

English 074, Section B (Item # 1021)
Spring 2013

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* Please use standard English in all email correspondence. I do not check email after normal work hours, so please allow 1-2 business days for a reply.

Course Information

Course Outcomes

Reading

To progress to English 092 or 093, students will demonstrate the following abilities:

Vocabulary

In readings at Level 10 or higher,

- ◆ Use context clues to identify the meanings of unfamiliar words
- ◆ In essays, use vocabulary and phrasing appropriate to topic.

Comprehension

Using readings at Level 10 or higher,

- ◆ Read accurately on two or three of the appropriate programs in the Reading Lab
- ◆ Use pre-reading strategies such as scanning and skimming
- ◆ Identify main idea and major and minor supporting details
- ◆ Distinguish fact from opinion
- ◆ Make inferences and draw conclusions
- ◆ Identify purpose, audience, and point
- ◆ Combine use of dictionary and context clues to recognize connotations and levels of formality
- ◆ Write accurate summaries and paraphrases
- ◆ In essays and discussion, accurately synthesize information from two or more written sources

Speed and Fluency

- ◆ Using readings at Level 10 or higher, read accurately at a speed of 250-300 wpm on one of the appropriate programs in the Reading Lab

Writing

Language Mechanics

- Identify parts of speech and their functions
- Identify basic structural elements of sentences (subject, verb, object, phrase, dependent clause, independent clause)
- Edit reading responses, summaries, and essays of 500 words or more for mistakes in
 - Five basic verb tenses (forms, shifts, and consistency)
 - Subject-verb agreement
 - Singular and plural word forms
 - Pronouns (shifts, referents, forms)
 - Noun, verb, adjective, and adverb forms
 - Articles and other determiners
 - Common collocations (see reading outcomes)
 - Prepositional and participial phrases
 - Adjective, adverb, and noun clauses
 - Word order (subject-verb-object, position of modifying phrases and clauses)
 - Complex parallel structure
 - Possessives, contractions, and quotations
 - Common homonyms (there, their, they're, etc.)
- Use and punctuate correctly a variety of sentence patterns (simple, compound, complex, and compound-complex)

Composition Skills

- Accurately paraphrase passage written at Level 10 or higher, avoiding plagiarism and identifying sources
- Accurately summarize reading written at Level 10 or higher without interjecting own opinions
- Respond appropriately to different kinds of prompts
- Follow a writing process (pre-write, outline, draft and redraft, revise (alter content), edit (correct mechanics), proofread (make final corrections))
- Apply skills developed in Dev Ed and ELI to respond to readings written at level 10 or above
- Write essays of 500 words or more that have thoughtful main point supported by appropriate evidence
- Maintain focus on point throughout essay of five or more paragraphs
- Use specific, concrete detail and avoid empty generalizations
- Connect ideas by using repeated key words, transition words, and signals of overall plan
- Structure paragraphs using narration, description, exposition, and comparison/contrast
- Use vocabulary, phrasing, and tone appropriate to topic and audience
- Use a word processor appropriately (including spell-checker) to write, revise, and edit

Critical Thinking Skills

- Distinguish between fact and opinion
- Reason credibly

- Qualify statements appropriately
- Recognize own biases and values and acknowledge perspective of others
- Synthesize information from two or more sources
- Respond to readings written at Level 10 or above with depth of thought that reflects understanding of original and expresses meaningful relationship to self and/or society
- Evaluate sources

How Outcomes will be met

Outcomes will be met by

- frequent in-class writings of various lengths
- practice exams and quizzes
- written papers
- class discussions

Grading

This course is graded Credit/No Credit. You may repeat Developmental English as many times as you need to in order to learn the skills required for English 092 or 093. At the end of the course, you will be given a writing/reading test, which will determine whether or not you need to repeat. Please note that you may receive “Credit” and still need to repeat—the “Credit” just acknowledges that you completed the work of the course. It is to your advantage to work hard, do all the work on time, and get through Developmental English as soon as possible so that you won’t have to go through the time and expense of repeating.

Your work will receive comments, but not letter grades. You get credit if you turn the work in on time and attend classes. I reserve the right to refuse credit to any student who misses more than ten classes and/or fails to turn in more than 25% of the work on time and in proper form. Late work should be turned in as soon as possible, but no later than the next week.

In summary, the course is structured so that you do not have to worry about grades; rather, you need to make sure that you learn basic English skills. We’ll go over the objectives of the course during the first week.

Save all of your work. This will enable your instructor to review your performance regularly and to give you more meaningful feedback

Papers will be graded on content, organization and editing as follows:

Content

Content should be accurate, developed in relation to other ideas in the paper, and sufficient to fulfill the assignment. Short papers will be downgraded in content.

Readers should get a sense of major and minor points of support. Main ideas should be identified and well supported. Major evidence for the central idea should be clearly presented. Evidence contrary to the central idea should likewise be acknowledged and processed.

All ideas taken from sources should be introduced and documented appropriately.

Organization

Paragraphs should be well developed around a clear idea. Main ideas of paragraphs should follow one another in a pattern made apparent to readers with appropriate transitional words and phrases. Overall pattern should be appropriate and logical for the thesis of the paper.

Sentence and paragraph transitions should be clearly signaled.

Editing

Errors marked on previous papers should not recur. The 20 common errors should not occur. Sophistication of structure and punctuation should be appropriate for college-level content.

In general, editing should not adversely affect the paper's readability or the author's credibility.

Paper Guidelines

1. Papers should be at least 500 words or 2 pages
2. Use a 12 pt standard font, double-space, and write full pages. All work must be typed.
3. Document all sources. Remember that summary and paraphrasing must be documented. BCC subscribes to a plagiarism detection service and your instructor routinely checks papers for originality. If you have questions about plagiarism, go back to the Writing Lab handout <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> for further explanation. **This link is required reading during the first week.**
4. If you use quotations, be sure to introduce them so your reader will know who is speaking. You also need to make sure your reader understands the point you are making with the quotation and how it relates to the main idea of your paper.
5. Make sure your name, your course number (for example, ENGL 074), and the assignment number (for example, Paper #3) appear on the first page in the upper right-hand corner. There is no need for a title page. If you leave lots of space on the first page, make sure you fulfill the word length requirement by adding another page.
6. Your paper should have a title that reflects the main idea.
7. Please avoid formulas that force your form to drive your content (5-paragraph essays or the Jane Schaffer Method, for example). Your content and main ideas should determine the structure of your presentation.

Books and Materials Required

75 Readings (12th edition)

Classroom Learning Atmosphere

Instructor's Expectation

Professionalism in the Classroom

Any professional situation requires that we treat one another with dignity and respect, as is required by the BCC

Affirmation of Inclusion. Each class session should be treated as a professional appointment that requires your complete attention and presence for the full time.

In my classes I require that you observe the following professional courtesies:

1. Please arrive on time every day with the appropriate texts and materials and stay for the entire class. Late arrivals or early departures cause disruptions that are unacceptable to your colleagues. Please do not come to class if you can't arrive on time (within 2-3 minutes); the latest arrivals should sit near the door so that disruption is kept to a minimum.
2. Please turn off all cell phones, beepers, and other noisemakers. I get more student complaints about phones than about anything else. Even a phone in silent mode causes distraction if you have to stop, find the phone, and check the message. If you have an emergency and need to be available by phone, please arrange a special accommodation with me in advance.
3. Text-messaging, surfing the net, listening to music, etc., are all signs that you are not giving the class your full attention. Please avoid all such distractions in my class. Others are trying to concentrate, and someone playing with toys is a disruption.
4. Talking, passing notes, or other grade-school behaviors send very bad signals to your colleagues and should not occur in my classroom.
5. Please be courteous to those asking questions. What may seem a trivial question to you may be the one small point that keeps someone else from understanding the whole picture. Remember that there is only one stupid question: "I wasn't here yesterday—did we do anything?"
6. Review the Arts and Humanities sheet on student expectations. This document is a part of my syllabus.
7. It is not a student's right to sleep in class. I will wake you, ask you to leave, and mark you absent.
8. I reserve the right to count partial classes (late arrival, unauthorized breaks, or early departures) as absences.
9. Failure to maintain professionalism will result in a lowered participation grade.

If disruptive behavior occurs, I will ask you to stop it. Second offences will be reported to the Dean of Students, who may take further action that can lead to your permanent removal from the classroom.

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

Division Statements

The Arts and Humanities Division has adopted the following statements, which are a part of this syllabus. Please read and follow them:

<http://bellevuecollege.edu/artshum/policy.html>

<http://bellevuecollege.edu/artshum/AHGdIns-StdntGrwth.htm>

You are also required to read and follow the Writing Lab statement on avoiding plagiarism:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

All instances of Plagiarism will be reported to the Dean for further action. Plagiarised papers will receive the grade of "F" without possibility of rewrite. BC subscribes to a plagiarism checking service, and any papers may be checked at any time.

Student Code

"Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services." The Student Code, Policy 2050, in its entirety is located at:

http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

Important Links

Bellevue College E-mail and access to MyBC

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

If you have not opened a BC email account, you must do so at once, using the guide provided in the class documents.

Disability Resource Center (DRC)

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.

The DRC office is located in B 132 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

Public Safety

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. 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. Public Safety is located in K100 and on the web at:

Final Exam Schedule

Our final exam will be announced and given during the final week of classes.

Please remember I am on your side. Use my office hours and the Lab time freely if you need help.

Course Calendar

English 074 Spring 2013

This calendar is subject to changes I may make in class. Expect frequent in-class writing, so have the assignments read on the day they are listed. All PowerPoint presentations used in class are posted on the class website. All readings are listed by last name of the author. Page numbers refer to *75 Readings, 12th edition*.

April 2013

<p>1</p> <p>Class Orientation</p>	<p>2</p> <p>Entrance Writing Sample in Labs</p>	<p>3</p> <p>Introduction and syllabus</p> <p>What is academic writing?</p> <p>Read Orwell (1-8)</p>	<p>4</p> <p>Hughes (8-11)</p> <p>In-class writing</p> <p>Power Points on Reading/Lab</p>	<p>5</p> <p>Labs: Class meets every Friday in the Labs (D204) 10:30 Reading Lab 11:30 Writing Lab</p>
<p>8</p> <p>20 Common Errors</p> <p>Useful websites</p>	<p>9</p> <p>Gansberg (19-22)</p> <p>PowerPoint on Tone</p>	<p>10</p> <p>Library Session: Paper #1 assigned</p> <p>Class meets in the Library—Go to the main Library entrance and follow the signs to the classroom on the second floor. Librarians will help you find the room.</p>	<p>11</p> <p>Didion (49-52)</p> <p>Power Points on grammar</p>	<p>12</p> <p>Lab: Introduction to Turnitin.com</p> <p>By today you should have opened your BC email account and sent me a short test message.</p>
<p>15</p> <p>Goodman (90-91)</p> <p>Power Points on coherence, grammar</p>	<p>16</p> <p>Parker (86-90):Paper #2 assigned</p>	<p>17</p> <p>Lutz (132-138)</p> <p>PowerPoint: Logical Fallacies</p>	<p>18</p> <p>“Smokers Get a Raw Deal” (handout)</p>	<p>19</p> <p>Labs</p> <p>Paper #1 due at noon (NY Times)</p>

22 Epstein (96-100)	23 Noda (118-127)	24 Viorst (127-132) Read posted handout on Personal Responsibility.	25 Workshop: Personal Responsibility	26 Labs
29 Inferential reading exercise (Dorothy Parker readings posted)	30 Practice Midterm Exam Read posted handout on Time Management.			

May 2013

		1 Workshop: Time Management	2 Midquarter Conferences in my office R230E	3 Labs Paper #2 due at noon (Definition)
6 Paper #3 Assigned (Student Services)	7 Whitehead (205-213)	8 Eiseley (266-269)	9 Gould (349-358)	10 Labs
13 Have interview done today for #3 No formal class, but come by my office and show me your interview sheet Read posted handout on Stress management.	14 Workshop: Stress Management	15 Read Plato (256-260) Film	16 Discussion of Plato; Paper #4 assigned	17 Labs Paper #3 due at noon (Student Services)
20	21	22	23	24

Mukherjee (158-162) Film	Re-read Eiseley (266-269) and Plato for in-class writing	Twain (150-151) Sanders (151-156)	Catton (146-150) Soto (165-170)	Labs
27 HOLIDAY	28 Practice writing/inferential reading	29 Practice writing/inferential reading	30 Practice writing/inferential reading	31 Labs Paper #4 due at noon (Plato)

June 2013 (This schedule may need to be changed.)

3 Meyer (213-220) Film: <i>Obedience</i> Grammar	4 Writing on Meyer	5 Miner (260-266)	6 Class evaluation and writing exercise	7 Lab Self Assessment and Preparation for Monday
10 Final Writing Sample in Lab	11 Conferences in my office			

Please remember the syllabus may need to be changed from time to time. [Check the class site frequently](#), as any important announcements will be posted there.