



IT IS ALL ABOUT ME! READING, WRITING AND REFLECTION ABOUT THE SELF

English 101/201/111 AND Cultural & Ethnic Studies 200
9:30-11:20 daily, R110A&B
10 credits* Inter 125 * Item #0605

This class will be an exploration of identity, of self. We will look at the concepts of gender, race, class, physical and mental ability, appearance, religious beliefs and other parts that contribute to making one a whole person. Through reading and writing students will begin to analyze the components of the self as a social construction and how that self interacts with others.

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Course credit in the following:

Choose 5 credits: Engl. 101 or 201 **AND** Choose 5 credits: Cultural & Ethnic Studies 200 or English 111

TEXTS AND MATERIALS

- ◆ Mandatory readings from *The Meaning of Difference*, Rosenblum and Travis found on Canvas
- ◆ Separate reading list
- ◆ *The Pocket Wadsworth Handbook*, 5th ed (optional)
- ◆ MLA Essential Reference Card copy - found on Canvas
- ◆ Bellevue College MLA& APA Bibliography sheet – found on Canvas
- ◆ **Access to MyBC & printer**
- ◆ Dictionary – optional, but strongly recommended
- ◆ USB flash drive or Digital Dropbox, anything to save and easily access your work
- ◆ Folder to save your work and handouts and for the final portfolio
- ◆ Mini-stapler – very strongly recommended

INDIVIDUAL COURSE DESCRIPTIONS AND OUTCOMES

English 101: College Composition

Develops clear, effective writing skills and emphasizes writing as a process. Students practice writing in a variety of forms and modes. CMST 141 or ENGL& 101 meets a written communication course requirement at BC. *Prerequisite: Placement by assessment or ENGL 092 or 093 with a C- or better.*

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.

English 201: The Research Paper

Develops skills required for writing research papers. Students learn research techniques, source analysis, thesis development, argumentation styles, and summarizing. Fulfills a written communication course requirement at BC. *Prerequisite: CMST 141 or ENGL& 101 or entry code.*

After completing this course, students should be able to:

- ◆ An objective summary of college-level material which identifies primary and supporting assertions
- ◆ An evaluation of different types of evidence (i.e., tone/diction, logical reasoning)
- ◆ A synthesis of source material with own writing
- ◆ An original and clearly supported thesis
- ◆ Proper in-text citations and works-cited page
- ◆ A breadth of varied primary sources which demonstrates a familiarity with library research skills

English 111: Introduction to Literature I

Surveys the major literary genres: poetry, drama, and fiction. Recommended: ENGL& 101 placement or higher.

After completing this course, students should be able to:

- ◆ Demonstrate an increased level of comfort with the genres: poetry, drama, fiction.
- ◆ Identify and use terminology specific to literature.
- ◆ Recognize some major authors.
- ◆ Read, analyze, and explicate complex literature at both the literal and inferential levels.
- ◆ Develop a process of analyzing works of literature.

- ◆ Use evidence from text to support a thesis.
- ◆ Enjoy literature and appreciate unique characteristics of each genre.
- ◆ Apply writing skills to analyzing literature.

Cultural & Ethnic Studies 200

Explores the roles that race, gender, and class differences play in American society. Students examine the impact that racism, sexism, and class conflict has on our lives and our social, economic, and political structures. Previously: AMST 200.

- ◆ Students will develop an understanding of how issues of race, class, and gender affect the lives of all people in the United States society.
- ◆ In papers, exams, and in-class demonstrations, students will focus on issues of race, class, and gender and their effects on the society of the United States. Students will learn to recognize biases and stereotypes based on issues of race, class and gender.
- ◆ In papers, exams and in-class demonstrations, students will identify biases and stereotypes based in race, class, and gender, in both their own thought processes and in the thinking of others.
- ◆ Students will demonstrate critical thinking and writing skills. In analytical papers, exams and in-class demonstrations, students will examine social, economic and political realities as they affect the society of the United States.

EXPECTATIONS AND REQUIREMENTS

Attendance – you are clearly expected to attend class regularly and be on time. Since much work for the program can only be done in-class, attendance is critical. In order to successfully complete the class you should plan to be present every day and in all segments of the course. Everyone in the class benefits from your participation. Be warned: since this is a 2-hour, daily class, you will receive a failing grade (F) for the class if you have 10 absences. This also means skipping out in the first or second hour.

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, we'll around a sign in sheet that serves as roll/attendance. If you don't sign it, then you are considered absent.

Canvas: if Kim and/or I am unable to come to class for any reason (illness, weather, conferences, off campus), it will be posted in "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. Please save all assignments as they may be subject to be turned in electronically, and to Turnitin.com.

Canvas- assignments and handouts will be posted here; print out whatever is necessary before class.

Reading – Let's be clear: You need to read if you want to complete the assignments and pass this class. Please have all assigned reading completed 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. We will work EXTENSIVELY 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 – you will be asked 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) – this is a class where we will discuss and debate controversial, provocative issues. Any comments, jokes, or remarks that belittle the worth of any individual's physical attributes, race, creed, sexual orientation, 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.

Common Courtesy – We are not your babysitters, so please act maturely and respectfully. Always use the please, thank yous, no loud yawning, don't chat during lectures/discussion, and no Twitter, FB, text messaging (anything on your phones!) or listening to your iPods during class. Please take out the earphones before walking into the class.

Special 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 student with a documented autism spectrum disorder, there is a program of support available to you.

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

Students contribute to making a class effective as the instructor. Do your work, read and participate in class discussions. Seek out campus resources for additional help. *See separate handout for a list of all Student Support Services and contact information.*

ASSIGNMENTS AND FORMATTING

- ♦ 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 References (AP) or Works Cited (MLA) 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.

WEEKLY SCHEDULE

This is a tentative overview of the class schedule and is subject to change.

Monday	Tuesday	Wednesday	Thursday	Friday
9:30-10:20 Activity/Reflection	9:30-10:20 Seminar #1	9:30-10:20 Writing workshop	9:30-10:20 Film, speakers	9:30-10:20 Seminar #2
10:30-11:20 Writing workshop	10:30-11:20 Lecture	10:30-11:20 Film/lecture/writing/ whatever	10:30-11:20 Lecture/film, speakers	10:30-11:20 Integrating the Week

Lectures

Lectures will provide much of the content for the course. Read the recommended background text before the lecture and come prepared to participate. You will be expected to attend and take careful notes on all lectures, films and speakers. Responses to questions about the lectures and background readings will be collected during the Integrating the Week sessions on Fridays.

Activity/Reflections

Along with lectures, we'll spend a lot of time reflecting on the material and our own experiences. Here we will have a chance to work on a class activity, talk about class events, evaluate the progress of the course, or meet to celebrate our learning. Activities will focus on applying concepts covered in class, including personal identity clarification and practice in interpersonal and intergroup communication skills. We value your high participation at these sessions.

Seminars

Depending on the class size, seminars are small groups of students meeting with one faculty member, or if a smaller class, as a big group discussion. This is the heart of the coordinated studies program, and being prepared for these meetings is crucial. You must complete the readings before each seminar and bring to the seminar response papers and notes on the reading. You are expected to be an active participant, bring up questions to be discussed, speak to the point under discussion, and be a good listener.

 **Seminar Response Papers:** You will write 10 seminar response papers (approximately 1 page each) over the course of the quarter. While you will be completing a seminar paper every week, there are two seminar sessions every week; be prepared for each one. The seminar papers will be a section of part of the portfolio you turn in at the end of the quarter. *See [handout on Seminar Response Papers](#)* .

Writing Workshop

The writing workshop portion of the course is where we will work on formal papers through pre-writing activities, peer assistance with drafts, and writing instruction. While seminar papers provide an opportunity to think on paper as a means of preparing for a discussion, formal essays are organized thoughts, expressed in standard academic format. Each essay will be typed or word-processed, double-spaced, and will be critiqued by the faculty. Each formal essay will be graded, but students may turn in a re-write of each essay for final consideration in the portfolio. Each student will turn in a self-evaluation as a part of the portfolio.

 **Formal Essays:** You are expected to write 3-4 formal essays in which you will have a strong focused thesis statement regarding a subject area (race/ethnicity, gender, sexuality, etc.). 101, 201, 111 will also have separate essay element requirements, such as integration of research, application or assigned readings, including critical essays/articles, character analysis. These must be double-spaced, typed, stapled, and be, if appropriate, cited using MLA or APA documentation. Refer to the prior section about formatting. See *Formal Paper due dates*.

Films & Speakers

Films and speakers are included as part of the course content. Students are encouraged to take notes and prepare to discuss the material. These may be used as content for the seminar papers and major assignments.

Integrating the Week

The last class session on Fridays will be devoted to integrating and processing material such as the films, speakers, seminars, papers, writing workshops, reflections from the week.

GRADING AND EVALUATION

Credit will be awarded for participating in and completing the work of the program. You will receive credit for college-level work that satisfies the following expectations:

- ◆ Attending and actively participating in all program activities
- ◆ Completing assigned readings
- ◆ Coming to seminars, lectures, and workshops prepared and on time
- ◆ Submitting completed assignments on time
- ◆ Submitting a portfolio at the end of the quarter

The quality of your work, the level of your understanding, and the extent of your development will all be reflected in your evaluation.

This is a fully integrated program. Partial credit will not be awarded except under the most unusual circumstances (e.g., serious illness) and with the expressed consent of the faculty team.