



English 253 /4 /5 Creative Non-Fiction

Winter 2012
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Instructor: Elizabeth Harazim

Section: OAS **Item:** 1172/3/4

E-mail: elizabeth.harazim@bellevuecollege.edu

Office: R-230 I **Mailbox:** R-230 **Phone:** 425-564-2076

COURSE OVERVIEW

Welcome to English 253!

Here you will find a comprehensive course overview that gives as much information as possible about who I am, what you will be doing in this class, and what to expect this quarter. This syllabus is rather long. Take some time to read it over the first week of the quarter; think of this document as a map for our journey together over the next 12 weeks.

Your instructor:

My academic background is in rhetoric and writing. I am an avid writer and reader, of course, and I do a lot of research and academic writing for my work here at BC.

But I have a particular fondness for teaching Creative Non-Fiction because it is my favorite kind of writing! I love reading memoirs, essays and biographies. Some of my favorite writers and books include Augusten Burroughs's *Running with Scissors*; David Sedaris' *Me Talk Pretty One Day*; Maya Angelou's *I Know Why the Caged Bird Sings*; Alice Sebold's *The Lovely Bones*. And one of my favorite writers of all time is Frank McCourt.

What is ENGL&253 and why should you take this class?

This is a Liberal Arts course the genre of writing called Creative Non-Fiction. In this class I hope to prepare you to embark on your own journey of writing, or, if you have already begun such a journey, to walk a ways with you and act as a temporary guide.

We will begin by learning about what Creative Non-Fiction exactly is, what the rules are, and why it has become so popular. We will read a great deal of work in the various sub-categories of Creative Non-Fiction, and you will be doing a great deal of writing on your own. It is my hope that this course offers you an opportunity to practice, stretch your mind, develop new skills, and gain inspiration for your own work.

Learning to write well is an invaluable skill. You will be able to transfer what you learn in this class to many other facets of your life.

TEXTS AND MATERIALS

REQUIRED

Roorbach, Bill. *The Art of Truth 1st ed.*

ISBN: 978-0195135565

Publisher: Oxford University Press

RECOMENDED

Roorbach, Bill. *Writing Life Stories 2nd ed.*

ISBN: 978-1582975276

Publisher: Longman / Pearson

When ordering the text, **make sure you use the isbn #** and check the image here=>.

If you get the wrong book, you will literally be on the wrong page at the beginning of the quarter. Don't start out by falling behind because you have a different text and must wait for the correct version to arrive.

If you plan to buy the book at BC's Bookstore, visit their site for information about hours, refunds, and cost. Also, don't rely solely on the BC bookstore to get textbooks. Try these links:

[Bellevue College Book Rentals](#)

[E-bay's Half.com](#)

[Amazon](#)

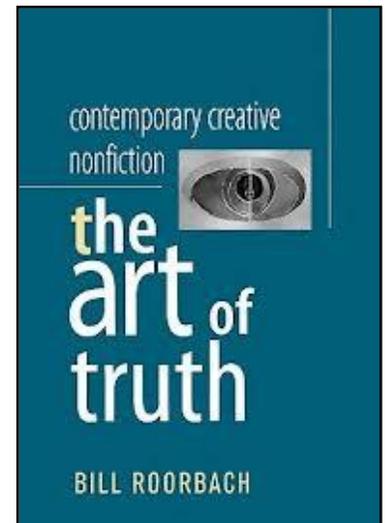
[Powell's](#)

[Barnes and Noble](#)

[Twice Sold Tales](#)

[chegg.com](#)

[The Jibsheet classifieds](#)



However you obtain the required text, make sure you have it *in your possession starting on day one* of the quarter.

If you have trouble with this, make use of the text on reserve at BC's library to tide you over. You can use the text on reserve for the whole quarter, but plan ahead. We hit the ground running in this class. Not having the text is not an excuse for missing assignments.

Since this is an online course, *know that you will need to plan ahead for access to the internet*. As a Bellevue College student, you have access to printers and computers in the BC labs. Plan ahead and make use of this resource if you need to!

OUTCOMES and GOALS

What you will learn:

English 253/4/5 is an advanced writing course designed to sharpen your skills as a writer in the field of creative non-fiction. To achieve this, in English 253/4 we focus on examples of non-fiction and practice writing in various forms to develop your sophistication and agility as a writer. We will experiment with genre, voice, expression, and rhetorical devices.

ENGL 253 is both academically and experientially rigorous.

In other words, you will gain a great deal of experience and agility in writing and reading, and you will have to work for it.

Fundamental goals of this course:

- Use a variety of methods to create effects in your work
- Revise and edit your writing until the final submitted draft shows the skill and effort you have put into it
- Write for a specific audience with a specific purpose as assigned, using an appropriate voice and tone
- Build an artistic but coherent story around your own ideas and craft
- Use a style appropriate to your story that focuses attention and controls images to the point of creating unity
- Connect scenes to each other; produce a smooth flow of dialog using appropriate techniques
- Construct scenes that develop a story with concrete details
- Analyze, evaluate and interpret complex material
- Use specific techniques found in text to revise essays and scenes
- Construct clear sentences of precise and appropriate words
- Be able to express your opinions on another's work
- Be able to self-assess

What you will be able to show for all this:



The core of your work in this class is a set of Genre Papers that make up the bulk of your grade. **Genre Papers** will always be on whatever topic you choose, but each has a specific genre and other parameters you must fulfill.

Ultimately, the goal of your **Genre Papers** is fulfill the **COURSE OUTCOMES**, which means that they will demonstrate:

- Familiarity with rhetorical devices and terminology
- Fluency in genres
- Proficiency in reading new writers
- Competency in voice, expression and clarity
- Unique, creative ideas
- Strong use of language

COURSEWORK AND GRADING

Your grade breaks down like this:

1000 Points Total

4 Genre Papers- Early Drafts @ 25 ea.	100 pts	5% of final grade
4 Genre Papers- Final Drafts @ 100 ea.	400 pts	50% of final grade
5 Peer Reviews @ 20 ea.	100 pts	5% of final grade
5 Reading Reflections @ 10 ea.	50 pts	5% of final grade
Quizzes	100 pts	10% of final grade
10 Notebook Assignments @ 10 ea.	100 pts	10% of final grade
10 Journals @ 10 ea.	100 pts	10% of final grade
Participation	50 pts	5% of final grade

GENRE PAPERS AND PEER REVIEWS

Each Genre Paper will have its own parameters and instructions. The genre papers are:

- Memoir
- Personal Essay
- Literary Journalism
- Wild Card

You will create a least two drafts of each paper. Before turning in the final draft of each, you will and conduct a Peer Review with your classmates using one of your early drafts.

An important note about Peer Reviews:

Timing on Peer Reviews is extremely important. Your peers count on your feedback before moving forward, so please take this responsibility seriously.

*Peer Reviews contribute significantly to your final grade; remember that they cannot be made up or turned in late.

READING REFLECTIONS

Reading Reflections will be assigned at the end of each section. Each reflection will follow generally the same format, and will ask you to analyze and discuss readings within each genre.

QUIZZES

About every week, you will take a short quiz based on readings and concepts.

- I try my best to schedule quizzes the same day of each week (but sometimes holidays get in the way of this.)
- The points for each quiz may vary (slightly), but the total for *all* quizzes makes up 10% of your grade.
- For most quizzes, I will set up a practice quiz beforehand. I do this so you can test your own level of preparation. I strongly believe that assessments shouldn't confuse, overwhelm, or especially discourage anyone. I care about you learning the material, not figuring how to answer "trick" questions or using half your allotted time trying to navigate strange phrasing or a stealthy testing method.

NOTEBOOK ASSIGNMENTS

Notebook Assignments are short, informal responses, exercises, practice sessions, etc.

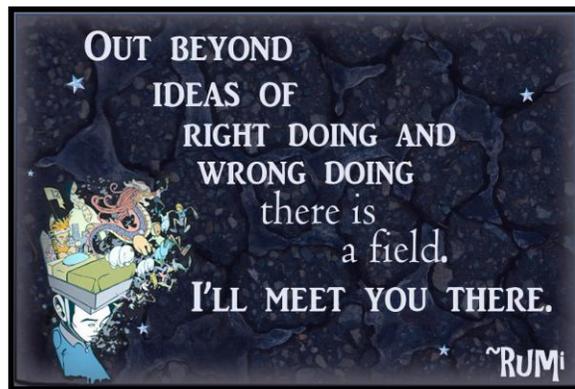
Since we don't get to meet face-to-face, these assignments provide a way for us to check in about course content and they may be used in informal workshops.

- After you turn in Notebook Assignments, I will often ask you to use part or all of the assignment in discussion post.
- I will provide very specific writing, posting, and responding instructions for these assignments.

PARTICIPATION

Participation in this class is crucial. In order to participate meaningfully, you must spend time on our site posting in discussions, reading your peers' contributions, and learning the course material.

- Also, your contributions via Canvas are a crucial part of your participation score. Remember that I have a special "teacher tool" that allows me to see what you've clicked on, when you've logged in and for how long, how many posts you've read and responded to, and how much time you've spent doing it. And I will use this information in my final assessment of your participation.



This is the translation of points to your final letter grade:

<u>Course Grade</u>		<u>Point Total</u>	<u>Course Grade</u>		<u>Point Total</u>
A	=	930-1,000 points	C+	=	770-799 points
A-	=	900-929 points	C	=	730-769 points
B+	=	870-899 points	C-	=	700-729 points
B	=	830-869 points	D+	=	670-699 points
B-	=	800-829 points	D	=	600-669 points
			F	=	0-599 points

EXPECTATIONS

The following outlines what I expect of you as a student in this class:

Strong contributions to the learning community:

- Contribute meaningfully to class discussions in a way that furthers the discussion and invites other students to do the same. Ask questions, offer insight based on personal experience, and ground your comments with material we've learned and read in class.
- Check in often to keep apprised of assignments, due dates, and course work.

Strong participation:

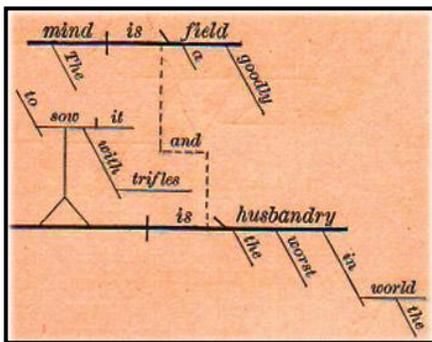
Participation is a crucial component of your success in this course.

- I structure much of this course as a writing workshop, which means your contributions are essential for success. Your peers count on your feedback and contributions; writing workshops can't run any other way.

Respectfulness:

We share a lot of ourselves in a writing class like this. I expect you to respect everyone's opinions, ideas, and work.

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



Honesty:

Plagiarizing is a form of cheating that includes using another's words or ideas and representing them as your own.

It can mean having someone write a paper or part of a paper for you. It can mean copy / pasting from Wikipedia or other online sources. It can also mean failing to cite information properly.

Bellevue College uses a plagiarism detecting service, so don't bother. If you are caught plagiarizing, you fail the course. There is no excuse in the world that would prevent this repercussion; it's not worth it!

Promptness:

Success in online courses requires a high level of discipline and organization on your part. We move fast, and assignments build upon one another. Therefore, **coursework cannot be made up or turned in late**. Please do not contact me about accepting late assignments... I won't. Being prepared and turning things in promptly is vital because strong preparation and participation creates a strong learning community. The stronger learning community we build, the more you get out of our class.

Keep me apprised of any situation that creates extenuating circumstances for you. I will almost always make arrangements for you to get caught up if you fall behind-- but, if you don't let me know beforehand what's happening, there is little I can do.

The following outlines what you may expect of me as your instructor:

A resource for you to improve your writing skills:

This class focuses on creativity, invention, writing skills, and process. It goes without saying that I am here to teach you to write well.

But I'm going to say it again: *I am here to teach you to write well*. Writing is a foundational skill, so I have a big job here. Becoming a strong writer is important not just for this class, not just for your future classes, but forever. Writing well is inexorably linked to a few other important abilities; namely, reading and critical thinking. I hope to impress upon you the significance of this. So, in our class, you will read a great deal, and we will use our flex critical thinking muscles all the time.

Contributions to the learning community:

Because all my classes are student-centered, I strive to create a space in which all students feel comfortable speaking and are encouraged to make meaningful contributions to our learning community (but establishing a strong learning community goes both ways-- see "What I Expect of You" above.)

Class activities are as diverse, interesting and inclusive as I can make them. We will listen to talks, watch speakers, read information from many sources, ideas, and engage in a wide variety of experiential activities. My philosophy is that the more learning styles and approaches I offer through class activities, the better you will learn.

Help with access to resources:

I also believe that student success is directly correlated with access to student resources. I can help with the access part— but *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.

The best way to contact me is via email: elizabeth.harazim@bellevuecollege.edu or on Canvas's message system.

Don't hesitate to visit my office hours, email me, or talk to me in class if you need clarification with the material or have questions about a direction to take your writing.

REFERENCES AND RESOURCES

What it Means to Take a Class in the Liberal Arts



Liberal Arts education began in the Greco-Roman era. Ancient Greeks defined it as those subjects of study essential to becoming a free person. Among such subjects they included sciences, art, music, rhetoric, arithmetic and astronomy.

Even now, an education in the liberal arts is foundational for an informed, engaged citizenry. It teaches us to think critically and engage perspectives of others, to analyze ideas, imagine possibilities, and inform ourselves on issues relating to our lives and the lives of those to whom we are connected. Therefore, especially as we are all increasingly citizens of the world as well as of our respective nations, such education is indispensable for our collective futures.

Here is Bellevue College's message about taking classes in the Liberal Arts:

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.

This means, in short, that if you are offended by any material, you are free to leave the classroom at anytime, should you wish to, but you will still be responsible for the material.

Let me know if you have any questions about course content or this message.

Academic Calendars

Click these links to find 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.

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>

Where to Find Resources on Campus

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-Thursdays, 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/>

TRiO **B 233**

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.

*TRiO offers many kinds of support; I encourage all who qualify to take advantage of this amazing resource:

- [Academic Advising](#)
- [COMPASS Retesting Preparation](#)
- [Computer Lab](#)
- [Credit Courses and Workshops](#)
- [English Language Assistance](#)
- [Equipment Lending Program](#)
- [Facilitated Study Groups](#)
- [Group Visits Through TRiO@BC](#)
- [Math & English Summer Bridge](#)
- [Personal Advising](#)
- [Scholarships](#)
- [Services for Current or Former Foster Youth](#)
- [Study Skills](#)
- [Textbook Lending Library](#)
- [Tutoring](#)
- [Useful Links](#)
- [Visiting Universities & Transfer Shock](#)



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/>

Multicultural Center (MCS) B 233



A message from MCS:

“There is more to college than just getting good grades and attending your classes. Whether you want to go into the workplace or go on to a transfer college it is really important to have a well rounded college experience. This includes getting necessary life and leadership skills that will help you in the classroom, in your workplace, and your community for the rest of your life. Bellevue College has amazing opportunities for you to get involved.”

Through MCS you will find access to these and other valuable resources:

- [MCS Tutoring](#)
- [Comprehensive Success Initiative](#)
- Comprehensive College Planning
- Help you understand your rights to be treated with respect on campus
- Help you talk to your instructors about your classes and concerns
- Explain how financial aid works and help you with completing the FAFSA
- Help you select classes that fit your work and family schedule
- Connect you to campus resources that can help you with personal, financial, and school challenges
- Support you and guide you to overcome non-academic and academic challenges that may keep you from completing college
- Connect you to community resources that can help you with food, transportation, and temporary housing challenges
- Connect you to campus clubs and organizations
- Help you attend leadership conferences
- Attend inclusive campus community building events
- Help you gain internship and community service experience

Disability Resource Center (DRC) 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:

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

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/>

More Tutoring Options:

[Science Study Center](#), located in B105, or call 425-564-3122

[Math Lab](#), located in D204, or call 425-564-2492



[Writing Lab](#), located in D204-D, or call 425-564-2494

[Reading Lab](#), located in D202, or call (425) 564-2494.

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/>

LGBTQ Resource Center C 225

The LGBTQ Resource Center is a place on campus where students can feel safe to be themselves, free from harassment, prejudice, or ridicule. Hang out, meet new people, use the computers to get some work done, or check out the books on a variety of LGBTQ-related themes. For more information, stop by their office in C225 or call them at (425)564-6041.

Center for Career Connections B 231

Are you a veteran? 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? Find these valuable resources and more at the Center for Career Connections:

- [Choose a college major, or plan a career path](#)
- [Find a job](#)
- [Find an internship](#)
- [Career guides](#)
- [Classes and workshops](#)
- [Resources for Veterans](#)

Contact the Center for Career Connections at:

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

Veteran's Office B 231

If you are a veteran of the United States Military, BC's Veterans Office can help you with a variety of issues, most notably financial assistance. They will guide you along the GI Bill benefits, and they can help you activate your Veterans Affairs Educational Benefits. For more information about your options, call call (425) 564-2220 or visit <http://fa.bellevuecollege.edu/veterans>

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.

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](#)).

[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.](#)

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

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

Student Success and Counseling Center B 233

Our mission is to advocate for student, college, and community success by promoting balanced learning in an academic environment which embraces intellectual, physical, spiritual, social, and emotional values. BC Faculty Counselors, some of whom are licensed in the state of Washington, provide short-term individual counseling at no charge for registered BC students.

<http://depts.bellevuecollege.edu/counseling/>

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