



ENGL 101 – English Comp I Syllabus

Item # 1074 Spring Quarter 2013

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Course Information

Course Outcomes

- Demonstrate various invention practices: brainstorming, free writing; outlining, journaling
- Demonstrate ability to write in various modes: personal narrative, expository, analytical, descriptive, argument
- Demonstrate the phases of writing: draft, revision, final copy
- Explore sources of writing: reading, thinking, analyzing, discussion
- Create a thesis statement that suggests the focus of the paper; does not point out the obvious, and is written as a sentence.
- Develop and include enough details and examples to support the identified thesis and reinforce focus
- Demonstrate various patterns of organization and use the organization pattern that suits your identified purpose & audience.
- Illustrate the concept of Audience in your writing.
- Artfully combine Audience, Purpose, and Tone in compositions written in and outside of class
- Write in a vocabulary appropriate to your subject and identified audience.
- Begin and conclude a paper effectively.
- Show effective control of mechanics: paragraphing, punctuation, spelling.
- Differentiate between key ideas and supporting details in reading
- Locate the thesis statement in reading assignments
- Practice good group skills: how to give useful feedback, and how to make use of feedback you receive
- Develop self-assessment skills

How Outcomes will be met

Outcomes will be met by demonstrating skills in class discussions, written papers, and frequent in-class ungraded writings.

Grading

Course will be graded as follows:

Papers 1-5 (equal)	75%
Participation*	25%

Late Policy: Late papers 1-5 are lowered one letter grade per calendar day, starting with the day due if turned in after the time due. In-class writings count toward participation and cannot be made up.

*Participation

Participation is a key element of any course. Please note that excessive absence will result in a grade of "F," **no matter what you have been receiving for grades on the work you have completed.**

This portion of the grade is necessarily subjective. I will start with a base grade calculated from attendance alone, and then adjust up or down from there:

1-3 absences	A range
4-6 absences	B range
7-9 absences	C range
10 absences	D
over 10 absences	F for the course, not just for participation

If, for any reason, I decide not to fail you if you go over ten absences, the participation portion of the course will be "F." Please do not give me any excuses for absence. I will always assume that you are absent for a very good reason. But remember that, in the end, an absence equals an outcome of zero. If you know in advance that you cannot come to class regularly, you should consider an online course, which may better suit your schedule.

Some factors that enable me to give a higher grade than the base:

- good quality comments in class
- use of office hours/ Writing Lab/other support when needed
- good note-taking
- excellent in-class work not formally graded (quizzes, in-class writing, etc.)
- attendance at all writing groups with substantial drafts

Some factors that cause lowering of the base grade:

- disruptive behavior* in class, especially phones**, entrances and exits during class time, talking, use of earphones, use of computers for non-class work, other behaviors mentioned in the Arts and Humanities guidelines. "Professionalism in the Classroom," posted on the class website, also outlines class expectations.
- late arrival or early departure
- poor/no note-taking
- doing other homework in my class
- missed writing groups or short, insubstantial drafts

*If disruptive behavior occurs and continues after I speak to you, expect to be sent to talk with the Dean of Students, who may place you on academic probation or take other steps to remove you from the class.

**I regularly receive comments that ringing phones annoy and distract my students. Please disable all phones or other communication devices in my class. If you have a genuine emergency (impending birth or death in the family, for example) see me in advance, and we can make arrangements for you to be accessible.

Books and Materials Required

Buscemi: 75 Readings, 12th edition

Classroom Learning Atmosphere

Instructor's Expectation

Professionalism in the Classroom

Any professional situation requires that we treat one another with dignity and respect, as is required by the BCC Affirmation of Inclusion. Each class session should be treated as a professional appointment that requires your complete attention and presence for the full time.

In my classes I require that you observe the following professional courtesies:

1. Please arrive on time every day with the appropriate texts and materials and stay for the entire class. Late arrivals or early departures cause disruptions that are unacceptable to your colleagues. Please do not come to class if you can't arrive on time (within 2-3 minutes); the latest arrivals should sit near the door so that disruption is kept to a minimum.
2. Please turn off all cell phones, beepers, and other noisemakers. I get more student complaints about phones than about anything else. Even a phone in silent mode causes distraction if you have to stop, find the phone, and check the message. If you have an emergency and need to be available by phone, please arrange a special accommodation with me in advance.
3. **The use of any electronic devices must be cleared with me in advance.** Text-messaging, surfing the net, listening to music, etc., are all signs that you are not giving the class your full attention. Please avoid all such distractions in my class. Others are trying to concentrate, and someone playing with toys is a disruption.
4. Talking, passing notes, or other grade-school behaviors send very bad signals to your colleagues and should not occur in my classroom.
5. Please be courteous to those asking questions. What may seem a trivial question to you may be the one small point that keeps someone else from understanding the whole picture. Remember that there is only one stupid question: "I wasn't here yesterday—did we do anything?"
6. Review the Arts and Humanities sheet on student expectations. This document is a part of my syllabus.
7. It is not a student's right to sleep in class. I will wake you and ask you to leave.
8. I reserve the right to count partial classes (late arrival, unauthorized breaks, or early departures) as absences. Please take care of bathroom visits, etc., before or after class.
9. Failure to maintain professionalism will result in a lowered participation grade.

If disruptive behavior occurs, I will ask you to stop it. Second offences will be reported to the Dean of Students, who may take further action that can lead to your permanent removal from the classroom.

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>

Division Statements

The following Arts and Humanities statements are part of the syllabus and apply in this class:

<http://bellevuecollege.edu/artshum/policy.html>
<http://bellevuecollege.edu/artshum/ahgdlns-stdntgrwth.htm>

Information about Bellevue College's copyright guidelines can be found at:
<http://bellevuecollege.edu/lmc/links/copyright.html>

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

Bellevue College subscribes to a plagiarism-checking service, and all papers are subject to originality checks at any time. A good resource for Plagiarism is the Writing Lab: <http://bellevuecollege.edu/writinglab/Plagiarism.html> **Note: This is required reading for this course.**

Important Links

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

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 [Computing Services website](#).

Disability Resource Center (DRC)

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 student with a documented autism spectrum disorder, there is a program of support available to you.

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.

The DRC office is located in B 132 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

Public Safety

The Bellevue College (BC) Public Safety Department’s well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. 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. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>

Final Exam Schedule

Instead of a final exam, we will have a short conference in my office to go over your grade.

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 - <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.

Course Calendar

All readings are from **75 Readings** unless otherwise indicated and are listed by author and page numbers. Have readings completed on the day they are listed.

APRIL 2013						
SUN	MON	TUE	WED	THU	FRI	SAT
	1 Introduction and syllabus; College culture	Paper #1 assigned; 20 Common Errors; Orwell 1-8	3 Writing Lab page; Academic Writing	4 Hughes 8- 10; In-class writing on Orwell and Hughes	5 VIDEO: Student Writing Groups; PowerPoints on Group work	

APRIL 2013

SUN	MON	TUE	WED	THU	FRI	SAT
	8 Writing group #1	9 Malcolm X 16-19 What is he saying about language?	10 Tone: Gansberg 19-23	11 Tuchman 23- 39	12 Baldwin 39- 42; Paper #2 assigned and discussed	
	15 Paper #1 due	16 Cofer 52-58	17 Parker 86-90	18 Goodman 90-92	19 Epstein 96- 100	
	22 Writing group #2	23 Rodriguez 103-110	24 Mukherjee 158-162 Film: <i>Conquering America</i> PR9499.3M77C6 6	25 In-class writing on Mukherjee	26 Sheehy 110- 118 Summary	
	29 Paper #2 due Noda 118- 127	30 Viorst 127-132				

MAY 2013

SUN	MON	TUE	WED	THU	FRI	SAT
			1 Lutz 132-138	2 Logical Fallacies PowerPoint	3 Catton 146- 150 Twain 150- 157 Take good notes!	
	6 Writing group #3	7 In-class writing from notes	8 Sanders 151- 156	9 Blodget 162- 165	10 Soto 165-170	

MAY 2013

SUN	MON	TUE	WED	THU	FRI	SAT
	13 Paper #3 due Whitehead 205-213	14 Davies 170-173	15 Staples 173-176; In-class writing	16 Meyer 213-220; Film: <i>Obedience</i> HM1252. O224	17 In-class writing on Meyer	
	20 Writing group #4	21 Miner 260-266	22 Eiseley 266-269	23 Brown 273-281	24 Rubinkam 284-287	
	27 HOLIDAY	28 Paper #4 due Plato 256-260 Film: <i>Plato's Cave</i> B398. C34P53	29 Paper #5 assigned and discussed	30 Swift 308-316	31 In-class writing on Swift	

JUNE 2013

SUN	MON	TUE	WED	THU	FRI	SAT
	3 Writing Group #5	4 Brady 325-327	5 Lake 327-332	6 Gould 349-358	7 Paper #5 due Tan 358-364	
	10 Mill 336-349	11 Finish Mill Options after 101	12 Drop in final conferences in my office 7:30-10:00			

Expansion

Good Luck! Please feel free to drop by my office whenever you have questions or concerns.