



## English 101

Winter 2012

**Instructor:** Elizabeth Harazim

**Room:** C 140

**Time:** MW 12:30 – 2:40    **Section:** M    **Item:** 0980

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### REQUIRED TEXTS

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**Colombo, Cullen, Lisle. *Rereading America 8<sup>th</sup> Edition***

ISBN: 978-0-312-54854-4

Publisher: Bedford/St. Martin's

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

ISBN: 978-0-312-60143-0

Publisher: Bedford/St. Martin's

\*Both texts are on reserve at the BC library.

### REQUIRED MATERIALS

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**Bring with you every day:**

Both required texts	College-ruled paper with clean edges
Pencils or pens (blue or black ink only)	A folder with class materials (handouts, syllabus)
	A few colored pencils or pens

**Additional supplies:**

A folder for writing assignments	A binder for projects / portfolios
Small stapler	A bound notebook to use as a writing journal

## OUTCOMES

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This course is designed to sharpen your skills as a writer and increase your rhetorical agility in preparation for composition in your college career and beyond. You will be reading and writing a great deal, both in class and on your own.

### ***After completing this course, students will be able to...***

#### **Think Critically and Read Analytically:** *carefully analyze, interpret and evaluate claims, beliefs, texts and/or issues*

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- frame questions, define problems, and position arguments
- consider multiple points of view and differentiate between assumptions, beliefs, facts, opinions, and biases
- read and respond to various texts critically for purposes of interpretation, analysis, synthesis, evaluation, and/or judgment
- demonstrate an understanding of a text's main point/thesis and its relevant supporting details

#### **Compose and Revise in Context:** *shape written responses for different audiences and purposes*

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- shape written responses to suit different rhetorical situations and audiences
- develop flexible strategies for prewriting, drafting, revising, and editing
- develop and support thesis statements that are appropriately complex and significant
- construct unified paragraphs with topic sentences and supporting details that advance the thesis
- use various methods of development such as illustration, comparison and contrast, and/or analysis
- balance their individual voices with those from other texts
- employ style, tone, and mechanical conventions appropriate to the demands of a particular audience or purpose

#### **Reflect & Evaluate:** *recognize and incorporate newly acquired skills*

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- develop the ability to critique their own and others' work
- gain a clearer perspective of habits that may enhance or detract from the effectiveness of their own writing
- respond to comments from their instructor and peers

## COURSEWORK

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In this course we use three types of *texts* as topics for composition: 1] written works (articles, fiction) 2] visual images, and 3] films. Some of the material will be quite challenging. Together we will work through the texts, decipher passages, make meaning, and discuss interpretations and cultural significance.

All our class time is dedicated to generating ideas and practicing writing. We do this by several means: discussions, mechanical techniques workshops, group work, writing circles and peer reviews. The

composition classroom is a space for you to take risks, develop ideas, practice building unified, complex sentences, look for patterns in your writing, address issues of structure and style, and revise drafts.

### **WRITTEN ASSIGNMENTS**

About once 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 critical responses on the readings.

### **INFORMAL WRITING ASSIGNMENTS (CRITICAL RESPONSES AND SHORT PIECES)**

- These assignments are designed to get ideas down, experiment with language and form, share development strategies, discuss progress, and generate questions.
- Please see each assignment sheet for specific formatting and length requirements.

### **FORMAL WRITING ASSIGNMENTS (ESSAYS)**

- Formal writing assignments are academic essays. For each essay we will walk through steps in the writing process: invention techniques, drafting, peer review, revising, editing, and writing the final draft. Formal writing assignments must adhere to MLA formatting.
  - Earlier drafts of essays cannot be turned in late. If you miss a draft review date, you must take your draft to a tutor at the writing lab.

### **PARTICIPATION**

#### **CLASS DISCUSSIONS, GROUP WORK and IN-CLASS WRITING**

To participate, you must be prepared. *Always* bring your notebook and text to class along with the assigned writing (written assignments, drafts of formal essays, discussion questions etc.)

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.

### **IN-CLASS ASSIGNMENTS**

We will write often in class. All in-class assignments count toward your participation grade for the course.

### **Your final grade will be evaluated as:**

- 30% Project 1
- 30% Project 2
- 40% Project 3

Projects have their own grading criteria that include assignments and participation.

## ***STUDENT CONDUCT***

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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 twice per week, missing one class session has more impact on your participation than missing one daily class. So, more than **two** absences in this course will negatively impact your grade. After **five** 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 could result in you being directed to the Associate Dean of Students.

### **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*, in-class assignments, participation in discussions and small group work 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.

***If you know will be absent, please let me know ahead of time***, but plan absences carefully. If you fall behind on project work, let me know ahead of time and we will come up with a plan.

Our work in this class is cumulative. This means that smaller assignments and daily activities are designed to build increasingly larger and more complex pieces of writing (the formal essays.) 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 formal essays and projects as well.

## **CONTACT**

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The best way to contact me is via email: [elizabeth.harazim@bellevuecollege.edu](mailto:elizabeth.harazim@bellevuecollege.edu)

***Make sure you sign up for a Bellevue College email account.***

If you need assistance of any kind, email me. Let me know if you are struggling, need clarification with any of the course work, or have questions about a direction to take your writing.

Please review the appendix of this syllabus: **Student Support**

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.

### **Additional Notes:**

*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.

## ***STUDENT SUPPORT***

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### **Writing Lab      D 204**

*The writing lab is a valuable resource!*

The BC Writing Lab gives students a free place to go for revision of **any** writing project, including class assignments, college applications, resumes, and personal projects. During 25-minute sessions, tutors in the Writing Lab help students individually by identifying weaknesses in a student's writing and explaining how to overcome them.

During times when no instructors have reserved the Writing Lab computer room, it is an open lab where students can use Microsoft Office, write and print papers, conduct research on the Internet, or practice exercises on the available grammar and writing skills development software.

Hours: Mondays-Thursday, 8:00 am to 8 pm, Fridays 8-3:30 pm and weekends 11-4.

To arrange an appointment in the writing lab to have your paper checked, please call 425.564.2200 or visit <http://bellevuecollege.edu/writinglab/>

### **Disability Resource Center      B 132**

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.

Call the 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. . .

Visit the website for application information and other helpful links:

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

### **Bellevue College email and access to MyBC**

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>

### **Academic Success Center      D 204**

The mission of the *Academic Success Center* is to provide the best resources available to meet the needs of all students registered at Bellevue College in academic programs. Tutoring begins the second week of the quarter.

Contact the academic tutoring center at 425.564.2200 or <http://bellevuecollege.edu/tutoring/>

### **Computer Services**

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:

<http://ac.bcc.ctc.edu/LabsInfo/ComputerLabs.aspx>

Request technology assistance by calling 425.564.5555 or visiting here:

<https://bellevuecollege.edu/STSC/>

### **Public Safety      K 100**

BC's *Public Safety Department* provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. 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.

<http://bellevuecollege.edu/publicsafety/> or call 425.564.2400

### **Academic Calendars**

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 - <http://bellevuecollege.edu/enrollment/calendar/deadlines/>. On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- College Calendar - <http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp>. This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

### **TRiO**

The TRiO Student Support Services program furthers the Bellevue Community College Mission of educational excellence and equal access by providing first generation college students with limited income and/or disabilities a multiplicity of academic and personal support services: study skills development to achieve academic success, tutoring to master course content, and intensive academic and personal advisement to build confidence and promote student success.

To qualify, a student must be a US Citizen or permanent resident, be a full-time student, and have assessed into at least English 070 or higher. You must also meet one of the following criteria:

- Be a first generation college student (neither parent has a bachelor's degree)

- Have a limited income ([according to federal guidelines](#)).
- Have a documented disability

For application instructions and office hours, visit:

<http://bellevuecollege.edu/trio/>

### **Women's Center**

*The Women's Center* assists students, alumni, and members of the community, both men and women, in reaching their academic and career goals.

We encourage student-to-student mentoring, provide college and scholarship information, assist with developing a career path through one-on-one resource advising and career transition classes, and provide referrals to college and community resources.

<http://bellevuecollege.edu/wc/>

### **Center for Career Connections**

*Looking for a job? Need to learn more about how to write a resume or look for work? Want to know more about college majors and employment options and opportunities in your chosen field?*

Contact the Center for Career Connections at:

<http://bellevuecollege.edu/careers/>

### **LGBTQ Resource Center C 225**

Dear Faculty, Staff, and Administrators,

I would like to be the first to send out an exciting announcement about the approval of a LGBTQ Resource Center on BC's campus! Throughout this past year, students have taken the lead on petitioning, advocating, organizing, and presenting a need for a LGBTQ Resource Center on campus and the Gay-Straight Alliance received word yesterday from members of President's Staff that this was approved. The future Resource Center will be attached to Student Programs in **C 225** and movement on this will begin this Summer. I would like to express my deep gratitude and appreciation to Tom Pritchard, Jim Bennett, Tom Neilsen President's Staff members, all petition signers, and every faculty, staff, employee, and administrator who helped to push this forward and make it a success - thank you for seeing the needs of students and putting their safety, health, and education first. The timeframe through which this Center was approved is certainly unprecedented and students are already anxiously discussing the growth of support groups, including a Queer of Color and HIV/AIDS awareness groups. We have also received backing from Planned Parenthood, who will be providing a peer counselor weekly to discuss sexual health and education to any students who have a need, Equal Rights Washington, and many other local and community groups who are seeing this Center as a pivotal educational tool for the Bellevue and greater Eastside area. Clearly, this Center is going to benefit, support, and enrich the entire BC student body. Applause and congratulations to our LGBTQ students and Allies!



In Solidarity,  
Lori Saffin

### **Office of Equity and Pluralism – A 201E**

The *Office of Equity and Pluralism* supports the following programs:

#### **American Indian Film Festival**

The highly acclaimed American Indian Film Festival (AIFF) at BC is a yearly celebration of contemporary Indigenous filmmaking. This event falls on the first week of November each year and is free and open to the general public. [Visit the AIFF website.](#)

#### **Beyond Diversity & Let's Talk About Race Workshops**

These workshops are powerful and transforming two-day workshops designed to help employees consider the implications of racism, exclusion and prejudice on student learning. They prepare employees for ongoing Courageous Conversations about Race. This is part of an initiative to help deinstitutionalize racism at our college.

#### **BIRST (Bias Incident Response and Support Team)**

The Bias Incident Response and Support Team is composed of high level administrators that can quickly respond to bias incidents. [Learn more about BIRST.](#)

#### **Courageous Conversations about Race**

Courageous Conversations about Race are weekly structured conversations that focus on race. Employees who attend Beyond Diversity & Let's Talk about Race workshops are invited to attend these ongoing conversations. We also have student Courageous Conversations about Race for individuals who have gone through some of our classes that focus on race and culture, such as Race in America ([HD 140](#)).

#### **Living Treasures Celebration**

The Living Treasures Celebration, organized by the Diversity Caucus, serves an important symbolic purpose in inculcating pluralism into the embedded values of our college. It means a tremendous amount that everyone treats this as a family event, both in bringing their families and in the overwhelming feeling of family when we gather together.

#### **Student Success**

This office works across campus with other offices and instruction to ensure that all students, regardless of background, have an equal opportunity to achieve their educational goals.

Find out more about the *Office of Equity and Pluralism* here:

<http://bellevuecollege.edu/pluralism/info.html>