ENGLISH 0201  Dr. April Julier  Office: E-221 (Writing Center)
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COURSE DESCRIPTION
A study of reading and writing in the Accelerated Learning Program. This course provides
students with supplementary support while take ENGL 1301: Composition and Rhetoric I.
Enrollment is limited to students who are TSI liable. Credit Hours: 2 (2 lecture 0 lab)
Corequisite: ENGL 1301 Composition and Rhetoric I with the same section number.

GENERAL OBJECTIVES
1. Students will be able to read, comprehend and summarize complex texts commonly found in
   college courses. Assessment: evidence of understanding a variety of reading assignments

2. Students will be able to follow a reliable writing process that includes planning, drafting, editing,
   revising, and experimenting. Assessment: evidence of understanding the writing process

3. Students will be able to offer constructive criticism to classmates about their writing. Assessment:
   evidence of peer review work

4. Students will be able to use the constructive criticism offered by classmates and the instructor to revise
   their own writing. Assessment: evidence of improvements in writing through revision

TEXTBOOKS
- Course Packet. (available in BC Bookstore)
  ISBN 978-0-393-63167-8

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.

Paper Grades and Their Numerical Value:

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<thead>
<tr>
<th>Grade Symbol</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>A</td>
<td>95</td>
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<tr>
<td>A-</td>
<td>92</td>
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<tr>
<td>A/B</td>
<td>90</td>
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<tr>
<td>B+</td>
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<td>B</td>
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<td>D-</td>
<td>62</td>
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<td>50 or below</td>
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ALL GRADES ARE BASED ON WHOLE PERCENTAGE POINTS: 1 POINT = 1%. THAT MEANS, AN ASSIGNMENT WORTH
10 POINTS IS WORTH 10% OF YOUR COURSE GRADE. YOU CAN KEEP TRACK OF YOUR SCORES THROUGHOUT THE
SEMESTER, AND THEY WILL ADD UP TO YOUR FINAL GRADE.
Course Assignments

In-Class Writing 50% | Participation 50%

**BRIEF DESCRIPTION OF COURSE ASSIGNMENTS**

**Participation (50%)**
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.

**In-Class Writing/One-Pagers (50%)**
A lot of the work we will do together will be in-class. In addition to active participation in collaborative activities and class discussion, you will earn half your course grade for thoughtful completion of the writing we do together in class.
These in-class writing assignments may be collected and read for content, or they may be “spot-checked” in class to ensure completion.

**WRITING CENTER (EXTRA CREDIT)**
You will earn 3% points extra credit for every assignment from ENGL0201 that you take to the Writing Center. Your credit will be based on:

1. the depth and specificity of your Writing Center Reflection,
2. the inclusion of the work you took to the Writing Center (on the day that work is due). If you went to the WC to work on reading, you do not need anything but the Writing Center Reflection.

Located within the Student Success Center (2nd floor of the main building above the counseling and registration office), the Brazosport College Writing Center (BC WC) can help you with any writing, speaking, or reading assignment for this class and others. The BC WC offers one-on-one sessions with a trained, writing consultant face-to-face and online. BC WC Consultants can help you understand your reading, brainstorm topics for an assignment, develop ideas, maintain your focus, establish a clear structure, and so much more.

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

**GATOR EXTRA CREDIT (UP TO 12%)**
The GATOR program is a reading initiative here at BC designed to increase communication throughout the college about issues of equality. You can even win a free copy during the September event!

If you participate in the GATOR program, you will have the opportunity to earn up to 12 extra credit points. That’s right. If you participate in the GATOR program, you will have the opportunity to earn a FULL LETTER GRADE’S worth of extra credit! Here’s what to do:

<table>
<thead>
<tr>
<th><strong>READ GRRIT.</strong></th>
<th>1. You have to read the book to be able to earn any points for this activity.</th>
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<tbody>
<tr>
<td>1 point per session (3 total)</td>
<td>2. Attend a GATOR session and participate actively in the conversation.</td>
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<tr>
<td>3 points for on-time response (9 total)</td>
<td>3. Write a one-page response (12 pt./1” margins) to what you learned during the session. The response should discuss (1) the most</td>
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</table>
NO RESPONSES WILL BE ACCEPTED LATE.

interesting think YOU contributed to the conversation, (2) the most interesting ideas you heard from at least one other person in your group, (3) what you learned about equity from the conversation, (4) how the ideas you discussed can apply to BC.

4. Hand in one-page response the week following the GATOR session you attended (Due dates: 9/25, 10/23, 11/20).

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**
To receive full credit for an assignment, students must submit that assignment at the start of class in which it is due.

Work submitted to my office after class or the day after it is due will be docked 10%. For example, if an essay is worth 20 points and is due on Monday but is submitted Tuesday, that essay is immediately docked 2 points. Since each point is a %-point, this means, the best grade you can get on your assignment will be an 18/20, or 90%.

Work submitted by 5pm the second business day after the due date will be docked an additional 10%. For example, if the essay mentioned above is submitted Wednesday (at the start of the next class meeting), that essay is immediately docked 4 points. So, the best grade you could get on this essay would be a 16/20, or 80%.

No work will be accepted after the second business day past the due date.

**ATTENDANCE AND WITHDRAWAL POLICIES**
The departmental policy requires 80% attendance for class times. You may be withdrawn if you miss more than the allowed absences; however, withdrawals are ultimately the responsibility of the student. The official withdrawal deadline for this semester is Thursday, November 1st. To withdraw from a course, contact the Registrar’s Office at 979-230-3221.

**Attendance:** Roll is taken every class day (as well as after breaks).
**Absence:** In order to be PRESENT in class, you must have the assigned work and be an active member of our class community. The following behaviors will result in your being marked absent:
- Missing a portion of the class by arriving late or leaving early (1/2 absence).
- Not attending class (1 absence).
- Attending class without the day’s work (reading, annotations, sequenced writing, etc.) (1/2 absence)
- Sleeping in class (1 absence).
- Not participating in class discussion (decrease in daily participation grade).
- Disrupting other students (1/2 absence).

**Administrative Withdrawal**
The following behaviors will result in your being withdrawn/asked to withdraw from the class:
- Missing three (3) classes.
- Arriving late six (6) times.
- Attending class unprepared (without sequenced writing or reading completed, without annotations, without class materials) three (3) times.
- Sleeping in class three (3) times.
- Using your phone in class six (6) times.
- Disrupting other students six (6) times.
<table>
<thead>
<tr>
<th>Date</th>
<th>Classwork</th>
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| Week 1 |  ● Discuss ALP Class Model & Purpose  
           ● Discuss & Practice Annotation  |
|       |  ● Discuss Exercise 2 (29)—Brainstorm possible ideas  
           ● Skim Chapter One—What ideas in this chapter help you articulate what “They say”?  |
| Week 2 |  ● Read & annotate the first few paragraphs of Portwood-Stacer’s article  
           ● Annotation Peer Review  
           ● Discuss audience, purpose, tone, and context (chart on board)  
           ● Begin work on Sequenced Writing  |
|       |  ● Annotate Felker (handout) with three colors (audience, purpose, context)  
           ● Cut out moments where you see Felker’s purpose or where you hear Felker speaking to the audience.  
           ● Tape them to one side of a page.  
           ● On the other side, explain the passage on the left (describe Felker’s purpose for writing; discuss how Felker’s word choice and tone help him speak to his audience)  
           ● Take your favorite example, cut it out, and add it to the AUDIENCE or PURPOSE charts around the room.  
           ● After discussing the charts, take out some paper and write about (1) the context for Felker’s piece—what time is he writing, to whom, why & (2) how you determined this context—what information you used to figure out when, who, and why Felker is writing this piece.  |
| Week 3 |  ● Find and mark moments where O’Reilly uses “Click!” on pages 7-10  
           ● Once you’ve marked the text, read the sentences before and after “Click!”  
           ● What does the context (the sentences around each “Click!”) tell you about what O’Reilly intends “Click!” to mean.  
           ● Discuss O’Reilly’s audience—how do we know who O’Reilly is writing for? Who is the reader she imagines?  
           ● What does “Click!” communicate to O’Reilly’s readers?  |
|       | Making Connections  
           ● What connections do you see between O’Reilly’s and Portwood-Stacer’s articles?  
           ● Charting:  
               (1)Labels: Audience, Purpose, Context  
               (2)Find examples that show each  
               ● How does each writer use word choice and tone to speak to their audience?  
               ● How do these choices help them develop and communicate their purpose?  |
| Week 4 | Discuss Context  
           ● Where was O’Reilly’s article first published? Who is the audience for this magazine?  
           ● When was O’Reilly’s article first published?  
           ● What was going on in America when O’Reilly’s article was published?  
           ● Why would O’Reilly write this piece at this time?  |
|       | Look to Staples  
           ● Where was Staples’ article first published? Who is the audience for this magazine?  
           ● When was Staples’ article first published?  
           ● What was going on in America when Staples article was published?  
           ● Why would Staples write this piece at this time?  |
| Week 5 | Use the chart from class today to start finding passages for your quote sheet.  
Start assembling your quote sheet in a two column table (quotes & interpretations), but just type in the quote for now.  
Practice interpreting quotations by closely reading them (in a chart). |
|---|---|
| Week 5 | Look at your quote sheet and the work we did today:  
In-class Writing: 1. What connections do you see between audience and tone? 2. Between purpose and audience? 3. Between context and purpose?  
Discuss creating a purpose for the Rhetorical Concepts Paper from the in-class writing. |
| Week 6 | One-on-One Conferences  
**Reflect on Peer Review**  
Writing—what did your partner like about your draft? What did they suggest you change (two Column List—changes & reason)?  
Review your list. What changes are you confused about. |
| Week 7 | Discuss Revision |
| Week 8 | Lamott Reading Activity |
| Week 8 | Murray Reading Activity |
| Week 9 | Sommers Reading Activity |
| Week 9 | **Before you read:** respond in writing to questions on p42  
**After you read:** respond in writing to questions on p42 |
| Week 10 | Drafting Activity |
| Week 10 | Revision Draft Due |
| Week 11 | NO CLASS—NCPTW |
| Week 12 | Revision Final Due |
|        | Discuss Writing Identities |
|        | Discuss Diaz |
|        | Goodman Reading Activity |
| Week 13 | Sontag Reading Activity |
|        | Thanksgiving Break—No Class |
| Week 14 | Portrait Draft Due |
| Week 15 | Portrait Final Due |