ENGLISH 101:Intro to College Writing (online)

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Online (asynchronous) using CANVAS

"You cannot tell an educated (wo)man by whether (s)he believes in God or in flying saucers...You can tell an educated (wo)man by how (s)he *takes hold of the question* of whether God exists or whether flying saucers come from Mars." - Jerome Bruner

Road signs, magazine covers, internet advertisements, television, and neon flashing: *buy me, pay attention, read me…*
Everyday you are active or passive observers and consumers of the texts that surround you. How we read and interact with these texts is very much influenced by our own personal histories and backgrounds.
In this course I will try to provide access to ways of knowing, ways in which you as a writer and thinker will develop and preserve a critical relationship with to the various discourses in the college community and beyond. For this reason, the sorts of writing we will be doing in this course stress the very *public act of writing*.

I believe when it comes time to ask and explore questions about the values we hold, our own positions or our histories and backgrounds you will have a common ground to begin inquiring from. Just as we imagine and (re)imagine our ourselves (maybe with a new outfit, new clothing style or even name) writing will help you to re-imagine *rhetorical possibilities* by requiring you to predict what will happen in the minds of others as they encounter your words.

This entails daily, reflecting on your reading, writing, thinking, and learning. Such "self-consciousness of thought" is arguably one of the key traits shared by successful scholars and writers. You will be able to work within the complex characteristics of different writing situations because they have learned to:

- *Develop a thoughtful and informed perspective on the subject at hand*
- *Examine the reasons for your thinking, and while articulating and supporting one's position regarding various issues.*
- *Situate your perspective in the context of other perspectives on the same or similar subjects; and*
- *Communicate your perspective clearly and effectively by adjusting your writing to multiple audiences, purposes, and conventions.*

We take these traits, these habits of mind, as the central aims of English 101.

"Truth is a matter of increasing complexity"- *Adrienne Rich*

Required Texts & Materials

- An open mind.
- We have no official textbook, so it's imperative to be able to access to MyBC email and our Canvas course site. Here, helpful links and course readings will be provided.
- Access to internet, as we will be using blogs and other web technology much of the quarter in our Canvas class site.
- Canvas Technical Support Site: http://bellevuecollege.edu/canvas/

Students are responsible for knowing these policies.

Course Description

In English 101, students will study the histories and tactics of argument. We will investigate the components of powerful written, visual, and verbal arguments to develop effective writing and speaking strategies. The course aims to increase students' ability to develop ideas, to express these ideas cogently, and to engage in different literacies.

The process of developing ideas—asking students to complete various invention activities such as brainstorming, free-writing, drafting and revising.

Coursework

Writing Projects — aside the generative writing from this class there are three major writing sequences in 101:

Rhetorical Analysis (Apologies- Analysis and Rewrite)-This paper asks students to analyze the sorts of appeals and rhetorical forces at work in a specific community or public issue.

Definition Argument- This paper includes mediating and analyzing the limitations of how a particular definition operates in culture. An Annotated Bibliography and Field Research Methods (survey/interview/observations) are required.

Group Proposal-Students will propose a change to current public policy of interest and make an argument based on a set of reasons and evidence to do so. Research is required for this assignment.

Final Reflection- is the culminating reflection on your work over the quarter. Students select artifacts of their work and create a "Flash Site" Portfolio of their work.

Informal Writing- this is invention writing used to generate topics for drafts. It also includes your weekly reflective Blog posts. I'll have you set up a blog by the end of week 1.

When you first examine this visual text, what do you see? Why might you have thought that? What cultural influences or forces create such a reading for you? Now, re-observe this text? What do you notice now that you might not have noticed before?

Generative Writing — English 101 is a class where we *use* writing instead of just doing writing. To that end, you will be writing all the time in and out of class. The most common types will be:
- writing to generate new writing
- writing to respond to other people's writing
- writing to reshape existing writing
- writing to reflect on earlier writing

Sometimes these are brief, other times they're more elaborate. Their purpose is to reinforce the idea that writing is a tool for uncovering new things, not just reporting what you already know. I will collect these every week. Please archive them appropriately.

Types of Literacy you will encounter-

Because it is important that you have a sense of stake in your own work and are actively engaged with the topics which we may encounter over the quarter you may choose to do some research on a particular cultural group/community of your choosing. This sort of "fieldwork" or research includes observing and participating in a particular cultural site (club on or off campus, hang-out, work-place, or online location) you are unfamiliar with at least twice during the quarter. Your writing projects will be closely tied to this idea so that you may go back to previous writings and reflect on how your perspective has or has not changed about this particular group, and ultimately your own. I expect this to be an opportunity for earned insight to complicate and/or ratify some of your ideas about the readings we will do in class.

"What sort of social signs do you encounter with daily? How are these emblems or cultural signs constructed? How do they become accepted as truth?

Rhetorical Awareness —

Rhetorical awareness depends on your ability to analyze the writing situation. We will push this sort of consciousness in class. I want what you learn here in English 101 to be useful to you later in college and beyond, I'll introduce this concept in our first writing project to see how well you analyze the demands of the situation and how you develop a writing plan to meet them.

"Nothing happens in the "real" world unless it first happens in the images in our heads." – Gloria Anzaldua, Borderlands/La Frontera

Public Nature of English 101

Part of becoming an effective writer is learning to respect the ideas and criticisms of others. In this course we will come together as a community of writers. At times you will often be expected to share your writing with others. If you are not prepared to subject your writing to public scrutiny or if you feel so strongly about that you are unwilling to listen to perspectives other than your own then I discourage you from writing about it. This does not mean that you are not entitled to an opinion but hopefully you will adopt positions responsibly, contemplating the effects on others, that you take responsibility for your words and for engagement with the words of others.

Course Rituals

Online and Canvas —As you know our class is completely online. Bellevue College just transitioned to a new Learning Management System/Online Learning technology called, Canvas. As time goes on, we'll work out the kinks and nuances of the system. However, if you need help or assistance, I ask that all students review our Canvas Help website before 9.20.12: http://bellevuecollege.edu/canvas/.

Every Tuesday and Thursday after 8 a.m. I will post new tasks/assignments. You will always have no less than 48hrs to complete these tasks. The deadline to post these tasks/assignments will always be by 11:59pm on the due date designated. Mondays, Wednesdays, and Fridays are the days you'll need to be reading/drafting/researching, so do check "Announcements" on these days as well.

Online classes that are *Asynchronous* simply means that we are not meeting online in "real-time" or a specific required time all together. It's more flexible. However, students still need to meet posting deadlines for assignments within a designated time frame. Students' activity is logged and tracked online. I'll run reports periodically during the quarter to see if there are any correlations between course success and time spent online for class.

Peer Review — Writers need readers so one recurring feature of this course will be the use of your peers' *rhetorical mind* to get feedback on ideas and drafts. I expect you to read your peers' papers online with the

same care you would take with published writers. Also keep in mind as writers that your work in this class is made public and shared. This is something to keep in mind when considering the audience you are writing for.

Conferences – I will hold meetings with you in individual and group consultations during the quarter to discuss the writing pieces you are working on. At least one conference meeting is required for the quarter. I can hold office hours online via Skype, Canvas' Chat function, or on campus.

Grading & Evaluation

What you learn at the end of 101 is most often a direct result of what you do on a daily basis. Assignments in the class require consistent, active engagement with the course.

- ✓ Rhetorical Analysis/Apology- 15%
- ✓ Informal Writing (Blog, Discussion posts, HW Assignments)- 25%
- ✓ Definition Essay- 20%
- ✓ Ethnographic methods/Fieldwork- 10%
- ✓ Annotated Bibliography-5%
- ✓ Group Proposal -10%
- ✓ Final Flash Portfolio- 5%
- ✓ Peer Review Sessions- 10%

COURSE POLICIES

It can't simply be learned;
It must be participated in. -- Barry Lopez

Because we'll be trying to do too much in too little time, we'll need to divide the workload equally over the twelve weeks; every student will be responsible for more than simply his or her own success or failure. If you, for whatever reason, aren't prepared or able to be an active, responsible member of this learning community, another class may more suit your expectations. What follows are our course policies. These policies serve to keep all involved on task, on schedule.

Late Assignments

All assignments are due on the specified date provided on the Syllabus Schedule, Class Calendar and Assignments. As an online section that is asynchronous (it means we don't all have to be online at the same time. You work at your own pace, but meeting deadlines and time restraint provided), missing an online post is like missing a class. Each day a major assignment is late, it drops a full letter grade from the grade that was earned (A=B, etc). Remember you must complete all major assignments in order to pass the course.

The guidelines for each major assignment will be provided in each assignment handout and will always be reviewed before homework is assigned.

Absences

Those with greater than (5) ABSENCES/No posts, receive NO CREDIT for the course. Missing more than 3 classes will drop your final grade by a full grade point. (For example, a "B+" becomes a "B" and so forth).

To figure out your grade at any time, simply divide the total points you have earned by the total points you have submitted to that point. I use standard percentage markings: **94-100% = A, 90-93% = A-, 87-89% = B+, 84-86% = B, 80-83% = B-, and so on.**

Always allow me at least a week to grade, comment and return major paper assignments. I will not comment on every single piece of writing you do for this course. I'd like students to be motivated to write beyond being evaluated by their instructor or getting a certain GPA.

Plagiarism: Should you use another's words **or ideas** and represent them as your own, you are plagiarizing. Should you get help with your writing to such a degree that it, in any part, is no longer your own; then, too, you are you plagiarizing. Plagiarism is grounds for failing the course, and possibly for dismissal from school. Please consult your BC handbooks for suggestions on how to avoid these rather dire consequences. http://www.bellevuecollege.edu/writinglab/Plagiarism.html.

Additional Items of Concern

Accommodation and DRC resources: If you require accommodation based on a documented disability, have emergency medical information to share, or need special arrangements in case of an emergency evacuation please make an appointment with me as soon as possible. If you like to inquire about becoming a DRC student you may call 564-2498, check their website (http://bellevuecollege.edu/drc/ or go in person to the DRC (Disability Resource Center) reception area in the Student Services Building.

Time Commitment: College work is difficult and time-consuming. For college-level work, you should expect two hours of homework for each hour spent in the classroom. So, for a 5-credit course, that's 5 hours a week in class plus ten hours of homework for a total of fifteen hours of work a week. Keep in mind, with a writing class, this can be more. If you feel other obligations (family, employment, sports, performance arts, etc.) will cut into your attendance and/or performance in class, consider taking ENGL 101 when you can devote the necessary time.

FERPA and Confidentiality- Students are expected to take an active responsibility in their own education and assessment process. Under federal law, I cannot discuss your academic progress, attendance, or even your enrollment in my class with anyone other than you. Instead of a hindrance, I see these guidelines as a means of fostering a professional academic relationship with students, a relationship necessary for true education. For further reading on the Family Educational Rights and Privacy Act (FERPA), go to http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Public Nature of the Course & Online Civility Statement- Because we are in a college setting, students should expect to encounter opinions or beliefs that may be different than their own. While, I won't encourage avoiding any difficult topic or situation, I will not allow students to be excluded or made to feel they are in a hostile learning environment because of their race or ethnicity, religion, class status, or gender.

How to communicate with me, your instructor: I am interested in helping you do as well as you want in this class. If you're having difficulty, speak to me about it. If life interferes with school, as it has a habit of doing, let me know. If you show me that you're concerned with doing good work in this class, I'll do what I can to help you around those obstacles.

While, I always prefer meetings in person with students when you have questions or concerns, I will make myself available by email and phone as well to be flexible. While, I do have a mailbox in R230, I may not always get a note before class. I'd prefer you simply email me on Canvas if you missed a class. In dire cases you may call or send a text using Canvas. These messages come immediately to my phone.

Note: Syllabus Schedule will be loaded into the Calendar as due dates are submitted for each major Assignment sequence. It will show up as a reminder of "Things to Do" on your CANVAS home page. I will also provide a separate document with these dates under "Syllabus and How to Get Started" in Assignments.