

Who is teaching this class?

Instructor: Leticia Lopez (please call me Tish!)
Office: MTWTh 10:30 to 11:45 AM or by appt. @ R-230 S
Phone: O: (425) 564-2502 / H/C: (206) 933-7977 (no calls after 9 PM)
Email: Lopez@bellevuecollege.edu
AIM: LeticiaL
URL: <http://vista.bcc.ctc.edu/webct/entryPageInns.doweibct>

What are the course textbooks & materials?

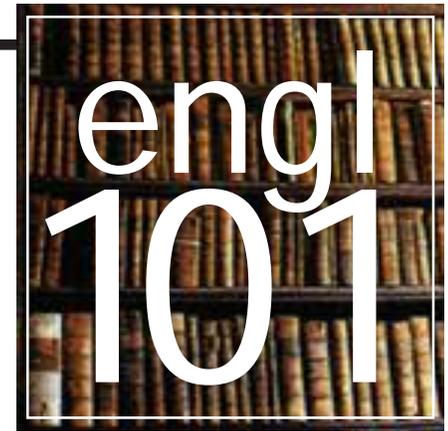
- *Welcome to the World is a Text* by Jonathan Silverman and Dean Rader (ISBN: 0-13-603345-8). Available at the BCC Bookstore. Please bring this textbook with you to every class.
- A current MLA style guide. If you do not have one, I recommend Diane Hacker's *A Writer's Reference With Extra Help for ESL Writers*, 6th edition (ISBN: 0-312-47166-1).
- A binder or notebook with pockets for note-taking, journaling, and for storing your handouts, homework, and writing assignments.
- Course supplies (pens, paper, stapler, 3-hole punch, disk or memory stick)
- Access to a full-sized college-level dictionary (recommended)
- Approximately \$15 for making copies, printing and/or renting videos
- An active email account that you check on a daily basis
- A Blackboard Vista username and password

What is ENGL 101: English Composition?

Ursula K. Le Guin once wrote, "First sentences are doors to worlds." In a manner of speaking, English 101 is the first sentence of your college experience. This class is a first step, a first look, and often a first in-depth exploration of academic writing, of reading to learn and to write, and of critical thinking and analysis. The class takes as a basic assumption that writing is a skill and that, like any skill, it can be improved through guided practice. In this class, we will work to develop, challenge, and enhance the writing skills you already possess into the skills and intuitions necessary for academic and professional success. In a fundamental way, English 101 is a gateway class that will set a critical and scholarly standard and inform, influence, and hopefully enrich your other courses.

English 101 promises a quarter of writing, reading, discussion, asking questions, more writing, revision, more reading, more discussion, critical thinking, analysis, fun, and even more writing and revision. This particular section of English 101 also promises a healthy inclusion of popular culture theory, film, television, visual texts, cultural studies, gender studies, and experiential learning. Through all of these things, you will learn the principles behind the academic writing process, respond to various demands of audience, and realize the power of writing to foster discovery and learning. You will also develop strategies for proofreading, revision, and MLA citation; and you will learn how to apply these skills in your writing persuasively, responsibly, thoughtfully, and stylistically. By the end of the quarter, the goal is that you will be well versed in the English 101 course outcomes and be prepared to face the writing and reading challenges you encounter with the confidence and competence of a critical reader, writer, student, and citizen.

For many, the prospect of taking English 101 is less than ideal. The course, over the years, has grown in both renown and infamy. English 101 is a difficult class, a time-consuming class, a meticulous class, a challenging class. It is a skills class. And at times it is a **hard class**. For many, it is only a required class that must be suffered and survived. Hopefully, though, English 101 will be more than just a requirement. Hopefully, you will come to realize that it is necessary and a foundation-building class with benefits that reach into your other classes, your time at BCC, and beyond.



ENGLISH COMPOSITION

Fall Quarter 2008-09

Section O

T/Th 9:30 AM-10:20 AM

Room L120

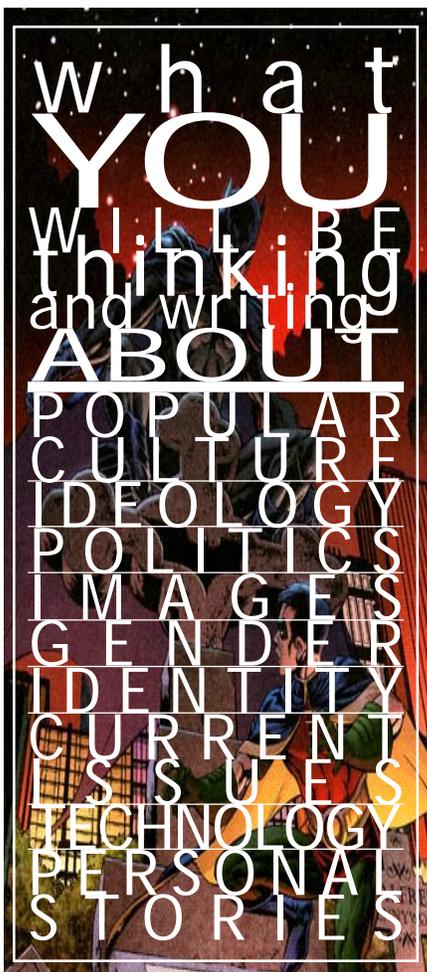
"An idea that is not
dangerous is unworthy of
being called an idea at all."
—Oscar Wilde

"Put it before them briefly
so they will read it, clearly
so they will appreciate it,
picturesquely so they will
remember it, and above all,
accurately so they will be
guided by its light."
—Joseph Pulitzer

"To write is to write
is to write is to
write is to write
is to write is to
write is to write."
—Gertrude Stein

"We write to taste life
twice, in the moment
and in retrospect."
—Anais Nin

"You can't wait for
inspiration. You have to go
after it with a club."
—Jack London



What are the learning goals for this class?

The English 101 course outcome is a clear statement, established by the English Department at BCC, of what students should be able to do after they have completed any section of this course. They are:

- 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, 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 & 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, spelling.
- Differentiate between key ideas and supporting details in reading.
- Locate the thesis statement in reading assignments
- Practice good group skills: how to give useful feedback, and how to make use of feedback you receive
- Develop self-assessment skills

For more information on the course outcomes listed above, or to view the Arts & Humanities Division "Student Procedures and Expectations" site for additional departmental mandates, please visit <http://www.bellevuecollege.edu/artshum/policy.html>.

What is a hybrid course?

A hybrid course combine on-campus classroom sessions with computer-based learning. In our particular class, you will attend classes on campus twice a week and complete the rest of your work online at a time that is convenient you (so long as you complete work before specified due dates of course!). The benefits of "going hybrid" include being able to complete your work from a location of your choice (such as a wifi-equipped coffee shop), saving on gas, and having the opportunity for some face-to-face interaction with your faculty and fellow students on a weekly basis.

With this opportunity comes a few added requirements and responsibilities. Basic computer literacy is required; plus a good working knowledge of your computer and Internet Service Provider and browser, including your e-mail. You will need to learn simple course delivery software (Blackboard Vista) for this course. BCC offers tutorials and lab assistance for its students as well as computer labs equipped with PCs and MACs. For more information and/or free technical support, please visit: <http://ac.bcc.ctc.edu>.

NOTE: This particular hybrid course requires you to listen to class podcasts, regularly post on the class discussion board, complete online reading quizzes, as well as submit most of your homework in electronic format. A video/audio tutorial to accomplish all of these tasks will be uploaded to the class blackboard site soon. Finally, you will be required to abide by the class' "netiquette" rules which will be posted in the class policies page.

"Education is not
the filling of a pail,
but the lighting of a fire."
—William Butler Yeats

"I always advise children who
ask me for tips on being a
writer to read as much as they
possibly can. Jane Austen gave
a young friend the same advice,
so I'm in good company there."
—J.K. Rowling

"My aim is to put down
on paper what I see and
what I feel in the best
and simplest way."
—Ernest Hemingway

Anticipated Course Assignments & Workload

Improving your writing requires working simultaneously on different skills in different ways. This course combines several different activities and exercises to teach, improve, and illuminate the reading, thinking, and writing process. This course will include the following:

Participation: A classroom is a community. Both classroom and community provide support, safety, shared resources, conversation, and interaction. All students are expected to come to class prepared with readings and work done and to engage in the discussion and activities. Participation is important and you are encouraged to ask questions, create conversation, and respect one another. Negative class participation can hurt your grade. See the later section on grading.

Conferences: This course requires that you meet with me individually at least once during the quarter to discuss your papers and your progress. Conferences give you the opportunity to get individual feedback and to express any concerns or questions or suggestions. The first conference is mandatory and if missed will affect your class participation and must be made up.

Major Papers: Your main work in the course consists three sequences of papers. Each of the sequences is made up of three to five short assignments and one longer, major paper. Each assignment in a sequence is designed to build one upon the other and must be done in the order specified and turned in on time. For most, completing every assignment in the sequence is necessary in order to earn a good grade on each major paper.

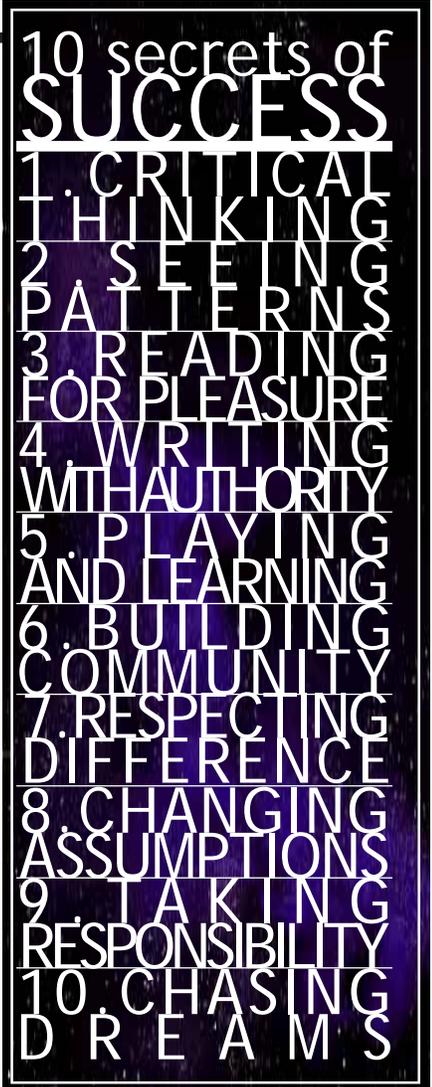
Process Journal: You will use your process journal for freewrites, in-class writing, strength and difficulty inventories, reflection on writing and reading tasks, self-assessment, note taking, brainstorming, group work, and journaling your ideas and responses to the class. Process journal assignments will be given daily in-class or for homework. Your process journal is part of your overall class participation grade.

Peer Review/Workshopping: Working in groups is one vital skill that this course hopes to foster. Collaborative learning and collaborative teaching add interest and investment in any classroom. Peer reviews, workshopping assignments, and general group work will help you brainstorm, learn and teach concepts, analyze examples, and develop the basic skills required to constructively critique other students' work.

Class Discussion Board: Beyond the formal written assignments, you will participate on the class discussion board. Please check the board regularly, and feel free to comment and post on a frequent basis. The class discussion board will also be used for announcements, assignment reminders, updates to the syllabus, as well as questions, inquiries, provocations, and an extension of in-class discussion. Board commenting and posting will be taken into account in evaluating class participation.

In terms of anticipated workload, expect to complete at least 4-6 hours of homework a week. Each assignment will be geared to help you practice, plan, and to think through the ideas you'll develop in each of your essays. *Please note that must keep all of your assignments.* Do not throw anything away until the end of the quarter. Keep your writing tasks together in a binder or notebook with folders. When you hand in essays, you will hand in all brainstorming, outlining, drafts, and feedback forms along with your typed essays in a folder.

4-6 hours or more of homework a week is no small amount of work, so be prepared to put forth a consistent effort from the beginning in order to get everything done. Please meet with me if you have any concerns about organizing your time.



"What we play is life."

—Louis Armstrong

"All writing is a process of elimination."

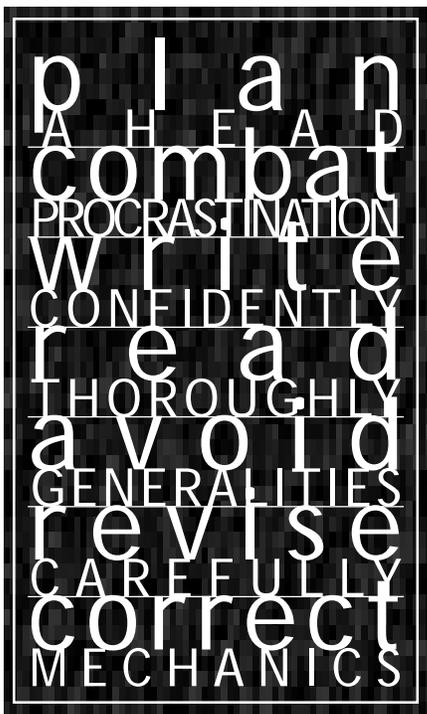
—Martha Albrand

"The most valuable of all talents is that of never using two words when one will do."

—Thomas Jefferson

"The more you run, the further away you are, and the more you hurry, the later you become."

—Yuan-sou



Do I have to come to every class?

Attendance is strongly recommended. If you miss a class, you miss the explanation of an assignment, the clarification of a particular writing strategy, an in-class exercise, the chance to have your draft critiqued, an opportunity to help someone else improve, and overall the class as a learning community. Because we only spend two hours a week in a physical classroom, each class will cover a significant amount of material. It is in your best interests to come to class. Also, you are expected to be in class on time. Class will start immediately at the appointed time. In the first minutes of class I may make important announcements, establish the agenda for the class meeting, begin immediately with an important lesson, or field questions. Therefore, it is particularly important for you to arrive on time. If you come in after I start class, even by only a few minutes, you are late and I will mark you as such.

Chronic or conspicuous attendance problems will negatively affect your class participation grade. For each unexcused absence, absentees will be penalized 5 points (up to 10 sessions; after that time, the English Department requires me to drop you from the course). Each tardy (late attendance) will likewise be penalized: 2.5 points. Students with perfect attendance and punctuality, however, will have their overall grade raised by .01 at the end of the quarter.

If you know you are going to miss class, please let me know ahead of time (via email), provide any pertinent documentation, and we will make any necessary arrangements. And when you do miss class, always find another student to get class notes and see me in order to make up missed work in a timely manner. If you miss a great deal of the quarter, you are strongly recommended to take the course during a quarter in which you can more easily attend class.

What do I need to get an 'A' in this class?

Your grade should not be the sole exigence or motivation for this class. It is the hope of the course that you walk away from English 101 with something more. Find some pleasure and some knowledge from this class (or any class really) and success is usually not far behind. With that in mind, your grade will be a reflection of improvement, engagement, and effort. Your grade is made up of four parts:

Participation & Preparation.....	100 points
Homework & Small Group Assignments.....	90 points
Rough Drafts, Peer Review, Outlines, and Conferences.....	90 points
Major Papers (5-7 pages in length).....	120 points

As you can see, the total points possible is 400 points. At the end of the quarter, I will convert your total points to a decimal grade (e.g. 360 points becomes a 3.6).

Finally, I want to stress that you **MUST** turn in all three major papers in order to pass this class. In addition, your cumulative grade for each major paper **MUST** average 2.0. Failure to do so will result in a non-passing grade for this course. No exceptions!

Evaluation Rubrics

Evaluation rubrics are assessment tools used to measure students' work. They are scoring guides that seeks to evaluate a student's performance based on the sum of a full range of criteria rather than a single numerical score. Rubrics are wonderful because they help articulate my expectations, they allow you allow you to think about the criteria on which your work will be judged, and they give you an opportunity to rate your own work prior to submitting it for a grade. For this class, I have provided the following rubrics on the course blackboard:

"Make it new."
—Ezra Pound

"All I knew then was what I wasn't, and it took me some years to discover what I was. Which was a writer. By which I mean not 'good' writer or a 'bad' writer but simply a writer, a person whose most absorbed and passionate hours are spent arranging words on pieces of paper.. I write entirely to find out what I'm thinking, what I'm looking at, what I see and what it means. What I want and what I fear."
—Joan Didion,
"Why I Write"

"What is written without effort is in general read without pleasure."
—Samuel Johnson

- Participation & Preparation Rubric
- Homework Rubric
- Major Paper Rubric
- Group Work Rubric

In general, the focus of each rubric will be on how well you meet the goals of the assignment or task at hand. In most cases, I will also take into consideration your work based on your progress and improvement over time. Practice makes perfect, after all. Over the course of the quarter, assignments will receive feedback and comments that will identify what you are doing well and what still needs improvement.

Lastly, it should be noted that it takes time for me to critique all of your work in depth. Please allow one week for me to return work you submit for this course (though in most cases, your work will be returned much quicker). If you miss class on a day that I return homework, it is your responsibility to ask for the graded homework in question.

Can I turn in an assignment late?

Since homework and essays form the basis of in-class activities or conferences, **I will not accept late homework or essays for full credit.** All work assigned is due at the beginning of class unless otherwise specified; work submitted **after the first five minutes of class will be considered late.** Failure to submit work on time will result in a 25% deduction per day late, including weekends and holidays. I will make exceptions to the lateness policy only in cases of documented/excused illness or family emergency.

Technology glitches do not constitute valid excuses for lateness. To avoid computer problems, you should save frequently while working, and you should back up work saved to a hard drive, floppy disk and/or flash drive. You may even want to take the precaution of e-mailing your homework or paper to yourself as an attachment at least a couple of times during the drafting process and certainly **BEFORE** you exit the document for the last time and leave the computer lab, your friend's computer, or even your own computer. This way, even if you lose your disc or your paper gets mysteriously erased, you still have a copy in your e-mail files. Also, if you use a word processing program other than Microsoft Word, make sure to save in Rich Text format to avoid file conversion problems.

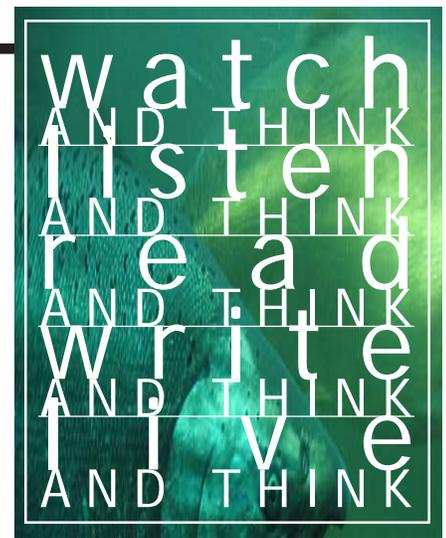
In summation, you can submit work late but there are heavy penalties involved so I don't recommend you do so.

What do the assignments look like?

All papers must be typed or produced on a word processor. Homework assignments can be **NEATLY** handwritten but I would prefer that you complete them on a word processor as well. Word processing is preferable because it makes the mechanics of revision—rearranging, adding, and deleting—easy. If you do not have your own computer with word processing capability, computer labs are available on campus with a variety of software that is easy to learn.

All papers should be submitted with the following manuscript guidelines:

- 1) 1" margins top, bottom, left, and right on each page;
- 2) Double-spaced for formal papers and single-spaced for short response papers, using a standard font (preferably Times Roman), using a font size no larger than 12 pt;
- 3) Number all pages except for the first page in the top right-hand corner; title page does not count;



"The world I create
in writing compensates
for what the real world
does not give me."

—Gloria Anzaldua

"Those who write
clearly have readers,
those who write
obscurely have
commentators."

—Albert Camus

"I feel that by writing
I am doing what is far more
necessary than anything else."

—Virginia Woolf,

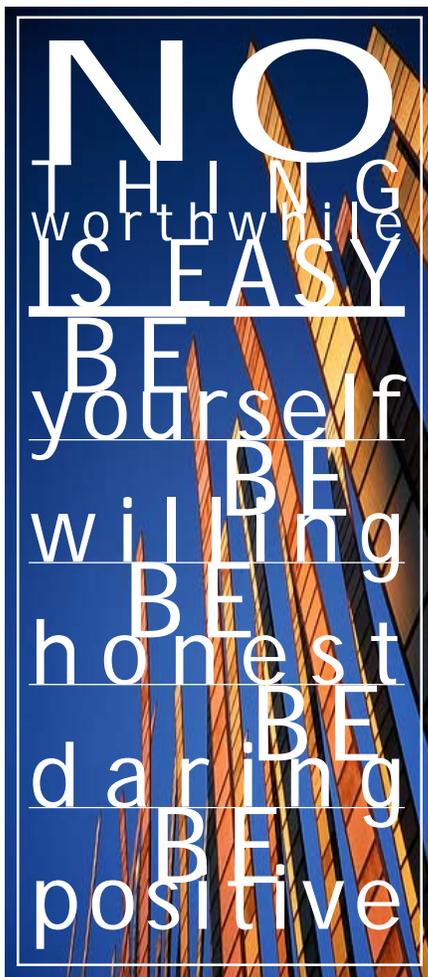
"A Sketch of the Past"

"The man who doesn't read
good books has no
advantage over the man
who can't read them."

—Mark Twain

"Suit the action to the word,
the word to the action."

—William Shakespeare



"Imagination is more important than knowledge."
—Albert Einstein

"If you're going to have a complicated story you must work to a map; otherwise you'll never make a map of it afterwards."
—J.R.R. Tolkien

"Tell the readers a story! Because without a story, you are merely using words to prove you can string them together in logical sentences."
—Anne McCaffrey

- 4) Stapled once at the top left corner (do not use fancy report covers or binding gadgetry);
- 5) At the top of the first page, include your name, your course section, my name, date, and title.
- 6) Correct MLA citations and bibliography page when applicable; papers with fundamental citation problems will not receive credit;
- 7) Include any exercises or additional material required by the assignment.

Papers that do not follow these format guidelines will not be accepted. They will be returned unread to you. Papers will be regarded as late until they are resubmitted in the proper format. For more information, to view a sample formatted assignment, or to download an MS Word template you can use when completing work for this class. Please see the class blackboard site for further detail.

Where can I find help?

My office and office hours are listed at the front of the course policies. I am available during that time and by appointment to help you. I encourage you to come see early in the quarter even if it is just to talk about the class, about the assignments, or about school in general. I may ask you to meet with me when I think a conference would be useful. My office is located on the second floor of building R, room 230S. See <http://www.bellevuecollege.edu/about/around/directions/maps/main-office.asp>.

I am also available electronically by email, course discussion board, and via AOL Instant Messenger (AIM nickname: LeticiaL). I will do my best to answer your emails and board posts, usually within twenty-four hours. Furthermore, when time permits, I will supplement my office hours with virtual hours via instant messenger; if I am logged in, you are more than welcome to chat or ask questions. Please, when you initiate an IM conversation, identify yourself to me and be patient because my responses may not be immediate.

You can find additional writing help at the Academic Success Center (<http://www.bellevuecollege.edu/academicsuccess/>). There, you will find free assistance to help you successfully complete your work for this course. In addition to workshops, you can also sign up to work with a tutor one-on-one to help you through all stages of the writing process--from understanding your assignment, to outlining, to the revision and refinement stages of paper writing process. Please visit the website listed above for more information.

Accommodations

If you have a registered disability that will require accommodation, please see me immediately. If you have a disability and have not yet registered it with Disability Resource Center (DRC) in room B-132, you should do so immediately. Please contact DRC at (425) 564-2498 or via their website at <http://www.bellevuecollege.edu/drc/>. I will gladly do my best to provide appropriate accommodation you require.

Academic Dishonesty/Plagiarism

Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing — as long as you cite them. Many students do not have a clear understanding of what constitutes plagiarism, so feel free to ask questions about these matters at any time. Plagiarism includes:

- a student failing to cite sources of ideas
- a student failing to cite sources of paraphrased material
- a student failing to site sources of specific language and/or passages
- a student submitting someone else's work as his or her own
- a student submitting his or her own work produced for another class

- a student submitting his or her own work that has been heavily edited and/or rewritten by another

If you have any doubt about how to cite or acknowledge another's writing, please talk to me. It is always better to be safe than sorry. As a matter of policy, any student found to have plagiarized any piece of writing in this class will automatically receive an "F" without the possibility of make-up. The Dean of Student Services will also be notified of such conduct, and repetition of the behavior will result in serious disciplinary action (for example, I may recommend that the offender fail the course for a second offense or that the student be expelled from BCC if the situation warrants it). Please see <http://www.bellevuecollege.edu/artshum/policy.html> for more information.

I'd rather not even have to mention plagiarism—I don't think you come into this class intending to cheat—but I also know that, for many students, the pressures to succeed can lead people to make bad choices. And I want to assure you that plagiarism is about the worst choice you can make. Please note that I will investigate any suspicious papers thoroughly and follow through with discipline according to school policy. I know these days it's easy to find a paper on the web. It's just as easy for me to check and see if that's where you found it. We will cover MLA citation practices so that you will be able to properly distinguish between your own and others' ideas in your work. **Play it smart, don't plagiarize!**

My Responsibilities

My main goal this quarter is to facilitate a class that is both interesting and useful to you. I want to be open to your opinions about the direction of the class and am willing to make changes if it will benefit our classroom community. I will always be willing to hear your concerns about the course, and will work to incorporate your suggestions if it is at all possible. As long as you are willing to keep communicating with me, I'll do my best to be available to you.

I am available to meet if you would like to talk about a paper revision, a class concern, or even just to chat. One thing I like about this job is getting to develop relationships with my students. If you cannot see me after class, please schedule an appointment with me. I am flexible. I only ask that you respect my time and follow through with appointments. You can also contact me through e-mail or by phone with specific questions if you can't find the answers elsewhere. I only ask that if you decide to call me, you do so between the hours of 8:00 a.m. to 10:00 p.m. only.

Ursula K. LeGuin writes that "[i]t is good to have an end to journey towards, but it is the journey that matters, in the end." I hope that our class proves her right. I am looking forward to getting to know each of you and seeing where this journey takes us.

Concerns & Complaints

If you have any concerns about the course or my engagement with the class, please see me about these concerns as soon as possible. If you are not comfortable talking with me or not satisfied with the response that you receive, you may contact the following individual:

Sydney Dietrich, English Department Chair
(425) 564-2109 or sdietric@bellevuecollege.edu



"Through joy and
through sorrow, I wrote.
Through hunger and
through thirst, I wrote.
Through good report and
through ill report, I wrote.
Through sunshine and
through moonshine, I
wrote. What I wrote it
is unnecessary to say."

—Edgar A. Poe

"I don't pretend we
have all the answers.
But the questions are
certainly worth
thinking about."

—Arthur C. Clarke

"I was working on
the proof of one
of my poems all
the morning, and
took out a comma.
In the afternoon I
put it back again."

—Oscar Wilde

"We have to
continually be
jumping off cliffs
and developing our
wings on the way
down."

—Kurt Vonnegut