

ENGLISH 271/272: EXPOSITORY WRITING I/II
Fall 2010, Section A
9:30-10:20am daily, R305

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Office Hours:

REQUIRED TEXTS AND MATERIALS

- Essays/Articles on MyBC (and possibly on Course Reserves in the library)
- Printout of MLA Essential Reference Card – found on MyBC
- Printout of Bellevue College MLA Bibliography sheet – Found on MyBC (link)
- Access to MyBC and printer (the N bldg)
- Access to Internet
- Any writing/grammar handbook, updated 2009-10 MLA
- USB drive to save your work
- Folder to organize work and handouts
- Stapler

COURSE DESCRIPTION AND OBJECTIVES

The World Wide Web is rapidly becoming a primary way to communicate with others and as a way to communicate our thoughts. Most of these newer online genres (Microblogs, blogs, social networking, and reviews) still incorporate writing, but have you *seriously* thought about what you actually write and other types of content you post online? What about why and how you communicate your thoughts and ideas? And to whom? This section of 271 will encourage you to think and write critically about major online platforms. Over the course of the quarter, you can expect to write a number of short critical analysis/reflection papers, read and discuss articles on this topic, have group projects, including a presentation and group led discussion. Because this is an upper 200-level writing course, you can expect to write a longer paper that incorporates the writing process: brainstorming, annotated bibliography, rough draft, peer critique, revision, etc. By the end of this course, you'll walk away with a much more heightened understanding of how significant audience, purpose and content are when performing expository writing in general – and maybe think more critically about your online writing. Take a deep breath...there will be lots of learning, reading, sharing and writing ahead!

Our learning objectives are:

- ✓ Identify implicitly and/or explicitly one's intentions as a writer
- ✓ Define implicitly and/or explicitly the audience for a particular piece of writing
- ✓ Apply appropriate style, tone and format to the writer's purpose and audience
- ✓ Use rhetorical formats conventional to expository writing
- ✓ Demonstrate objectivity towards one's own writing
- ✓ Demonstrate practical uses/applications for expository writing beyond the college classroom

CLASS POLICIES

Common Courtesy – I am not your babysitter, so please act maturely and respectfully. Always use the please, thank yous, no loud yawning, don't chat during lectures/discussion, and no text messaging, tweeting or listening to your iPods during class. Please take out the earphones before walking into the class.

Attendance – you are clearly expected to attend class regularly and be on time. Be warned: in accordance with the BC/Arts and Humanities policy, you may receive a failing grade (F) for the class if you have 10 absences.

Should you know you'll miss a session, please let me know in advance via email or phone. Punctuality is also mandatory; 2 tardies = 1 absence, and so on, so be on time and don't sneak out early. At the beginning of class, I'll pass around a sign in sheet that serves as roll/attendance. If you don't sign it, then you are considered absent.

MyBC: if I am unable to come to class for any reason (illness, weather, conferences, off campus), I will post directions under "Announcements."

Assignments – All assignments/readings are due the day they are on the schedule. Consult your schedule for due dates; I do not accept late work. See the homework rubric on MyBC.

MYBC- I will post assignments and handouts here; print out whatever is necessary before class. Consult your schedule.

Reading – Please have all assigned reading printed on the dates noted on the schedule, and have it read before the class meets. Class discussions will be based primarily on the theme and content of the essay/article, so be prepared to participate by understanding the information in the assigned reading.

Plagiarism – By now you should have *some* idea about the serious consequences of plagiarism in academia. We will work on specific formats for MLA documentation. If you have questions, ask me, the librarians, and/or consult your MLA Handbook. If you cheat, plagiarize, or perform any other misconduct, you will either fail the assignment or fail the class, depending on the severity.

Disruptions – I will ask you to leave the class if: you are listening to your iPod or texting during class. Please take out your earphones and silence your phone BEFORE entering class; you are sleeping; you are disruptive to me and/or the class; you are unprepared. By the way, you cannot use a laptop in class unless noted by the DRC or me.

Respect (affirmation of inclusion) –Any comments, jokes, or remarks that belittle the worth of any individual's physical attributes, race, creed, sexual preference, religion, gender, ethnicity, and disability are inappropriate and will not be tolerated. I have the option of kicking out anybody who does not follow the above affirmation. If your behavior inhibits the class's learning and education, you will be asked to leave, and may be directed/reported to the Dean of Students and/or Campus Security.

Participation – See Participation Rubric on MyBC. Participation is crucial, so make sure to speak up in class or in groups. Don't lose points by goofing off, chatting w/your friend, arriving early/late, text messaging, listening to your iPod, or refusing to be on task. Contributing, and listening, is an effective way to gain perspective on the issues and how they affect our lives. **IMPORTANT:** if you are unprepared for class, group work, peer critiques, I will ask you to leave the class. You will also not receive points for that day and will be considered absent.

Students contribute to making a class effective as the instructor.

Do your work, read, and participate in class discussions.

Need more assistance?

- 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.
- Please refer to the Arts and Humanities web page for the Student Expectations, which apply to all of my classes: <http://bellevuecollege.edu/artshum/policy.html>.

ASSIGNMENTS (please read “homework rubric” on MyBC)

You will receive more detailed directions given on assignment sheets. However, in general: For most of your writing assignments – and it will be stated on your assignment sheets – you will need an appropriate heading for your assignments. Because this is an advanced expository writing class, we will follow MLA guidelines for formatting and documentation. This means that you will format most assignments with:

- *Margins* – 1” margins, top, bottom and on both sides (refer to text for formatting page numbers)
- *Spacing* – double-spaced throughout the essay, including quotations, notes, and the Works Cited page.
- *Heading* – no title page. Left margin, type your name, instructor’s name, the course number, and date. Also, for my sake, please put the essay number or title after the other information.
- *Running head* – your last name and page number (e.g. Miguel 2), flush with the right margin.

Major Essay - Throughout the quarter, you will be working on a longer essay, around 5-8 pages, building on the knowledge of writing skills, content info (online writing presence), possible online research, evaluation, integration and documentation of, and finally, providing information to back up the point you are making. In order to produce a thorough, clear and focused paper, we will work on the writing process – choosing an appropriate topic and narrowing it down; asking research questions; forming a proposal; forming a point and/or possible thesis and providing supporting details; writing an annotated bibliography, rough draft, peer critique, and finally, a final draft.

Smaller Writing Assignments: along with the major essay (in addition to generating ideas for it), and to practice the many types of expository writing, you will write **4** shorter writing assignments, around 1-3 pages, that include an analysis/reflection on a specific online platform that you use, either want to use, or refuse to use (ex: Twitter). You will first analyze and evaluate, then reflect on how you would format yours, have formatted – or even why you wouldn’t use it at all. The last one will include you actually writing a “fictional” review for Yelp.

Group Projects: The first or second week of the quarter, you will form groups to work on two group projects: the PowerPoint Presentation and the Group Led Discussion. Both involve not only collaboration and communication between groupmates, but research, evaluation and critique. The GLD involves your group providing 2-3 articles to the class about your topic and leading class discussion when we get to that platform (ex: “Blogging”). No worries; groups will meet with me before you lead the discussion. Oh, and you will also get to evaluate your group members ...

Although I assign points for each individual assignment, this is a rough calculation:

<i>Assignment</i>	<i>Percentage (approx.)</i>
MAJOR ESSAY Topic Proposal Annotated Bibliography Rough Draft Peer Critique Final Draft	36%
SHORTER WRITING ASSIGNMENTS Google Search yourself – Digital Snapshot Your Avatar Blog / Social Networking YELP Review	19%
GROUP PROJECTS PowerPoint Presentation Group Led Discussion Group Member Evaluation	32%
PARTICIPATION	13%

GRADING SYSTEM

Remember, attendance, punctuality, and participation may affect your overall grade.

A	A-	B+	B	B-	C+	C	C-	D+	D	F
100- 95%	94- 90	89- 87%	86- 85%	84- 80%	79- 77%	76- 75%	74- 70%	69- 67%	66- 60%	59% or fewer

