



English 201

Fall 2012

Instructor: Elizabeth Harazim

Room: R 209

Time: 12:30 – 1:20 **Section:** HYC **Item:** 1151

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TEXTS

REQUIRED

Greene & Lidinsky. *From Inquiry to Academic Writing* 2nd Edition

ISBN: 978-0-312-60141-6

Publisher: Bedford/St. Martin's

RECOMENDED

Hacker / Sommers. *A Writer's Reference* 7th Edition

ISBN: 978-0-312-60143-0

Publisher: Bedford/St. Martin's

*Both texts are on reserve at the BC library

OUTCOMES

At the end of this course, you will increase proficiency in research and writing in the Humanities, culminating in a final paper that includes as part of its composition or process:

- *An objective summary of college-level material which identifies primary and supporting assumptions*
- *An evaluation of different types of evidence (i.e. tone/diction, logical reasoning)*
- *A synthesis of source writing with own writing*
- *An original and clearly supported thesis*
- *Proper in-text citations and works-cited page*
- *A breadth of varied primary sources which demonstrates a familiarity with library research skills*

COURSEWORK

English 201 is an invigorating and important class. This quarter you will learn and practice skills crucial to your future academic and professional endeavors: things like understanding and comparing arguments, evaluating

sources of information, and putting together a strong argument yourself. Turns out that the art of research and argument is both tough and rewarding, and it is my hope for all of you to become highly skilled in both. No matter what you do or where you go after this class, what you learn you will be able to use. I promise.

Written work for this course will be frequent and rigorous. You will do a lot of in- class work in groups; come prepared so you do not fall behind!

We will dedicate class time to generating ideas and practicing writing. This happens by several means: discussions, workshops, group work, writing circles and peer reviews. The composition classroom is a space for you to take risks! My goal is to provide a safe space for you to develop ideas, build strong arguments that employ unified, complex sentences, edit with aplomb, address issues of structure and style, and revise drafts.

Your grade in our class breaks down like this:

35% INFORMAL ASSIGNMENTS (ANALYSIS PAPERS, SUMMARIES, RESPONSES)

Once or twice a week you will be assigned a piece of writing to bring to a writing circle. The formats and requirements may vary, but, for the most part, weekly assignments will be responses on the readings.

- These assignments are designed to take steps toward the final project:
 - Generate ideas, strengthen understanding of texts, share development strategies, practice formatting and citations, discuss progress, and come up with questions.
- Make sure to read assignment sheets for specific formatting and length requirements.

30% RESEARCH PAPER

Your final project is an 8-10 page research paper.

You will write several drafts of this essay. For each draft you will conduct a peer review. Peer reviews and writing circles are an important part of your participation grade in this course.

15% PARTICIPATION

DISCUSSIONS, GROUP WORK, WRITING CIRCLES and PEER REVIEWS

To participate, you must be prepared. *Always* bring your notebook and text to class along with the Assignments listed in the “Bring to Class” section for that day/week.

Contribute regularly to class discussions with thoughtful comments that relate to the discussion and the readings. I will evaluate you on the content of your contributions (the relevance and insightfulness of what you say) rather than on the lengthiness of your input; therefore resist throwing in tangential or anecdotal experience that does not further the class discussion. This is not to say you must leave “I” out of your contributions. By all means, include personal reflection, but use it to draw connections and develop themes related to the discussion.

25% CHECK POINTS

QUIZZES, PREPARING RESEARCH

Checkpoints are the building blocks for the final project. For example, you will write a research proposal, an annotated bibliography and outline, a reflection on your writing, and complete quizzes on the course material.

STUDENT CONDUCT

My role is to provide structure for the class, evaluate your work and help you navigate the course material and the conventions of college-level writing. The expectations of you in this class are the same as they would be for any of your other responsibilities or commitments. Treat your academic work as you would your job. Come to class ready to actively participate. Don't jeopardize your standing in the class by texting, talking to a friend during discussions, wearing headphones or coming to class unprepared.

Attendance

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.

Because our class meets only two hours per week, more than **one** absence in this course will negatively impact your grade. After **three** absences, you will not be eligible to receive credit for the course (this is according to Arts and Humanities policy).

If you arrive more than 5 minutes after class begins you will be marked as 'late.' Three 'lates' count as an absence. Be careful about attending class on time.

If you need to leave class early for any reason, make arrangements with me beforehand.

Class disruptions will result in you being excused from class and counted as absent.

**No texting, wearing headphones, using laptops or any other electronic device during class.*

Any comments or jokes that belittle another person (based on physical attributes, religion, ethnicity, sexual orientation) will not be tolerated. Inappropriate comments and/or behavior will result in you being directed to the Associate Dean of Student Conduct.

Plagiarism

Plagiarizing means using another's words or ideas and representing them as your own. It also means having someone write a paper or part of a paper for you and representing it as your own work. Bellevue College has a contract with a plagiarism detecting service and any work suspected of plagiarism will be referred to that service.

Plagiarism is grounds for failing the course and possible dismissal from school.

What to do if you miss class and/or assignments

I do understand that life happens. Some of you participate in extracurricular activities, are athletes, act in plays, play music in a band, paint, travel, have children who will get sick or you will get sick. I fully support you participating in extracurricular activities and taking care of yourselves and your families.

However, writing circles, participation in discussions and peer reviews, quizzes, and small writing assignments cannot be made up or turned in late. Please do not contact me about turning in late assignments or to find out what you missed on a day you missed class. You are responsible for staying caught up with the course work.

There is no such thing as an excused absence. ***If you know will be absent, please let me know ahead of***

time, but plan absences carefully. If you fall behind, let me know and we will come up with a plan.

Our work in this class is cumulative. This means that smaller assignments and daily activities build toward your final essay. So, if you miss class sessions, this will not only affect your participation grade, but you will fall behind on coursework, which will affect your essay as well.

CONTACT

A good way to contact me is via BC email: elizabeth.harazim@bellevuecollege.edu; *make sure you sign up for a Bellevue College email account.*

You can also contact me through the email function of our course site on Canvas.

If you need assistance of any kind, email me. If you are struggling, need clarification with any of the assignments, or have questions about a direction to take your writing, send me an email, or, better yet, come by my office during office hours.

It is also very important that you review the both appendices of this syllabus: **Student Support** and **Professional Email Format**

*Student success is directly correlated to access and support in using student resources. I can help with access and support— *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.

A Message from the Liberal Arts Department:

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.