

Engl& 101 – English Comp I

Fall Quarter 2010

Instructor: Laura Burns

E-mail: laura.burns@bellevuecollege.edu (M-F)

Office: R230M

Office Hours: Mon.-Thurs 12:30-1:20 and by appt. Friday office hour online 7:00am-8:00am and checking in throughout the day. Available online every weekday throughout the day, checking in 7 am, around noon and around 5pm.

Phone: (425) 564-2373

Required Texts:

Robertson, Robin. *Beginner's Guide to Jungian Psychology*.

Marius, Richard. *A Writer's Companion*. 4th edition.

Richard Rodriguez. *Hunger for Memory*.

THIS SYLLABUS CONSISTS OF TWO IMPORTANT PARTS IN SEPARATE DOCUMENTS. PLEASE READ BOTH!

PART ONE, COURSE SYLLABUS:

- Introductory Remarks
- Student Responsibilities
- My Expectations

PART TWO, COURSE SYLLABUS:

- What do I have to do for this class?
- How do we communicate with each other?

In an additional document, please read:

- Student Procedures and Expectations, Arts and Humanities Division

Introductory Remarks

English 101 is a completely online class; you are NOT required to attend classroom sessions. However, English 101 is NOT a correspondence course, completed on your own timetable in isolation. You must participate in this course in an ongoing manner to successfully fulfill the requirements of the course.

This online course will require you to have some particular attributes and skills:

- college level reading and comprehension skills,
- good self-motivation,
- good problem solving skills,
- the ability to communicate clearly in writing,
- the ability to learn well in a totally visual medium,
- the ability to follow written directions, and
- the ability to use your computer to complete various tasks, including (but not limited to) uploading and downloading files as well as attaching files to e-mail messages and in the assignment dropbox as required, and
- the ability to ask questions as needed.

Many students mistakenly believe that writing is a talent, gifted to everyone else. But writing is not a single task, accomplished in isolation. Writing is a skill, developed with practice in reading texts, analyzing texts, thinking through the texts and then lastly, writing these ideas down. Anyone with enough determination and effort can learn to communicate effectively in writing. This class is designed to use writing, in the form of an academic college essay, to improve your written communication skills as well as your critical reading and thinking skills. Some students may already have a measure of these skills; some students may be better at some skills and feel less comfortable with the others. Whatever your abilities before now, I ask you to approach the class with compassion and tolerance for each other.

If you signed up for this course thinking that it would have less work than a course in the classroom, you were mistaken. Any online course has more writing work than a class in the classroom as all of our communication must be written. Please be advised that the workload may be very difficult for you if work and/or family demands do not allow you a minimum of two to three uninterrupted hours every weekday to work on the assignments for this class. I have tried to focus and space assignments to facilitate as many learning styles as possible, but you may need to schedule extra time, especially around paper writing/editing time, depending on your ability to read or write.

Student Responsibilities

Because of the special method of course delivery, several requirements must be met.

- In order to use our class website effectively, you **MUST** set up your computer to the appropriate specifications. Follow the instructions in the "**Blackboard Tutorial**" on "**Preparing your Computer**" especially to check your browser and make sure you have the most recent Java software. When you update your Java software, you also need to delete all previous software. If you don't do this, you'll have problems using attachments and other tools. **Please take the time to do this in the first week!**

- Always keep me informed if you have problems with the technology, and I will find help for you. You may also contact the Distance Education office directly by email or phone: landerso@bellevuecollege.edu or 425-564-2438. They can be extremely helpful with technology! However, I expect that you bring some expertise with you to help in solving problems that arise. Ultimately, your computer and internet services are your responsibility. If you are signed up for the online section and you have computer problems, you may use the computer labs on the BCC campus if you have an emergency.

My Expectations:

As you know, every teacher has expectations. These are mine.

1. I expect that you signed up for this course because you want to learn to read, think, and write critically. We call that formal academic writing. Therefore, I expect that you will complete the work I have created to teach you these skills.

2. I expect that you have come to this class with a working usage of modern English grammar as English 101 does not teach grammar. I may suggest additional non-graded work for students who struggle with grammar. I set aside a segment of our website to provide a grammar and mechanics help area, complete with exercises; use it if you have these problems. I encourage you to schedule an appointment in my office or utilize the Writing lab's virtual tutor or go to D204 (Writing Lab) on campus for help with grammar problems. All papers with major grammatical errors lose points in this class. See the Major Grammar Errors page in the Mechanics area under the Resources and Tool link for help in identifying these errors.

3. I expect that you will use standard English for all your communications (i.e., email, assignments, discussions, etc.) in this class. Please no texting abbreviations or unusual capitalization (or lack thereof). Multiple sentences need to be arranged in paragraphs with correct punctuation. Disjointed sentences that fail to use standard English will most likely receive a failing or very low grade. That said, I must confess to occasionally using a smiley face when I'm offering constructive criticism (always kindly meant, I assure you). Other than that, let's avoid emoticons and similar texting "codes."

4. I expect that you will participate in **ALL** class activities, including peer reviews, Marius assignments, and literature discussions. All of your papers must go through the Peer Review process in order for them to be accepted by me. *Failure to participate in these areas may cause you to fail the course, even if your formal written papers are passing.*

5. I expect that you'll keep track of due dates, reading assignments and class activities using the **CALENDAR MODULE under Course Content, which appears on our homepage**. Checking this module frequently will be vital to your success in the class.

6. I expect that the total of all formal papers in the portfolio in this class will average C-(70) or better to move to English 201, 270, 271 or 272. In addition, you must submit all formal papers on their due dates during the quarter to move on.

7. I expect that you will take care to back up your papers and other assignments on more than one disk and/or store them on your hard drive AND a disk. It is your responsibility to keep track of this material--not mine. If some computer catastrophe should occur, you will still be responsible for producing the work by the due date in order to get a grade. Be careful--save and back your work up regularly!

8. I expect that you will show respect to everyone by responding to e-mail and discussion postings in a way that is not judgmental, degrading, or derogatory. Even though we may disagree with the interpretations of others, please use some self-restraint and compassion in responding to others' ideas. Logical and questioning responses are encouraged. Choose your words and the tone of your message with utmost care. I also expect tolerance for others' abilities and learning styles.

9. I expect that you will try to the best of your ability to master the skills taught in this class. According to the English department at BCC, by the end of the quarter, you should:

- use a variety of prewriting methods to develop ideas and organize a writing plan.
- revise, edit, and proofread papers (both on and off the computer) 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 a complex, but coherent paper around your own thoughts and analyses.
- use a single, well-stated thesis sentence that clearly expresses the central idea of your essay, focuses your topic, and controls ideas to the point of creating unity.
- connect paragraphs to the thesis and to each other; produce a smooth flow of ideas using appropriate coherence techniques.
- construct unified paragraphs that develop and support the main idea with specific examples and concrete details.
- analyze, evaluate and interpret complex material.
- write essays with effective introductions and conclusions.
- construct clear, grammatically correct sentences of precise and appropriate words.
- understand and apply subordination and coordination in sentences to emphasize important ideas.
- be able to differentiate your personal opinions and assumptions from another's.

- be able to self-assess (Please see the Resources & Tools page for more help with the composition skills listed above).

10. I expect each final draft will be submitted to the assignment dropbox link provided in each module. These submissions must be made by the date shown on the class calendar. Papers submitted after that date will lose 5 points per 24 hour period that they are late. I will not accept papers more than 3 days (72 hours) late. Don't ask. To avoid losing points for late work, do not wait until the last minute to submit your work. Start early. Sometimes the technology takes longer than you think.

11. I expect honesty. I expect that you will neither do work for others nor use work done by others. Cheating and/or plagiarizing will not be tolerated. Plagiarizing is cheating, as is copying answers on a test, glancing at nearby test papers, swapping papers, buying papers, using ideas from other sources without proper documentation, writing papers for others, or having them written for you. BC utilizes a plagiarism detection software, and I use it for random spots checks. Plus, if I even remotely suspect your paper sounds plagiarized, I will submit it to this site. If you cheat or plagiarize, the following actions will be taken:

- you will receive a grade of "0" on the work (period).
- A report of the incident will be filed in the Dean of Students' Office. This report may become part of your permanent record or the Dean may choose to pursue further disciplinary action.

12. Personal conferences on your paper can be held in my office if you can/want to come to the campus and we can work out a mutually convenient time; otherwise, e-mail or local phone conferences can be held. If you can't meet me during my office hours, please contact me first to set up an appointment BEFORE coming to the campus.

Bellevue College

URL: vista.bellevuecollege.edu

Site Updated: 9/2010

ENGLISH 101

BURNS

Fall Quarter 2010

SYLLABUS PART TWO

What do I have to do for this course?

Formal Papers: You will write 3 formal academic papers (minimum 800-1000 words) in this class, which are then revised in a final portfolio. The process for writing, revising and submitting work is on a tight timeline. Even though I accept late papers (up to 3 days late), failure to meet the deadlines will put you at a disadvantage. We will follow this process for all papers:

1. You will compose an original draft on your computer, then revise it yourself to get rid of obvious errors.
2. You will **POST** this original, self-revised draft of each paper to the discussion area in the appropriate peer review forum by the date on the calendar. This draft **MUST** be **copied/pasted** into a message composed in the correct forum. If you expect to get help on your papers, you must **post them early** in the peer review period. Papers posted late in the review process may get overlooked.
3. While you wait for comments on your paper, you will give peer comments on two other classmates' papers. The peer review process is described in detail under Resources & Tools/How to?/Peer Review Instructions. Please take care to spread your comments around; if one paper already has two sets of review comments, please choose another paper to review.
4. After giving comments, collect your comments and revise your paper. Then, using the editing tool provided under Resources & Tools/Evaluation Tools, thoroughly edit your paper before submitting it to me by the date and time listed on the calendar. Please take the time to proofread your work.
5. Directions for submitting your final draft to me are posted in the Resources & Tools/FAQ/How to Submit an Assignment. During the quarter, your final draft receives a minor grade and is returned to you for further revision.
6. At the end of the quarter, all three papers are revised and peer reviewed again, and submitted to me in a e-portfolio for final evaluation. It is at this stage that your final papers receive a significant point grade.
7. Your papers will be graded based on the standards posted under the Grading Standards link (see Resources & Tools/Evaluation Tools).
8. I will read and grade papers beginning on the due date. I will provide detailed written comments on the final drafts of Papers 1, 2 and 3. To process a complete set of papers in this manner usually takes about 6 working days. The final portfolio will receive a holistic, overall grade based on the quality of all three papers.
9. You **MUST** turn in and pass all three papers during the quarter, which means you must post your drafts in peer review as well as submit them to me. Going through this writing process is required in order for me to accept and grade your portfolio. You must also submit all three in revised form in your portfolio. Additionally, your portfolio must earn a C- or better in order to pass this class. Points from critical summaries and discussions are important, but if your portfolio is not a C- or better, you will not pass the class. If you fail to turn in one paper, your best course of action is to drop the class.

Paper points available during the quarter -- 150 points for all 3 formal papers, 50 points each paper

Total portfolio points available--450 points total (150 points each paper)

Peer Review/Critical Summaries: Much of what you will learn about writing in this course will come from participating in a peer review of others' papers. Do not fail to participate in this area of the course. See the Peer Instructions link located under Resources & Tools/How To? for instructions on how to complete this critical work! In general, to participate successfully in peer review, you will complete these tasks:

(1) You will analyze two other students' papers using a Peer review tool that is posted in the specific paper module. You **MUST** use the assessment tool that I have provided in order to earn full credit for comments on student papers. After you have analyzed and

evaluated each student paper, copy-and-paste your evaluation of each paper as a REPLY to the paper you reviewed in the peer review forum on the discussion board. Remember this work must be completed at least 48 hours before the paper's due date and time according to the class calendar. The 48 hours counts CLASS DAYS ONLY, not weekends. I have set aside class days for this work; do not fail to do it. If you fail to meet these deadlines, you will NOT receive points for your work.

(2) After posting your evaluative comments to each student whose paper you reviewed, you will write (off-line) a summary of your remarks for each student paper that you reviewed. This summary should be unified and coherent piece of writing with specific evidence from the student paper and any other source, such as the Marius text, that you have used in your evaluation of the paper reviewed. Be sure to refer to the student writer by name in your summary.

(3) Last, you will **submit both summaries (in one document) as an attachment** in the assignment dropbox. I will check to be sure that you are posting feedback to the student as well as submitting the summary to me; however, I grade from the document you send to me. Summaries must be thorough; I expect around 250 words per paper summarized as a minimum--"A" summaries will have more words. More information on the critical summary assignment is posted under the Resources & Tools/How to?/Peer Instructions.

(4) You will be required to write and submit a critical summary on Papers 1, 2, 3 for at least two of your peers. You will also write one additional Critical Summary for the Portfolio Peer Review. For completing this task *per my directions*, you will receive 50 points per paper assignment (25 points for each summary). Summaries must **submitted** to me by the due date posted on the calendar or they will receive ZERO points. I will not accept late summaries; please don't ask.

Note* - Every quarter a few students complain about the critical summary assignments. BC's English department guidelines recommend 101 instructors to have student produce around 6000 words of original, revised and edited writing over the quarter. Since you will write only 3 original papers of 800-1000 words per essay, the critical summary assignment allows me to meet the departmental guidelines. Furthermore, you are spared reading another novel and writing another formal paper.

- Total Points for Peer Summaries: (200 points, 50 points each Critical Summary assignment)

Discussion: I have created an individual forum in the discussion area for weekly discussions on the written texts and the Film. Instructions and requirements for participating in discussions are posted in the Paper 1 module area as well as under the Resources & Tools icon. I do my best to participate in the discussion; however, I cannot possibly respond to every comment or answer.

Please note that Marius homework assignments are posted in Marius discussion areas; however, for these assignments no interactive discussion is required, only the posting of your completed assignment.

Total points available -- Literature discussions (48 pts. each X 3 discussions) total 144 points; Marius Homework (27 points X 3 assignments) total 81 points.

- Total discussion points: (225 points)

Self-Assessments: There are opening and closing self-assessments that are important for you to complete, to reflect on your progress with your writing skills. Complete these assessments using the assessment tool. They are 25 points each.

Total points for the course = 1075 points

* NOTE. 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-

77-79% = C+, 74-76% = C, 70-73% = C-

65-69% = D+, 55-65% = D, 51-54 = D-

Below 51% = F

How do we communicate with each other?

In the toolbar at the top of each page, you will find links to class announcements, your mailbox, the class discussion area and your personal gradebook. Also note the "More Tools" link which will help you access the assignment dropbox. All relevant links to specific discussions and assignment submission areas are located in the relevant module.

- Announcements will be posted for you as needed throughout the quarter. *I use this tool almost daily to be in contact with you*, so please read these announcements carefully so that you will know of any important changes or issues in the class.
- A mailbox has been provided for private e-mail communication between you and I or you and other classmates. Since I get between 40 and 50 e-mail messages every day at my various work addresses, I will appreciate "URGENT" notices in the subject line, if you have a real emergency. I check my class email morning and afternoon in order to respond in a timely manner to all messages, whether or not they are urgent. Please do not use e-mail to submit your work unless you have contacted me for approval FIRST.
- The discussion area provides a place for synchronous discussions of course materials. The discussion area has several topics (areas) each of which has a specific purpose.
 - The Student Union - This area is for student-to-student discussion. For example, you may post announcements here if you wish to petition your classmates to join you in a face-to-face discussion group or a chat room discussion. However, be aware that I do not read this forum regularly; therefore, do not post questions for me here.
 - Instructor Comments – typically I'll have comments following each paper that are pertinent specifically to our class, so this area allows me the space to share them with you. You'll see an announcement letting you know comments have been posted.

- Questions for Instructor area - Post questions for me in this area if you think that others in the class may benefit from knowing the answer to your question. I will check this area at least twice per weekday, (morning and afternoon) if not more. However, if your question is of a very personal nature, please use my website mailbox.
- Literature discussion group - These topic areas will house your discussion about our literature readings. Each forum is listed with the author's last name. Please follow the dates on the class calendar for posting questions and for commenting. I have allowed time for you to do this work; don't fail to do it before the deadlines posted on the class calendar.
- Marius Homework group - Like the areas above, these sites will house all of our homework assignments on the Marius text about writing and editing. Here class interactive discussion is not required.
- Peer Review area - These 4 areas are named by paper number and draft number. Here is where you will post your rough drafts and evaluations for peer review.
- The My Grades link will take you to the gradebook for this class. This area will contain all of the grades for your work WHEN I have completed the grading.

You are responsible for posting the discussion messages into the correct area depending on its purpose. You must also handle the postings, downloading messages you wish to keep to your home computer and creating folders to store that information. Please do save any messages you wish to keep.