

English& 101—English Composition I, Item # 1086

Syllabus for Fall Quarter 2012

8:30-9:20 am/Daily - A-240

Bellevue College

Instructor: Catherine Berkenfield – please call me Catherine
Office location: Building R-230
Office hours: TWR, 10:20 – 11:20 am or by appointment
Phone number: (757) 773-3886 1-5 pm; texting is ok; please be sure to identify yourself



Email: c.berkenfield@bellevuecollege.edu; I will do my best to respond to emails within 24 hours M-F; on weekends I will check my email on Sunday evenings.

Course objective and description:

English Composition students will engage with writing as a “process,” including close reading of a variety of texts, pre-writing, drafting, revising/substantive response to peer and instructor feedback as well as self-reflection, editing, and proofreading. We will work toward clarity of writing purpose and understanding of audience, with emphasis on how expert writers claim rhetorical positions and take advantage of writing modes like narrative, description, example, comparison/contrast, process analysis, classification, cause and effect, definition, and argument. Special emphasis will be given to how developing writers read critically, cite responsibly, and develop academic, professional, artistic, and community-centered “voices.”

Prerequisites: Placement by assessment or ENGL 092 or 093 with a C- or better.

Credits: 5 credit hours

Required materials—unless otherwise noted, you are expected to bring the following course materials with you every day:

- **TEXTS:**
 - *The Writer's Presence: A Pool of Readings, 6th Edition*. Ed. by Donald McQuade and Robert Atwan. ISBN-13: 978-0-312-56388-2; Note: this is not the newest edition of the book but **you will need the 6th edition for this class**.
 - *A Writer's Reference, 7th Edition*. Ed. by Diana Hacker and Nancy Sommers. ISBN 13: 978-0-312-55885-7. Other editions are acceptable.
- **A DEDICATED COURSE FOLDER OR BINDER**
- **PEN, PENCIL & LINED PAPER**
- **ACCESS TO A BELLEVUE COLLEGE EMAIL ADDRESS**
(<https://bellevuecollege.edu/sam>)
- **MYBC:** for correspondence with the instructor, course information, and supplemental course materials



After completing this class, students should be able to:

- Demonstrate various invention practices: brainstorming, free writing; outlining, journaling
- Demonstrate ability to write in various modes: personal narrative, expository, analytical, descriptive, argument
- Demonstrate the phases of writing: draft, revision, final copy
- Explore sources of writing: reading, thinking, analyzing, and discussion. Create a thesis statement that suggests the focus of the paper; does not point out the obvious, and is written as a sentence.
- Develop and include enough details and examples to support the identified thesis and reinforce focus
- Demonstrate various patterns of organization and use the organization pattern that suits your identified purpose and audience.
- Illustrate the concept of Audience in your writing.
- Artfully combine Audience, Purpose, and Tone in compositions written in and outside of class
- Write in a vocabulary appropriate to your subject and identified audience.
- Begin and conclude a paper effectively.
- Show effective control of mechanics: paragraphing, punctuation, and spelling.
- Differentiate between key ideas and supporting details in reading
- Practice good group skills: how to give useful feedback and how to make use of feedback you receive
- Demonstrate self-assessment skills



Grading categories - VERY IMPORTANT!! YOU MUST KEEP EVERY SINGLE PIECE OF WRITING that you do for this class carefully organized in a folder or binder. At the end of the quarter, you will be asked to turn in samples of your writing for the final grade, and so you must be able to locate and turn in the specific assignments that the instructor requests:

1 Course work	30% of final grade
2 Writing process	10% of final grade
3 Three essays	45% of final grade
4 Writing journals/seminar notes	10% of final grade
5 Final portfolio with documentation	5% of final grade
Total	100% of final grade

Please note: First, this course is a “college-level” course. Students who do not complete homework outside of class cannot pass the class. If you are too busy with other schoolwork, employment, family obligations, health concerns, etc., to devote 1-3 hours per day to homework, I suggest taking this course during another quarter when you have more time resources. Second, this course is a “writing” course and, therefore, requires extensive writing from students. Students who do not wish to practice extensive writing, should not take this course. Finally, I cannot evaluate and grade every piece of writing you do this quarter. While you will receive both regular and substantive feedback from me, your growth as a writer will be directly tied to both the quantity of work you do and the time and care “you” put into your revised writings. In summary, to earn a passing grade in English 101, you must make this course a priority in relation to your other life activities.

Criterion 1: Course work – Throughout the quarter, I will ask you to submit in-class work, including but not limited to: project planning, reading responses, prewriting, drafts, peer reviews, and revisions; short writing assignments; group and individual skill applications. This course has a heavy “group” participation requirement. Students who do not wish to participate in group work should find another section of the course. Missed in-class work cannot be made up.



Criterion 2: Writing process – For each major essay, you will turn in a rough draft, one or more revisions, and a final draft. Each of these parts of the writing process is worth 1% of your final grade. You get the 1% if the piece is turned in on time and no credit if you turn it in late. I do not give feedback on late drafts and there are no late peer reviews. You may use the writing center on campus for feedback if you are late, however, you will not receive course “credit” for using the writing center.

Criterion 3: Three essays – This quarter, you will write three 4-6 page essays. For each essay, we will read, discuss, and respond to essays and articles by experienced writers. As part of the writing process, you will develop a line of argument, a thesis or overall main impression, and eventually a polished draft for each piece. Each essay is worth 15% of your grade; you may revise one of the first two essays to receive a better grade on that essay. Essays are graded with a percentage grade scale. Revisions of essays are due five class meetings after I return the graded draft to you. If you do not turn in the polished draft on time, you cannot turn in the essay for a better grade.

Criterion 4: Writing journals/seminar notes – Good writers are active readers. As you read essays by experienced writers, you will keep a journal in which you apply summary, analysis, synthesis, and evaluation skills to the readings. You will also be asked to carry out rhetorical analyses of authors' writing. Since there are three major essays to write, you will keep three separate journals. The first two journals will be based on instructor instructions. For the final essay, you will participate in a reading seminar for a total of five articles. Your journal for this unit will include summary, analysis, synthesis, evaluation, and critical discussion questions developed by each individual student.

Criterion 5: Final reflection with documentation – During the final week of the quarter, in place of a final exam, you will review the work you did during the quarter and write a 2-3 page reflection of what you learned and the areas you need to improve. You will turn in class-related "documentation" to support your letter.

Bellevue College grading scale:

A	= 93-100%	C	= 73-76%
A-	= 90-92%	C-	= 70-72%
B+	= 87-89%	D+	= 67-69%
B	= 83-86%	D	= 63-66%
B-	= 80-82%	D-	= 60-62%
C+	= 77-79%	F	= 59% or lower

What the Grades Mean:

I will provide more detailed descriptions of grading criteria with each assignment, but as a general overview I have included a brief description of each grade:



"A"	Excels at the assignment's expectations and shows mastery of course concepts. "A" work may contain a few trivial problematic issues but ultimately demonstrates above-average work.
"B"	Goes beyond the expectations for the assignment. "B" work develops above-average work but falls short of an "A" in one or more crucial areas.
"C"	Competently meets the requirements for the assignment. A "C" is reserved for work that is perfectly adequate but does not go above and beyond the requirements for the assignment.
"D"	Shows some attempt to meet requirements but fails. "D" work may head in the direction of competence, but needs significant work before the student has shown his/her understanding of the core concepts.
"F"	Fails to meet any of the assignment's requirements. The expectations for the assignment simply are not present or addressed.



Course Policies:

Examples of unacceptable classroom behavior: On a college campus, everyone deserves the opportunity to study and learn in a safe environment and to be treated with courtesy and respect. Therefore, any conduct that prevents the instructor from teaching, and/or prevents students from learning is prohibited. If you do not behave in a way that is appropriate for maintaining a learning environment, I will ask you to leave the class. Some examples of unacceptable behaviors include: arriving late or leaving early without speaking to the instructor (talk to me after class, not during), talking while others are trying to listen to the instructor or their group members, talking during student presentations, sleeping in class, doing homework for other classes in class, having electronic devices “go off,” inappropriate comments or gestures, and harassment that affects other students’ ability to learn or the instructor’s ability to teach. The Arts & Humanities Division recognizes the judgment of individual instructors in these matters.

Cell phone use, texting, and other electronic devices: Please turn off your phone when you come into the classroom. There is no excuse for texting in the classroom. I will warn you once and ask you to leave class for the day the second time. This will be counted as an absence. Using electronic devices in class is permitted if they are used to facilitate learning in ENGL& 101. Headphones are never allowed.

Plagiarism: Plagiarism, or academic dishonesty, is the act of using another writer’s words or ideas as your own. According to the BC Arts & Humanities website, plagiarism:

...may take many forms, including, but not limited to, using a paper written by someone else, using printed sources word-for-word without proper documentation, and paraphrasing or summarizing the ideas of others without acknowledging the source. Plagiarism can also occur when non-written ideas are taken without documentation--using someone else's design or performance idea, for example. In short, plagiarism is passing off someone else's ideas, words, or images as your own; it amounts to intellectual theft--whether or not it was your intention to steal. Bellevue College instructors have access to commercial plagiarism detection software, so please be advised that any work you submit may be tested for plagiarism. (<http://bellevuecollege.edu/artshum/policy.html>)

If you are proved guilty of academic dishonesty (plagiarism), you will fail the assignment. If you are caught plagiarizing again in the same quarter, you will fail the class.

Attendance policy: I will pass around an attendance sheet at the beginning of every class. If you are not here when the sheet goes around, you will be counted as absent. The BC Arts & Humanities Division’s policy regarding tardiness stipulates that any student missing more than twenty percent of total class time for a course may receive an “F” grade for the course. This class meets 5 days a week for a total of 51 meetings, **so any student missing 10 or more class meetings will automatically receive a failing grade.**

I understand that students frequently have good personal and professional reasons for missing class. However, from the perspective of our English 101 learning community, the English Department, Bellevue College, the Northwest Commission on Colleges and Universities, the Council for Higher Education Accreditation and the U.S. Department of Education, your absence means you have not participated in the required quantity of classroom instruction to demonstrate the course outcomes. It is unethical, unprofessional, and unfair for an instructor to pass a student who has not attended 80% of class meetings.

Late or missed assignments: This course is fast-paced and you can expect to spend 2-3 hours outside of class for every hour spent in class. Late assignments will not be accepted.

Extra credit policy: Extra credit work will be assigned at the instructor's discretion in order to benefit the class as a whole. Individual extra credit work **WILL NOT** be assigned.

Tutoring and study skills development: Please do not hesitate to call on me during office hours if there is anything about the course you wish to discuss or need assistance with. It is my job to be here for you but it is also always a pleasure to get to know you and work with you to form and meet your academic goals. I hope you will seek me out prior to seeking other assistance.

However, if you feel you would benefit from ongoing tutoring or other academic assistance for this or any class at Bellevue College, please contact the Academic Success Center located in Building D – 204. Phone: (425) 564-2200.

Bellevue College offers a variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting:

<http://depts.bellevuecollege.edu/ir/students/studentguide/>

Disability Resource Center:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with me to develop a safety plan within the first week of the quarter.

The DRC office is located in B - 132 or you can call the reception desk at 425-564-2498. Deaf students can reach the DRC by video phone at 425-440-2025 or by TTY at 425-564-4110.

Please visit the DRC website for application information into our program and other helpful links at:

www.bellevuecollege.edu/drc



I look forward to a great quarter and welcome your feedback at any time!!!

Tips for Student Success:

1. Understand the syllabus.
2. Attend class daily and manage your study time.
3. Come to class prepared to listen and to participate.
4. Always bring your books, paper, pen or pencil, course folder, and homework.
5. Understand you will have to share your writing with other students.
6. Figure out what help you need during the quarter and explore what Bellevue College has to offer. Ask your advisor or your instructors for help.
7. Talk with your instructor as soon as you have a problem.
8. Use your textbook and other resources MORE than is required for the course.
9. Hold on to all your work!
10. Writing is a difficult skill that takes time to develop. With persistence and hard work, we all can become stronger writers. Be gentle with yourself!
11. Be kind to your fellow students and your instructor. We are all in this together and having a positive attitude inspires all of us to do our best work.

Statement of Student Responsibility

I have read through the syllabus for Catherine Berkenfield's course English 101&—English Composition I. I understand that the syllabus represents a contract between me as a student, Catherine as an instructor, the English Department, the Arts & Humanities Division, and Bellevue College as an institution. The syllabus lays out the rights and responsibilities for me and my instructor, and I know that I can rely on the document if some problem arises in class. I know that I should speak with my instructor first and, if she cannot answer my questions, she will provide contact information for someone else in the English Department or the Arts & Humanities Division who can assist me.

In particular, I understand that if I miss more than ten class meetings during fall quarter of 2012, I will automatically fail English 101. I also understand that missing any number of class meetings will affect my final grade because class participation is an important component of learning.

Name (please print): _____

Signature: _____

Date: _____