Course Description and Outcomes

Students develop clear, effective writing skills in this course emphasizing writing as a process. Students practice writing in a variety of forms and modes. After completing this class, students should be able to:

- **Think Critically and Read Analytically:** carefully interpret and evaluate claims, beliefs, arguments or issues, read various texts for purposes of interpretation, analysis, synthesis, or evaluation.
- **Compose and Revise in Context:** shape written responses for, and employ style, tone, and mechanical conventions appropriate to, the demands of different audiences and purposes, using various methods of development such as illustration, comparison and contrast, and analysis, and balance their individual voices with those from other texts.
- **Reflect, Collaborate & Evaluate:** incorporate newly acquired skills, both individually and with peers, to critique their own and others’ work, to gain a clearer perspective of habits that may detract from the effectiveness of their own writing, and to develop flexible strategies for revising, editing, and proofreading in response to comments from instructors and peers.

Course Philosophy and Attendance Policy

In this course, we (individually and in teams) will read, write, screen, discuss, and explore in other ways the relationship between humor and social change. We will ask what humor and social change are and how they function in our worlds. As part of this larger investigation, we will also ask how humor works to increase or decrease access to equity, how it builds or dismantles community, and how creates or destroys pathways to educational and life world success. [We will pay special attention to these questions as they pertain to several texts by local author Sherman Alexie: an essay, a short story, a novel, a film, and a video interview.]

Attendance Policy—Because this course often asks you to work in-class on teams, it makes you responsible for the success of everyone involved. Therefore, being here on time each day ready to work is of the highest importance. I will take attendance at the start of each class meeting. If you are present at the start of class, you will receive one point toward your final engagement grade. If you pack up or leave early, you risk losing your engagement points.

Please silence and stow all electronic devices unless we are using them for educational purposes. Anyone violating this policy will be counted absent for the day.
Course Priorities and Guiding Questions

Figure 1. Venn Diagram of 2016-2017 Office of Instruction Priorities: Increasing Access, Building Community, and Creating Pathways to Student Success. These three priorities are motivated by a desire to develop further the Bellevue College concern over education focused on diversity, equity, and social justice for all.

For 2016-2017, Bellevue College has made these three areas priorities for instruction and student development—Increasing Access, Building Community, and Creating Pathways to Student Success. Furthermore, BC has asked that we all focus on the relation among these three priorities and the question of social justice for all. In this course, we are taking up the challenge of these priorities and going a step further to ask how social change may be related to questions of humor. Therefore, in this class we will ask how humor may be related to social change. And how humor may function to aid or inhibit increasing access, building community, and/or creating pathways to educational success. We will treat this as a question to consider and use these three priorities to ask after the relations we investigate in and through the texts we read, screen, and experience.

Grading

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Engagement</td>
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<td>Papers</td>
<td>60%</td>
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<td>• Definition and Articulation</td>
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<td>• Analysis: Compare and Contrast</td>
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The link to the College Grading Policy is located on page 10 of the Course Catalog: Grading Policy.

Assignments

Engagement—Being engaged in this course means taking an active part in discussions, peer reviews, quizzes, and other writing and team exercises on a daily basis.

Definition and Articulation—Your first formal writing assignment ask you to define and articulate possible relations between the two primary concepts of the course—“humor” and “social change”—through description, analysis, narrative, and/or other modes of discourse.

Review—Your second formal writing assignment asks you to continue considering the relationship between humor and social change through a review of outside media.

Analysis: Compare and Contrast—Your final formal writing assignment asks you to evaluate closely the relation between humor and social change in the work of one author, Sherman Alexie, through a comparison of several of his texts.

“Literary/Arts Event” Response—This formal writing assignment asks you to choose one “Literary/Arts” event or class (prior to your midterm conference), participate in the event or class, and write a short response paper describing and critiquing your participation.
Books and Materials Required
- Additional readings and materials will be made available through CANVAS.

Help with CANVAS is available at this link: [Students](#).

Classroom Learning Atmosphere

Course Expectations
Your achievement in this course is measured by how well you engage with the course materials and how well you respond to the ideas of your peers. The most important elements of this course are your verbal and written responses to these ideas and materials. This class is a space for us to explore what we screen, read, hear, and write. It is an open arena for you to practice the critical, research, and argumentative skills necessary to improve your critical reading, thinking, and writing in a university context. The key here is to bring ideas and responses (in oral and written form) to the group and discuss them in an open and dynamic manner. We will work as a group to revise and re-think our ideas as our writing evolves.

You must be here. You must be thoroughly prepared every day. And you must participate rigorously and thoughtfully in the discussions in order to get anything out of this class. You must actively take notes and involve yourself in class activities every day. It is your class and you are responsible for it.

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.

Religious Holidays
Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

College Anti-Discrimination Statement
Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

Confidentiality and Mandatory Reporting
As an instructor, one of my responsibilities is to help create a safe learning environment on our
It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found at www.bellevuecollege.edu/titleix/.

For further information and contacts, please consult College Anti-Discrimination Statements.

Academic Honesty
Information about Bellevue College's copyright guidelines can be found at: College Copyright Policy. Information about avoiding plagiarism is can be found at: Avoiding Plagiarism.

This 22-minute video also provides a good overview of how to avoid trouble when using sources:
From the college home page select SERVICES, then LIBRARY MEDIA CENTER, then DATABASES, then FILMS ON DEMAND. At their site, search by title for PLAGIARISM 2.0: ETHICS IN THE DIGITAL AGE.

Student Code of Conduct and Academic Integrity
Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one’s own without crediting the source), and fabrication 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 Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: Student Code.

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: Create Email.

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 Technology Help Desk.

Disability Resource Center (DRC)
The Disability Resource Center serves students with disabilities. A disability includes any physical or mental impairment that substantially limits one or more major life activities. Common disabilities include physical, neurological (e.g. Autism, ADD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access to programs, activities, and services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a
safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact Autism Spectrum Navigators (ASN). Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by B132, calling our desk at 425-564-2498, emailing drc@bellevuecollege.edu, and Deaf students can reach us by Skype (account name DRCatBC). For more information about the services we offer, including our Initial Access Application, visit our website at www.bellevuecollege.edu/drc.

Accessibility
The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

▪ Public Safety
Public Safety and Emergencies
Public Safety is located in the D building (D171) and can be reached at 425-564-2400 (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at RAVE Alert Registration

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these three rules:
1) Take directions from those in charge of the response - We all need to be working together.
2) Do not get in your car and leave campus (unless directed to) - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
3) In an emergency, call 911 first, then Public Safety.

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the Public Safety web page for answers to your questions.
• Final Exam Schedule
  There is no final examination for this course.

• Academic Calendar
  The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.
  • Enrollment Calendar On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
  • College Calendar This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

Course Calendar
This schedule is subject to change.
  • Paper One: Definition and Articulation is due by the start of class on 21 April.
  • Paper Two: Review is due by the start of class on 5 May.
  • “Literary/Arts Event” Response is due by the start of class on 26 May.
  • Paper Three: Analysis: Compare and Contrast is due by the start of class on 12 June.

  This schedule is subject to change.

• Additional Information
  All students should be aware of the many tutorial services provided by the Academic Success Center. If you need free tutorial help, please visit them in D204.

  If you feel threatened or see something that may indicate trouble, please report it right away at Report Concerns. We all need to help keep our campus safe for everyone.

  Additional information or special instructions may be added as needed.