

English 101: English Composition I

Summer 2012

Section HYB, T&Th 9:30-11:20am, R205

Instructor: Donna Miguel

Email: use the one on Blackboard Vista (BV) to email me please

Office: R230-T Phone: (425) 564-2553

Office Hours: *by appointment only*

Materials online: MyBC

REQUIRED TEXTS/MATERIALS

- *The Sundance Choice Course Reader*, by Mark Connelly (subtitle: English 101..)
- 2 articles on reserve in the library
- MLA Essential Reference Card e-copy - found on BV
- Bellevue College MLA Bibliography sheet - found on BV
- Access to MyBC & printer
- *The Pocket Wadsworth Handbook, 5th ed, 2009 MLA Update e-copy*- recommended (in library course reserves) - optional
- Dictionary - optional, but strongly recommended
- USB flash drive, Digital Dropbox - anything to save your work
- Folder to save your work and handouts
- Stapler - very strongly recommended

COURSE DESCRIPTION

In English 101, we will focus on strengthening your knowledge and experience with the writing process, and appropriating it into your own personal writing style (along with clear, effective writing skills). Through the various writing assignments, we will heighten audience awareness, connect critical reading and analytical writing, and finally, develop a healthy skepticism concerning provocative social issues. In our projects, we will concentrate on writing effective arguments while moving away from the traditional 5-paragraph essay. Also, we will rely heavily upon the Rhetorical (appeal) strategies: ethos, pathos and logos, for strategy and unity in all of our writings.

HYBRID COURSE REQUIREMENTS

This section is a hybrid course, which combines online learning with class attendance sessions. As such, it is important, and ultimately your responsibility, to follow all directions for using Blackboard Vista online learning system successfully.

- Log on to the system regularly to check your email, review graded assignments, and if necessary, view the calendar/schedule.
- Know your system requirements and software capabilities
- Follow direction for conducting browser and software checks and making adjustments on your system
- BC offers tutorials and lab assistance for its students as well as computer labs equipped with PCs and MACs. For more information and/or free technical support, call the Distance Ed Office at 425-564-2438. (Toll free at 1-877-641-2712). E-mail: Distance.Ed.Office or Website: bellevuecollege.edu/distance/
- Make backup plans for computer access in the event that your primary computer and/or Internet service is unavailable
- Plan to print documents for in-class work. See the N building Open Computer lab for printing availability
- Ask for help in a timely manner, so that you will be able to successfully participate in both online and the classroom portions in the class

CLASS POLICIES

Students contribute to making a class effective as the instructor. Do your work, read, and participate in class discussions. I am not your babysitter, so please act maturely and respectfully. You will work and earn your grade.

Attendance – you are clearly expected to attend class regularly (live and online) and be on time. Be warned: in accordance with the BC Arts and Humanities attendance policy, if you miss 20% of the course, you will receive an “F” (failing grade, no credit). **Therefore, in the summer hybrid class, you can miss up to 3 face to face class absences.** If you know you will miss class, please let me know in advance via email or phone (these must be illness or emergency related). Arriving late twice will equal one absence, and so on. If I am unable to come to class, I will post directions under announcements on Blackboard Vista.

Assignments – there will be some quite a bit of work, in live and online. All readings and assignments are due the day they are on the schedule; consult for deadlines. I do not accept late work. Most, if not all assignments (even if handed out in class) will be posted on BV.

Participation – you will receive credit at the end of the quarter for your participation in the class, both face to face and online. This means adding to the class and/or small group discussion and activities. I can ask you to leave the class if you are: goofing off, chatting with friends, sleeping, refusing to be on task, playing with any electronic gadgets, or even being unprepared for class. **NOTE: there is a capability on BV that allows you to see how long you have been online, where you have visited, how many posts, assignments you have contributed.** I will take that under consideration for your participation credit.

Laptop use – you may not use a laptop unless cleared with me (or DRC) first. Let me know so I won't growl at you in class.

Plagiarism – just don't do it. If you have any questions about correct citation methods, formatting, anything general, it is imperative you ask me for help. Don't cheat, plagiarize, or perform any other misconduct or serious consequences may follow, such as receiving an “F/0” for the assignment or an “F” final grade. Also, there may be a report of the incident filed in the Dean of Student's office.

Respect – any comments, jokes, or remarks that belittle the worth of an individual's (or group's) physical attributes, race, creed, sexual preference, religion, gender, and/or ethnicity are inappropriate and will not be tolerated. If our behavior inhibits the class's learning and education, you will be asked to leave, and may be directed/reported to the Associate Dean of students and/or Campus Security. . Finally, please silence your cell phones or beepers as they are distracting, disruptive, and annoying. **Be warned: I will ask you to leave the class or report you to the proper authorities should disruptive situations arise.** Please refer to the Arts and Humanities Web page for Student Expectations, which apply to all of my classes:
<http://www.bellevuecollege.edu/artshum/poilcy.html>

Office Hours – If you have questions or concerns about your assignments, readings, or grade in the class, please see me during office hours (as noted on this syllabus), or make an appointment with me so I can set specific time aside for you. If you need to chat about your topic, please come and see me.

Need more assistance? For Special Accommodations – If you need course accommodations because of a disability, please refer to the Disability Resource Center (DRC) at B132, or by calling (425) 564-2498, or TTY (425) 564-4110; Library Media Center – D building; Reading/Writing Lab – D204-D. Additional Student Support Services and Support – Academic Success Center, TRiO, Multicultural Services, Student Programs, Veterans Admin Programs, Women's Center, etc. *See separate handout for list of all Student Support Services and appropriate contact information.*

COURSE OBJECTIVES

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

- 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.*

- 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.*

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

ASSIGNMENTS - (please read "homework rubric")

Format and Style – all fonts need to be readable; that is, use 11-12 size fonts and be a standard, academic/professional font such as Times New Roman. Also, every assignment must be typed, double-spaced, and have 1-inch margins. See the green handout for this. You will need an appropriate heading for your assignments. Position the heading at the top right or left corner on the 1st page:

Name
Date
Class and Section
Assignment

Projects – The assignments in this course will explore how to argue effectively, in any given format, whether it is essay or visual. Because this is a course in rhetoric, we will consider how to strategically argue using the Aristotelian Rhetorical Triangle model for various purposes and audiences. Much of your work will consist of you selecting an issue of personal and societal interest, researching it, effectively constructing the argument with specific appeals, and finally, proposing solutions that deal with the issue. Because not every written argument is in the form of a 5-paragraph model essay, you will effectively argue, or persuade, in 2 different formats: the argumentative advertisement and the argumentative essay. You will rely on your skills and knowledge of effective rhetoric and also creativity to persuade your intended audience. Of course, the only way to progress through these projects is to have prewriting assignments and peer critique sessions.

Note: if you are unable to get to a computer or are just "inexperienced", or just want to practice your essay composition skills, you have the choice of writing an essay instead of the advertisement.

Reading Responses (2) – in class writing engages writing and critical thinking skills. Make sure to have done your readings to respond to the specific writing prompt. We'll spend 2-3 days working on these assignments. The first day, you will have about 30-40 minutes to write a 1-page response; 2nd day you'll use your response to contribute to class/group discussion, and then overnight, you'll revise the response and then turn it in along with a short reflection (see below). We will talk further about these assignments in class as well as work on how to effectively respond/write to writing prompts under a certain amount of time. *NOTE: depending on the schedule and pacing, these may be done either face to face or as an assignment online.*

Reading Response Reflections (2) – since you will be revising the reading responses, of course you will need to reflect upon the decisions you made with your revisions. I will have a handout for you to fill out, which will be turned in with your revised reading response and your first draft.

Random Assignment (1) - We will do some in class/online work with grammar, critiquing, whatever. No worries; I'll let you know prior to the day we actually complete it.

Self-Evaluation: at the end of the quarter, you will be completing a 1-2 page, double-spaced reflective paper (of sorts) that examines and evaluates each of your essays, grammar work, discussions, etc. You will address several questions that help you reflect and evaluate your work over the quarter. This will be done as an online assignment at the end of the quarter.

Readings -We will read essays from various modes (narrative, compare/contrast, description, etc.) to analyze argument, content, thesis, purpose, audience, and stylistic elements. The readings will introduce or familiarize you with current societal issues. Complete all assigned readings thoroughly; take notes, underline, annotate, highlight, and ask questions. Also, keep a dictionary nearby. Look up words you don't know are important – how are you going to understand a text when you don't know what the author is saying? Basically, this is a good chance for you to practice making a strong point, support it with textual evidence and explanation, and then respond to it. When we discuss these essays in class, remember to have an open mind when listening to your classmates; there are a lot of different perspectives.

Discussion board – along with face-to-face participation, writing assignments, grammar stuff, responses and reflections, you will be participating in class discussion online under Discussion Boards. There will be approximately 1-2 topics per week, such as chapter review & summaries, editing/reviewing, topics, extension of class discussions, grammar stuff, etc. You are expected to POST and RESPOND at least once or twice to a classmate's post. The amount of participation on Discussion Board is factored into your participation grade for the class. Please check the board regularly and post/comment by the week's end. I'll explain this in class.

GRADING

- Projects – 265 pts total (including Prewriting assignments & Peer Critiques)*
- Reading Responses – 40 pts total (@20 pts each) *
- RR Reflections – 10 pts total (@5 pts each)
- Random assignment – 10 pts
- Self Evaluation – 50 pts
- Participation, including Discussion Boards – 100 pts

TOTAL PTS: 575 POINTS

A: 100 – 95%
A-: 94-90%
B+: 89-87%
B: 86-85%

B-: 84-80%
C+: 79-77%
C: 76-75%***
C-: 74-70%

D: 69-60% (broken down, of course)

F: 59% or fewer

*Although I do not accept late work, if, for some circumstance you turn in your essay after the due date, you will deducted one full letter grade for each day late. I do not accept any late projects one week after the original due date. You cannot make in class reading responses up, so please check your schedule carefully.

*****NOTE: YOU MUST PASS THE CLASS WITH A C- TO MOVE ON TO ENGLISH 201, 235 & 271.**

REMEMBER THAT SUMMER COURSES ARE 7 WEEKS LONG, INCLUDING FINALS. THEREFORE, THE READINGS, ASSIGNMENTS, AND HOMEWORK ARE GOING TO BE EXTRA RIGOROUS; THE DEADLINES WILL BE QUICK. PLEASE PLAN ACCORDINGLY AND PAY ATTENTION TO YOUR COURSE SCHEDULE.

Participation Rubric
All classes (D. Miguel)

	OUTSTANDING “A” level	STRONG “B” level	ADEQUATE “C” level	POOR “D” & “F” level
PREPARATION FOR CLASS	You bring all your materials. You're ready to work once the class starts	You usually bring all materials. You are ready to work once class starts.	You frequently “forget” to bring required materials to class; haven’t bought the book; often not ready to begin when class starts.	You frequently ask to borrow materials from classmates. You are rarely ready to start when class starts.
FREQUENCY OF PARTICIPATION	Your hand is almost always raised during class discussions.	Your hand is often raises during class discussions.	Your hand is seldom raised.	You do not volunteer to contribute to class discussions.
QUALITY OF PARTICIPATION	Students who fall into this category offer thoughtful and critical commentary and analysis. You raise questions, explore difficult concepts, theories, and refer back to the text. <i>You also do not pose as a disruption/distraction to the class (unnecessary, inappropriate comments)</i>	Students who fall into this category participate but as a whole, responses tend to be general, may go off topic, and may not engage/connect/refer back to or with the text. <i>Your comments may be unnecessary, inappropriate. (#8 on the syllabus policies)</i>	Students who fall into this category tend to come to class and pay attention, but they rarely participate. When you do, it is more likely than not to simply echo someone else’s opinion and/or “easy” questions. <i>Your comments are unnecessary, inappropriate. #8 on the syllabus)</i>	Students who fall into this category either don’t come to class, don’t contribute at all to the discussion, fall asleep, are caught texting, tweeting, and/or completing assignments for other classes. You also appear unengaged in class discussion. <i>Your comments are inappropriate and may be asked to leave the class. (#8 on the syllabus)</i>
GROUP WORK	You are always on task and a leading and/or equal partner during pair and group activities. Your peers would likely describe you as enthusiastic, helpful, critical, and an actively engaged team member.	You complete group activities and pair activities. You are an equal partner for the most part but are less helpful and/or actively engaged than someone in the “Outstanding” category.	You sometimes need to be reminded to stay on task during group or pair activities OR you carelessly rush through activities.	You give very little effort during pair and group activities and are often off task. You appear disinterested, disengaged and you bring down the morale of your group. (Sitting like a lump)
LISTENING	You actively listen when the instructor and your fellow students speak during class.	You listen when your instructor and your fellow students speak in class but you may appear distracted at times.	You sometimes listen when the instructor and your fellow students speak in class. At times, you may be seen texting, tweeting, completing assignments for other courses, talking to your friends during class discussions.	You “tune” out and sit like a lump when the instructor and fellow students begin speaking in class. Rather than listen, you are openly disengaged and can almost always be found texting, sleeping, completing homework for other classes, etc.

Donna Miguel, Instructor

HOMWORK / IN-CLASS WRITING /ASSIGNMENTS RUBRIC¹

If the assignment is worth 5 points (default grade for most graded homework and in-class responses):

POINTS	CRITERIA
5	Well done! You obviously took the time to complete this assignment. You've done an exceptional job with the thinking, writing, and completion. Thorough and obvious effort and reflection. Oh, you also followed the directions and requirements.
4	Good, but not quite exceptional. May not have followed a slight part of the directions, or lacked the insight, depth, or thoroughness of a "well done."
3	Didn't follow most of the directions and or/answers were incorrect, vague, incomplete, vague, or lacked critical thinking and/or depth of thought. Yeah, you did put some effort, but it seemed to be last minute effort just to get it done. Did you complete it right before class or during class?
2	Clearly didn't read the assignment directions and/or it's obvious that the homework was done quickly and without thought. The assignment is incomplete, incorrect, late, or of unacceptable quality.
1	Okay, this point is completely out of pity. Very little to no effort. Didn't follow the assignment whatsoever and didn't answer the directions on the assignment sheet or given in class.
0	You didn't do the assignment at all. Ouch. Did you even come and talk to me about what happened for you not to turn it in?

If the assignment is worth 10 points, double the scale above. You get the idea.

Don't forget to appropriately label your assignments with a heading, as stated on the syllabus. You may lose a point or two if you forget to put your own name on the assignment.

¹ This excludes for in class essays, rough and final drafts, quizzes, exams. See me if you have any questions.

BELLEVUE COLLEGE STUDENT SERVICES AND SUPPORT AREAS

Why go here? Because you're not alone. Build community! The staff, faculty and students here can help you with their vast amount of resources such as tutoring, study space, counseling, advising, book loans, financial assistance, advocacy for classroom issues and personal issues to help you succeed in classes and in academic goals. Especially if you're transferring, these services- which are free! – is a good way to be culturally and extra-curricularly involved. Take that step and visit these departments/offices on campus.

The services include, but are not limited to:

DEPARTMENT/OFFICE	DESCRIPTION	LOCATION	PHONE (425) 564-XXXX	EMAIL	For You?
Academic Success Center (tutoring, math, English, writing lab)	Assists in successfully completing college courses through one-on-one, group tutoring, workshop and classes.	D204	2200	http://bellevuecollege.edu/asc/	
Center for Career Connections	Finds career planning and job search assistance. Provides career planning, workshops, work-study and internship opportunities.	B231	2018	http://bellevuecollege.edu/	
Counseling Center	Assists in Academic, career and personal counseling services to all enrolled BC students. Classes available.	B234	2212	http://bellevuecollege.edu/hdc/	
Disability Resource Center (DRC)	Provides advocacy and classroom accommodations, including specialized materials, technology and equipment for students with documented disabilities.	B132	2498 or 4110 (TTY line)	http://bellevuecollege.edu/drc/	
Early Learning Center	Provides affordable, quality childcare to children ages 3 mo to 7 y/o, and classes/resources for parents.	Building Q	2240	http://bellevuecollege.edu/childcare/	
Educational Planning Advising Center	Advising, educational planning and other resources available for students who wish to transfer to a four-year university, pursue a career or undecided about their major.	B232	2437	http://bellevuecollege.edu/advising/	

Financial Aid	Providing resources and financial assistance to eligible students. Includes loans, grants and work-study jobs.	B123	2227	http://bellevuecollege.edu/fa/	
Multi-Cultural Services (MCS)	Provides culturally-sensitive academic and support services, including advising, counseling, cultural events planning.	B233	2208	http://bellevuecollege.edu/mcs/	
Running Start	Providing tuition-free credit for public high school juniors and seniors while finishing high school.	B233	2026	http://bellevuecollege.edu/hsprograms/	
Student Programs	Provides educational and community-building programs for BC students. Includes clubs, committees, and student government.	C212	6150	http://bellevuecollege.edu/stupro/	
TRIO Student Support Services	Provides academic and personal support for eligible students who are first-generation college students, low-income, or students with a documented disability. Services include tutoring, study skills, advocacy, and laptop computer lending, activities and transfer assistance.	B233	5745	http://bellevuecollege.edu/TRIO/	
Veterans' Administration Programs	Assists veterans, reservists, dependents and VA chapter 31 students with eligibility questions.	B231	2220	http://bellevuecollege.edu/fa/veterans/	
Women's Center	Provides one-one-one coaching assistance, resources and referrals, scholarship opportunities, group advising,	B231	2279	http://bellevuecollege.edu/wc/	

Description and information from: <http://bellevuecollege.edu/resources/services/>