



ENGLISH 1301
Office Hours: MW 2-3 (zoom)

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COURSE DESCRIPTION

English 1301 Composition and Rhetoric I – Process-oriented instruction in written composition accompanied by rhetorical analyses of required readings, instruction in research methods, MLA documentation, and the use of PC's in a writing lab. Students write a series of papers demonstrating competencies in expository and argument strategies, including narration, description, causal analysis, and comparison/contrast.

PREREQUISITE: Satisfactory placement score.

GENERAL OBJECTIVES

ENGLISH 1301 emphasizes writing as a process, a process of discovery and thinking. Students are led through the process of inventing, drafting, reading drafts critically, revising and polishing, and editing their compositions.

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.

ENGLISH 1301 LEARNING OUTCOMES

After successful completion of this course, students will be able to:

1. Demonstrate knowledge of individual and collaborative writing processes. Assessment: Participation in peer editing, draft workshops, and group discussions. 4-8 compositions (passing with at least 70%)
2. Develop ideas with appropriate support and attribution. Assessment: Students support their claims in each composition by closely reading and incorporating sources to develop and defend these claims. 4-8 compositions (passing with at least 70%)
3. Write in a style appropriate to audience and purpose. Assessment: Students will understand the rhetorical situation and adjust their style to suit myriad audiences. 4-8 compositions (passing with at least 70%)
4. Read, reflect, and respond critically to a variety of texts. Assessment: Students closely read articles, essays, images, videos, and student writing. 4-8 compositions (passing with at least 70%)
5. Use Edited American English in academic essays. Assessment: 4-8 compositions (passing with at least 70%)

Paper Grades and Their Numerical Value:

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

Course Assignments

Discussion Posts	10%
Responses to Discussion Posts	10%
Writing Center Reflections	5%

Course Units:

Unit 1	15%
Unit 2	20%
Unit 3	40%

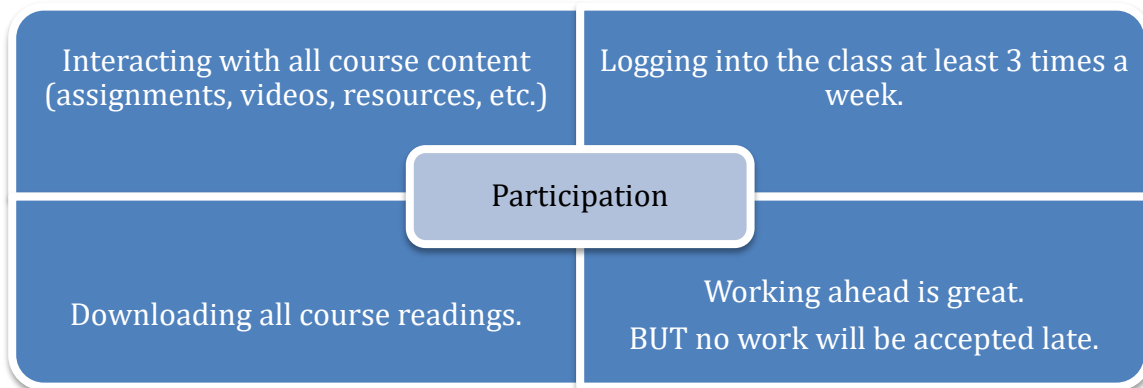
TOTAL

100%

BRIEF DESCRIPTION OF COURSE ASSIGNMENTS

Participation

In order to earn any of the points available for this course, you have to participate. Participation means:



We are all adults, so I am not going to require a certain number of hours you need to be in class each week. However, **I anticipate you will need to spend a minimum of two hours a week engaging with our course materials online and several more hours engaging with downloaded readings**, completing writing assignments, and visiting the Writing Center for feedback.

Discussion Posts (10%)

Length: 400 Words (minimum)

Due dates in course schedule (7-10) ~ Not accepted late

As we read essays and articles (posted on D2L), I will ask you to compose short writing assignments that form a sequence that will offer your materials to use in your formal papers. The nature of these short papers is to help you brainstorm and begin to articulate your ideas and opinions using our course readings. You will use these short papers to practice techniques (summary, paraphrase, using quotations, developing arguments, etc.)

These short papers will be a minimum of 300 words (include word count at the end of each entry), and they will be posted in the appropriately titled discussions in each Unit. The due dates are available in the course schedule (table) at the end of this syllabus.

If you **THOUGHTFULLY** complete these short papers, you will earn this 10%, and you will be in a better position to craft your formal papers because you will be able to use these smaller assignments as your foundation. If you treat these short assignments as hoops to jump through, and your writing does not show at least a page/300 words (minimum) of thoughtful interaction with the text and your response questions, you will not receive credit.

DISCUSSION POST GRADING GUIDE

- √+ **CREDIT PLUS.** **Excellent work.
**This response is likely longer than a page/300 words, and each paragraph thoughtfully addresses the assignment question.
**It goes above and beyond the expectations of the assignment while still addressing the question.
**It takes the guidelines for the √ and perfects them.
- √ **CREDIT.** **This discussion post is right on point. It's 300 words (minimum), and there's no fluff.
**This discussion post answers the assignment question (on the course schedule), uses quotations from the reading to develop their response, and shows evidence of critical thinking.
**This discussion post shows CLEAR evidence that the writer has read and understood the assigned text.
**The writer makes a claim in their introduction that answers the question, and they use their example paragraphs to develop that claim.
**The discussion post might not be grammatically perfect, but the writer is clearly expressing their ideas; there are no run-on ideas or incomplete thoughts.
- √- **NO CREDIT.** **This discussion post is unspecific and doesn't show evidence that the writer has read the text closely.
**If the writer uses quotations, they are included haphazardly, and they are not interpreted to show how they address the writers' purpose/their answer to the assignment question.
**The writer may be discussing ideas outside of the text or outside of the scope of the assignment question.
**The writer may have a claim, but it is general or does not address the specific assignment question.
**The writer may have run their paper into one, long paragraph without separating their ideas.
**The assignment question has not been addressed or answered thoughtfully and completely.

Responses to Discussion Posts (10%)

Length: 50 Words (minimum)

Due: Friday @ 11:59pm each week ~ Not accepted late

You must respond to two of your classmate's posts each week. This means you will compose two responses each week, each to different classmates. You may respond to anything they post, but you must use your response to engage the content of what your classmate posted. These responses should be a minimum of 50 words. **(Please insert the Word Count after each entry.)**

Here are some guidelines for writing successful responses:

- Read postings by your classmates with an open mind; think critically about which posts are the most provocative to you. The ones that stick out, make you think, or make you angry are likely the best ones to comment on.
- When responding, use the student's name and describe the point so that your whole class can follow along. Example: Jessica, you make an interesting point about technology increasing without training increasing.
- Whether you are asserting agreement or disagreement, provide clear and credible evidence to support your response. Discuss WHY you agree/disagree and offer sources if you can.
- Avoid using unsupported personal opinions, generalizations, or language that others might find offensive. This includes value judgments (I like that; I don't like that).
- When in disagreement, keep responses respectful and academic in tone.

- Ask open-ended questions, rather than questions that can be answered with yes or no. Those types of answers end the conversation, rather than pushing it forward.

Evaluation:

Dr. April will monitor the boards to ensure you are posting your responses by **Friday at 11:59pm** each week. You will also complete a self-evaluation of your responses throughout the semester. This Response Reflection is due to DropBox on **Sunday 12/5 11:59pm**.

Course Units & Formal Projects

Unit 1: Meet the Class (15%)

- **Part 1.1: Profile Creation (5%)**
 - Complete your profile on D2L. Add a photo, a nickname (the name you would like to be called in class), your hometown, and any personal information that will help us learn more about you.
 - Some answers may be short. However, your answers to Future Goals and Most Memorable Learning Experience should EACH be a minimum of 100 words.
- **Part 1.2: Profile Essay (10%)**
 - Write a 500 word (minimum) essay in which you make an argument about the identity of one of your classmates. This won't be a contentious argument. Instead, make a claim about who they are. Then, refer to specific moments in their profile to develop this claim.
 - For instance, if your claim is that your classmate, Miles, likes Jazz, you will need to refer to evidence, like Miles' favorite album, his discussion of playing music, and his attendance at live music events. The claim doesn't need to be huge, but it does need to be specific and backed up with evidence you provide from their profile.

Unit 2: Writing About Writing (20%)

- **Part 2.1: Reading to Write (10%)**
In the second move of our course, we will read multiple essays discussing the various ways writers read to write. Some will discuss revising others will discuss how they read as a habit. Use these readings to make an argument about how writers read to write.
- **Part 2.2: How and Why Writers Draft? (10%)**
Your second paper will ask you use the essays we read in this move to make an argument about how and why writers draft in the ways they describe.

Unit 3: Rhetorical Analysis & Research (40%)

- **Part 3.1: Understanding Rhetorical Concepts—Audience, Purpose, and Context (5%)**
This unit part will include D2L posting, and short writing assignments. The goal of this unit will be to help you learn about the rhetorical concepts (audience, purpose, and context) that you will analyze when you move through the rest of Unit 3.
- **Part 3.2: Pandemic Research Archive (20%)**
You will contribute 1 image post and 1 article/video post to our course archive each week. The specific format and guidelines for these posts will be shared on our D2L and in class. You will post a total of 3 images, 3 articles, and 3 videos (with the required writing).
- **Part 3.3: Annotated Bibliography (15%)**
You will compile an Annotated Bibliography in which you summarize and evaluate at least **four** sources. This Annotated Bibliography will require you to write a claim that you can use each source you include to develop. Each source will have three parts: (1) MLA Works Cited Entry, (2) summary of the source (including quotations and interpretations, where

appropriate), and (3) evaluation (discussion of how you will use this source to develop your claim).

PAPERS 1.2, 2.1, AND 2.2 CAN BE REVISED AFTER YOU HAVE HANDED IT IN ON THE ASSIGNED DUE DATE. THE LAST DAY TO HAND IN REVISIONS FOR CREDIT IS **Sunday 12/6 11:59pm.**

WRITING CENTER (5%)

You must visit the Writing Center two times during this class: once during Unit 2 and once during Unit 3. These visits will help you this 5% of your course grade. Your credit for your session will be based on:

- (1) the depth and specificity of your Writing Center Reflection, and
- (2) the inclusion of the writing you took to the Writing Center.

The Writing Center Reflection is available on D2L, and your completed Writing Center Reflection will be submitted to DropBox. The final due date for your reflection will be the day the final assignment for each unit is due.

You are responsible for managing your time and scheduling an appointment with the Writing Center in advance. Sessions can book up to a week in advance, and failure to visit the Writing Center due to poor time management is not an acceptable excuse.

To schedule an appointment, visit Brazosport.edu/writingcenterschedule. Online appointment hours are **8am-8pm MTWR** and **8am-12pm on Friday**.

POLICIES & PROCEDURES

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. There is no extra credit. This course may contain adult content. Students who do not meet the expectations set forth by the college will be withdrawn by the instructor.

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

All work must be posted by the day and time it is due. Those times are listed on pages seven-ten in this syllabus. No work will be accepted late.

ATTENDANCE AND WITHDRAWAL POLICIES

Our class does not meet synchronously. If you have questions, please make an effort to pop into our class office hours: MW 2:00-3:00 (zoom link in News). Withdrawals are the responsibility of the student. The official withdrawal deadline for this semester is October 30th. To withdraw from a course, contact the Registrar's Office at 979-230-3221.

Date	Reading & Quizzes	Major Project
Week One	Wednesday 8/26 11:59pm Welcome Video Unit 1 Video & Quiz Syllabus Quiz	Friday 8/28 11:59pm Complete Profile on D2L <ul style="list-style-type: none"> • Add a photo, • complete as much of the profile as you feel comfortable, • 100 word minimum answers to Future Goals and Most Memorable Learning Experience NO RESPONSES REQUIRED THIS WEEK.
Week Two	Wednesday 9/2 11:59pm Unit 2 Video Unit 2 Quiz	Wednesday 9/2 11:59pm Find a Purpose (discussion post) Create a post evaluating one of your classmates' profiles. What claims can you make, based on the parts of their profile? What can you use these details to argue or show? If you had to choose three examples from this profile, which would you choose? What claim can you make that would bring them all together? (Word count: 100 words minimum) Friday 9/4 11:59pm Responses to two classmates Sunday 9/6 11:59pm Profile Essay Due (dropbox) 500 words
Week Three	Tuesday 9/8 11:59pm King "Reading to Write" Thursday 9/10 11:59pm Bunn "How to Read Like a Writer"	Tuesday 9/8 11:59pm Discussion Post According to King, what is the role of reading to a writer? Use this SW to discuss the role reading <i>should</i> have in the life of any writer. Thursday 9/10 11:59pm Discussion Post Bunn discusses the different ways that writers read (compared to folks who just read for enjoyment). In this SW, make an argument discussing how writers read, using quotations from Bunn to develop your claims. Friday 9/11 11:59pm Responses to two classmates

<p>Week Four</p>	<p>Tuesday 9/15 11:59pm</p> <ul style="list-style-type: none"> • Sontag “Write, Read, Rewrite.” • Alexie “The Joy of Reading and Writing: Superman and Me” <p>Thursday 9/17 11:59pm</p> <ul style="list-style-type: none"> • Murray “The Makers Eye” 	<p>Tuesday 9/15 11:59pm Discussion Post Sontag discusses the ways writers read both the work of others and her own writing. Alexie discusses the role of reading to his early development as a man and as a writer. Choose one of these pieces, and write a one pager discussing the ways writers read/the importance of reading to writers.</p> <p>Thursday 9/17 11:59pm Discussion Post Murray discusses how the writer (or “maker”) reads when they revise. In your sequenced writing, make an argument about how writers/makers read to revise using examples/quotations from Murray’s essay to support your claims.</p> <p>Friday 9/18 11:59pm Responses to two classmates</p>
<p>Week Five</p>	<p>Tuesday 9/22 11:59pm Divakaruni, “New Insights Into the Novel? Try Reading 300.”</p>	<p>Tuesday 9/22 11:59pm Discussion Post Use this SW to discuss what Divakaruni learned about writing from reading submissions for the National Book Award. How does reading teach Divakaruni about his own writing?</p> <p>Friday 9/25 11:59pm Responses to two classmates</p> <p>Sunday 9/27 11:59pm Reading To Write Draft (dropbox)</p>
<p>Week Six</p>		<p>Tuesday 9/29 11:59pm Revising like Murray (DropBox)</p> <p>Sunday 10/4 11:59pm Reading To Write Final (dropbox)</p> <p>NO RESPONSES REQUIRED THIS WEEK</p>

<p>Week Seven</p>	<p>Tuesday 10/6 11:59pm</p> <ul style="list-style-type: none"> • Lamott “Shitty First Drafts” • Schantz “Putting the Composure in Composing; or, Why I Love My Game Boy” <p>Thursday 10/8 11:59pm</p> <ul style="list-style-type: none"> • Wyche “Time, Tools, and Talismans” • Oats “To Invigorate Literary Mind, Start Moving Literary Feet” 	<p>Tuesday 10/6 11:59pm Discussion Post How can procrastination actually help you with your SFD/messy first draft? Write a short essay in which you connect Lamott and Schantz to discuss the role of procrastination to drafting. Use quotes from both Lamott and Schantz.</p> <p>Thursday 10/8 11:59pm Discussion Post Like Wyche, Oats discusses one of her rituals. For Oats, running and writing are interconnected. Use this SW to discuss how Oats’ running helps her with brainstorming, planning, and drafting.</p> <p>Friday 10/9 11:59pm Responses to two classmates</p>
<p>Week Eight</p>	<p>Tuesday 10/13 11:59pm</p> <ul style="list-style-type: none"> • Ford “Goofing Off While The Muse Recharges” • Proulx “Inspiration? Head Down The Back Road, and Stop for Yard Sales” <p>Thursday 10/15 11:59pm</p> <ul style="list-style-type: none"> • Elbow, “Desperation Writing” 	<p>Tuesday 10/13 11:59pm Discussion Post Ford discusses the role of breaks, like watching TV, while writing. Proulx talks about everything BUT writing in this essay. Like Ford and Wyche, Proulx has routines she employs when writing that aren’t what you might expect. Use this SW to discuss the role of routines to Proulx and breaks to Ford.</p> <p>Thursday 10/15 11:59pm Discussion Post Elbow discusses the process writers need to go through when they draft. In this SW, develop a claim about how writers write/rewrite/revise using examples/quotations from Elbow’s essay.</p> <p>Friday 10/16 11:59pm Responses to two classmates</p>

Week Nine	<p>Tuesday 10/20 11:59pm Watch the Cut & Paste Video or Skeleton Video (Dr. A will assign the Padlet Skeleton or Cut & Paste Template)</p>	<p>Monday 10/19 11:59pm Why & How Do Writers Draft?: Draft (dropbox)</p> <p>Wednesday 10/21 11:59pm Submit to DropBox your Completed Cut & Paste Template OR Parts 5 & 7 from the Skeleton Activity (Dr. A will assign the Padlet Skeleton or Cut & Paste Template)</p> <p>NO REQUIRED RESPONSES THIS WEEK</p> <p>Sunday 10/25 11:59pm</p> <ul style="list-style-type: none"> • Why & How Do Writers Draft?: Final • Unit 2 Writing Center Reflection—last day
Week Ten	<p>Tuesday 10/27 11:59pm Unit 3 Video & Quiz</p> <p>Thursday 10/29 11:59pm Rhetorical Analysis Video & Quiz</p> <p>Sunday 11/1 11:59pm Read “The Real Reason to Wear a Mask”</p>	<p>Tuesday 10/27 11:59pm Discussion Post What aspect of COVID19 are you interested in researching? What would you like to learn more about? What claim could you make now about COVID19?</p> <p>Thursday 10/29 11:59pm Discussion Post Reading Rhetorically (questions on D2L)</p> <p>Sunday 11/1 11:59pm Discussion post responding to “The Real Reason to Wear a Mask”</p> <ol style="list-style-type: none"> 1. Post a two part <i>credibility analysis</i>, <ul style="list-style-type: none"> ▪ Part 1: Textual Critique* ▪ Part 2: Reader Reflexivity* 2. a <i>summary</i> of the most important ideas in the article, 3. your <i>personal reaction</i> to the article (why you found it interesting, what impact it had on you, how it changed your behavior, etc.), and 4. a MLA format, Works Cited entry for this article. <p style="text-align: right;">*question for Part 1&2 on D2L</p> <p>NO REQUIRED RESPONSES THIS WEEK</p>

Week Eleven	Friday 11/6 11:59pm Watch Search Terms Video	Friday 11/6 11:59pm Archive Posting (1 article, 1 video, 1 image/meme) Sunday 11/8 11:59pm Responses to two classmates
Week Twelve		Friday 11/13 11:59pm Archive Posting (1 article, 1 video, 1 image/meme) Sunday 11/15 11:59pm Responses to two classmates
Week Thirteen		Friday 11/20 11:59pm Archive Posting (1 article, 1 video, 1 image/meme) Sunday 11/22 11:59pm Responses to two classmates
Week Fourteen	No Class	
Week Fifteen		Tuesday 12/1 11:59pm Annotated Bibliography Discussion NO RESPONSES REQUIRED THIS WEEK
Week Sixteen		Sunday 12/6 11:59pm <ul style="list-style-type: none"> • Annotated Bibliography Final (DropBox) • Unit 3 Writing Center Reflection—last day (DropBox) • Response Reflection (DropBox)
Friday 12/11	Grades posted to D2L and MyBC by 5pm.	