GRAYSON COLLEGE

Course Syllabus for ENGL 1302.C01NT

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
ENGL 1302.B01NT, Composition and Rhetoric 2, Spring 2021 -- 100% Online
This course uses Cengage Unlimited textbook and resources. Please use the link within the course site to buy or add them to your Cengage account on the first day of class.

Professor Contact Information
Timothy Mark Taylor
Phone: 903-463-8724
Email: taylorm@grayson.edu
Office Location: Student Success Center, Room 201 (in Testing Center on Main Campus)
Office Hours: By appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions
ENGL 1301 or its equivalent

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 informational sources; and critical thinking about evidence and conclusions. The course requires a lab component.

Student Learning Outcomes
- 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 use 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 and Materials

Use the online version that includes access to the MindTap resources (see link in course site).
Title: *Becoming Rhetorical: Analyzing and Composing in a Multimedia World.*
Author: Jodie Nicotra
Publisher: Cengage

Access to a good writing handbook is required. If you do not have one, this resource is recommended:
Title: *Harbrace Essentials with Resources for Writing in the Disciplines,* 3rd. Ed.
Authors: Cheryl Glenn and Loretta Gray
Publisher: Cengage
MindTap: We will be using the MindTap version of the text. Please login to the course site before purchasing your access to the materials.

Suggested Course Materials
- Access to a good (and current) Writing Handbook. We recommend the one used by ENGL 1301 students: *Harbrace Essentials with Resources for Writing in the Disciplines,* 3rd. ed. From Cengage.
- Someplace to save your digital files

Required Assignments & Academic Calendar
- Please see the course schedule below for an outline of assignments and due dates.
- In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, students must log onto their Canvas accounts for directions on where or how to continue their coursework.
- The course is divided into weekly modules; each module may include a mix of reading assignments, quizzes, group annotation and discussion activities, an essay, and/or a multi-media presentation. All of these can be completed and submitted online. The schedule below is subject to change with fair notice and will be announced in your Canvas course site as needed.

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Table 1 Course Schedule
The schedule below identifies major topics and assignments within each module, the date(s) we will be working on them and the course objectives that the readings, assignments and assessments support. The graded assignments in this schedule and the percentage values of each grade are described in the Methods of Evaluation section below.

Week	Date	Topics, Readings, Assignments, Deadlines
1	3/15 to 3/19	In *Ambient Rhetoric,* read Chapter 6. The Rhetorical Thing: Objective, Subjective, Ambient, and then complete the Group Annotation and Discussion Activity 1 and the Video Response Activity 1.
2	3/22 to 3/26	In *Becoming Rhetorical*, read Chapter 12: Research: Composing with Multiple Sources, and then complete Essay 1 and the Pre/Post Writing Activity 1.
3	3/29 to 4/2	In *Becoming Rhetorical*, read Chapter 2. Analyzing Textual Rhetoric, and then complete Essay 2 and the Pre/Post Writing Activity 2.
4	4/5 to 4/9	In *Harbrace Essentials*, read Chapter 13. MLA Documentation, and then complete the Multimedia Activity 1
5	4/12 to 4/16	In *Ambient Rhetoric,* read Chapter 8. Attuning to Sufficiency: A Preparatory Study in Learning How to Dwell, and then complete the Group Annotation and Discussion Activity 2 and the Video Response Activity 2.
6	4/19 to 4/23	In *Becoming Rhetorical*, read Chapter 6. The Invitation to Rhetoric: Formulating Rhetorical Problems, and then complete Essay 3 and the Pre/Post Writing Activity 3.
7	4/26 to 4/30	In *Becoming Rhetorical*, read Chapter 7. Responding to Rhetorical Problems with Arguments, and then complete Essay 4 and the Pre/ Post Writing Activity 4.
8	5/3 to 5/7	In *Becoming Rhetorical*, read Chapter 15. Creating Multimodal Compositions, and then complete the Multimedia Activity 2.

Methods of Evaluation

Due dates for each assignment will be posted in our course calendar, syllabus, and modules area within Canvas. Late assignments will only be accepted if you have notified the instructor prior to the due date and provided a reasonable explanation. No assignments will be accepted after the end of the semester without approval from the instructor and the academic dean. The graded assignments are calculated as follows:

Grading

- 10% - 2 online, group annotation and discussion activities - (5% each)
- 10% - 2 online, video response activities (labs) - (5% each)
- 40% - 4 essays - (10% each)
- 20% - 4 pre/post writing activities (associated with the essays above) - (5% each)
- 10% - 2 multimedia activities - (5% each)
- 10% - weekly online attendance - (you turned in at least one assignment or completed one activity during that week - 1.25% each week)

All grades will be posted in Canvas in your grade book. Rubrics will be used to describe performance and points awarded. Additional comments will be added to your larger compositions. An A = 90-100, B = 80-89, C = 70-79, D = 60-69, and F = 59. Class participation (student to student and student to instructor) is integrated into your prewriting assignments but does not count as a grade.

Methods of Instruction
Students will complete reading assignments in a timely manner (see schedule above) and complete online quizzes, discussions, and writing prompts within Canvas as soon as possible to allow ample time to use these pre-writing strategies to help develop thoughtful and engaging compositions that would appeal to a larger audience. Step-by-step instructions, links to online activities, and assignment drop-boxes for each of the modules of instruction are located in the Canvas site, which includes access to the MindTap platform.

Computer Hardware and Software Requirements
Access to the Internet through a web browser, access to a word processor and presentation software are required. Access to a computer or smartphone with a camera and microphone is also required.

Course & Instructor Policies

Class Attendance and Participation
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' instructions. Students taking courses during compressed semester time frames 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 courses(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

Attendance is checked weekly, and online attendance counts for 10% of the final grade.

Student Conduct & Discipline
Students should behave in a manner that is consistent with sincere academic attitude. The following instructional activities and standards will be used:

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1. Communications: instructor and students will use the Inbox tool in Canvas as the primary means of communication. The announcements, discussion, and other communication tools will also be used to facilitate certain assignments.
2. Online participation: students are expected to login to Canvas each week to complete assigned activities and interact with fellow students as needed to complete assignments.
3. Monitoring online activities: the instructor will access the course site each day. Responses to Inbox messages from students will typically be answered within 24 hours. Grades from assignments will typically be posted within 7 days.
4. Online behavior: students are expected to interact with each other in a positive and supportive manner. Inappropriate online behavior can result in being denied access to the course site.
5. Technical competence: students are expected to be familiar with searching the Internet with a Web browser and have a basic understanding of Microsoft Word (which works best for our grading platform). Analogous Apple and Google applications will also work, but Microsoft "Works" files will not work.

6. Access to technology: convenient access to a computer with Internet browsing capability and Microsoft Office (or similar) applications is expected.
7. Technical problems: if you experience technical problems with Canvas, you may submit your files to me as email attachments (see instructor's email address above) or drop them off at my office (see office location above). Technical problems in themselves are not an adequate reason for turning in an assignment more than a day late.
8. On-campus requirements: there are no on-campus meetings required.
9. Academic honesty: any incidence of academic dishonesty will result in a zero on the assignment. Repeat offences will result in an F in the course.

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.

Students are expected to view their Turnitin originality reports that are viewable immediately after submitting an essay. This tool can alert students to the possibility of plagiarism and will be closely reviewed by the instructor.

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

**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: http://grayson.edu/current-students/index.html