): Demonstrate primary and secondary research that identifies the thoughts, knowledge, beliefs, and feelings of your audience in a 600 word essay (2 pages).

Argumentative Research Paper (25 points): Using all of the tools we've developed this semester, compose a 3000 word essay (10 page) argument on your subject. MLA style documentation compulsory.

Visual Argument Presentation (10 points): Give a seven to ten minute, argumentative presentation on your subject. It is essential that you develop a visual component to this project (i.e. do not simply read portions of your paper).

Reflection Essay (7 points): In your final essay, I will ask you to reflect on your work this semester over approximately 900 words (3 pages).

Attendance, homework, and class participation (10 points).

Grammar and Style Test (10 points): You'll take a practice exam at the start of the semester and be responsible for improving your technical writing on a similar exam at the end of the term.

Note: All essays will be turned in online through Canvas.

Participation: These are assignments and tasks that students will accrue points for throughout the semester.

Classes are taught through lecture, group interaction, and discussion requiring preparation and participation from students in the form of both written (print & electronic) and oral communication (live & recorded). Thus all students must have access to a computer with a Web connection and a word processor. All students must be capable of using a web browser with plug-ins meeting the requirements of Canvas, of navigating through icons and links in Canvas, of uploading and downloading files from Canvas, and capable of using a word processor.

All papers, including drafts, must be typed using a word processor and presented in MLA format with complete documentation of any sources used.

Students must submit their work using Canvas, which now has Turnitin integrated to check originality.

Students requiring technical help should use GC's help desk to resolve problems.

Students seeking writing help should use GC's writing center (First floor of the Liberal Arts Building on Main Campus—also online) and writingcenter@grayson.edu as an additional resource for class and ask for help from their professor.

Course & Instructor Policies

Attendance: The official attendance policy of Grayson County College requires regular and punctual class attendance. In case of absence, it is the student's responsibility to contact the instructor. Students absent on official school business are entitled to make up school work missed. In all other cases, the instructor will judge whether or not the student will be permitted to make up work and will decide on the time and nature of the makeup. However, the student is

expressly responsible for any work missed regardless of the cause of the absence. The student must discuss such work with the instructor and should do so immediately on returning to school. Communication between the student and instructor is most important, and it is the student's responsibility to initiate such communication. If students do not appear at the prearranged time for makeup work, they forfeit their rights for further makeup of that work."

Behavior: I expect professional and civil behavior towards myself, my colleagues, and other students at all times whether you are in class or engaging in electronic communications. In class, I expect all cell phones, pagers, ipods, and other devices to be turned off and put away. (If there is an emergency call you may be expecting, inform me before class starts, and I will let you go out in the hall to answer it.) The use of laptops is allowed for the purposes of taking notes and working on classroom assignments. However, any other use of laptops during class is prohibited. Drinks are allowed in class so long as they are kept in a closed container. Please wait to eat until class has concluded, however, since this often distracts other students. Any disruption of class for the above reasons may result in a private conference with me. Any further disruptions will likely cause me to ask you to leave the classroom.

ADA Statement: Any student who, because of a disability, may require special measures in order to meet the course requirements should contact me as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during my office hours. Please note: Instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided.

Due Dates: Assignments must be handed to me at the beginning of class on the day they are due. Classwork missed due to absence cannot be made-up, but an individual absence will not significantly harm your grade. Major assignments have due dates set far in advance, so **I do not accept late papers**. Let me know if you are struggling to complete the work on time before the due date arrives.

Academic Integrity: In most cases, students violating the academic integrity policy will receive a failing grade for the course. 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 students demonstrate a high standard of individual honor in their 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, 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). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

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 penalty for plagiarism in this course will likely be an F for the entire course, but could result in expulsion from the college.

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> (Links to an external site.)

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

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

Grayson College campus-wide student policies may be found on the Grayson website at <http://grayson.edu/current-students/catalogs-and-handbooks/index.html>

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.

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>