

Winter 2013
Winter Quarter 2014

Instructor: Elizabeth Harazim

Room: C 168

Time: 11:30 – 12:20 **Section:** A **Item:** 1205

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Office Hours: 10:30-11:20 daily

COURSE OVERVIEW

Welcome to English 111!

Here you will find a comprehensive course overview that gives as much information as possible about what to expect this quarter. Take some time to read this over the first week of the quarter; think of it as a map for our journey together over the next 12 weeks.

Who am I:

My academic training is a mix of the social sciences, statistics, and rhetoric. I have a particular fondness for the methods of inquiry employed by scholars in the humanities, so love teaching theoretical approaches to literature.

This course will undoubtedly be comprised of people from diverse educational backgrounds on their way to a multitude of academic and career paths. Such diversity makes for a rich classroom environment, and I expect that you will learn a great deal from one another as you discuss concepts, work on projects, and complete activities together as a class or in smaller groups.

What is ENGL&111 and why should you take this class?

This is a Humanities course meant to introduce you to the basics of literature. Obviously this class is required for most of you; but what you will learn will prepares you for advanced work in a diverse range of fields: psychology, teaching, political science, English, sociology, professional writing, to name a few.

We will study critical theory as well as literary works, which means that we will examine the historical, sociological and political contexts for everything. Studying a work or body of literature has two important components: 1) exploring its context and scholarship and 2) using your own response it a basis for your analysis.

We will practice both of these a great deal.

Basically, remember that your opinion is important, but so is your ability to create strong analysis that is rooted in the texts and addresses the broader social and political implications of the work.

I am a huge proponent of the Humanities, so I speak and write constantly about how crucial a component they are in our public education system. I believe that an education in the Humanities prepares us to be leaders and to make meaningful contributions to the world, no matter what our professions.

So take this class if you want to study literature, writing, psychology; if you wish to become a teacher or lawyer....But most of all take this class if you want to sharpen your critical thinking skills and strengthen your awareness of the world around you.

TEXTS AND MATERIALS

REQUIRED

Kelly Mays. *The Norton Introduction to Literature 11th edition*

ISBN: 978-0393913385

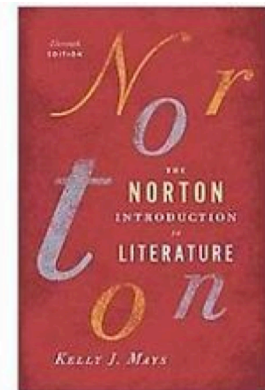
Publisher: Norton

Additional texts TBA

When ordering the text, **make sure you use the isbn #** and check the cover image here =>.

If you get the wrong edition, you will literally be on the wrong page at the beginning of the quarter. Don't start out by falling behind because you got the wrong edition of the book.

If you plan to buy the book at BC's Bookstore, visit their site for information about hours, refunds, and cost.



Make use of the text on reserve at BC's library if you need to, but make copies of the readings at least a week in advance and bring all assigned readings with you every day. We hit the ground running in this class. Not having the text is not an excuse for missing work or coming to class unprepared.

OUTCOMES and GOALS

What you will learn:

This course will strengthen your ability to do three crucial things:

Analyze works of literature. Engage ideas from critical theory. Express and support your opinions.

To this end, you will read, discuss, and write about assigned chapters in the text, works of literature and film. You will learn to engage multiple perspectives and explore complexity. You will learn to analyze texts and draw upon scholarship to augment your analysis. You will learn to participate in the broader conversation of analyzing literature.

Fundamental goals of this course:

- Recognize the role of literature in shaping our understanding of the world.
- Engage concepts from critical theory
- Become a more active, engaged citizen of the world.

What you will be able to show for all this:

Ultimately our work in this class prepares you to complete 2 exams and 2 projects, in which you demonstrate the outcomes of this course, which means they will:

- Demonstrates an increased level of comfort with the genres: poetry, drama, fiction.
- Identify and use terminology specific to literature.
- Recognize some major authors.
- Read, analyze, and explicate complex literature at both the literal and inferential levels.
- Practice inferential reading skills to analyze and synthesize difficult literature, both orally and in written assignments.
- Show ability to identify, analyze, and synthesize elements of literature in interpreting works, through oral (discussion) and written (paper writing) activities.
- Develop a process of analyzing works of literature.
- Use evidence from text to support a thesis.
- Enjoy literature and appreciate unique characteristics of each genre.
- Apply writing skills to analyzing literature.



Art by Sam Flores

COURSEWORK AND GRADING

Your grade breaks down like this:

1000 Points Total

Response Papers 10 @ 30 ea	300 pts	30% of final grade
Critical Inquiry Cards	100 pts	10% of final grade
Projects 2 @ 100 ea	200 pts	20% of final grade
Midterm Exam	150 pts	15% of final grade
Final Exam	150 pts	15% of final grade

Overall Participation

100 pts

10% of final grade

RESPONSE PAPERS

Response papers provide an opportunity for you to interact with the texts and deepen your understanding of the work(s). These are skill-building assignments meant to strengthen your ability to generate ideas, understand and engage complex material, and analyze academic writing.

CRITICAL INQUIRY CARDS

Every day that you have an assigned reading, you will turn in a 3x5 notebook card on that day's text(s). Critical Inquiry Cards help organize information, remember what you have learned, and foster well-informed discussions.

Most of the time (unless I announce otherwise) your cards will look like this:

FRONT:

Name	Date
Title of text	
<u>Gist of assigned reading:</u>	
Write at least three main ideas / concepts IN YOUR OWN WORDS	
<ul style="list-style-type: none">• This should be written in 5 – 6 complete sentences	

BACK:

<u>Your response to assigned reading:</u>
Write your reaction / response to the material.
This can be opinions, questions, protests, points of contention, wonder, admiration, confusion or insight. Or anything else...
<ul style="list-style-type: none">• This should also be 5 – 6 complete sentences

I collect these cards at the beginning of class, and no other time; so they cannot be turned in late or made up. In other words, you cannot turn them in at the end of class, or five minutes past the start of class, or the day after they're due.

Your cards show me that you are keeping up with the readings and demonstrate how you're making sense of the

concepts and stories.

Writing like this helps you build ideas for longer essays and study for exams, and helps facilitate informed class discussions and activities.

Remember that I also use your cards to keep track of attendance. So even if you haven't done the reading for that day, *turn in a blank card with your name on it* so your presence will be counted.

PROJECTS

Project formats and requirements vary, but they will always include a presentation and written component of some kind.

EXAMS

Exams take place at midterms and finals. They are comprised of short essay questions.

OVERALL PARTICIPATION

Participation in this class is crucial. In order to participate meaningfully, you must be prepared. This means you must come to class on time, with assignments completed and your text and other materials for that day with you.

These are the components of your overall participation score:

- Group work.
- Active engagement in class activities.
- Number of absences.
- Level of preparedness each day.
- Discussions / seminars



Art by Jeremy Collins

This is the translation of points to your final letter grade:

Course Grade		Point Total	Course Grade		Point Total
A	=	930-1,000 points	C+	=	770-799 points
A-	=	900-929 points	C	=	730-769 points
B+	=	870-899 points	C-	=	700-729 points
B	=	830-869 points	D+	=	670-699 points
B-	=	800-829 points	D	=	600-669 points
			F	=	0-599 points

EXPECTATIONS

The following outlines what I expect of you as a student in this class:

Be prepared:

Come to class on time with required assignments and readings, ready to actively participate. (I notice when you are not prepared!)

Attend class:

Attendance is a crucial component of your success in this course.

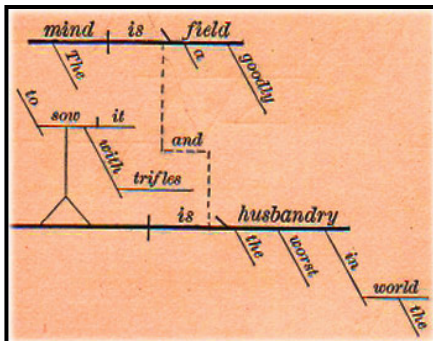
- To prevent attendance from negatively impacting your final grade you must attend class daily, on time and without leaving early.
- More than three absences in this course will negatively impact your grade. After ten absences, you will not be eligible to receive credit for the course (this is according to Arts and Humanities policy).
- If you need to leave class early for any reason, make arrangements with me beforehand.

Be Respectful:

- Be on time and prepared for scheduled group work for which your peers rely on your promptness and contributions.
- Any comments or jokes that belittle another person (based on physical attributes, religion, ethnicity, sexual orientation or anything else) will not be tolerated. Inappropriate comments and/or behavior will result in you being removed from class and / or directed to the Associate Dean of Student Conduct.

Contribute in a positive way to the classroom environment:

- Don't jeopardize your standing in class by texting, talking to a friend during discussions, wearing headphones or coming to class unprepared.
- No texting, wearing headphones, using laptops or any other electronic device during class.
- Contribute meaningfully to class discussions in a way that furthers the discussion and invites other students to do the same. Ask questions, offer insight based on personal experience, and ground your comments with material we've learned and read in class.



Be honest:

Plagiarizing is a form of cheating that includes using another's words or ideas and representing them as your own.

It can mean having someone write a paper or part of a paper for you. It can mean copy / pasting from Wikipedia or other online sources. It can also mean failing to cite information properly.

Bellevue College uses a plagiarism detecting service, so don't bother. If you are caught plagiarizing, you fail the course. There is no excuse in the world that would prevent this repercussion; it's not worth it!

***What to do if you miss class and/or assignments:**

We cover a lot in this class, and we move forward at a brusque pace. In addition, the nature of a literature class requires a great deal of discipline and planning on your part, since you are learning different modes for analysis and reading a great deal.

Thus, ***coursework cannot be made up or turned in late***. Please do not contact me about accepting late assignments... I won't. I will also not respond to emails asking what you missed on a day you were absent. An absence does not grant you an automatic extension on anything, and there is no such thing as an "excused" absence, so plan carefully. I highly recommend that you exchange contact information with a few classmates so that you can stay apprised.

Being on time, arriving prepared and turning things in promptly is vital because strong preparation and

participation creates a strong learning community. The stronger learning community we build, the more you benefit.

Also, our work in this class is cumulative. This means that smaller assignments and daily activities create the knowledge and skills you will need for exams and essays. So, missing class sessions affects not just your Participation points, your Reflection Paper and Exam scores as well.

I do understand that life happens. Some of you participate in extracurricular activities, are athletes, act in plays, play music in a band, contribute art to galleries, or travel with student organizations. I understand that some of you have children who will get sick or will get sick yourselves. And some of you are holding down jobs and taking care of others whilst enrolled in college classes. I fully support you participating in extracurricular activities and taking care of yourselves and your families.

Keep me apprised of any situation that creates extenuating circumstances for you. I will almost always make arrangements for you to get caught up if you fall behind-- but, if you don't let me know beforehand what's happening, there is little I can do.

The following outlines what you may expect of me as your instructor:

Be a resource for you to understand the material:

Understanding and writing about literature and critical theory is difficult, and requires you to draw upon strong analytical skills. Sometimes studying literature feels like stretching our brains in ways we've never done before— this is a good thing! But not always comfortable. I will provide information and tools for you to approach and learn the material in as many ways as possible.

Contribute in a positive way to the classroom environment:

This necessitates that I create a space in which all students feel comfortable speaking and are encouraged to make meaningful contributions to our learning community (but establishing a strong learning community goes both ways- - see "What I Expect of You" above.)

Class activities are as diverse, interesting and inclusive as I can make them. We will watch films, discuss responses, and engage in a wide variety of experiential activities. My philosophy is that the more learning styles and approaches I offer through class activities, the better you will learn.

Help with access to resources:

I strongly believe that student success is directly correlated with access to student resources. I can help with the access part— but *make sure to let me know if you're struggling* so there's no time lost in getting my assistance and / or connecting you with a department that can help you.

The best way to contact me is via email: elizabeth.harazim@bellevuecollege.edu or on Canvas's message system.

Don't hesitate to visit my office hours, email me, or talk to me in class if you need clarification with the material or have questions about a direction to take your writing.

REFERENCES AND RESOURCES

What it Means to Take a Class in the Liberal Arts



Art by Jeremy Collins

Liberal Arts education began in the Greco-Roman era. Ancient Greeks defined it as those subjects of study essential to becoming a free person. Among such subjects they included sciences, art, music, rhetoric, arithmetic and astronomy.

Even now, education in the liberal arts is foundational for an informed, engaged citizenry. It teaches us to think critically and engage perspectives of others, to analyze ideas, imagine possibilities, and inform ourselves on issues relating to our lives and the lives of those to whom we are connected. Therefore, especially as we are all increasingly citizens of the world as well as of our respective nations, such education is indispensable for our collective futures.

Here is Bellevue College's message about taking classes in the Liberal Arts:

Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression that might conflict with one's personal values. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends.

To this end, you may find that class requirements may include engaging certain materials, such as books, films, and art work, which may, in whole or in part, offend you. These materials are equivalent to required texts and are essential to the course content. If you decline to engage the required material by not reading, viewing, or performing material you consider offensive, you will still be required to meet class requirements in order to earn credit.

In other words:

Life is not a PG movie. In this class we will discuss and write about things that happen to real people and issues in the actual world: people's suffering, our collective progress, politics, power, prejudice. I chose our readings for very particular reasons, and I don't censure anything.

This means, in short, that if you are offended by any course material, you are free to leave the classroom at anytime, should you wish to, but you will still be responsible for learning what was in it.

Let me know if you have any questions about course content or this message.

Academic Calendars

Click these links to find information about holidays, closures and important enrollment dates such as the finals schedule.

Enrollment Calendar - <http://bellevuecollege.edu/enrollment/calendar/deadlines/>. On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.

College Calendar - <http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp>. This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

Bellevue College Email and Access To MyBC

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 *MyBC*. To create your account, go to: <https://bellevuecollege.edu/sam>

Where to Find Resources on Campus

Writing Lab D 204

The writing lab is a valuable resource!

The BC Writing Lab gives students a free place to go for revision of **any** writing project, including class assignments, college applications, resumes, and personal projects. During 25-minute sessions, tutors in the Writing Lab help students individually by identifying weaknesses in a student's writing and explaining how to overcome them.

During times when no instructors have reserved the Writing Lab computer room, it is an open lab where students can use Microsoft Office, write and print papers, conduct research on the Internet, or practice exercises on the available grammar and writing skills development software.

Hours: Mondays-Thursdays, 8:00 am to 8 pm, Fridays 8-3:30 pm and weekends 11-4.

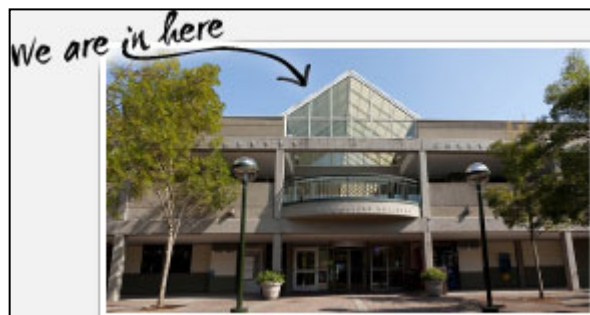
To arrange an appointment in the writing lab to have your paper checked, please call 425.564.2200 or visit <http://bellevuecollege.edu/writinglab/>

TRiO B 233

The TRiO Student Support Services program furthers the Bellevue Community College Mission of educational excellence and equal access by providing first generation college students with limited income and/or disabilities a multiplicity of academic and personal support services: study skills development to achieve academic success, tutoring to master course content, and intensive academic and personal advisement to build confidence and promote student success.

*TRiO offers many kinds of support; I encourage all who qualify to take advantage of this amazing resource:

- [Academic Advising](#)
- [COMPASS Retesting Preparation](#)
- [Computer Lab](#)
- [Credit Courses and Workshops](#)
- [English Language Assistance](#)
- [Equipment Lending Program](#)
- [Facilitated Study Groups](#)
- [Group Visits Through TRiO@BC](#)
- [Math & English Summer Bridge](#)



- [Personal Advising](#)
- [Scholarships](#)
- [Services for Current or Former Foster Youth](#)
- [Study Skills](#)
- [Textbook Lending Library](#)
- [Tutoring](#)
- [Useful Links](#)
- [Visiting Universities & Transfer Shock](#)

To qualify, a student must be a US Citizen or permanent resident, be a full-time student, and have assessed into at least English 070 or higher. You must also meet one of the following criteria:

- Be a first generation college student (neither parent has a bachelor’s degree)
- Have a limited income ([according to federal guidelines](#))
- Have a documented disability

For application instructions and office hours, visit:

<http://bellevuecollege.edu/trio/>

Multicultural Center (MCS) **B 233**



A message from MCS:

“There is more to college than just getting good grades and attending your classes. Whether you want to go into the workplace or go on to a transfer college it is really important to have a well rounded college experience. This includes getting necessary life and leadership skills that will help you in the classroom, in your workplace, and your community for the rest of your life. Bellevue College has amazing opportunities for you to get involved.”

Through MCS you will find access to these and other valuable resources:

- [MCS Tutoring](#)
- [Comprehensive Success Initiative](#)
- Comprehensive College Planning
- Help you understand your rights to be treated with respect on campus
- Help you talk to your instructors about your classes and concerns
- Explain how financial aid works and help you with completing the FAFSA
- Help you select classes that fit your work and family schedule
- Connect you to campus resources that can help you with personal, financial, and school challenges
- Support you and guide you to overcome non-academic and academic challenges that may keep you from completing college
- Connect you to community resources that can help you with food, transportation, and temporary housing challenges
- Connect you to campus clubs and organizations
- Help you attend leadership conferences

- Attend inclusive campus community building events
- Help you gain internship and community service experience

DRC has moved temporarily to the Library Media Center (D126)

Disability Resource Center (DRC) ~~B.132~~

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 us 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 your individual instructors to develop a safety plan within the first week of the quarter.

Call the 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. . .

Visit the website for application information and other helpful links:

<http://bellevuecollege.edu/drc/>

Academic Success Center D 204

The mission of the *Academic Success Center* is to provide the best resources available to meet the needs of all students registered at Bellevue College in academic programs. Tutoring begins the second week of the quarter. Contact the academic tutoring center at 425.564.2200 or

<http://bellevuecollege.edu/tutoring/>

More Tutoring Options:

[Science Study Center](#), located in B105, or call 425-564-3122

[Math Lab](#), located in D204, or call 425-564-2492

[Writing Lab](#), located in D204-D, or call 425-564-2494

[Reading Lab](#), located in D202, or call (425) 564-2494.

Computer Services

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:

<http://ac.bcc.ctc.edu/LabsInfo/ComputerLabs.aspx>

Request technology assistance by calling 425.564.5555 or visiting here:

<https://bellevuecollege.edu/STSC/>

LGBTQ Resource Center C 225

The LGBTQ Resource Center is a place on campus where students can feel safe to be themselves, free from harassment, prejudice, or ridicule. Hang out, meet new people, use the computers to get some work done, or check out the books on a variety of LGBTQ-related themes. For more information, stop by their office in C225 or call them at (425)564-6041.

Center for Career Connections B 231

Are you a veteran? Looking for a job? Need to learn more about how to write a resume or look for work? Want to know more about college majors and employment options and opportunities in your chosen field? Find these valuable resources and more at the Center for Career Connections:

- [Choose a college major, or plan a career path](#)
- [Find a job](#)
- [Find an internship](#)
- [Career guides](#)
- [Classes and workshops](#)
- [Resources for Veterans](#)

Contact the Center for Career Connections at:

<http://bellevuecollege.edu/careers/>

Veteran's Office B 231

If you are a veteran of the United States Military, BC's Veterans Office can help you with a variety of issues, most notably financial assistance. They will guide you along the GI Bill benefits, and they can help you activate your Veterans Affairs Educational Benefits. For more information about your options, call call (425) 564-2220 or visit <http://fa.bellevuecollege.edu/veterans>

Office of Equity and Pluralism A 201E

The *Office of Equity and Pluralism* supports the following programs:

American Indian Film Festival

The highly acclaimed American Indian Film Festival (AIFF) at BC is a yearly celebration of contemporary Indigenous filmmaking. This event falls on the first week of November each year and is free and open to the general public. [Visit the AIFF website.](#)

Beyond Diversity & Let's Talk About Race Workshops

These workshops are powerful and transforming two-day workshops designed to help employees consider the implications of racism, exclusion and prejudice on student learning. They prepare employees for ongoing Courageous Conversations about Race. This is part of an initiative to help deinstitutionalize racism at our college.

Courageous Conversations about Race are weekly structured conversations that focus on race. Employees who attend Beyond Diversity & Let's Talk about Race workshops are invited to attend these ongoing conversations. We also have student Courageous Conversations about Race for individuals who have gone through some of our classes that focus on race and culture, such as Race in America ([HD 140](#)).

BIRST (Bias Incident Response and Support Team)

The Bias Incident Response and Support Team is composed of high level administrators that can quickly respond to bias incidents. [Learn more about BIRST.](#)

Find out more about the *Office of Equity and Pluralism* here:

<http://bellevuecollege.edu/pluralism/info.html>

Student Success and Counseling Center **B 233**

Our mission is to advocate for student, college, and community success by promoting balanced learning in an academic environment which embraces intellectual, physical, spiritual, social, and emotional values. BC Faculty Counselors, some of whom are licensed in the state of Washington, provide short-term individual counseling at no charge for registered BC students.

<http://depts.bellevuecollege.edu/counseling/>

Public Safety **K 100**

BC's *Public Safety Department* provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency.

<http://bellevuecollege.edu/publicsafety/> or call 425.564.2400