English 201 – The Research Paper | Spring 2015 Syllabus
Instructor Ewan Magie
Office Hours: R230K; by appointment
Email: emagie@bellevuecollege.edu

Required Textbooks:
1) Writing and Reading Across the Curriculum, 11th edition, eds. Behrens and Rosen
2) Fahrenheit 451 by Ray Bradbury
3) Essays on BC Library Reserve

Course Description:
The main purpose of English 201 is to develop skills to research and write a major research paper. In order to do this, much of our time will be spent locating and analyzing various essays and incorporating different points of view into our own written arguments. We'll learn to reach our own conclusions through summary, critical analysis, explanatory and argumentative synthesis, all of which are essential components of the research paper itself. Open-minded, systematic critical analysis of the best, deepest sources is at the heart of the research process.

Fundamentally, this course is about what author Bruce Ballenger calls “the spirit of inquiry.” The research paper process emphasized by our textbook and this course requires you to develop your own focus of inquiry. This means that your research paper will necessarily be an inquiry into who you are, how and why you care about a particular subject, and about what you discover about yourself and that subject by researching it thoroughly. You will become, as Ballenger says, a knower, both of your subject and yourself. Because English is in the Humanities, this opens a very broad spectrum of possibility, all the better for you to navigate in your inquiry into yourself. As the RP Topics for 201 hand-out reveals, many suggested subjects take cultural works or fields of cultural work as a stepping-off place for this inquiry. For example, you might be interested in James Bond films or in rap/hip-hop music; you could take this interest and develop it into a line of research inquiry but examining how femininity is constructed and represented in Bond films, or how rap/hip-hop music is used in various ways by U.S. soldiers in Iraq and Afghanistan. The basic concept this ENGL 201 Research Paper course unfolds is that serious research involves your own passions; just as much as it involves a serious examination of primary and secondary texts on a given topic, so it also involves your own ability to look inside yourself to find an inquiry that inspires you and reveals part of who you are.

WHAT IS A SYLLABUS FOR?
A syllabus explains the nature of a college course, and it outlines both expectations and standards for the students. It helps clarify what the students will be required to do, and why. You should understand this syllabus as a contract, one that you agree to abide by when you register for the course. By registering for the class, you accept the terms it imposes, in terms of attendance, participation, class behavior, assignments and due dates, respect for yourself, your classmates and your professor. This is standard for college classes and you will be expected to abide by that standard. Please keep a copy of the syllabus (and time schedule) with you in your course folder; I will be asking you to carry them with you like a textbook and will be referring to them periodically throughout the term.

Workshop/Group Sessions:
In these sessions you will gain feedback from other students to prepare for writing your paper and on your rough draft. Participation in these sessions is required. On the day of the session you need to be prepared to discuss your ideas with your group, and on workshop days, you must bring in three readable draft copies for your group. Non-attendance at the workshops will affect your grade negatively. If you don’t participate in Peer Review your paper cannot get higher than 90/100 points. If you don’t staple your final draft you cannot score higher than 95 points (or 290 on the final paper).

Late Papers:
Papers and other assignments will be due in class at the beginning of class on the due date. Response papers later than the due date will not be accepted. If for some exceptional reason you have to email a major paper, they must be dated by the beginning of class on the due date or be received as Late.

Rough drafts must also be turned in on time; incomplete rough drafts or substandard rough drafts will lose 10 points on the final draft grade. If you fail to turn in a rough draft and/or participate in Peer Review, you will lose 20 points off your final draft grade. That means you could not score higher than 80/100, even if your paper were a perfect paper.

Late major papers will be graded as follows:
1 day late (or received after the 1st 10 minutes of class): 90 points max
2 days late: 80 points max
No papers will be accepted 4 days after the due date.

Attendance and Participation:
First of all, there are no excused absences; either you are here or not. If you are late to class, it counts as half an absence; if you miss 20+ minutes of class, it counts as a full absence. Every class hour counts as one hour of attendance, or one hour of absence. I want everyone to take note that the College offers online courses which require students to go online everyday, but without the need to convene in a regular classroom at a given time. If you think that attendance will be a problem for you, then please take another course, perhaps an online course. Participation and mutual self-respect is also a part of attendance; in the college environment you are expected to behave in a mature fashion. I will expect that of you, and your peers will as well. Participation in class means preparing the homework on time, doing the reading before class, bringing your texts to class and having them open while we go over them, bringing pen and paper, taking notes, etc. This is standard college behavior; if you cannot follow this, please go elsewhere until you are able to abide by these basics.
Please turn off all cell phones before class: if you need it for work or emergency calls, please put your phone on buzz. If your phone goes off in class, I will deduct 10 points from your participation grade. By self-evaluating your own capabilities in regards to attendance and participation, you will do yourself, your grade, and everyone else a big favor by deciding in advance which class is suited to your learning style. Since so much of our classroom time is spent in discussion and group work, attendance is vital. As I will be giving random, graded quizzes on the readings, it will be in every students’ interest to attend class and not miss vital points on the overall grade. If you are absent during the quarter, your grade will be affected according to the following scale:

- 6-7 absences final grade drops one full grade point
- 8-9 absences final grade drops two full grade points
- 10+ absences F grade

In order to keep track of attendance, I will be passing around a sign-up sheet during each class session, sometimes at the beginning of class, other times during the middle of our class session. Don’t ask your professor how many absences you have; keep track of your own absences.
Please understand this syllabus as a contract, one that you accept and agree to abide by. When you registered for the course, you agreed to take responsibility for your part as a student; this syllabus is a specific version of what those responsibilities entail.

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](http://bellevuecollege.edu/about/goals/inclusion.asp)

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](http://bellevuecollege.edu/policies/2/2050_Student_Code.asp)

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 B132 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](http://www.bellevuecollege.edu/drc)

[Please note that the DRC has moved temporarily to the Library Media Center. The location is in the former study room area back and to the right as you enter the Library. Testing Center offices have been moved into L100.]
Remember if you are someone who has either an apparent or non apparent disability and 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.

Assignments/Papers:
All major papers must be typed and double-spaced, using proper MLA format. All of the papers must be completed to earn a passing grade for the course. The various checkpoints for the research paper are also extremely important; if these are not completed, your research paper will not be accepted. Response Papers on the readings must be typed and single-spaced.

Plagiarism:
Plagiarism is the use of someone else’s words or ideas as your own. You are plagiarizing when you copy someone else, in part or whole, or when you receive “help” to the extent that the paper is no longer in your words or is no longer your own idea. Obviously, copying an article or book, or even using a sentence from one of these sources without putting quotation marks around it and citing the author is plagiarism. Plagiarism is grounds for failing the course. BCC provides a website that details both general and school-specific policies on plagiarism, for your use as a guideline; please check with these policies if you have any doubts about whether you are plagiarizing other texts of any sort. In addition to the material in Behrens and Rosen, you may also get information on plagiarism at the BCC Library and/or at the BCC website, www.bcc.ctc.edu/writinglab for any additional clarification or a sense of BCC-specific policies.

Grading Policies:
Grades will be based on the following 1000 point scale:
1. Paper #1 (summary)—100 points
2. Paper #2 (critical analysis)—100 points
3. Paper #3 (synthesis)—100 points
5. Journals, Response Papers and/or Quizzes—100 points
6. Participation—100 points
7. Research Paper—300 points
The Research Paper is worth up to 300 points, making it the bulk of a passing grade. The following will also affect your grade:
Checkpoints for the research paper must be turned in to gain credit for the final research paper. There are several additional intangibles that also affect your grade. These are judgment calls made by me, but they are important in making your experience of English 201 successful. The following are included:
1. Class Participation
2. Workshop Participation
3. Performance on the research paper
4. In-class quizzes on the readings
In the case of in-between final grades, the mid-point must be reached to qualify for the higher grade (for example, you must have at least a 3.85 to earn an “A” rather than an “A-” for the course). These in-between grades can also be affected up or down by items such as the checkpoints for the research paper, class participation, or workshop participation.

GRADING SCALE FOR FINAL COURSE GRADE:

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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>950-1000</td>
</tr>
<tr>
<td>A+</td>
<td>900-949</td>
</tr>
<tr>
<td>B</td>
<td>870-899</td>
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<tr>
<td>B+</td>
<td>830-869</td>
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<tr>
<td>B-</td>
<td>800-829</td>
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<tr>
<td>C</td>
<td>760-799</td>
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<tr>
<td>C+</td>
<td>700-759</td>
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<td>C-</td>
<td>675-699</td>
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<td>D</td>
<td>600-674</td>
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<tr>
<td>D+</td>
<td>550-599</td>
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<tr>
<td>D-</td>
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<tr>
<td>F</td>
<td>0-499</td>
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Personal Responsibility, Withdrawal, and HW Grades:
Please keep track of how you’re doing, and be aware of the last day to withdraw from the course. I do not issue HW grades except in cases of medical or psychological/emotional emergency or military service, and certainly not in place of a low grade or lack of attendance. These are exceptional circumstances only, not appropriate as “bail-out” measures. Please take personal responsibility for your own conduct in the course, in all aspects, from attendance and timeliness, to completing work successfully, to class and online behavior, to your ability to recognize failure or success as a stepping-stone to a more enlightened future.

A Last Word on Grades:
I realize, having been a student much of my life as well as a professional whose own words are “evaluated” for quality, that receiving grades is a central and emotional aspect of our education system. While I am sensitive to students’ feelings on this issue, I also expect the students to direct their own learning, to take responsibility for their
own education. This is another way of saying that the student gets out of education what the student puts into it. There are many distractions in the world, most of which are available to the college student; try to self-evaluate and prioritize so that you do not waste the opportunity that your education provides you with. While it can be a difficult task to know exactly what you want, when students determine that they want to dedicate themselves to their own education, most of them excel and achieve their goals. I wish you the best of luck in finding your own determination and sense of personal responsibility in regards to your own education.

Final Point:

Please keep this syllabus with your other materials for this course, and continue to refer to it throughout the quarter. I intend it as a reminder and a guide, and hope that it will provide inspiration to you in your efforts to improve your writing, reading and research skills.

Remember that writing, critical reading and research are difficult skills to master, and that they take time and effort to do so. But this work is also tremendously rewarding; it is your chance to speak your mind in the best way you can. By developing these skills you will become someone who can articulate their own ideas and speak clearly on the ideas of others. These skills will empower you throughout your life; people who are skilled writers and speakers are always needed, in all parts of society. Delve deep, work hard, and enjoy your quarter!