

## **GRAYSON COLLEGE**

### ***Syllabus Spring 2020***

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**

*INRW 0210.A66NT, online*

---

#### **Teacher Contact Information**

*Instructor: Karen Campbell*

*Office: 106D*

*Office Hours: MW 2:30-5:00 PM, TTH 8-9:30 AM & 11 AM - 12 PM*

*After office hours: Use Canvas messaging or phone and leave voice mail at 903-463-8639,*

*email: [campbellk@grayson.edu](mailto:campbellk@grayson.edu)*

---

#### **Course Description – from Academic Course Guide Manual (ACGM, used by 2-year Texas schools)**

Integration of critical reading and academic writing skills. Successful completion of this course if taught at the upper (exit) level fulfills TSI requirements for reading and/or writing.

#### **Course Corequisites**

Students enrolled in this class, must be coenrolled in INRW 0210

---

#### **Student Learning Outcomes**

Upon successful completion of this course, students should meet the [Texas College and Career Readiness Standards](#).

This will include the following learning outcomes:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.

2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of standard English in reading and writing

### **Required Textbooks**

Students will access materials through Cengage Unlimited and some other free supplemental materials provided by their course instructor.

### **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.**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	1/11-1/15	0210 Reading: Reading Process & annotation, comprehension & vocabulary practice 0210 Writing: Rhetorical Situation 0210 Grammar: Pretest, End punctuation
2	1/18-1/22	0210 Reading: Finding the Thesis & Main Ideas, comprehension & vocabulary practice 0210 Writing: Summary, Main Ideas & Thesis Statements 0210 Grammar: Prepositions, Subjects & verbs

3		0210 Reading: Word Knowledge & Vocabulary Building, Responding to a Reading, comprehension & vocabulary practice
	1/25-1/29	0210 Writing: Critical Reading & Writing
		0210 Grammar: Run ons & Comma Splices
4		0210 Reading: Denotation & Connotation, Author's point of view, comprehension & vocabulary practice
	2/1-2/5	0210 Writing: Implied Main ideas, Supporting Details
		0210 Grammar: Sentence Fragments
5		0210 Reading: Outlining a Reading, reading comprehension & vocabulary practice
	2/8-2/12	0210 Writing: Organizing/Outlining ideas, Transitions
		0210 Grammar: Subject/Verb Agreement, verb tenses
6		0210 Reading: Inferences and conclusions, reading comprehension & vocabulary practice
	2/15-2/19	0210 Writing: Body Paragraphs
		0210 Grammar: Coherence, 1st, 2nd, & 3rd person pronouns
7		0210 Reading: Main ideas of Paragraphs, reading comprehension & vocabulary activities
	2/22-2/26	0210 Writing: Introductions, topic sentences
		0210 Grammar: Common Sentence Errors
8		0210 Reading: Types of Definitions, reading comprehension & vocabulary activities
	3/1-3/5	0210 Writing: Conclusions, revising/editing
		0210 Grammar: Clauses and Sentence Types, Sentence Combining
<b>SB</b>	<b>3/8-3/12</b>	<b>Spring Break</b>
		0210 Reading: Concentrating when you Read, Conducting Research
9	3/15-3/19	2010 Writing: Research Essays
		0210 Grammar: MLA Citation, Numbers
10	3/22-3/26	0210 Reading: Write After You Read, Logical Fallacies

		0210 Writing: How to Write When You have No Time to Write, Analysis
		0210 Grammar: Modifiers, Commas
		0210 Reading: Figurative Language, Paraphrasing
11	3/29-4/2	0210 Writing: Paraphrasing vs Direct Quotations vs Summary
		0210 Grammar: Punctuation
		0210 Reading: Reading across Disciplines, Finding and Developing Supporting Ideas
12	4/5-4/9	0210 Writing: Write to Be Understood, Writing essays with multiple patterns
		0210 Grammar: Capitalizing and Punctuating Titles, Parenthetical Expressions
		0210 Reading: Tone, The Writer's Voice
13	4/12-4/16	0210 Writing: Writing Narrative, Descriptive, Illustrative Essays
		0210 Grammar: Coordinating and Subordinating Conjunctions, Passive Voice
		0210 Reading: Critical Viewing
14	4/19-4/23	0210 Writing: Process Analysis, Texting
		0210 Grammar: Commonly Confused Words
		0210 Reading: Source Bias in a Complex Reading, Credible Sources
15	4/26-4/30	0210 Writing: Argumentative Essays, Evidence
		0210 Grammar: Appropriate Language
16	5/3-5/7	Finals

### **Methods of Evaluation**

- There is no grade provided for this course except a complete/incomplete lab grade as recorded in your ENGL 1301/HUMA 1301 course of record. You must complete at least 70% of the activities to receive a designation of complete in your course of record.

### **Major Assignments Areas**

<b>Writing Lessons/Practice</b>	<b>25% of Complete/Incomplete</b>
<b>Reading Lessons/Practice</b>	<b>25 % of Complete/Incomplete</b>
<b>Grammar Complete/Incomplete</b>	<b>25% of</b>
<b>Formative Skills Assignments</b>	<b>25% of Complete/Incomplete</b>

**Writing Lessons/Practice:** Students will complete Canvas and Cengage Mindtap exercises over writing skills for sentences & paragraphs/ paragraphs & essays.

**Reading Lessons/Practice:** Students will complete Canvas and Cengage Mindtap exercises over reading comprehension and vocabulary.

**Grammar:** Students will complete Cengage Mindtap exercises over grammar.

**Formative Assignments:** Students will complete assignments designed by their Corequisite 1301 and INRW instructors to aid them in refining certain skills from their Composition I class.

**Note: All activities will be turned in online through Canvas or Mindtap.**

### **Methods of Instruction and Technical Competence**

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.

The Writing Center has a new location in Liberal Arts Rooms 108 & 110, on the first floor right by the west doors. We are available by appointment only currently and will be practicing social distancing.

Hours are:

Monday-Thursday: 8 AM - 5 PM

Friday: 9 AM - 2 PM.

During this struggle with Covid 19, we are offering more online services. Students can schedule a synchronous online conferencing appointment with a tutor at [grayson.mywconline.com](https://grayson.mywconline.com) (see instructional video at <https://drive.google.com/file/d/1hNOqFm-7LpOzivrJUOx-hQxJec5e1I2u/view?usp=sharing>). Please also remember the Writing Center accepts email submissions, including from online and dual credit students, at <https://writingcenter2.wixsite.com/gcwritingcenter/submit-2>. Students should allow a minimum of 36 hours for a response, though often they receive one faster.

We offer help to students in any discipline, from English to Biology, and at any stage of the writing process, from brainstorming to outlining, drafting, revising, or editing. We also help with appeal letters, scholarship essays, cover letters and resumes. Schedule an appointment with us today!

---

## Course & Instructor Policies

**Attendance:** 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 timeframes 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

**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, quiet cell phone use is permitted so long as they are quiet and do not interfere with the class or the students ability to participate and listen to lecture. 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 (or Disability) 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 and Late Penalties:** Assignments must be handed to me at the beginning of class on the day they are due or turned in through Canvas at the time assigned. Any assignment turned in late will automatically be deducted 10 points for every day it is late over the due date. After 10 days, you will lose the opportunity to turn in a late assignment. In certain emergencies, I may remove some late penalties or give credit for late assignments, but this will be at my discretion.

### **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.

See the College's definition of Plagiarism here:

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.

If you are found guilty of Plagiarism through Turnitin or another method, you will fail the assignment on the first offense and this will be reported to your ENGL 1301/HUMA 1301 instructor of record and the Dean's office. A second offense will result in an incomplete for the lab and action taken by your instructor of record or Dean. Note that penalties for plagiarism can include not only failure of the course but even academic probation and expulsion depending upon the nature and number of offenses.

---

## **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:

- Molly M. Harris, Title IX Coordinator (903)463-8714
- Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- 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: <https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>