

English 101

Fall Quarter 2010 Course Syllabus

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* Do not contact me at my BC address unless you cannot reach me through the course website!**

REQUIRED TEXTS

A Writer's Companion by Richard Marius (Fourth Edition) is our basic guide to writing, and the course refers to it extensively.

The McGraw-Hill Reader (Tenth Edition) is our general pool of essays. We'll use it for examples, models of what we do and don't like, and for topics to generate our own writing and thought.

Neither of these books have in-depth explanations of grammar rules, and if you don't already have a handbook I recommend **The DK Handbook by Wysocki and Lynch** or **The Writer's Reference by Diana Hacker**. They will be not only be useful for this class, but for the rest of your academic career and beyond.

INTRODUCTION

English 101 is a completely online class; therefore, you are not required to attend classroom sessions. However, **English 101 is not a correspondence course, completed on your own timetable in isolation**. How much you learn will be directly related to how much you participate in the online community, how well you manage your time, and how well you follow written directions. If you are not sure whether or not an online course is right for you, complete the following questionnaire: <http://distanceed.bcc.ctc.edu/webassess/>

If you signed up for this course thinking that it would involve less work than a course in the classroom, you were mistaken. Please be advised that the workload may be very difficult for you if work and family demands do not allow you **a minimum of two to three uninterrupted hours every weekday** to work on the assignments for this class.

Academic writing is a skill, developed with practice in reading texts, analyzing texts, thinking through the texts and then lastly, writing the words down. Anyone with enough **determination** and **effort** can learn to communicate effectively in writing.

STUDENT RESPONSIBILITIES

1. **Technology requirements:** First and probably most important, the student enrolled in this course **MUST** have a reliable computer and some attendant software and services, including a word processor (Microsoft Word is preferred), an Internet Service Provider, and a browser service.
2. **Computer skills:** Some critical skills you must have include: uploading and downloading files, following written directions, attaching files to e-mail messages, and knowing how your browser and computer system work.
3. **Computer problems:** Keep me informed if you have problems, and I will try to find help for you. I am no computer expert, so--unless the Vista server is

malfunctioning--it is your responsibility to get any technological problems worked out.

4. **Daily logins:** To be successful in an online course, you must be self-motivated and work independently. I strongly recommend that you **login daily** (particularly during the week), check your **course mailbox** and the **calendar** to see what assignments you should be working on.
5. **"Netiquette" (Courtesy Expectations):** This class is conducted entirely online, yet I expect you to be as courteous and respectful to me and to your classmates as you would be in person in a classroom setting. Emails and discussion board posts cannot be taken back. So, please write all of your correspondence with care and courtesy; don't send emails or posts that you might later regret – in terms of content, words, and tone. A good test is, "Would I say that in person, in exactly those words, to my professor or classmate I don't know well? How would I react if I were on the receiving end?" (Also keep in mind that even if you're thick-skinned, many of your classmates are not and shouldn't have to be here.) Another good rule of thumb: Before sending something, write it up, save it, go away for an hour or more, then re-read it before posting.

INSTRUCTOR RESPONSIBILITIES

1. **Communication:** If you send me a message through the course mailbox or the discussion area, you can expect me to respond within 24 hours on weekdays. If you send a message on weekends (which begin on Fridays at 5:00 pm), you can expect me to respond to you by Monday morning.
2. **Feedback:** During the opening weeks of the course, you can expect some feedback from me for just about every assignment. I want to make sure that you understand my expectations and the instructions. Later in the course, I focus primarily on your papers, so I will not provide quite as much feedback about discussions, peer reviews, and other assignment postings (though I will continue to evaluate and grade them).
3. **Deadlines:** Deadlines (due dates and times) are posted on the course calendar. You will discover early on that I am firm about them. If you try to post assignments after the deadline listed on the course calendar, you may find that the discussion has been locked to prevent late postings. I cannot grade discussions while people are continuing to post. See below for my policy on late papers.

COURSE REQUIREMENTS

Throughout the quarter, you will write 4 essays that are 2–5 pages in length. These will be run through different levels of development, beginning with a draft that will be edited in group sessions. Participation in the editing, as well as written notes on one student essay per session, will factor in with the essays as part of your grade.

Participation in threaded group discussion is also required. Topics will be posted weekly, and each student must make a minimum of one, three-to-four line comment responding directly to each question in the topic, and at least one further reply to another student's thread. (More comments are warmly encouraged.)

Assignments will be posted, as will the weekly lectures, under the Course Content icon.

GRADING

The largest part of your grade (70%) will come from your writing; however, you will also have the group editing and written editing notes, and your threaded discussion participation factored in at 15% each. **You MUST average a C- or better in order to pass this class.**

Late work: Work turned in late will lose a full letter grade for each day it is late past the due date. For example, if your paper would have been an A- on the day it was due but you turned it in the next day, it would now be a B-; if you turn it in another day later, it will be a C-. You can see the trend. Essays turned in one week past the due date will not be accepted.

If you're having trouble with or are confused by an assignment, let me know as soon as possible; don't procrastinate. The process for writing, revising and submitting work is on a tight timeline. Don't fail to meet these deadlines.

COURSE OBJECTIVES

- Learn to use all stages of the writing process (brainstorming, composition, revision) and address a substantive topic in a meaningful way.
- You will learn to use a variety of modes (narrative, persuasive, analytical, etc.)
- Identify your audience, and use an appropriate tone and organization.
- Learn how to build a strong thesis, support that thesis, and conclude your essay effectively.
- Effectively use mechanics (paragraphing, punctuation, and spelling).
- Learn to evaluate your overall writing abilities.
- Strengthen your reading comprehension skills, learning to evaluate and interpret essays, form your own opinions, and recognize structural elements.
- Learn to constructively contribute to class discussions.

ACADEMIC HONESTY/PLAGIARISM:

Plagiarism is deliberately (or even unintentionally) passing off someone else's writing as your own. Though this should be common sense, plagiarism also includes resubmitting papers that you have written previously in another class.

Though this is an on-line course and we won't see each other as a whole class, be advised that teachers can pick up a student's individual style fairly quickly. Therefore, we can detect when essays come from sources other than the student's own hand. We also have software which runs checks on suspected plagiarized essays, and I do so at the slightest provocation. Do not be tempted by on-line essays floating out there in the ether; to tell you the truth, most of them aren't really that good.

Plagiarism is cheating and is taken **very seriously** by me and by the college. BCC and the Arts & Humanities Division have policies regarding plagiarism: You receive an F on any paper that is plagiarized which will be counted as a "0." **You will also fail this class if you are caught plagiarizing.** In addition, a report of the incident will be filed in the Dean of Students' Office. This report may become part of your permanent record and the Dean may choose to pursue further disciplinary action. For more info see: (<http://bellevuecollege.edu/artshum/studentinfo.asp>)

Writing Lab: (<http://bellevuecollege.edu/writinglab/>) Room D204 (425) 564-2493 Please visit the Writing Lab outside of class. The lab offers tutoring and help (both personal and computerized) on grammar and basic skills. Make

an appointment ahead of time (walk-ins will have to wait). When you go, take your assignment with you so the tutor knows the assignment expectations.

SCHEDULE (Note: All assignments due to me **by midnight on the due date**)

Week One: September 20 – 26

Lecture One: The Nature of 101 Essays

Readings: **Writer's Companion** Preface, Chapter 1, Appendix Two
McGraw-Hill Reader pgs 2–19

First Essay Topic Posted

Beginning Thread Questions and Opening Exercises posted

Week Two: September 27 – October 3

Lecture Two: Rhetorical Modes and Getting Rolling

Writer's Companion Chapters 2, 3

McGraw-Hill Reader pgs 32–56

"Freewriting," by Peter Elbow, pg 68

"Of A Monstrous Child" by Michel de Montaigne (attached by Link to Lecture Page)

First Essay Due: 10/4 (Monday) at midnight through the Assignment Tool

Week Three: October 4 – 10

Lecture Three: Grammar: Why Bother?

Writer's Companion Chapters 10, 11

McGraw-Hill Reader "I Just Met a Girl Named Maria," by Judith Cofer Ortiz, pg 391

"In the Lab With Agassiz," by Samuel Scudder (essay attached here::

["In The Lab with Agassiz," by Samuel Scudder](#))

Weekly Thread Questions

First Essay Due: 10/4 (Monday) at midnight through the Assignment Tool

Week Four: October 11 – 17

Lecture Four: Development: The Inside Story

Writer's Companion Chapters 5,6

McGraw-Hill Reader "New Superstitions for Old" by Margaret Mead, pg 681

"My Creature from the Black Lagoon," by Stephen King, 582

Weekly Thread Questions

Week Five: October 18 – 24

Lecture: Audience, Audience, Audience

McGraw-Hill Reader "Reflections on U.S. Manners," by Alexis de Tocqueville, pg 488

"Red, White, and Beer," by Dave Barry, pg 590

Weekly Thread Questions

Peer Review of Essay 2 begins. Rough Drafts must be posted to Peer Review Group Thread by midnight Monday, 10/18

All Peer Reviews must be complete and posted to Group Threads by midnight Friday, 10/22

Week Six: October 25 – 31

Lecture: Argument Versus Persuasion

Writer's Companion 59–71

McGraw-Hill Reader "American Dreamer" by Bharati Mukherjee, pg 471

Thread Questions

Final Draft of Essay 2 due Monday, 10/25 at midnight submitted through the Assignment tool

Week Seven: November 1- 7

Lecture: Persuasion/Argument

Writer's Companion pgs 71-87

McGraw-Hill Reader "Sex Ed," by Anna Quindlen pg 297

"Cyberspace: If You Don't Love it, Leave it", by Esther Dyson, pg 458

Week Eight: November 8 - 14

Lecture: Critical Reading, Critical Thinking

Writer's Companion Chapter 7

McGraw-Hill Reader "Delusions of Grandeur," by Henry Louis Gates Jr.,
pg 504

"Professions for Women," by Virginia Woolf, pg 499

"Cake Mixes," Consumer Reports, attached to lecture page

Peer Review of Essay 3 begins. Rough Drafts must be posted to Peer Review Group Thread by midnight Monday, 11/8

All Peer Reviews must be complete and posted to Group Threads by midnight Friday, 11/12

Week Nine: November 15 - 21

Lecture: Revision

Writer's Companion Chapters 8, 9, Appendix III

McGraw-Hill Reader

"The Clan of One-Breasted Women," by Terry Tempest Williams, pg 907

"The Environmental Issue from Hell," by Bill McKibben, pg 819

Final Draft of Essay 3 due Monday, 11/15 by midnight submitted through the Assignment Tool

Week Ten: November 22 - 28

No readings or discussion this week- Happy Thanksgiving!

Prepare for the Peer Review of Essay #4 due Monday, 11/29

Week Eleven: November 29 – December 5

Lecture: What Happens Now?

Readings: McGraw-Hill

"The Allegory of the Cave" Plato, pg 704

"The Divine Revolution" Vaclav Havel 700

Peer Review of Essay 4 begins. Rough Drafts must be posted to Peer Review Group Thread by midnight Monday, 11/29

All Peer Reviews must be complete and posted to Group Threads by midnight Friday, 12/3

BC Final Exams: December 6 – 8

Final Draft of Essay 4 due Monday, 12/6 by midnight submitted through the Assignment Tool

Grades Accessible on the BC website no later than December 14