

## English 1301 Syllabus F2F

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**Course Description:** English 1301 consists of 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.

**Course Objective:** 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.

### **Textbook and Materials**

**Textbooks:** 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. (The computers in our classroom and the ones available for student access at the college have Microsoft Word.)

**Suggested materials:**

- Microphone and headset - for Zoom to have virtual office meetings with your instructor and Zoom tutoring sessions with the Writing Center
- OR the Zoom app on your smartphone (it's harder to share your screen to show your paper)

**After successful completion of this course, students will:**

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 (with appropriate attribution) to develop and defend these claims. 4-8 compositions (passing with at least 70%)

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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%)

### Grades

<ul style="list-style-type: none"><li>● Attendance - 5%</li><li>● Quizzes and Activities - 10%</li><li>● Writing Center - 2%</li><li>● Writing Rules or Myths Experiences Paper - 3%</li><li>● Discussion Post Revision Packet - 15%</li><li>● Rhetorical Analysis Paper - 15%</li><li>● Revision Experience Paper - 15%</li><li>● Annotated Bibliography - 10%</li><li>● Writing Rules Or Myths Final Paper - 20%</li><li>● Writing Or Myths Presentation with Discussion - 5%</li></ul>	<p>Grade values</p> <ul style="list-style-type: none"><li>❖ A: 100-90</li><li>❖ B: 89-80</li><li>❖ C: 79-70</li><li>❖ D: 69-60</li><li>❖ F: 59-50</li></ul>
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### Assignments

**Worksheets, Activities, and Quizzes:** These are short assignments that help you with your understanding of course materials. These materials are very beneficial for you, and you should be sure to take them very seriously. You have two types of quizzes in this class. These assignments will **NOT** be accepted late. If D2L marks your quiz **LATE**, it will **NOT** be graded. **The Multiple Choice Quizzes** can be submitted 3 times until the due date. You should make sure you are fully prepared before starting any of your quizzes. You should not start a quiz until you have finished the required reading, but you should also use the reading while taking the quiz. These quizzes are meant to make sure you understood course materials such as readings or other resources. **The Written Response Quizzes** can only be submitted once. These should be considered pre-writing for larger assignments later. You'll have two of these types of quizzes for

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your Rhetorical Analysis paper and one for your Discussion Post Revision Packet. You can use ideas and content discussed in these quizzes. You should review your feedback on these quizzes as soon as it becomes available.

**Discussion Posts (And Discussion Post Reflection Packet):** Your discussion posts and replies are part of your participation in this class. You **MUST** participate in these discussions. Your posts and your replies **MUST** be on time. Don't think of these posts as just a requirement. These posts are a way for you to check your knowledge of the material and test your ideas before they are graded in a paper. Consider these posts as rough drafts for your longer paper. This is where you can try out your ideas and get feedback on these ideas before putting them into a formal paper. This means that it is okay to revise parts of your discussion posts into material for your longer assignments. When you use this material, you should consider all feedback given, especially that by your instructor.

Later in the class, you can use your discussion posts for the Writing Rules or Myths Paper and the presentation. Taking your discussion posts seriously in the early weeks will help you towards the end of the course. Not doing so, will make the material and assignments harder on you.

Your replies to your classmates need to offer feedback and suggestions. Read the guidelines for the replies for each discussion post. Only Replying that they have a "good post" is not enough of a reply to count for credit. You **MUST** at all times be polite to your classmates. This includes sending direct messages to your classmates through the message system. Rude or threatening comments or messages will **NOT** be tolerated. These behaviors will be treated the same as such behaviors in a face-to-face class. This may result in a report to the Dean of Students.

Instead of getting a grade for each discussion post and related replies, these assignments will be grouped together in your Discussion Posts Revision Packet. (The only expectation to this is your Final Presentation and Discussion Post Project at the end of the semester. This assignment will **NOT** be part of a packet, and it will receive its own individual grade.) Part of your grade for this assignment will be the completion and content for your discussion posts and your replies. If you did **NOT** complete all of your discussion posts and replies that are covered for this unit, not only will your score in the section for your completion of your discussion posts and replies be negatively impacted, but you might also **NOT** be able to complete all of the other sections; this will negatively impact your grade as well. Make sure that you fully read the section to this packet. There are both questions to answer and a section to include a revision of one of your discussion posts. Make sure you read the rubric for this assignment.

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**Writing Rules or Myths Experiences Paper:** This paper will allow you to explore some of your initial thoughts on writing rules or myths.

**Annotated Bibliography:** An annotated bibliography is an important planning tool for research and argument papers. You can use this annotated bibliography to plan your Writing Rules or Myths Paper.

**Revision Experience Paper:** You will use the materials we read in this unit and your experiences with revision to make an argument about what revision actually is to you as a writer.

**Writing Rules or Myths Paper:** In this paper, you will look at common writing rules and myths. You will make an argument about why this rule is or is not needed in writing. You'll be using your discussion posts to get started with articles that you can use for this paper.

**Writing Rules or Myths Presentation and Discussion:** This presentation is based on the ideas you express in your final paper. This assignment is meant to show you how you can revise your ideas to present them in another way. There is also a reflection element to this assignment, which is a discussion post.

**Quill Extra Credit:** This is a semester-long extra credit project. Many of my former students have found it to be very beneficial beyond the extra points they can earn. However, you must start this project at the start of the semester and continue it throughout the semester. Missing a week or so might reduce the amount of credit you receive. You do need to complete the majority of the project, and this cannot only be done towards the end of the semester. Both weekly experiences and the paper will need to be completed. No credit will be given if a final paper for the project is not submitted.

### Attendance and Participation

Attendance and participation are mandatory and crucial for your success in this course. Please be aware of deadlines. Attending class is part of your grade. If you need to miss class due to illness, please email your instructor at least an hour before the start of the class to request an excused absence (you may have 3 excused absences for the semester). Please note that even if your absence is excused, which won't hurt your grade, you are still responsible for reviewing the material we covered in class on your own and all deadlines. You should also log in 2-3 times a week to our D2L class to keep

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up with required activities and assignments. It is your responsibility to stay caught up in course discussions, submission of assignments and quizzes. Besides communication in class, your instructor will post announcements that you're required to review.

### **Writing Center**

The Writing Center is available both online and in-person on campus. You are required to have a session with the Writing Center at least once this semester. While this Writing Center Reflection isn't due until the end of the semester, you should NOT put this off.

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. Writing Center Reflections will NOT be accepted late.

To get credit for your session, you must (1) work with a consultant and turn in a digital Writing Center Reflection into the correct Writing Center Reflection Dropbox for that assignment. All Writing Center Reflections for the semester should be uploaded into the specific dropbox for the assignment.

For this course, you will use the digital Writing Center reflection that is provided for you in D2L. You do NOT need to get a reflection from your Writing Center tutor. Instead, you should fill out the digital reflection provided after your session as a .doc or .docx. This will be the only reflection accepted. If you submit a different reflection form, this could result in you not receiving credit for the session. The provided reflection form has minimum response requirements. If you do not meet these requirements, this could result in you not receiving full credit. All other required information needs to be filled out. There are deadlines on the Writing Center Reflection dropboxes for the different assignments. These dropboxes will close after those dates. If you have had a Writing Center session, but do not submit your reflection by the due date, you will not receive credit.

Having a session after the assignment due date will result in not receiving credit. Writing Center reflections MUST reflect actual Writing Center sessions. Submitting a Writing Center reflection with false information that doesn't reflect an actual session that a student had will be considered academic dishonesty

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and result in the student being reported to the Dean of Student Services. It will also result in the student not receiving credit for that session.

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 and reviewed the resources the Writing Center has provided to students to help you understand how to schedule and attend sessions.

While you're only required to have one session, I encourage you to visit the Writing Center more than this. Most students find multiple visits to the Writing Center very helpful.

Please note that I offer some of my office hours in the Writing Center. These times are noted at the top in my office hours. This is a great time to see me outside of class if you have a question or want my feedback on an assignment before you submit it. However, working with me in the Writing Center will NOT count for credit as your Writing Center session.

### **Student Expectations**

This is not designed to be a difficult course. If you log into class often, take good notes, complete assignments, read your feedback, and review all course materials, you should have no problem being successful in this course. I am available for any questions or concerns about the subject material.

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**Papers and major assignments:** start your assignments early. These assignments are not meant to be done in a day.

**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.

### **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

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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 any time a classmate makes you feel uncomfortable with any of their comments, please contact me privately right away. Remember, You can make an appointment with me. Our class should be comfortable for everyone.

### **Policies & Procedures**

Late work will only be accepted for the following assignment:

- Rhetorical Analysis Paper
- Revision Experience Paper

No other late work will be accepted. Late work will only be accepted for 3 days after the due date with a 10% penalty per day. If you have an emergency come up this semester, you should contact your instructor at least a day BEFORE you have late work. (While contacting me the day the assignment is due might be unavoidable with some emergencies, there might be little that can be done at this point. Please still contact me.)

Assignments **MUST** be submitted as .doc or .docx files. The dropbox doesn't accept linked Google Docs files. You have to download Google Docs as .docx files to submit them to the dropbox. If an assignment is **NOT** turned into the Dropbox correctly, then it has **NOT** been submitted and will **NOT** be graded. If an assignment is submitted to the wrong Dropbox, 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.

Writing assignments are automatically submitted through TurnItIn through the Dropbox. Students will automatically be able to view the TurnItIn Similarity Report when it's available. Please note, Instructor TurnItIn Reports now include AI Writing Detection. If your TurnItIn Report shows detects AI writing, this can result in a meeting with me where I will ask to see your earlier drafts of your assignment or require a rewrite of the submission within 48 hours.

Please keep in mind that AI programs are considered sources (they're not appropriate sources for your assignments in this course), so any content that is

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generated by them **MUST** be cited if directly quoted (copy and pasted). Both MLA and APA recognize AI as a source and provide a way to cite it as such. **In other words, it is NOT acceptable to copy and paste from an AI program and submit it as your own original work.** Copying and pasting from any source and submitting it as your own original work will be considered a violation of the academic honesty policy. Students should refer to that policy in this document.

However, there are appropriate ways to use AI programs. Please keep in mind that this technology is new, and while this is exciting, that means these technologies might not be fully ready for use to depend on. AI programs can be useful for brainstorming and outlining. Many readers also find AI programs to be use when reading and taking notes. Some also find AI programs useful when revising or editing. Many grammar programs, such as Grammarly, now use AI technology to make revision suggestions to you. If you use a program like Grammarly, make sure you fully read the user and privacy agreement. **If you use an AI program in appropriate ways or any program that makes use of this technology, I required that you save your drafts for drcumentation.**

### Revision and Resubmission Policy

Once an assignment is submitted, this grade is final and cannot be revised and resubmitted. The only exception to this is your Rhetorical Analysis Paper. After this assignment is graded, you have one opportunity to revise and resubmit this assignment to replace your original grade (if your original grade included a late penalty, that penalty will still apply on your revision). This opportunity is completely optional. To be eligible to submit your optional revision, you **MUST** submit a new Writing Center Reflection that documents that you had a session to revise this paper after it was originally graded but before the revision due date. Students who do **NO** submit their reflection, will not have their revision graded or receive any credit on the revision. This reflection will **NOT** count for your required reflection.

### Academic Honesty Policy

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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 an F in this course. Sanctions may be imposed beyond your grade in this course by the Dean of Student Services.

### **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. If you stop participating in a class, it does not mean that you have officially withdrawn from the class.

### **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.

### **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 student 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.

### **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 students experience an incident of discrimination, sexual harassment, or sexual misconduct, they are encouraged to report it.

If a faculty or staff member “is informed of a student’s pregnancy or related condition” by the student or “a person who has a legal right to act on behalf of the student,” the employee must “promptly” tell the student or representative how to notify the Title IX Coordinator of the student’s pregnancy or related conditions and must provide the Title IX Coordinator’s contact information to the student or representative, unless the employee “reasonably believes” the Title IX Coordinator already knows.

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While students may talk to a faculty or staff member at BC, please understand that they are “Responsible Employees” and must report what is told to them to college officials. Students 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](http://www.brazosport.edu/sexualmisconduct).

Alex Crouse, Director of Student Life and Deputy Title IX Coordinator  
979-230-3355; [alex.crouse@brazosport.edu](mailto:alex.crouse@brazosport.edu)

Mareille Rolon, HR Coordinator and Deputy Title IX Coordinator  
979-230-3303; [mareille.rolon@brazosport.edu](mailto: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.

### **Student Support**

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To help you on your educational pathway, Brazosport College provides all students with access to TimelyCare. If you're stressed, challenged, or need help, download the TimelyCare app today! It's your free virtual health and well-being service platform, available 24/7, 365 days of the year. Search "TimelyCare" in your app store. Then, register with your student email to access your health care services.

### Weekly Schedule

#### ❖ Week 1:

- Syllabus quiz
- Writing Center quiz
- Hamburger Prezi quiz
- MLA Prezi quiz
- Writing Rules or Myths Experiences Paper
- First Writing Rules or Myths Discussion Post
- Quill Extra credit diagnostics

#### ❖ Week 2:

- First Rhetorical Analysis Quiz
- "Critical reading" Quiz
- "Questions and Purpose" Quiz
- Goblin Threat Activity
- Second Writing Rules or Myths Discussion Post
- Quill Extra credit

#### ❖ Week 3:

- Second Rhetorical Analysis Quiz
- "Assignment Analysis and Drafting" Quiz
- "Idea Generation" Quiz
- "Why use peer review?" Quiz
- Third Writing Rules or Myths Discussion Post
- Quill Extra credit

#### ❖ Week 4:

- "Providing Good Feedback" Quiz
- "Receiving Feedback" Quiz
- How to Read your Feedback Activity
- Fourth Writing Rules or Myths Discussion Post
- Rhetorical Analysis Paper
- Quill Extra credit

#### ❖ Week 5:

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- "What Is Revision?" Quiz
- "Levels of Revision: Section" Quiz
- Textbook Revision Activity
- Understanding your TurnItIn Similarity Report
- Fifth Writing Rules or Myths Discussion Post
- Quill Extra credit
- ❖ **Week 6:**
  - "Levels of Revision: Line Revision" Quiz
  - "Transitions and Organization" Quiz
  - Murray Revision Activity
  - Quill Extra credit
- ❖ **Week 7:**
  - "Compound Sentences" Quiz
  - "Formatting your writing" Quiz
  - Discussion Post Revision Packet
  - Quill Extra credit
- ❖ **Week 8:**
  - Quill Extra credit
- ❖ **Week 9:**
  - Revision Experience Paper
  - Quill Extra credit
- ❖ **Week 10:**
  - Quill Extra credit
- ❖ **Week 11:**
  - Annotated Bibliography
  - Quill Extra credit
- ❖ **Week 12:**
  - Optional Revision of Rhetorical Analysis Paper
  - Quill Extra credit
- ❖ **Week 13:**
  - Extra Credit Quill Paper
- ❖ **Week 14:**
  - Writing Rules Or Myths Final Paper
  - Writing Center Reflection
- ❖ **Week 15:**
  - Presentation and discussion post
- ❖ **Week 16:**
  - **Grades due**

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