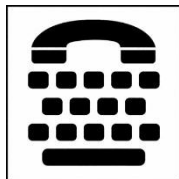


English 106—Critical Reading, Item # 1030

Syllabus for Fall Quarter 2012 11:30 am – 12:20 pm/Daily – L-222 Bellevue College

Instructor: Catherine Berkenfield – please call me Catherine
Office location: Building R-230
Office hours: TWR, 10:20 – 11:20 am or by appointment
Phone number: (757) 773-3886 1-5 pm; texting is ok; please be sure to identify yourself



Email: c.berkenfield@bellevuecollege.edu; I will do my best to respond to emails within 24 hours M-F; on weekends I will check my email on Sunday evenings.

Course objective and description:

In English 106, students will develop high level cognitive skills, including critical reading and questioning of a wide selection of disciplinary texts, to examine diverse ways of knowing and thinking. Team discussions and student-led reading seminars support thoughtful student dialogue with peers on college-level texts. Students will develop the art of asking insightful questions to generate and advance relevant discussion and the discipline to support their ideas with evidence from expert writers. If you are enrolled in English 106, you must also register for English 180 (1-2 credits), a reading lab requirement that emphasizes vocabulary and comprehension skills. Students should visit the Reading Lab [D-204] during the first week of the quarter for an orientation.

Prerequisites: Placement by assessment

Credits: 5 credit hours

Required materials—unless otherwise noted, you are expected to bring the following course materials with you every day:

- **TEXTS:**
 - *The Parable of the Sower*, by Octavia Butler. 1993. New York: Grand Central Publishing. ISBN: 978-0-446-67550-5. This book is also available electronically from Amazon.com and can be accessed using a Kindle device or the Kindle application on another personal electronic device like an Ipad or laptop computer.
 - **Other required readings** will be available in Canvas for download. Students are responsible for bringing those readings to class on the day they are scheduled for discussion.
- **A DEDICATED COURSE FOLDER OR BINDER**
- **PEN, PENCIL & LINED PAPER**

- **ACCESS TO A BELLEVUE COLLEGE EMAIL ADDRESS**
(<https://bellevuecollege.edu/sam>)
- **ACCESS TO THE CANVAS LEARNING MANAGEMENT SYSTEM:** for communication with the instructor, course information, and other required course materials

After completing this class, English 106 students should be able to:

- Identify patterns of organization which provide order to written text
- Identify and explain the rhetorical balance which must exist among the writer, the audience [reader], and the writing [text] in an example of expository writing
- List strategies for distinguishing major ideas [thesis, theme, etc.] from the supporting details
- Prepare an outline - using traditional outline criteria, a mapping technique, or a visual diagram - of a whole piece of text, so that the sequence of key ideas and their relationship to one another is traced through the entire work
- Identify characteristics of and strategies for reading text in a variety of subject areas in the arts, the sciences, and the social sciences
- Identify ways to read actively, rather than passively
- Identify literal information in a given piece of text. Distinguish this information from information which can be inferred from the same text
- Locate examples of fact in a given piece of text. Distinguish this information from information which can be classified as opinion
- Identify reading tasks at a variety of cognitive levels and distinguish them from reading tasks at other cognitive levels
- Identify reading tasks associated with the learning paradigms of philosophers and/or learning theorists such as Vygotsky, Bruner, etc.
- Identify criteria, which characterize a critical reader
- Summarize a writer's underlying, but unstated, assumptions in a given selection of text
- Select a piece of writing which contains symbolism and/or imagery, and explain how the writer's use of figurative language enhances MEANING
- Identify ways to evaluate the effectiveness of a selected piece of text based on the information it contains and the writer's strategies for communicating that information



Grading categories - VERY IMPORTANT!! YOU MUST KEEP EVERY SINGLE PIECE OF WRITING that you do for this class carefully organized in a folder or binder. At the end of the quarter, you will be asked to turn in samples of your writing for the final grade, and so you must be able to locate and turn in the specific assignments that the instructor requests:

1 Individual work	30% of final grade
2 Team work	15% of final grade
3 Reading seminar participation	45% of final grade
4 Mid-term course assessment	5% of final grade
5 Final self-assessment with documentation	5% of final grade
Total	100% of final grade

Please note: First, this course is a college-level course and you have the rights and responsibilities of a college student. Students who do not complete homework outside of class and turn it in on time cannot pass the class. If you are too busy with other schoolwork, employment, family obligations, health concerns, etc., to devote 1-3 hours per day to homework, I suggest taking this course during another quarter when you have more time resources. Second, this course is a “reading” course and, therefore, requires extensive reading from students. Students who do not wish to practice extensive reading, should not take this course.

Criterion 1: Individual work – Throughout the quarter, I will ask you to submit homework and in-class assignments, including but not limited to: a reading autobiography, study habits assessment, time management/planning strategies, vocabulary development, reading responses, film questions, short writing assignments, and individual quizzes. If the material seems difficult, you should visit with me early in the quarter for help.



Criterion 2: Small team work – Each student will work with a team of other students this quarter. Throughout the term, I will ask your team to submit in-class assignments, including but not limited to: team reading responses, short writing assignments, and team quizzes. You will only do team work during scheduled class times. This course has a heavy “team” participation requirement. Students who do not wish to participate in team work should find another section of the course. Missed in-class work cannot be made up, regardless of the reason you missed class. The lowest team work grade will be dropped at the end of the quarter.

Criterion 3: Reading seminar participation – This quarter, you will read a novel and 8-10 supplemental college-level readings. For some chapters of the novel and each supplemental reading, students will take part in and be graded on a student-led reading seminar. Missed reading seminars cannot be made up, regardless of the reason you missed class. The lowest seminar grade will be dropped at the end of the quarter.

Criterion 4: Mid-term course self-assessment – At the mid-term, students will assess their own performance, instructor performance, and team members’ performance. They will also reflect on their learning process in the value of “how” they read and “what” they read.

Criterion 5: Final assessment with documentation – During the final week of the quarter, in place of a final exam, you will review the work you did during the quarter and write a reflection piece on what you learned and the areas you need to improve. You will turn in class-related materials to support your letter.

Bellevue College grading scale:

A	= 93-100%	C	= 73-76%
A-	= 90-92%	C-	= 70-72%
B+	= 87-89%	D+	= 67-69%
B	= 83-86%	D	= 63-66%
B-	= 80-82%	D-	= 60-62%
C+	= 77-79%	F	= 59% or lower

What the Grades Mean:

I will provide more detailed descriptions of grading criteria with each assignment, but as a general overview I have included a short description of each grade:



“A”	Excels at the assignment's expectations and shows mastery of course concepts. “A” work may contain a few trivial problematic issues but ultimately demonstrates above-average work.
“B”	Goes beyond the expectations for the assignment. “B” work develops above-average work but falls short of an “A” in one or more crucial areas.
“C”	Competently meets the requirements for the assignment. A “C” is reserved for work that is perfectly adequate but does not go above and beyond the requirements for the assignment.
“D”	Shows some attempt to meet requirements but fails. “D” work may head in the direction of competence, but needs significant work before the student has shown his/her understanding of the core concepts.
“F”	Fails to meet any of the assignment's requirements. The expectations for the assignment simply are not present or addressed.



Course and College Policies:

Examples of unacceptable classroom behavior: On a college campus, everyone deserves the opportunity to study and learn in a safe environment and to be treated with courtesy and respect. Therefore, any conduct that prevents the instructor from teaching, and/or prevents students from learning is prohibited. If you do not behave in a way that is appropriate for maintaining a learning environment, I will ask you to leave the class. Some examples of unacceptable behaviors include: excessive absences, arriving late or leaving early without speaking to the instructor, talking while others are trying to listen to the instructor or their team members, talking during student presentations, sleeping in class, doing homework for other classes in class, having electronic devices “go off,” inappropriate comments or gestures, and harassment that affects other students’ ability to learn or the instructor’s ability to teach. The Arts & Humanities Division recognizes the judgment of individual instructors in these matters.

Cell phone use, texting, and other electronic devices: Please turn off your phone when you come into the classroom. There is no excuse for texting in the classroom. I will warn you once and ask you to leave class for the day the second time. This will be counted as an absence. Using electronic devices - such as a laptop computer, language dictionary, translation application, or a Kindle device - in class is permitted if they are used to facilitate learning in English 106. Headphones are never allowed.

Plagiarism: Plagiarism, or academic dishonesty, is the act of using another writer’s words or ideas as your own. According to the BC Arts & Humanities website, plagiarism:

...may take many forms, including, but not limited to, using a paper written by someone else, using printed sources word-for-word without proper documentation, and paraphrasing or summarizing the ideas of others without acknowledging the source. Plagiarism can also occur when non-written ideas are taken without documentation--using someone else's design or performance idea, for example. In short, plagiarism is passing off someone else's ideas, words, or images as your own; it amounts to intellectual theft--whether or not it was your intention to steal. Bellevue College instructors have access to commercial plagiarism detection software, so please be advised that any work you submit may be tested for plagiarism. (<http://bellevuecollege.edu/artshum/policy.html>)

If you are proved guilty of academic dishonesty (plagiarism), you will fail the assignment. If you are caught plagiarizing again in the same quarter, you will fail the class.

Attendance policy: I will pass around an attendance sheet at the beginning of every class. If you are not here when the sheet goes around, you will be counted as absent. The BC Arts & Humanities Division’s policy regarding absence stipulates that any student missing more than twenty percent of total class time for a course may receive an “F” grade for the course. This class meets 5 days a week for a total of 51 meetings, **so any student missing 10 or more class meetings will automatically receive a failing grade.**

I understand that students frequently have good personal and professional reasons for missing class. However, from the perspective of our English 106 learning community, the English Department, Bellevue College, the Northwest Commission on Colleges and Universities, the Council for Higher Education Accreditation and the U.S. Department of Education, your absence means you have not participated in the required quantity of classroom instruction to demonstrate the course outcomes. It is unethical, unprofessional, and unfair for an instructor to pass a student who has not attended 80% of class meetings.

Late or missed assignments: This course is fast-paced and you can expect to spend 2-3 hours outside of class for every hour spent in class. Each student may turn in two assignments up to a day late without a grade penalty. Late assignments must be marked “late.”

Extra credit policy: Extra credit work will be assigned at the instructor's discretion in order to benefit the class as a whole. Individual extra credit work **WILL NOT** be assigned.

Tutoring and study skills development: Please do not hesitate to call on me during office hours if there is anything about the course you wish to discuss or need assistance with. It is my job to be here for you but it is also always a pleasure to get to know you and work with you to form and meet your academic goals. I hope you will seek me out prior to seeking other assistance.

However, if you feel you would benefit from ongoing tutoring or other academic assistance for this or any class at Bellevue College, please contact the Academic Success Center located in Building D – 204. Phone: (425) 564-2200.

Bellevue College offers a variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting:

<http://depts.bellevuecollege.edu/ir/students/studentguide/>

Disability Resource Center:

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 me 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 me to develop a safety plan within the first week of the quarter.

The DRC office is located in B - 132 or you can call the reception desk at 425-564-2498. Deaf students can reach me 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



I look forward to a great quarter and welcome your feedback at any time!!!

Tips for Student Success:

1. Understand the syllabus.
2. Attend class daily and manage your study time.
3. Come to class prepared to listen and to participate.
4. Always bring your books, paper, pen or pencil, course folder, and homework.
5. Understand you will have to share your writing with other students.
6. Figure out what help you need during the quarter and explore what Bellevue College has to offer. Ask your advisor or your instructors for help.
7. Talk with your instructor as soon as you have a problem.
8. Use your textbook and other resources MORE than is required for the course.
9. Hold on to all your work!
10. Writing is a difficult skill that takes time to develop. With persistence and hard work, we all can become stronger writers. Be gentle with yourself!
11. Be kind to your fellow students and your instructor. We are all in this together and having a positive attitude inspires all of us to do our best work.

Please sign the Statement of Student Responsibility below, tear off, and turn-in to instructor

Statement of Student Responsibility

I have read through the syllabus for Catherine Berkenfield’s course English 106—Preparation for College Reading. I understand that the syllabus represents a contract between me as a student, Catherine as an instructor, the English Department, the Arts & Humanities Division, and Bellevue College as an institution. The syllabus lays out the rights and responsibilities for me and my instructor, and I know that I can rely on the document if some problem arises in class. I know that I should speak with my instructor first and, if she cannot answer my questions, she will provide contact information for someone else in the English Department or the Arts & Humanities Division who can assist me.

In particular, I understand that if I miss more than ten class meetings during fall quarter of 2012, I will automatically fail English 106. I also understand that missing any number of class meetings will affect my final grade.

Name (please print): _____

Signature: _____

Date: _____

