

## Who is teaching this class?

**Instructor:** Leticia Lopez (please call me Tish!)  
**Office:** T/TH 12:30-1:30PM, M/W 3:00-4:00 PM or by appt. @ R-230 S  
**Phone:** (425) 564-2502  
**Email:** [Tish.Lopez@bellevuecollege.edu](mailto:Tish.Lopez@bellevuecollege.edu)  
**AIM:** LeticiaL  
**Text Msg:** (206) 618-5928

## What are the course textbooks & materials?

- *Steps to Writing Well with Additional Readings* by Jean Wyrick. I will have you purchase select chapters through [www.ichapters.com](http://www.ichapters.com).
- Register for a student account at Diana Hacker's *A Writer's Reference* website: <http://bcs.bedfordstmartins.com/writersref6e/Player/Pages/Main.aspx>
- A binder with pockets for note-taking, journaling, and for storing your handouts, homework, and writing assignments.
- Course supplies (pens, paper, stapler, 3-hole punch, disk or USB flash drive)
- Approximately \$15 for making copies, printing and/or renting videos
- An official BC student e-mail account that you check on a daily basis
- A Blackboard Vista username and password

Be sure to bring your course textbook and binder to every class!

## What is ENGL 92: Developmental English?

Ursula K. Le Guin once wrote, "First sentences are doors to worlds." In a manner of speaking, English 92 is your first step towards the rigors of college-level writing at BC. Designed as a stretch-model of English 101, this course will focus on taking you step-by-step through the following sets of skills: pre-writing, drafting, and essay revision, along with building active reading, grammar, vocabulary, and content-editing skills.

As your instructor, I approach this class with the basic assumption that writing is a skill and that, like any skill, it can be improved through guided practice. In this class, we will work step-by-step to develop, challenge, and enhance the writing skills you already possess into the skills and intuitions necessary for academic and professional success.

For many, the prospect of taking English 92 is less than ideal. The course, over the years, has grown in both renown and infamy. English 92 is a difficult class, a time-consuming class, a meticulous class, a challenging class. It is a skills class. And at times it is a **hard class**. For many, it is only a prerequisite that must be suffered and survived. Hopefully, though, English 92 will be more than just a prerequisite. Hopefully, you will come to realize that it is necessary and a foundation-building class with benefits that reach into your other classes, your time at BC, and beyond.

## What are the learning goals for this class?

At the end of this course, students should be able to write essays which demonstrate their ability to:

- Use all stages of the writing process effectively
- Identify the needs of your audience
- Produce a substantive topic
- Create a unified, coherent, and well-developed piece of writing which consistently follows appropriate conventions of Standard English
- Use a variety of purposes for essay construction, such as analysis, exposition, and/or persuasion.
- Demonstrate the ability to recognize some strengths and weaknesses in your own writing, based on specified criteria.



### DEVELOPMENTAL ENGLISH

Fall Quarter 2010  
Section HYA  
T/TH 3:00 PM-4:00 PM  
Room R205

"An idea that is not dangerous is unworthy of being called an idea at all.

—Oscar Wilde

"Put it before them briefly so they will read it, clearly so they will appreciate it, picturesquely so they will remember it, and above all, accurately so they will be guided by its light."

—Joseph Pulitzer

"To write is to write is to write is to write is to write is to write is to write is to write is to write."

—Gertrude Stein

"We write to taste life twice, in the moment and in retrospection."

—Anais Nin

"You can't wait for inspiration. You have to go after it with a club."

—Jack London



"Education is not the filling of a pail, but the lighting of a fire."

—William Butler Yeats

"I always advise children who ask me for tips on being a writer to read as much as they possibly can. Jane Austen gave a young friend the same advice, so I'm in good company there."

—J.K. Rowling

"My aim is to put down on paper what I see and what I feel in the best and simplest way."

—Ernest Hemingway

## What is a hybrid course?

A hybrid course combine on-campus classroom sessions with computer-based learning. In our particular class, you will attend classes on campus twice a week and complete the rest of your work online (such as completing online grammar exercises, posting responses to the class discussion board, etc.) at a time that is convenient you (so long as you complete work before specified due dates of course!). The benefits of "going hybrid" include being able to complete your work from a location of your choice (such as a wifi-equipped coffee shop), saving on gas, and having the opportunity for some face-to-face interaction with your faculty and fellow students on a weekly basis.

With this opportunity comes a few added requirements and responsibilities. Basic computer literacy is required; plus a good working knowledge of your computer and Internet Service Provider and browser, including your e-mail. You will need to learn simple course delivery software (Blackboard Vista) for this course. 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, please visit: <http://ac.bcc.ctc.edu>.

Last but not least, 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 do: <http://bellevuecollege.edu/sam>.

## Anticipated Course Assignments & Workload

Improving your writing requires working simultaneously on different skills in different ways. This course combines several different activities and exercises to teach, improve, and illuminate the reading, thinking, and writing process. This course will include the following:

**Class Participation:** A classroom is a community. Both classroom and community provide support, safety, shared resources, conversation, and interaction. All students are expected to come to class prepared with readings and work done and to engage in the discussion and activities. Participation is important and you are encouraged to ask questions, create conversation, and respect one another. Negative class participation can hurt your grade. See the later section on grading.

**Reading Responses:** Throughout the course of the quarter, you will be responsible for completing critical reading responses that actively engage with and ask questions of each assigned text in this course. All written responses should be at least 2 pages in length, typed, and double-spaced.

**Grammar Exercises & Exams:** As much as some of you may loath grammar, it IS an essential component of college-level writing success. With that in mind, we will spend at least an hour each week completing exercises (either in-class or online) to build your grammar/editing skills. At the end of the quarter you will be expected to take an in-class grammar final that will assess your ability to recognize and/or create grammatically correct sentences.

**Conferences:** This course requires that you meet with me individually at least once during the quarter to discuss your papers and your progress. Conferences give you the opportunity to get individual feedback and to express any concerns or questions or suggestions. The first conference is mandatory and if missed will affect your class participation and must be made up.

**Major Papers:** Your main work in the course consists three sequences of papers. Each of the sequences is made up of three to five short assignments and one longer, major paper. Each assignment in a sequence is designed to build one upon the other and must be done in the order specified and turned in on time. For most, completing every assignment in the sequence is necessary in order to earn a good grade on each major paper. **NOTE:** *All essays produced for this course will be considered public writing, and they may be used (anonymously, of course) as demonstration papers unless you specifically request otherwise in writing. Essays may also be submitted to [www.turnitin.com](http://www.turnitin.com) for an analysis of their originality.*

**Peer Review/Workshopping:** Working in groups is one vital skill that this course hopes to foster. Collaborative learning and collaborative teaching add interest and investment in any classroom. Peer reviews, workshopping assignments, and general group work will help you brainstorm, learn and teach concepts, analyze examples, and develop the basic skills required to constructively critique other students' work.

**Class Discussion Board:** Beyond the formal written assignments, you will participate on the class discussion board. Please check the board regularly, and feel free to comment and post on a frequent basis. The class discussion board will also be used for announcements, assignment reminders, updates to the syllabus, as well as questions, inquiries, provocations, and an extension of in-class discussion. Board commenting and posting will be taken into account in evaluating class participation.

**Final Portfolio:** A final portfolio is your opportunity to showcase your work and improvement over the course of the quarter. In this portfolio, you will be given an opportunity to revise at least one of your major papers as well as write a cover letter that assesses your ability to meet the learning goals outlined for this course.

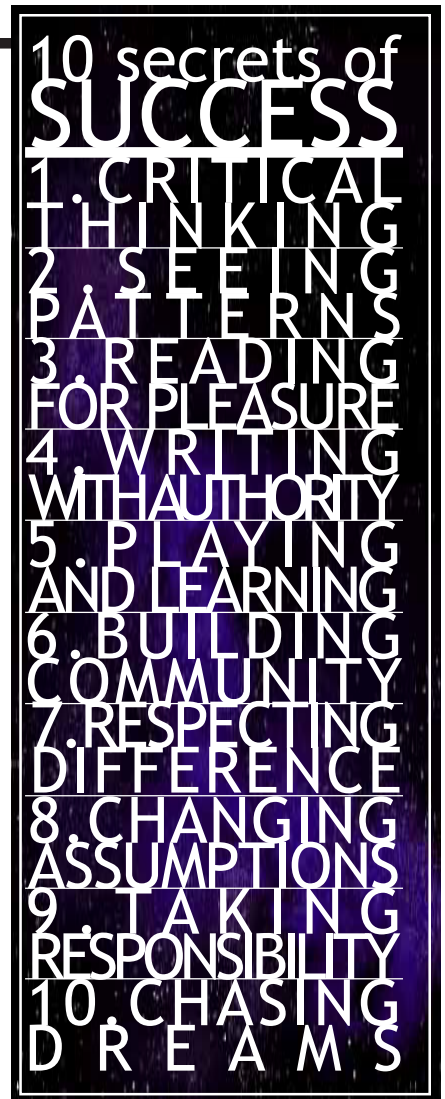
In terms of anticipated workload, expect to complete at least 4-6 hours of homework a week. Each assignment will be geared to help you practice, plan, and to think through the ideas you'll develop in each of your essays. **Please note that must keep all of your assignments.** Do not throw anything away until the end of the quarter. Keep your writing tasks together in a binder or notebook with folders. When you hand in essays, you must hand in all brainstorming, outlining, drafts, and feedback forms along with your typed essays in a folder to receive full credit.

4-6 hours or more of homework a week is no small amount of work, so be prepared to put forth a consistent effort from the beginning in order to get everything done. Please meet with me if you have any concerns about organizing your time.

## Attendance & Tardiness Policy

**100% attendance is strongly recommended.** If you miss a class, you miss the explanation of an assignment, the clarification of a particular writing strategy, an in-class exercise, the chance to have your draft critiqued, an opportunity to help someone else improve, and overall the class as a learning community. Because we only spend four hours a week in a physical classroom, each class will cover a significant amount of material. It is in your best interests to come to class.

Chronic or conspicuous attendance problems will negatively affect your class participation grade. For each unexcused absence, absentees will be penalized 5 points. Please note that the BC's Arts & Humanities Division's policy regarding absenteeism stipulates that any student missing more than twenty percent of total class time for a course may receive an "F" grade for the course. Since this class meets 2 days a week for a total of 22 meetings, **any student missing more than four class meetings will automatically receive a failing grade.**



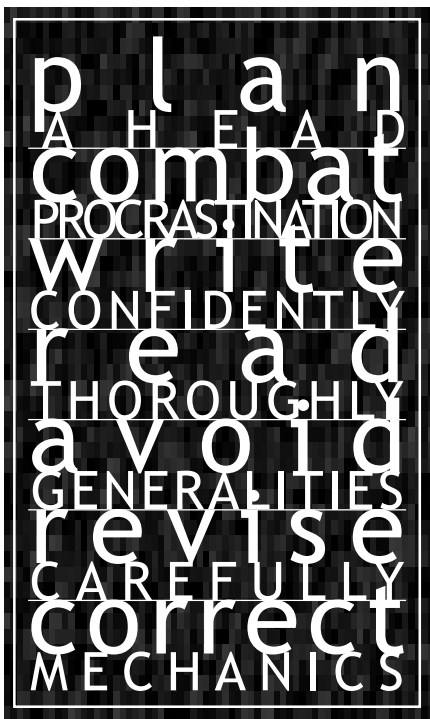
"What we play is life."  
—Louis Armstrong

"The most valuable of all talents is that of never using two words when one will do."  
—Thomas Jefferson

"All writing is a process of elimination."  
—Martha Albrand

"The more you run, the further away you are, and the more you hurry, the later you become."  
—Yuan-sou





"Make it new."  
-Ezra Pound

"All I knew then was what I wasn't, and it took me some years to discover what I was. Which was a writer. By which I mean not 'good' writer or a 'bad' writer but simply a writer, a person whose most absorbed and passionate hours are spent arranging words on pieces of paper... I write entirely to find out what I'm thinking, what I'm looking at, what I see and what it means. What I want and what I fear."  
-Joan Didion, "Why I Write"

"What is written without effort is in general read without pleasure."  
-Samuel Johnson

**Tardiness:** You are expected to be in class on time. Class will start immediately at the appointed time. In the first minutes of class I may make important announcements, establish the agenda for the class meeting, begin immediately with an important lesson, or field questions.

If you come in after I start class, even by only a few minutes, you are late and I will mark you as such. Any student who is less than 10 minutes late will be penalized 2.5 points. Any student who is more than 10 minutes late for class and/or is asked to leave class due to disruptive behavior and/or not coming to class prepared will be considered absent and lose all attendance points for that day. Students with perfect attendance and punctuality, however, will have their overall grade raised by 10 points at the end of the quarter.

If you know you are going to miss class, please let me know ahead of time (via email), provide any pertinent documentation, and we will make any necessary arrangements. And when you do miss class, always find another student to get class notes and see me in order to make up missed work in a timely manner. If you miss a great deal of the quarter, you are strongly recommended to take the course during a quarter in which you can more easily attend class.

## What do I need to get an 'A' in this class?

Your grade should not be the sole exigence or motivation for this class. It is my hope that you walk away from English 92 with something more. Find some pleasure and some knowledge from this class (or any class really) and success is usually not far behind. With that in mind, your grade will be a reflection of improvement, engagement, and effort. Your grade is made up of four parts (subject to change):

Participation & Preparation.....	150 points
Homework & Small Group Assignments.....	200 points
Grammar (includes weekly homework and final quizzes).....	250 points
Major Papers (including rough drafts, peer reviews, and outlines).....	400 points

At the end of the quarter, I will convert your points into a percentage by dividing the total amount of points you earned by the total amount of points possible for the course. The percentage you earn will then be assigned a letter grade based on the grading scale below:

100-93%	A
90-92%	A-
89-87%	B+
86-83%	B
82-80	B-
79-77	C+
76-73	C
72-70	C- (the lowest grade you can earn and still move onto English 101)
69-67	D+
66-63	D
62-60	D-
59%-	F

**NOTE:** You **MUST** turn in all three major papers in order to pass this class. In addition, your cumulative grade for each major paper **MUST** average 2.0. Failure to do so *will* result in a non-passing grade for this course. No exceptions!

## Evaluation Rubrics

Evaluation rubrics are assessment tools used to measure students' work. They are scoring guides that seeks to evaluate a student's performance based on the sum of a full range of criteria rather than a single numerical score. Rubrics are wonderful because they help articulate my expectations, they allow you allow you to think about the criteria on which your work will be judged, and they give you an opportunity to rate your own work prior to submitting it for a grade. For this class, I have provided the following rubrics on the course blackboard:

- Participation & Preparation Rubric
- Homework Rubric
- Grammar Rubric
- Major Paper Rubric
- Group Work Rubric

In general, the focus of each rubric will be on how well you meet the goals of the assignment or task at hand. In most cases, I will also take into consideration your work based on your progress and improvement over time. Practice makes perfect, after all. Over the course of the quarter, assignments will receive feedback and comments that will identify what you are doing well and what still needs improvement.

Lastly, it should be noted that it takes time for me to critique all of your work in depth. Please allow 1-2 weeks for me to return work you submit for this course (though in most cases, your work will be returned much quicker). If you miss class on a day that I return homework, it is your responsibility to ask for the graded homework in question.

## Can I turn in an assignment late?

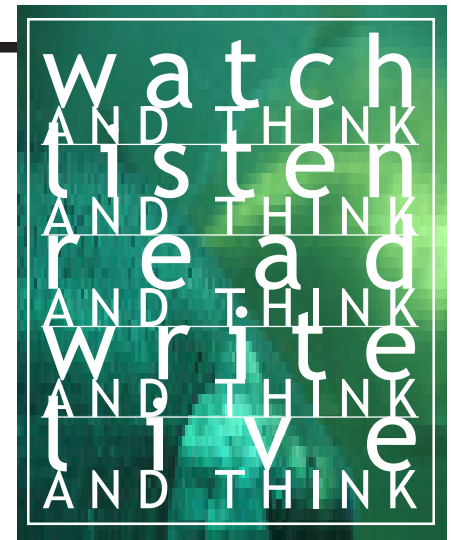
Since homework and essays form the basis of in-class activities or conferences, **I will not accept late homework or essays for full credit.** All work assigned is due at the beginning of class unless otherwise specified; work submitted **after the first five minutes of class will be considered late.** Failure to submit work on time will result in a 25% deduction per day late, including weekends and holidays. I will make exceptions to the lateness policy only in cases of documented/excused illness or family emergency.

**Technology glitches do not constitute valid excuses for lateness.** To avoid computer problems, you should save frequently while working, and you should back up work saved to a hard drive, floppy disk and/or flash drive. You may even want to take the precaution of e-mailing your homework or paper to yourself as an attachment at least a couple of times during the drafting process and certainly **BEFORE** you exit the document for the last time and leave the computer lab, your friend's computer, or even your own computer. This way, even if you lose your disc or your paper gets mysteriously erased, you still have a copy in your e-mail files. Also, if you use a word processing program other than Microsoft Word, make sure to save in Rich Text format to avoid file conversion problems.

In summation, you can submit work late but there are heavy penalties involved so I don't recommend you do so.

## Where can I find help?

My office and office hours are listed at the front of the course policies. I am available during that time and by appointment to help you. I encourage you to come see early in



"The world I create in writing compensates for what the real world does not give me."

—Gloria Anzaldua

"Those who write clearly have readers, those who write obscurely have commentators."

—Albert Camus

"I feel that by writing I am doing what is far more necessary than anything else."

—Virginia Woolf,

"A Sketch of the Past"

"The man who doesn't read good books has no advantage over the man who can't read them."

—Mark Twain

"Suit the action to the word, the word to the action."

—William Shakespeare



the quarter even if it is just to talk about the class, about the assignments, or about school in general. I may ask you to meet with me when I think a conference would be useful. My office is located on the second floor of building R, room 230S. See <http://www.bellevuecollege.edu/about/around/directions/maps/main-office.asp>.

I am also available electronically by email, course discussion board, text message, and via AOL Instant Messenger (**AIM nickname: LeticiaL**). I will do my best to answer your emails and board posts, usually **within twenty-four hours**. Furthermore, when time permits, I will supplement my office hours with virtual hours via instant messenger; if I am logged in, you are more than welcome to chat or ask questions. Please, when you initiate an IM conversation, identify yourself to me and be patient because my responses may not be immediate.

You can find additional writing help at the Academic Success Center (<http://www.bellevuecollege.edu/academicsuccess/>). There, you will find FREE assistance to help you successfully complete your work for this course. In addition to workshops, you can also sign up to work with a tutor one-on-one to help you through all stages of the writing process--from understanding your assignment, to outlining, to the revision and refinement stages of paper writing process. Please visit the website listed above for more information.

## Accommodations

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.

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](http://www.bellevuecollege.edu/drc)

## Statement 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 of Conduct

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

"Imagination is more important than knowledge."  
—Albert Einstein

"If you're going to have a complicated story you must work to a map; otherwise you'll never make a map of it afterwards."  
—J.R.R. Tolkien

"Tell the readers a story! Because without a story, you are merely using words to prove you can string them together in logical sentences."  
—Anne McCaffrey

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](http://bellevuecollege.edu/policies/2/2050_Student_Code.asp). I also expect you to read and understand the Arts & Humanities Division “Student Procedures and Expectations” site for additional department-specific mandates. Please visit <http://www.bellevuecollege.edu/artshum/policy.html> for more information.

In terms of plagiarism, if you have any doubt about how to cite or acknowledge another’s writing, please talk to me. It is always better to be safe than sorry. As a matter of policy, any student found to have plagiarized any piece of writing in this class will automatically receive an “F” without the possibility of make-up. The Dean of Student Services will also be notified of such conduct, and repetition of the behavior will result in serious disciplinary action (for example, I may recommend that the offender fail the course for a second offense or that the student be expelled from BC if the situation warrants it). Please see <http://www.bellevuecollege.edu/artshum/policy.html> for more information.

I’d rather not even have to mention plagiarism—I don’t think you come into this class intending to cheat—but I also know that, for many students, the pressures to succeed can lead people to make bad choices. And I want to assure you that plagiarism is about the worst choice you can make. Please note that I will investigate any suspicious papers thoroughly and follow through with discipline according to school policy. I know these days it’s easy to find a paper on the web. It’s just as easy for me to check and see if that’s where you found it. We will cover MLA citation practices so that you will be able to properly distinguish between your own and others’ ideas in your work. **Play it smart, don’t plagiarize!**

## My Responsibilities

My main goal this quarter is to facilitate a class that is both interesting and useful to you. I want to be open to your opinions about the direction of the class and am willing to make changes if it will benefit our classroom community. I will always be willing to hear your concerns about the course, and will work to incorporate your suggestions if it is at all possible. As long as you are willing to keep communicating with me, I’ll do my best to be available to you.

I am available to meet if you would like to talk about a paper revision, a class concern, or even just to chat. One thing I like about this job is getting to develop relationships with my students. If you cannot see me after class, please schedule an appointment with me. I am flexible. I only ask that you respect my time and follow through with appointments. You can also contact me through e-mail or by phone with specific questions if you can’t find the answers elsewhere.

Ursula K. LeGuin writes that “[i]t is good to have an end to journey towards, but it is the journey that matters, in the end.” I hope that our class proves her right. I am looking forward to getting to know each of you and seeing where this journey takes us.

## Concerns & Complaints

If you have any concerns about the course or my engagement with the class, please see me about these concerns as soon as possible. If you are not comfortable talking with me or not satisfied with the response you receive, you may contact the following individual:

Maggie Harada, English Department Chair  
(425) 564-2064 or mharada@bellevuecollege.edu



“Through joy and through sorrow, I wrote. Through hunger and through thirst, I wrote. Through good report and through ill report, I wrote. Through sunshine and through moonshine, I wrote. What I wrote it is unnecessary to say.”

—Edgar A. Poe

“I don’t pretend we have all the answers. But the questions are certainly worth thinking about.”

—Arthur C. Clarke

“I was working on the proof of one of my poems all the morning, and took out a comma. In the afternoon I put it back again.”

—Oscar Wilde

“We have to continually be jumping off cliffs and developing our wings on the way down.”

—Kurt Vonnegut

"We are a species that needs and wants to understand who we are. Sheep lice do not seem to share this longing, which is one reason why they write so little."

-Anne Lamott

## Verification Form

I verify I read that attached syllabus and am aware of the provisions specified.

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Full Name (Please Print)

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Signature

Please fill out and return this form to Tish at the beginning of the next class session. Worth 5 points.