

English 0201 Syllabus

Tabatha Rhodes

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Appointments available through Zoom Monday - Thursday

https://www.meetingbird.com/m/B1Nj0b_GD

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

Think of this lab as a time to ask questions about the material we cover in 1301.

Textbook and Materials

Textbook: All required texts and readings will be provided on D2L - Brightspace. It is the student's responsibility to access these readings.

Materials

- Microsoft Word or compatible program
- Webcam, microphone, and speakers - for Zoom

Suggested materials:

- A headset - After many hours on Zoom, I recommend headphones with a mic to students. They make things much easier on you, and it's easier to hear.

NOTE: You can use the Zoom app on your phone (a tablet is a bit better), but based on feedback from my students, this makes things a bit more difficult.

On successful completion of this course, students will:

- Students will be able to read, comprehend and summarize complex texts commonly found in college courses.
- Students will be able to follow a reliable writing process that includes planning, drafting, editing, revising, and experimenting.
- Students will be able to offer constructive criticism to classmates about their writing.

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- Students will be able to use the constructive criticism offered by classmates and the instructor to revise their own writing.

Zoom Resources

- <https://www.youtube.com/watch?v=rud0Qb6EH7A>
 - ◆ This gives you basic directions for using a green screen and a virtual background
- <https://www.youtube.com/watch?v=cWlzM3ljHrA>
 - ◆ This video shows you the best Cheap option for a “green screen.”
- <https://www.youtube.com/watch?v=Ehd-VhuPiaE>
 - ◆ This video shows you how to use a filter to allow your virtual background to show without a greenscreen.

Zoom Meetings

We will meet in Z on Wednesdays from 6-8 p.m. The links to our meetings can be found under the Communication tab at the top of our course. I will also be posting the meeting information in the News section every Wednesday. The calendar shows what we'll be covering in class each week, but this is subject to change.

Grades

- Zoom participation / attendance - 40%
- Quill - 40%
- 2 Additional Writing Center sessions - 20%

Grade values

- ❖ A: 100-90
- ❖ B: 89-80
- ❖ C: 79-70
- ❖ D: 69-60

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Assignments

Participation Grade: Although we will be meeting virtually, this is an active class, and the success of our work together 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. When you are working with your classmates, make sure you are giving them 100%. We are a small group, so your voice is incredibly valuable to our work this semester. A lot of the work we will do together will be during our virtual meetings. In addition to active participation in collaborative activities and class discussion, you will earn a large portion of your course grade for thoughtful completion of the writing we do together in class.

WC Sessions: For this class, you will be required to visit the Writing Center for at least two additional visits to the required sessions for English 1301. These sessions can be used for any of your assignments, but it is recommended that you use these visits to go over your readings or to work on your discussion posts. You will need to adhere to the same guidelines for Writing Center Sessions for this class as you do for English 1301. The Writing Center Reflections for this class will need to be turned into the dropbox for visits located in the D2L-Brightspace course for the class and not that of English 1301. Make sure you put the appropriate Writing Center Reflections for each course into the correct Dropbox. Failure to correctly submit your Writing Center Reflection could mean that you will not receive credit for your sessions.

Quill: Quill is an interactive grammar website. For this class, Quill is REQUIRED. You will be required to take the diagnostic grammar quizzes, and then I will assign you lessons based on your needs. You will then be REQUIRED to do 3 lessons or attempts on lessons a week for the semester. Lessons are marked either green, yellow, or red after completion. All of your lessons must either be green or yellow. If you have a red lesson, you must retake it until it is either yellow or green for it to count. However, each attempt counts towards your total number of lessons that week. This means that if it takes you three attempts on a lesson to get it from red to yellow, that is the only lesson you will need to do that week. Please note, that I can read the answers students put on these lessons. Students who are obviously not reading the directions for these questions, will NOT get credit for this assignment. You may use these required lessons as part of the extra credit assignment for 1301, but you MUST write the one-page paper at the end of the semester to be eligible for the extra credit for your 1301 grade. Partial extra credit for your 1301 grade will NOT be given for completion of these required lessons. We will also be doing group lessons in class using Quill. If you encounter a

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difficult lesson or one you had questions about, please let me know, and I will see about us going over the lesson in class.

Weekly Schedule

❖ Week1

- Go over course Syllabus
- Go over Quill
- Go over Image of a writer discussion post
- Go over My Reading and Writing History First Draft
- Go over the Unit 1: The Goal of Writing Packet
- Look at the 3 sources you have to pick from
- Look at the hamburger Prezi to help you write your post next week

❖ Week 2

- Read the Freewriting Article
- Go over the Freewriting Activity
- Mini sessions over your Challenge or argue a writing rule discussion post

❖ Week 3

- Read Mind Mapping Article
- Go over the Mind Mapping Activity
- We won't be doing mini sessions on the Mind Mapping Discussion Post, but you can always make a virtual appointment with me.
- Mini sessions over your Freewriting Discussion

❖ Week 4

- Unit 1: The Goal of Writing paper mini sessions

❖ Week 5

- Read Lamott Article
- Go over the Lamott Revision Activity
- Mini sessions over your Unit 1: The Goal of Writing paper

❖ Week 6

- Read Murray Article
- Go over the Murray Activity
- Mini sessions over your Lamott Discussion

❖ Week 7

- Read part of the Elbow Article
- Go over the Elbow Activity
- Mini sessions over your Murray Discussion

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❖ **Week 8**

- Quill Activity
- MLA Prezi
- Mini sessions over your Elbow Discussion

❖ **Week 9**

- Revised My Reading and Writing History paper mini sessions

❖ **Week 10**

- Unit 2: Revision paper mini session

❖ **Week 11**

- Source activity
- Mini sessions over your Roberts or Goodman Discussion Post

❖ **Week 12**

- Quill Activity
- Mini sessions over your Library Discussion Post

❖ **Week 13**

- Unit 3: Image of a Writer paper mini sessions

❖ **Week 14**

- **No class - Thanksgiving break**

❖ **Week 15**

- Presentation activity
- Discussion Post mini sessions

❖ **Week 16**

- Finals

Writing Center Required Sessions

The Writing Center is currently **ONLY** open online. Please do not wait until the last minute. If you are unable to have a session because there are not any open sessions, then you will NOT get credit for a session.

You can always have a virtual session with the Writing Center if you want help analyzing your readings, and that session will count for the assignment the reading is for IF you complete a Writing Center Reflection. You may also have a session for your discussion posts. This might help you later write your paper.

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To get credit for your session, you must (1) work with a consultant for a MINIMUM of 50 minutes and turn in a digital Writing Center Reflection into the Writing Center Reflection Dropbox. All Writing Center Reflections for the semester will be uploaded into this dropbox. The Writing Center uses digital reflection for virtual sessions. If you have a session, you **MUST** let your consultant (tutor) know that you will need a reflection by the end of the session. It might be a good idea to let them know at the start of the session, and then remind them at the end. You **MUST** have the DATE, TIME, and TUTOR'S NAME typed after the reflection questions. You will then copy and paste this content into a .doc or .docx file, and you will upload this file like you would a scanned reflection.

To better serve students virtually, the Writing Center is offer two modalities for online sessions:

- **Online Tutoring-Writing** is their normal Whiteboard session, which is best for writers who prefer text-based chat. Whiteboard sessions are ideal for getting feedback on a draft.
- **Online Tutoring-ZOOM** is their Zoom-assisted session, which is best for writers who prefer speech to text. Zoom sessions are ideal for brainstorming, reading, and speech sessions.

Either of these modalities will count for your session in this course.

Actions that might result in you not receiving credit or only receiving partial credit for your Writing Center visit:

- Not being prepared for your session, which includes not having your textbook, assignment packet, notes, or working draft of your paper
- Disrespectful behavior and not following the Writing Center's guidelines
- Refusal to work with the tutors
- Sessions that occur after submitting the assignment
- Sessions where you work on multiple assignments at once

Please be respectful to the Writing Tutors at all times. Remember that they are people too, and they want to help you succeed in your course and become a better writer. You should make sure that you've watched the Writing Center video they've provided us with before your first session to make sure you're prepared.

While you have a set number of required visits, I encourage you to visit the Writing Center more than this. Most students find multiple visits to the Writing Center very

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helpful. Extra Writing Center visits may also result in extra credit at the end of the semester.

Revision Policy

You can revise the Unit 1: The Goal of Writing Final paper to replace the previous grade. You CANNOT revise this assignment if it originally turned in LATE. This is the only assignment that can be revised. If you somehow make a lower grade on your revision than your original grade, you will NOT get the lower grade. To be eligible to revise an assignment, you MUST have a session at the Writing Center for the revision. This visit will NOT be counted as one of the 4 required visits. You MUST turn in a Writing Center Reflection in the dropbox. Failure to do so will result in your revision NOT being graded. You may only submit ONE revision.

Policies & Procedures

Late work will NOT be accepted for worksheets, activities, quizzes, discussion posts, extra credit, or Unit 3 assignments. The Goal of Writing Final paper, Revised My Reading and Writing History Final Paper, and What is Revision Final Paper will be the ONLY assignments that will be accepted late. Work submitted after the due date will be docked 10% for each day. Assignments will NOT be accepted more than two days after the due date. I CANNOT accept late work on any other assignments. Once the dropbox closes, it will NOT be accepted. This means you should NOT turn in your assignments at the last minute.

Assignments MUST be submitted as .doc or .docx files. If an assignment is NOT turned into the Dropbox correctly, then it has NOT been submitted and will NOT be graded. It is the student's responsibility to determine if an assignment has been submitted correctly.

All assignments are automatically submitted through TurnItIn through the Dropbox. Students will automatically be able to view the TurnItIn Report when it's available.

Attendance and Participation

Although this is an online class, attendance and participation are mandatory and crucial for your success in this course. Please be aware of deadlines. You are expected to log in 2-3 times a week to view updated course news and participate in course activities. It

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is your responsibility to stay caught up in course discussions, submission of assignments and quizzes.

Withdrawals

Withdrawal from a course is, first and foremost, the student's responsibility. An instructor may process an "administrative withdrawal" on a student for excessive absences. However, it is the student's responsibility to ensure, prior to the deadline for withdrawal, that he/she has been officially withdrawn. Because you stop attending a class, does not mean that you have officially withdrawn from the class.

Classroom "Rules"

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. Respect for the diversity of perspectives, histories, experiences, and identities that exist in any community is crucial for its productive functioning. This class, to varying degrees, will be examining and producing writing that may relate to issues of gender, race, ethnicity, sexuality, class, and learning differences, 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.

We'll be interacting with each other often on the discussion board. Remember, feedback from your classmates is meant to be helpful and is offered to help you improve your writing. ALL writers need feedback. Even I, as a writer, seek out feedback. This is just part of producing writing and growing as a writer. However, if at anytime a classmate makes you feel uncomfortable with any of their comments, please contact me privately right away. Remember, You can make a virtual appointment with me. Our class should be comfortable for everyone.

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When Taking an Online Course

You are currently enrolled in an online college course and will be asked to show a professional and mature attitude through the semester. The following shows what it takes to be successful in learning while taking a course that has little if no face-to-face contact with either your instructor or fellow students:

Class time ~ 360 hours

Study time ~ 6 to 9 hours of study time per week

Grades ~

- attendance/effort does NOT count toward a grade, LACK of attendance will HURT you though
- keep track of your own grades using the grad book
- calculate your own grades to keep track of grade requirements
- have questions about your grade ASK immediately via email (don't wait till the mid or end of the course)

Instructors ~

- DO not remind you of incomplete work or assignment dates
- DO not keep attendance

Accountability ~

- monitor your own time
- make your own decisions about extracurricular activities
- practice good time management strategies
- understand YOUR responsibilities and expectations of college
- BE prepared
- DON'T procrastinate

Student Expectations

This is not designed to be a difficult course. If you log into class often, take good notes, complete assignments, and study outside of class, you should have no problem earning a good grade in this course. I am available for any questions or concerns about the subject material.

As a student in this course you will or need to:

- Log in often.
- Use the syllabus as your guide.
- Ask questions - don't wait.
- View online resources.

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- Read course materials.
- Actively participate in discussions.
- Think critically.
- Use proper “netiquette. In email and discussion posts.
- Meet all assignment deadlines.
- Be self-motivated and disciplined.
- Show increased knowledge and demonstrate it during class activities.
- Work with others in a fair and kindly manner.

Papers: start your assignments early and VISIT (online) the Writing Center. You might find you NEED to use the Writing Center more often than the required number of visits. This varies by the student. You should determine what works best for you and what you NEED as a student.

Discussion activities: post in the forum area for each topic given.

Discussion Participation: you are required to reply to two posts, but this is the minimum; you should instead try to have conversations with your classmates on the Discussion Board.

Worksheets, Activities, and Quizzes: submit by due date.

Work to Review: if it is listed for you to read or review, then you are expected to have an understanding of this resource. Skipping resources is how students fall behind in this course.

Dual Credit Student?

If you are currently a high school student, please be aware that there are no special allowances for dual/concurrent students. The course content, paper requirements, grading, attendance policy, and expectations are the same for all BC students. This course may contain adult content. Students who do not meet the expectations set forth by the college may be withdrawn by the instructor. Please be aware that even if you are a dual credit student and your current high school closes, you are still required to complete all coursework and attend any required meetings (such as tutor sessions) in this class while the college remains in operation.

Student Conduct

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Students are expected to be aware of and follow the Brazosport College Student Code of Conduct. Students have violated the Code if they “fail to comply with any lawful directions, verbal or written, of any official at BC.” Lawful directions include precautions and requirements taken to prevent the spread of COVID-19 at Brazosport College. Students who do not follow safety requirements, including the wearing of a mask, may be removed from class by their instructor and referred to the Dean of Student Services.

Campus Closure

Brazosport College is committed to the health and safety of all students, staff, and faculty and adheres to all federal and state guidelines. The College intends to stay open for the duration of the semester, and provide access to classes and support services on campus in the safest way possible. The College will also comply with lawful orders given by applicable authorities, including the Governor of Texas, up to and including campus closure. It is possible that on campus activities may be moved online and/or postpone if such orders are given.

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. For students to receive any accommodation, documentation must be completed in the Office of Disability Services. Please contact Phil Robertson, Special Populations Counselor at 979-230-3236 for further information.

Academic Honesty Policy

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

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Student Services for prompt adjudication, and may, at a minimum, result in an F in this course. Sanctions may be imposed beyond your grade in this course by the Dean of Student Services.

Title IX Statement

Brazosport College faculty and staff are committed to supporting students and upholding the College District's non-discrimination policy. Under Title IX and Brazosport College's policy FFDA (Local), discrimination based on sex, gender, sexual orientation, gender identity, and gender expression is prohibited. If you experience an incident of discrimination, we encourage you to report it. While you may talk to a faculty or staff member at BC, please understand that they are "Responsible Employees" and must report what you tell them to college officials. You can also contact the Title IX Coordinators directly by using the contact information below. Additional information is found on the Sexual Misconduct webpage at www.brazosport.edu/sexualmisconduct. Kelli Forde Spiers, Director, Student Life and Title IX Coordinator Office J-117D; 979-230-3355; kelli.fordespiers@brazosport.edu Mareille Rolon, HR Coordinator and Deputy Title IX Coordinator Office C-114; 979-230-3303; mareille.rolon@brazosport.edu

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.

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LEARNING OUTCOMES ENGL 0201

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