

BELLEVUE COLLEGE
ENGL 271/272: Syllabus
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Students can expect responses to emails within 48 hours, M-F.
Students may also expect responses over the weekends;
however, I cannot guarantee a specific return period

NOTE TO STUDENTS:

Welcome to Expository Writing 1 and 2! To clarify, both courses operate as one, so if you see a title for the one course and worry because you are enrolled in the other, please don't. You are enrolled in the correct course, and you are participating in the correct activities.

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WELCOME TO ENGLISH 271/272!

Many people believe that writing is a talent that you're born with. This is simply not the case. Learning to write well is a continuing process of trial and error, a process that requires hard work for anyone who wishes to be a successful college student, novelist, screenwriter, or journalist. This course expands on the basics of writing and focuses extensively on grammar, mechanics, and paragraph/essay construction. Throughout the course, we will craft essays, paying particular attention to meaning, purpose and audience, method and structure, and language. Academic writers are engaged in a conversation with other scholars in their respective fields. To join

that conversation, writers must engage in a *continuous process* that involves reading, planning, drafting, and revising. In this class, we will practice all of those steps as we work to become more confident academic writers.

COURSE OUTCOMES:

After completing this course, students will be able to...

1. Identify implicitly and/or explicitly one's intentions as a writer.
2. Define implicitly and/or explicitly the audience for a particular piece of writing.
3. Apply appropriate style, tone and format to the writer's purpose and audience.
4. Use rhetorical formats conventional to expository writing.
5. Demonstrate objectivity toward one's own writing.
6. Demonstrate practical uses/applications for expository writing beyond the college classroom.

REQUIRED TEXTS:

Dinty W. Moore, "The Truth of the Matter: Art and Craft in Creative Nonfiction." Pearson Longman, 2007. ISBN: 978-0321-277619

Roy Peter Clark, "Writing Tools: 50 Essential Strategies for Every Writer." Little Brown Publishing, 2006. ISBN: 978-0316-014984

SUCCESS IN ENGLISH 271/272:

You will have the greatest success in class by observing the following:

- BE PREPARED:** Check the course schedule and complete readings and assignments on time. Make a plan and at least one backup plan to get word all assignments posted by the time they are due. Take notes on your readings. Keep important information organized.
- BE CONSIDERATE:** Respect the rights of others in class to voice opinions that differ from yours. Avoid distracting and disruptive behaviors.
- BE CURIOUS:** Ask questions. Look up words that are unfamiliar. Search for more information on a topic. Engage in discussions with your peers.
- BE ASSERTIVE:** Ask for help from your instructor: I will gladly help you. Also, ask for help from the Writing Lab: make an appointment with a writing tutor to go over your writing assignments.
- TAKE NOTES:** You cannot remember all the assignments, instructions and information given if you do not write them down. Further, you cannot remember every piece of every chapter that we read – so take notes!
- TURN IN ASSIGNMENTS:** Even if you complete an assignment but receive a grade of "F," you'll usually earn about half the allotted points. However, for an assignment that you don't turn in, you earn **zero points**. One missing essay will equate to a failing grade for the class.
- PAY ATTENTION TO MARKS:** Pay attention to the comments that I make on your papers and change the way you write accordingly.

COURSE POLICIES AND PROCEDURES

DEADLINES & DUE DATES:

All homework assignments – forum posts, weekly responses, essays, etc. – are due by 6 PM (PST) on Saturday. It is your responsibility to meet this deadline every week. **I ACCEPT NO LATE ASSIGNMENTS.** If you miss a deadline, the grade for that assignment is F (0 points).

PARTICIPATION:

Bertrand Russell once said, "Most people would rather die than think--and most do!" I think that this is a bit of an exaggeration, but I do believe that thinking and reflecting are essential for the development of optimal writing skills, and the best way for you to sharpen your capacity to think is for you to actively contribute to class discussions and participate in peer review exercises in a productive manner. Failure to do so will negatively affect your final grade.

Students who fail to actively engage in EVERY weekly discussion will earn no higher than a C in the class.

Just as a classroom instructor will not require students to raise their hands a certain number of times each session, I do not require a certain number of weekly forum posts; **however**, I will gauge your weekly participation in these discussions and determine whether or not you have significantly and positively contributed to our "classroom culture." This means that you need to demonstrate thoughtfulness, both in your initial response to the topic at hand, and in your responses to fellow classmates. Ask questions! Give strong answers! Give specific feedback! This contribution will make up your participation grade for the quarter.

BELLEVUE COLLEGE EMAIL:

This class will take place entirely online. Thus, access to Canvas is required. Additionally, all students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network, and log in to Canvas. BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Computing Services website](#).

DISABILITY RESOURCE CENTER:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. Please visit the DRC if you have any questions about classroom accommodations, whether you are a student or a faculty member. If you are a student who has a disability or a 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 staff as soon as possible.

The DRC office is located in the Library Media Center or you can call our reception desk at 425-564-2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Remember if you are someone who has both an apparent or non-apparent disability and you require assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with your individual instructors to develop a safety plan within the first week of the quarter.

LEARNING ENVIRONMENT:

What follows is the Bellevue College Arts & Humanities Division policy on classroom behavior. It also pertains to your participation in an online class:

The college's 'Affirmation of Inclusion' is posted in each classroom and sets forth the expectation that we will all treat one another with respect and dignity regardless of whether or not we agree philosophically. This expectation is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an on-line [or hybrid] course,

you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions.

Part of this respect involves professional behavior toward the instructor, colleagues, and the class itself. Disruptive behavior is disrespectful behavior. The Arts and Humanities Division honors the right of its faculty to define "disruptive behavior," which often involves such things as arriving late, leaving early, leaving class and then returning, talking while others are trying to hear the instructor or their group members, doing other homework in class, wearing earphones in class, bringing activated beepers, alarm watches, or cell phones into class, inappropriate comments or gestures, etc. In on-line courses, 'flaming' anyone in the class is also considered disruptive behavior. Such behavior interrupts the educational process. When you are in doubt about any behavior, consult your instructor during office hours. We recognize the judgment of the instructor as the final authority in these matters. When disruptive behavior occurs, instructors will speak to or e-mail the students concerned. Those students are then responsible for ending the disruptions at once. Failure to do so may result in removal of the students from class. All students should check BC Student Procedures & Expectations web address at <http://www.bellevuecollege.edu/artshum/studentinfo.html>

WRITING LAB:

Please make use – often – of the Bellevue College Writing Lab. The lab offers tutoring and help (both personal and computerized) on grammar and basic skills. The Writing Lab is located in D-204. Check the website for hours of availability: www.bellevuecollege.edu/writinglab

The Writing Lab is a place where students can work on developing college-level writing skills. Students can come to the Writing Lab (not more than once per day) for individual help on revising their writing for class, college applications, or personal projects. Tutors can listen to ideas and ask questions to help students focus on one topic, correct and avoid punctuation and grammar errors, and review papers to ensure they are clear and follow the assignment instructions. However, tutors do not edit papers!

While students can drop in any time the Writing Lab is open, ***it is better to make an appointment at least two days before a paper is due*** by calling 425-564-2200. If students do not have an appointment and all of the tutors are busy, they may have to wait or come back later.

ACADEMIC HONESTY:

In this class, any student who plagiarizes fails the course automatically. I have absolutely no tolerance for this behavior.

Plagiarism, or academic dishonesty, is the act of using another writer's words or ideas as your own. It is also the act of using a paper written for another class and submitting it in this one. According to the Bellevue College 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."

ASSIGNMENT DESCRIPTIONS

PLEASE REMEMBER:

All weekly assignments – forum posts, readings, weekly responses, essays, etc. – are to be submitted to Canvas by 6 PM (PST) on Saturday evenings. LATE ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL THEREFORE EARN 0 POINTS. Emergency situations should be communicated to the professor BEFORE the assignment is due if the student would like the instructor to consider an exception to this rule. Instructions for each assignment will be posted in that week's module. See the "Start Here" sheet.

Please note: Unless otherwise noted, I require you to use proper MLA format for all written assignments. This includes not only the way the paper actually looks on the page, but also in-text citations and a Works Cited page. You should have learned MLA format in high school, but if for some unknown reason you are unfamiliar with MLA, purchase and refer to *The MLA Handbook*. **All assignments must be submitted as Word documents. I cannot accept any other format – including Google docs. Assignments submitted in any other form will be penalized.**

GENERAL PLAN:

The progression of this course is simple: you are working to develop a writing portfolio, one that exemplifies many different styles of quality writing. For the first half of the course, you will work to create 3 different pieces. For the second half of the course, then, you will revise, tweak, edit and rework those pieces so that your final project – the complete portfolio – exemplifies your best work.

To successfully complete your portfolio, you must complete all assignments as described below.

READING (LS¹):

It is impossible to successfully complete this course without purchasing the textbook and completing each assigned reading on time. Furthermore, it is essential that you complete the assigned readings before attempting to discuss them in the class forum or completing the assignments pertaining to that information.

FORUM DISCUSSIONS (LS): 10 POINTS/WEEK

Each week, you are responsible to participate in online discussions. These discussions will center on the material that we are reading and about which we are writing. I will post specific discussion questions and/or topics, and ask that you contribute meaningfully each week. Take time to ask questions, begin explorations and respond to the comments/observations made by a classmate. When posting, please keep in mind that this is an English class; as such, your posts should reflect good paragraph organization and correct grammar. Posts that do not reflect proper conventions (i.e. capitalization, spelling, sentence structure, punctuation, etc.) will not earn credit in this class.

INITIAL DRAFT (HS): 50 POINTS EACH/ 200 POINTS TOTAL

Each week, you will work to write 1 of 3 different essays – a memoir, a literary journalism piece, and a personal essay. You will complete these assignments in phases: a first submission and a final submission via your portfolio. Please do not assume that the "staging process" allows you to "wing it" in your initial submission. Keep in mind that your first submission should absolutely represent your best work. Hopefully, the portfolio process will make your best process even better.

PORTFOLIO (HS): 150 POINTS

At the end of the course, you will submit one document that portrays your best writing to date. This portfolio will contain revised versions of your previous submission. Please note: the works that you

¹ LS = low stakes: This is an informal assignment for which you may receive full credit by completing the assignment on time and according to the instructions

submit as a part of your portfolio must have undergone *significant* revision in order to receive credit. Do not assume that simply fixing errors that I point out is sufficient; revision requires that you consider reworking, refining, and resubmitting drafts that are vastly improved.

WRITING GUIDELINES:

1. Learn to spell--and don't depend on a computer program to do it for you. Human beings program spell check functions. Many of those anonymous human beings cannot spell (and know very little about grammar). Do not trust those anonymous individuals with your grade in this class.

**I allow one (1) spelling error/typo per paper.
When I find a second one, I stop reading,
and you earn a grade of "F" for that paper.
The "F" is permanent; you may not re-write the assignment.**

2. Do not submit a paper to me that you have not proofread carefully. In fact, do not submit a paper to me that has not been edited by at least three other people who know ***much more*** about writing, editing, and proofreading than you do – and you're ***certain*** they know what they are doing.
3. Follow all of the directions that I give you for each assignment. I give them for a reason. Read each assignment thoroughly. You ignore or skim instructions at your grade's peril.
4. Essay content is important. However, ***I cannot get to the content if you do not pave the way for me.*** Translation? If you fill your paper with sentence fragments, run-ons, comma splices, incorrect punctuation, agreement problems, UFPs (unidentified flying pronouns), etc. — ***that*** is what I will see first. I will never get beyond those errors to the rich, deep content in your words.
5. Some of you do not know what a sentence fragment is. Some of you do not know how to recognize comma splices or run-on sentences. Some of you have never learned how to use an apostrophe to indicate possession (and not to make a singular noun plural). Some of you do not know how or why or when or ***if*** to use a comma. Some of you would not recognize a coordinating conjunction if it walked up to you in broad daylight, clapped you on the shoulder, shook your hand, and called you by name. However, it's time to learn. Papers filled with these errors will never rise above a grade of D in this class.
6. Please understand that you are entering a college-level writing course. Grades previously earned do not impact the grades earned in this class. What is important to me is the quality of the writing you submit to me ***now***, during ***this*** quarter, in ***this*** class.
7. Know now that in English 101:

A	means	EXCELLENT
B	means	GOOD WORK
C	means	AVERAGE WORK
D	means	POOR WORK
F	means	UNACCEPTABLE COLLEGE LEVEL WORK

8. I do not “give” grades. Students **earn** their grades. Final grades are just that: final. I do not change final grades for any reason.