

**ENGLISH 0201**

MW 3:20-4:20 ~ Zoom in D2L

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Office Hours: MW 1:00-2:00 ~ F100

**COURSE DESCRIPTION**

A study of reading and writing in the Accelerated Learning Program. This course provides students with supplementary support while take ENGL 1301: Composition and Rhetoric I. Enrollment is limited to students who are TSI liable. **Credit Hours:** 2 (2 lecture 0 lab)

**Corequisite:** [ENGL 1301 Composition and Rhetoric I](#) with the same section number.

**GENERAL OBJECTIVES**

1. Students will be able to read, comprehend and summarize complex texts commonly found in college courses. Assessment: evidence of understanding a variety of reading assignments
2. Students will be able to follow a reliable writing process that includes planning, drafting, editing, revising, and experimenting. Assessment: evidence of understanding the writing process
3. Students will be able to offer constructive criticism to classmates about their writing. Assessment: evidence of peer review work
4. Students will be able to use the constructive criticism offered by classmates and the instructor to revise their own writing. Assessment: evidence of improvements in writing through revision

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**TEXTBOOKS**

- All course readings are available on D2L within each unit. You are welcome to print them if that will make your reading and annotating easier.
- We have NO required books for purchase.

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**Paper Grades and Their Numerical Value:**

<b>A+</b> = 98-100	<b>B+</b> = 88	<b>C+</b> = 78	<b>D+</b> = 68
<b>A</b> = 95	<b>B</b> = 85	<b>C</b> = 75	<b>D</b> = 65
<b>A-</b> = 92	<b>B-</b> = 82	<b>C-</b> = 72	<b>D-</b> = 62
<b>A/B</b> = 90	<b>B/C</b> = 80	<b>C/D</b> = 70	<b>F</b> = 50 or below

ALL GRADES ARE BASED ON WHOLE PERCENTAGE POINTS: 1 POINT = 1%. THAT MEANS, AN ASSIGNMENT WORTH 10 POINTS IS WORTH 10% OF YOUR COURSE GRADE. YOU CAN KEEP TRACK OF YOUR SCORES THROUGHOUT THE SEMESTER, AND THEY WILL ADD UP TO YOUR FINAL GRADE.

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## BRIEF DESCRIPTION OF COURSE ASSIGNMENTS

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### Attendance & Participation (60%)

- We will meet on Monday and Wednesday from 2:00-3:15 as a group.
- These meetings will be in our Virtual Classroom/Zoom, and they are required.
- During our class meetings, we will discuss course material, get a jump on assignments for ENGL1301, review common issues, troubleshoot our course technology, and address any questions you have.
- The success of these meetings relies on your alert and energetic **participation**.
  - Make sure you ask questions when you have them.
  - When we are discussing something, be sure that you offer your ideas.
  - We are a small group, so your voice is incredibly valuable to our work this semester.
- Preparing for Class
  - Read or watch whatever text we will be discussing that day.
    - Texts include essays, videos, and assignments.
    - In the course schedule, you'll see a description of the material you need review before each class session.
  - *Know what you don't know.*
    - If you don't know words, look them up.
    - If you don't understand parts of the reading/video, make a note, and ask during class.

### Writing Center (40%)

- You are required to schedule and attend a session with the Writing Center four times during our course. Two of those visits align with ENGL1301, meaning you can visit once to satisfy the requirement for both courses.
  - Writing Center Reflections Due to DropBox in 0201 ON or BEFORE:
    - Unit 1: Sunday 9/6 @ 11:59 pm
    - Unit 2: Sunday 10/4 @ 11:59 pm  
Sunday 10/25 @ 11:59 pm
    - Unit 3: Sunday 12/6 @ 11:59pm
- You may discuss getting started on papers or discussion posts, understanding course readings, help with research, feedback on drafts, and anything else you have questions about.
- Each visit is worth 10% of your course grade.
  - Credit is based on the quality and content of your reflection.
  - Check out the Writing Center Reflection Video for ideas about how to make your reflection strong.
- Complete and upload your reflection as soon as your Writing Center session concludes.
- To get credit for your visit, please complete and upload a Writing Center Reflection by the dates listed above (and in the course schedule).

To schedule an appointment, visit [Brazosport.edu/writingcenterschedule](http://Brazosport.edu/writingcenterschedule). You must schedule at least 2 hours in advance, and they will book up quickly. Appointments are available **8am-8pm MTWR** and **8am-12pm on Friday**.

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## **POLICIES & PROCEDURES**

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### **STUDENTS WITH DISABILITIES**

Brazosport College is committed to providing equal education opportunities to every student. BC offers services for individuals with special needs and capabilities including counseling, tutoring, equipment, and software to assist students with special needs. Please contact Phil Robertson, Special Populations Counselor, 979-230-3236 for further information.

### **ACADEMIC HONESTY**

Brazosport College assumes that students eligible to perform on the college level are familiar with the ordinary rules governing proper conduct including academic honesty. The principle of academic honesty is that all work presented by you is yours alone. Academic dishonesty including, but not limited to, cheating, plagiarism, and collusion shall be treated appropriately. Please refer to the Brazosport College Student Guide for more information. This is available online at <http://www.brazosport.edu>.

Academic dishonesty violates both the policies of this course and the Student Code of Conduct. In this class, any occurrence of academic dishonesty will be referred to the Dean of Student Services for prompt adjudication, and may, at a minimum, result in a failing grade for that assignment and potentially in this course. Sanctions may be imposed beyond your grade in this course by the Dean of Student Services.

### **CLASSROOM “RULES”**

Respect for the diversity of perspectives, histories, experiences and identities that exists in any community is crucial for its productive functioning. This class, to varying degrees, will be examining and producing writing relating to issues of gender, race, ethnicity, sexuality, and class, all of which can be controversial and generate impassioned and even confrontational positions. In seeking to understand and engage in dialogue on any topic, we are interested in comprehensively and critically surveying the range of views available. In an academic environment (and hopefully elsewhere), our own engagement with these issues must not include demeaning remarks and insults, stereotypes, careless generalizations, or the refusal to allow people opportunities to present and develop their views publicly. Any environment that claims to encourage dialogue, as opposed to confrontation, is relatively fragile. The danger is not only that some participants may be offended or hurt, but also that they may be silenced.

Any student found to be deliberately creating a hostile environment, or who does not alter his or her participation after a complaint has been put forth and explained will be reported to the Dean of Students. In short, be respectful and have an open mind.

### **FERPA**

Brazosport College is committed to fully respecting and protecting the rights of students under the Family Educational Rights and Privacy Act (FERPA). These rights generally include the right to inspect, review and seek amendment to the student's education records and the right to provide written consent before personally identifiable information from education records is disclosed. This means, if you wish to include your parents in discussions of your academic progress, this consent must be on file with the Registrar and Dean of Students, and it must be verified before I will speak with anyone but you about your work in the course.

FERPA is a federal law created to protect your privacy, and I take it very seriously. If you wish to discuss your progress in the course (including questions about course material) you must contact me using your BC.edu email account. IT (F.wing) can help you sync it to your phone. BC.edu is the only confidential email protected by Brazosport College, and, in order to protect us and avoid potential FERPA violations, it's the only means of communication to which I will respond. Private email could be hacked or viewed by someone other than you, and BC doesn't protect our communication using any other means than our institutional email.

### **LATE WORK**

The success of each of our class meetings depends on your being prepared. The purpose of all assignments (discussion posts or other writing) is to help you prepare for class. Being prepared includes having questions about these assignments. Your work doesn't have to be perfect, but it has to show clear evidence that you have attempted to understand and complete the task thoughtfully. As a result of the need for you to be prepared, our assignment will not be accepted late. Late work will not help you participate in our class sessions in which that work is due. Therefore, late work will not be accepted.

### **ATTENDANCE AND WITHDRAWAL POLICIES**

The departmental policy requires 80% attendance for class times. You may be withdrawn if you miss more than the allowed absences; however, withdrawals are ultimately the responsibility of the student. The official withdrawal deadline for this semester is October 30<sup>th</sup>. To withdraw from a course, contact the Registrar's Office at 979-230-3221.

# COURSE SCHEDULE

DATE	READ TO PREPARE FOR CLASS	CLASS AGENDA
8/24		Intro to ENGL1301 & ENGL0201
8/26	Welcome Video Unit 1 Video	Questions about Unit 1, syllabus Profile Building (questions and expectations)
8/31	Review Find a Purpose discussion assignment Review Profile Essay Assignment	<ul style="list-style-type: none"> <li>Questions about Find a Purpose discussion assignment</li> <li>Begin reading profiles</li> </ul>
9/2	Review Responses to Discussions Page (1301>Start Here>Discussions & Responses)  Watch Writing Center Reflection Video  Watch Unit 2 Video	<ul style="list-style-type: none"> <li>Questions about Responding to Classmates</li> <li>Questions about Writing Center Reflection</li> <li>Questions about Unit 2</li> <li>Writing Exercise: <ul style="list-style-type: none"> <li>Copy/Paste your claim from Find a Purpose Discussion into a Word.doc</li> <li>List the examples you will use to develop that claim (break your discussion into a list)</li> <li>Find quotations from profile, and add to list</li> <li>Brainstorm conclusion (what did you learn)</li> </ul> </li> </ul>
9/7	Labor Day	
9/9	Read <ul style="list-style-type: none"> <li>Bunn "How to Read Like a Writer"</li> </ul>	<ul style="list-style-type: none"> <li>Questions about King and Bunn</li> <li>Review 9/10 Discussion Post Assignment</li> <li>Read and annotate Bunn</li> <li>Brainstorm claims for 9/10 Discussion</li> </ul>
9/14	Read <ul style="list-style-type: none"> <li>Sontag "Write, Read, Rewrite."</li> <li>Alexie "The Joy of Reading and Writing: Superman and Me"</li> </ul>	<ul style="list-style-type: none"> <li>Questions about Sontag &amp; Alexie</li> <li>Review 9/15 Discussion Post Assignment</li> <li>Read and annotate Sontag &amp; Alexie</li> <li>Brainstorm claims for 9/15 Discussion</li> </ul>
9/16	Read <ul style="list-style-type: none"> <li>Murray "The Makers Eye"</li> </ul>	<ul style="list-style-type: none"> <li>Questions about Murray</li> <li>Review 9/17 Discussion Post Assignment</li> <li>Read and annotate Murray</li> <li>Brainstorm claims for 9/17 Discussion</li> </ul>
9/21	Read <ul style="list-style-type: none"> <li>Divakaruni, "New Insights Into the Novel? Try Reading 300."</li> </ul>	<ul style="list-style-type: none"> <li>Questions about Divakaruni</li> <li>Review 9/22 Discussion Post Assignment</li> <li>Read and annotate Divakaruni</li> <li>Brainstorm claims for 9/22 Discussion</li> </ul>

9/23	Review Reading to Write Assignment	<ul style="list-style-type: none"> <li>• Questions about Reading to Write Assignment</li> <li>• Writing Exercise: <ul style="list-style-type: none"> <li>○ Open a Word.doc</li> <li>○ Copy and paste your claims from each discussion post in Unit 2.1</li> <li>○ Highlight similar ideas (words and phrases)—where do you see connections between these claims?</li> <li>○ Using these highlighted words/phrases, write one claim that you could use to discuss several essays.</li> <li>○ Copy/paste ideas from your discussion posts that you can use to develop this claim.</li> </ul> </li> </ul>
9/28	<ul style="list-style-type: none"> <li>• Re-watch Writing Center Reflection Video</li> <li>• Review Revising Like Murray</li> </ul>	<ul style="list-style-type: none"> <li>• Questions about Writing Center Reflection</li> <li>• Revising Like Murray Activity</li> </ul>

9/30	Revise Reading to Write Draft	Individual conferences for Reading to Write Draft
10/5	Read <ul style="list-style-type: none"> <li>• Re-watch Unit 2 Video (focus on 2.2)</li> <li>• Why &amp; How do Writers Draft Assignment</li> <li>• Lamott “Shitty First Drafts”</li> <li>• Schantz “Putting the Composure in Composing; or, Why I Love My Game Boy”</li> </ul>	<ul style="list-style-type: none"> <li>• Questions about Assignment</li> <li>• Questions about Lamott &amp; Schantz</li> <li>• Review 10/6 Discussion Post Assignment</li> <li>• Read and annotate Lamott</li> <li>• Brainstorm claims for 10/6 Discussion</li> </ul>
10/7	Read <ul style="list-style-type: none"> <li>• Wyche “Time, Tools, and Talismans”</li> <li>• Oats “To Invigorate Literary Mind, Start Moving Literary Feet”</li> </ul>	<ul style="list-style-type: none"> <li>• Questions about Wyche &amp; Oats</li> <li>• Review 10/8 Discussion Post Assignment</li> <li>• Read and annotate Wyche &amp; Oats</li> <li>• Brainstorm claims for 10/8 Discussion</li> </ul>
10/12	Read <ul style="list-style-type: none"> <li>• Ford “Goofing Off While The Muse Recharges”</li> <li>• Proulx “Inspiration? Head Down The Back Road, and Stop for Yard Sales”</li> </ul>	<ul style="list-style-type: none"> <li>• Questions about Ford &amp; Proulx</li> <li>• Review 10/13 Discussion Post Assignment</li> <li>• Read and annotate Ford &amp; Proulx</li> <li>• Brainstorm claims for 10/13 Discussion</li> </ul>
10/14	Read Elbow, “Desperation Writing”	<ul style="list-style-type: none"> <li>• Questions about Elbow</li> <li>• Review 10/15 Discussion Post Assignment</li> <li>• Read and annotate Elbow</li> <li>• Brainstorm claims for 10/15 Discussion</li> </ul>
10/19	Watch Cut & Paste and Skeleton Videos	<ul style="list-style-type: none"> <li>• Questions about Why &amp; How do Writers Draft? Assignment</li> <li>• Discuss Revision Activities</li> <li>• (if time permits) draft conferences</li> </ul>
10/21		Questions about Revision Activities
10/26	Watch Unit 3 Video Review Unit 3 modules	Questions about Unit 3 <ul style="list-style-type: none"> <li>• Discuss modules</li> <li>• Discuss discussions</li> <li>• Discuss Archive</li> <li>• Discuss Annotated Bibliography</li> </ul>
10/28	Watch Rhetorical Analysis Video	Questions about Rhetorical Analysis Review 10/29 Discussion Review 11/1 Discussion
11/2	Watch Search Terms Video Read Archive Posting Requirements	<ul style="list-style-type: none"> <li>• Questions about Archive Posting Requirements</li> <li>• Search terms brainstorm</li> <li>• Sample Article Post Review</li> </ul>
11/4		Questions about research Sample Image Post Review

11/9		<ul style="list-style-type: none"> <li>• Discuss narrowing research terms</li> <li>• Research for weekly Archive</li> </ul>
11/11		
11/16		
11/18		
11/23	No Class	
11/25		
11/30	Review Annotated Bibliography Assignment	Questions about Annotated Bibliography Annotated Bibliography Discussion
12/2	Annotated Bibliography Draft	Final Due Date Reminders Individual Conferences
12/7		
12/11	Grades posted to MyBC	