



English 101 English Composition Syllabus

Section LSA/Fall 2011

MWF 2:30-4:40 Room A 240

Instructor: Gary Olson

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Office Hours: before/after class by appointment

Course Information

Course Outcomes

After completing this course, students will be able to

Think and read critically: *carefully read, 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.*

- consider 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.
- apply 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 and 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.

How Outcomes will be met

This course focuses on producing effective essays, paragraphs, and sentences. The key to becoming better and more confident college writers is to do a lot of writing, and you'll be writing drafts of papers, revisions, homework exercises, and writing in your journal. You will read and comment on others' drafts, and you'll work in groups on exercises and problems for discussion. The key here is buy-in: I will commit to giving you prompt, helpful feedback in a positive classroom environment; you will commit to doing all the work and—for this quarter—*envisioning yourself as a writer*. This also means becoming more attentive to language—how words and sentences can enhance experience.

Course evaluation: You will have the opportunity to give me informal, anonymous feedback several times during the quarter. This will help me know if I am on track with my expectations and your learning needs.

Grading

Grading will be based on your writing, participation, and attendance as follows:

Papers, including drafts and revisions	60%
Journal	10%
Quizzes and homework	15%
Participation and attendance	15%

Numerous absences will affect final grades, and students with absences exceeding 20% of all class meetings for any reason will receive no credit for the class. This policy is in line with the Arts and Humanities Division's guidelines, which recognize the importance of classroom attendance and participation to academic success. Students who attend only part of a class meeting will be marked tardy if they miss fewer than 10 minutes or absent if they miss 10 minutes or more of the class. Every two instances of tardiness will count as an absence. If you're arriving late or leaving early, please be discreet and avoid creating distractions.

Books and Materials Required

PP *Patterns for a Purpose*, Clouse, 6th ed
WR *A Writer's Reference*, Hacker & Sommers, 7th ed
J a writing journal (about 7.5 x 9.5 inches or one size smaller is ideal)
a good college dictionary is recommended but not required

Bring both texts and journal every day to class!

Instructor's Expectation

This is a "bricks and mortar" class: attendance is mandatory. In enrolling in this section, you have made a commitment to be in class ready to participate for every minute of every scheduled class meeting. You are expected to have made all necessary arrangements to arriving on time for each meeting, and staying until the class is dismissed for the day. Please do not put yourself in a position where you cannot meet your commitment. If you have obligations that might affect your schedule, you are responsible for minimizing the impact these obligations have on your work for this class. If you have obligations such as those related to family, employment, or school that make it likely you will arrive late or leave early on a regular basis, you would do yourself a great favor if you sign up for classes that suit your schedule better. If you wish to miss part or all of class to attend or participate in an event, you should understand that you will generally not receive credit for missed or late work.

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>

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

A good resource for learning how to avoid Plagiarism is the Writing Lab:

<http://bellevuecollege.edu/writinglab/Plagiarism.html>

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)

I am committed to ensuring access to classes, course materials, and learning opportunities for students with disabilities. 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 the DRC 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 me to develop a safety plan within the first week of class.

From the Disability Resource Center: 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 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 <http://bellevuecollege.edu/publicsafety/>

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 *Have assigned material completed by class time; IC = will be done in class; below Friday underline = weekend journal writing*

OCTOBER/2011		
MONDAY	WEDNESDAY	FRIDAY
3	Intro to class Intro of self	Bring texts and journals IC Diagnostic write Register for WR online PP 3-22; 29-54; WR 3-13 ----- J: Describe the setting that works best for you when you write
10 Generating ideas & organizing First paper topic described Groups on grammatical diagnostic WR 67-74, 77; PP 119-37 Description; 181-96 Narration J in class	Bring cluster diagram for first paper WR 32-45 PP 23-27 Adler; 55-57 Godwin; 723-32 Appendices J in class	WR 78-86, 92-100; PP 509-15 Zinsser 20-minute conferences; no formal class ----- J Describe how your first paper is going

OCTOBER/2011

MONDAY	WEDNESDAY	FRIDAY
17 Bring draft of first paper PP 87-88 Buckley J IC: How satisfied are you with this draft—what works? What doesn't work?	WR 139-72 PP 59-82 Bring outside sample (language) Practice quiz J in class	PP 91-114 Teams do one reading each from selections, ch 5 (140-178);some work in groups Quiz
24 First paper due Second paper topic described PP 691-96 EB White J in class	26 College Issues Day NO CLASS PP 233-49 J Cluster diagram of 2 nd paper	Bring draft of second paper to turn in WR S1, S7
31 WR S6 PP 291-309 (incl Barry!)	NOV 1	