

English 1301
Ayme Christian
Email: ayme.christian@brazosport.edu
Office Hours: By appointment

RECOMMENDED TEXTBOOK:

McWhorter, Kathleen. *Reflections. Patterns for Reading and Writing. 2nd Edition*. United States: Bedford, 2017. Print. ISBN: 978-1-319-04346-9

*Required course materials are available at the Brazosport College bookstore on campus or online at <http://www.brazosport.edu/bookstore>. A student of this institution is not under any obligation to purchase a textbook from the college bookstore. The same textbook is/may also be available from an independent retailer, including an online retailer.

COURSE SYLLABUS:

The following course schedule will be adjusted as needed. It is subject to change. Please attend class regularly for updates.

Wk. 1: Course Introduction & Syllabus, Introductory Essay

Wk. 2: Narrative Essay

Wk. 3: Response Paragraph to Billy Bryson's Snoopers at Work (Chapter 10, *Reflections*).

Wk. 4: Review Narrative Essays, Common Mistakes, Transitions, Celeste Hardlee *10 Ways to Improve Your Conversations*, Writing Center

Wk. 5: Thesis Practice, Turn in WC Evaluation, five paragraph paper due.

Wk. 6: Comparison/Contrast short paper. Chp 14 *Reflections*

Wk. 7: Dual Credit: Illustration/Description Chp 11 & 12 "Waste, Away"
Catalyst Class: Process Analysis, Chp 13 "8 Steps to Pay Off \$81,000 in Debt in Less Than 3 Years"

Wk. 8: Peer review and presentation: Illustration/Process Analysis

Wk. 9: TED Talk Analysis: Credible Sources—Evaluating Sources for Relevance and Reliability, Chp 19

Wk. 10: It's All About Your Audience, Plagiarism, Review Common Writing Errors, Logical Fallacies

Wk. 11: Argument: Supporting a Claim, Chp 18: "Pull the Plug on Explicit Lyrics" – Ideas, response, opposing viewpoints

Wk. 12: Choose Topics/Credible Sources Argument Essay

Wk. 13: Rough Draft and Peer Review/Works Cited Argument Essay

Wk. 14: Argument Paper Due/Thanksgiving Holidays

Wk. 15: Work on Oral Presentation

Wk. 16: **REVIEW & FINALS**

COURSE DESCRIPTION

Students compose a series of documents demonstrating competencies in expository and argumentative strategies. Satisfactory score on placement test battery is necessary to take English 1301.

COURSE GOALS AND OBJECTIVES

Students can write 4-5 compositions (passing with at least 70%) that are

A. well developed, organizing ideas effectively (include an introduction, support and conclusion); establishing a clear, narrowed, sophisticated main idea with content that is “college level” and details that are full and complete maintaining focus the central idea

B. clear and communicative using Standard English and corresponding grammar, sentence structure, mechanics, punctuation, diction, etc.

C. follow MLA guidelines:

Students can conduct different methods of research necessary for a college student (library, online, field, etc.), evaluate a source according to their rhetorical needs, and integrate the source into their own work without losing their writing voice. Skills are measured in 4-5 compositions—students should pass assignments with 70% success.

COURSE POLICIES

Special Needs Brazosport College is committed to providing equal education opportunities to every student. Please contact Phil Robertson, Special Populations Counselor, at 979-230-3236, for more information.

Non Discrimination Policy 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.

Academic Honesty Statement

Academic dishonesty violates the policies of this course and the Student Code of Conduct. Brazosport College assumes 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, and original for the class. Academic honesty includes, but is not limited to, cheating, plagiarism and collusion. It is YOUR responsibility to make sure you understand how cheating is defined. Refer to the Brazosport College Student Guide for more information (available online at <http://www.brazosport.edu> and by clicking on "CURRENT STUDENTS" and selecting "CATALOGS & SCHEDULES").

One type of academic dishonesty, plagiarism, often occurs in an English class. Plagiarism, simply, is the theft of ideas.

- Plagiarized papers will receive a "0" point grade—no exceptions.
- Plagiarism instances are reported to the Dean of Students who will take appropriate disciplinary action (I am required to report any instance of academic dishonesty that affects a student's grade).
- If plagiarism or any kind of academic dishonesty occurs twice within the same course, the student will be given an "F" for the course. **Please note that the above consequences also apply to any kind of ethical misconduct which includes cheating on tests, giving answers to another student, collaborating on assignments that aren't collaborative, and so forth. In cases where plagiarism seems to be unintentional (decision at my discretion), students will be given a grade of 50 and allowed to revise for a stronger grade.**

Withdrawing

Students are responsible for their own withdrawal from the class. Please note that if you choose to stop attending/participating in the course, you will receive an "F" on your transcript if you do not officially withdraw.

Avoiding Denial

Please contact me as soon as soon as you begin having problems. Waiting until the end of the semester to worry about your grades is not useful, and there is little I can do for you. Problems such as “I need to pass this course to graduate” or “I need to pass this course to play sports” cannot be helped. I love tutoring students, but I cannot reteach an entire course to you in the last few weeks of the semester. Please plan and communicate often.

Student Expectations & Behavior

Students are expected to maintain satisfactory progress in this class. Satisfactory progress includes completion of assignments and regular participation in course activities. Students bear the responsibility for communicating with the instructor, keeping track of their own grades, etc.

Online class behavior

To allow for orderly, supportive learning, students should follow rules of online courtesy, including refraining from sexist, off-color, demeaning language or behavior. Students should avoid posting language that demeans or shows disrespect to anyone’s person, race, religion or sexuality. Behavior or disruptive actions can result in a student being withdrawn from the class at my request.

Respect for others

All students deserve to take a class in a “safe” environment—behavior that endangers that safe environment will not be tolerated. Speech that demeans or shows disrespect to anyone’s person, race, religion, or sexuality will not be tolerated

Appropriate conversation

It’s difficult to define a subjective word like “appropriate” when our classroom is sure to be wonderfully diverse, but please remember conversation and classroom remarks should fit our environment. Using judgment shows respect and consideration for those around you.

Please note that the intention of these guidelines is to help students understand that the academic environment needs to be a place of respect, politeness and professionalism. What constitutes a “disruption” is at the discretion of the instructor.

Behavior

I do my best to be professional, supportive, respectful, fair and kind. I do not believe there are “dumb” questions and will treat all questions with respect. I’m on your side and I want you to find success in our course.

Communication & response time

My.brazosport.edu e-mail address is synced with my phone, so answers are timely, within 24 hours, 7 days a week. Remind.com is another useful tool for contacting me as it sends^[17]_{SEP} text message to my phone.

NOTE: If I don't respond to your message, please consider that I may not have received it. Reach out again, if you are unsure.

COURSE ASSIGNMENTS & ACTIVITIES

Posting Requirements

You must post 2 times on each discussion. Type of post (e.g. reply, original) does not matter.

1 post must be at least 50 words in length (I do NOT count—I estimate and look for about 3 lines of text).

All posts must be developed, demonstrate effort, and be specific. I cannot give credit for “I agree” or “great thought—I think that too.”

Discussion Board Posts

Discussions stay open for 2 weeks, so please post within that timeframe. Please keep in mind:

♣ I prefer authentic, “real” posts. While we don't want a negative environment, let's be honest about what we find challenging, questions we have, trouble we had reading, etc.

♣ If you have trouble expanding ideas to meet the 50-word length requirement, try asking yourself “why?” or “how?”. For example, if you say a story is “boring”, unpack that idea and explain, specifically, what you struggled with or what you were hoping to see.

♣ You don't need the “right” answer. Everyone is learning, so just engage the material and show you are thinking deeply about the topic.

♣ Please don't plagiarize your posts. First, this is unethical and violates academic integrity standards. But, secondly, copying ideas from the Internet makes our discussion less authentic and more likely to intimidate your classmates. Resist the temptation—it's okay to^[17]_{SEP} read literary criticism/helps, but don't rip off other authors.

Peer Review Posts

We have online “peer reviews” via a discussion board that requests you share an outline or draft. This allows you to get direct feedback from your classmates. Your ability to participate in the peer review is important. If you are unable to participate, you may make this up by

engaging in a peer review with a Writing Center tutor at any point in the semester. Message me a picture of the tutor's signature on a draft or outline, and I'll adjust your credit.

Literacy Development Narrative Essay:

Tell the story of your reading and writing development with clear sections that may go something like this:

- Introduction (thesis at end of this section)
- Early reading and writing memories
- School age reading and writing memories (the more specific the better!)
- Current reading and writing experiences, habits, challenges, etc.
- Future reading and writing predictions for yourself based on career goals, academic goals, personal development goals, etc.
- Conclusion Paper is probably about 2-4 pages, no research required. Be sure to include clear topic sentences and transitions for each section so a reader can clearly follow the progression of your ideas. Graded based on essay checklist sheet in Unit 1.
- **TED Talk evaluation:**
 - For this assignment, evaluate the quality and credibility of a source (a TED Talk video) and report to the reader about its general reliability as a source of information. View a TED talk video on a topic of your choice and then write your review. In your report, include:
 - Introduction—how you found the video, why you chose it, etc.; don't forget a thesis at the end of this section
 - A brief summary of the talk
 - The speaker's purpose for the talk and how you know
 - The speaker's intended audience for the talk and how you know
 - The speaker's sources (where does the data/information come from? How do you know? Does the speaker just refer to her own experience? Is this okay or would you like to see more research? Etc.)
 - The speaker's trustworthiness as a source of information (are you comfortable recommending the video? Would you use it for college-level research?)

- Conclusion (recommendations, closing thoughts, ideas for future research or action, etc.)
- Convey above ideas in a well-organized essay. Be sure to include transitions between sections. Paper is probably at least 2 pages, double-spaced with MLA formatting. Include a works cited page listing your video, and use in-text documentation when appropriate. Graded based on essay checklist sheet.

Process Analysis Essay/Description Essay (Instructor's Choice)

Persuasive Essay

For this final paper, argue a specific, opinion-driven, controversial claim. Your goal is to persuade the reader your ideas have merit, so read multiple, credible sources on your topic from both pro/con angles, and use sources to support your ideas. Be open to changing your mind if sources provide light on your position. It's always okay to acknowledge the gray areas of complex issues.

Paper should be properly documented, including a works cited page. Final essay is 4-6 pages, 3 credible sources. Topic must be relevant, controversial, specific and "college level" (as defined in class).

Final Presentation

In the business world, major projects are often presented twice: once in a written communication and a second time in an oral briefing that covers the major points of the written document. This briefing is like an executive summary—an overview of all the important points presented in more detail in the written communication (your argument essay).

You will not have time to cover every nuance of your essay. You may present as a report on your writing experience, or present as an argument in speech format—either tactic works well.

Online Final Presentation:

Present virtually. Record yourself giving your presentation. Make sure I can see you and your presentation slides clearly. Upload your recording to D2L in the appropriate drop box.

****TECHNOLOGY NOTE:** There are many ways to record you and your presentation together. You might use a simple option like having someone record you with a cell phone. Or, you could use a web cam. Another option might be to use your laptop's built-in web cam combined with software like PowerPoint's video feature, imovie, YouTube, Screencastify, or other free or online video software. Finally, you'll submit your video (see technology details in the Media Flip

section of this syllabus). It may take a bit of tech savvy know-how to do all of this. I'm unlikely to be helpful with specific technology questions, so you are on your own for this option. If you are not comfortable using technology, do not choose this option.

Final presentation criteria

4 minutes long (be sure to have a timed rehearsal; I will give you a 1 min. warning but be aware I DO cut off presentations that far exceed the time limit so everyone has an opportunity to present)

Must use at least one professional visual aid—Prezi presentation, PowerPoint presentation, handout

Dress should communicate your ethos/credibility. (Do NOT wear clothing with holes, flip flops, leggings as pants, wrinkled clothing, or overly casual clothing like t-shirts with beer logos, etc.)

Content to Cover in Your Presentation:

I. What was your argument essay topic?

II. Introduce your topic and talk about why you chose it.

III. What kinds of issues did you discuss in your essay? Give us a condensed summary of your essay's content.

IV. What kind of research did you conduct? Talk about your research experience in any way you wish.

V. Conclude

Final Presentation Grading

♣ Ethos and delivery (professionalism, timing, good speech practices)

♣ Content (organization, clarity, etc.)

♣ Quality of visual

♣ Participation (staying for entire class, giving other students feedback)

Fear and public speaking

Public speaking is often listed as the number one fear many people face. You may consider skipping the presentation because you're afraid of judgment, dread feeling nervous, or just dislike being the center of attention. This is understandable—we all fear these things.

I hope you'll consider that speaking publically about yourself and your projects is a crucial part of both academic and work life. Our goal in this class is to help prepare you to be awesome in your future classes and whatever you choose as your career path. What better time to practice than in a nurturing, friendly environment?

I hope you'll choose to give your presentation. Let us encourage you and help you grow as the strong, effective communicators I know you all can be.

There are no make ups of the final presentation. If you do not give your presentation you receive a "0", no exceptions.

Grades:^[1]_{SEP} The grading distribution for our class is as follows:

Assignment grade distribution

- 10% Discussion posts/quizzes
- 10% Shorter Writings/Peer Reviews
- 10% Narrative Essay
- 10% Process/Description Essay
- 20% Ted Talk review
- 20% Persuasive essay
- 20% Final presentation
- [Grading Details](#)

Essay Grades & Feedback

What am I'm looking for when I grade? Use the "essay checklist" before you turn in your essay. Note that "higher order" (we'll call these "head wound level issues")^[1]_{SEP} concerns are on the first page and "lower order concerns" (or^[1]_{SEP} "ankle sprain issues") are on the second page. I tend to deduct more points for higher order issues, though there are exceptions to this rule. Every paper will receive specific feedback based on the checklist's criteria—this takes considerable time on my part, so please read the feedback. Feel free to ask questions as I'm always happy to explain how grades are determined.

Submitting Assignments

How to submit

All assignments are submitted via D2L into the appropriate drop box.

Submit assignments as an attached file. Do not copy and paste it into the assignment window. I accept the following file extensions: .doc, .rtf, and Microsoft Word files. If I cannot open the file, I can assign a failing grade for the assignment.

Late paper policy

Papers must be turned in on time for maximum credit—no exceptions. For each calendar day a paper is late, 10 points will be deducted from the final grade. No paper will be accepted after two calendar days and a “0” will be assigned. Please note that I cannot accept any late end of course documents (final paper, etc.).

NOTE: Deadlines are hard deadlines, not suggestions. Do not send late assignments through e-mail.

A note about late papers and excuses

I do not often bend my late policy. I believe that my late policy is a rule for everyone--all of my students have families, jobs or other responsibilities that demand time, so it's not fair for me to relax this rule for a few people.

- **Lack of knowledge is not an excuse** (For example, if you do not know how to attach a file, learn before the assignment is due).
- **Problems with technology are NOT an excuse.** I expect you to contact the IT helpdesk or use computers available on campus.
- **Ultimately, the burden of responsibility is on you to ask and pursue help, if you need it.**
- **Bonus Opportunities**
- Writing Center bonus
- Use the Writing Center, over the course of the semester, on 3 different documents or challenges and receive 10 bonus points on your final persuasive paper. To receive credit for a session, keep your visit reflection sheet and make sure a tutor has signed/initialed it.
- ***Do not schedule all 3 visits during the same week—it's important we avoid overburdening the Center. Visits that occur during the same week do not count toward your bonus.***

- Revision opportunities: Your first 2 assignments may be revised for a new grade (however, late paper point deductions can't be made up, nor can you revise a paper you did not turn in). To revise, please follow these steps:

1. Make the suggested changes.

2. Mark all the new changes by underlining or highlighting them.

3. Submit your revised document to the appropriate drop box in D2L before the deadline.

NOTE: I allow revisions because I believe the act of revising helps students learn. But since allowing revisions means extra grading time for me, I cannot accept revisions that do not adhere to the above guidelines.

- [Getting Help](#) ^[1]_{SEP} You CAN be successful in this course. Help is available to you in the following forms:
- From the instructor
 - Contact me via Remind or e-mail
 - Visit me during my office hours or call to make an appointment. I'm happy to work with you.
 - Show me your outline or draft before you turn it in. I can help you know if you'll be successful.
 - Revise an essay for a stronger grade.
 - Show me your revision before you turn it in. I can help you know if you'll be successful. We can do this as many times as you need before the deadline.
 - See a writing tutor at the BC Writing Center. Tutors can help with brainstorming, organizing ideas, putting together a works cited, and just about anything else you might need to address as you work on a paper or presentation. Online tutoring is also available.
 - Talk to (or text) a BC librarian for help with research. Our librarians are a wonderful resource.
 - Call the IT help desk for technology help.

