



English Composition I Syllabus

ENGL&101 (1097) HYR Winter 2015

Meets Fridays 1:00-3:20 in C-168

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Office Hours: M/W 7:50-8:20, Fridays 10:50-11:20, and by appointment

Course Information

▪ Course Description

Welcome to English 101. This course is designed to develop your academic writing skills by honing the tools of rhetoric that you already employ in your everyday life. We will focus on writing as a process, involving pre-writing and revising as well as participating actively in the revision process of your classmates as a critical reader and fellow writer. Along the way, it will be vitally important to cultivate your skills of critical analysis in order to engage in ongoing academic conversations around specific topics. We will work in multiple forms of writing in order to develop your skills for college and beyond.

Taking English 101 in this hybrid form offers unique advantages and conveniences, but please keep in mind that this course structure makes it especially important for you to attend all class meetings and to take responsibility for keeping up with developments and assignments on Canvas.

▪ Course Outcomes

After completing this class, students should be able to:

- Demonstrate various invention practices: brainstorming, free writing; outlining, journaling
- Demonstrate ability to write in various modes: personal narrative, expository, analytical, descriptive, argument
- Demonstrate the phases of writing: draft, revision, final copy
- Explore sources of writing: reading, thinking, analyzing, discussion
- Create a thesis statement that suggests the focus of the paper; does not point out the obvious, and is written as a sentence.
- Develop and include enough details and examples to support the identified thesis and reinforce focus
- Demonstrate various patterns of organization and use the organization pattern that suits your identified purpose and audience.
- Illustrate the concept of Audience in your writing.
- Artfully combine Audience, Purpose, and Tone in compositions written in and outside of class
- Write in a vocabulary appropriate to your subject and identified audience.
- Begin and conclude a paper effectively.
- Show effective control of mechanics: paragraphing, punctuation, spelling.

- Differentiate between key ideas and supporting details in reading
- Locate the thesis statement in reading assignments
- Practice good group skills: how to give useful feedback, and how to make use of feedback you receive
- Develop self-assessment skills

▪ How Outcomes Will be Met

Course outcomes will be met through the completion of assignments and activities focused on reading strategies, the writing process, and critical thinking. Your active participation in class discussions and group activities will be vital to your success, and will in turn be dependent upon your timely completion of work outside of class, including assignments on Canvas.

Technological Notes:

It is important, and ultimately your responsibility, to follow all directions for using the Canvas online learning system successfully.

- Know your system requirements and your software capabilities, such as your word processing program and your browser choices. Your word processor must be capable of producing files in .doc or .docx format, and Canvas seems to run best in Chrome or Firefox.
- Log in to Canvas regularly to check due dates for upcoming assignments and quizzes.
- Make contingency plans for computer use if your computer and/or Internet service is unavailable.
- Plan ahead to print documents for in-class work. See the N Building Open Computing Lab (N-250) for printing.
- Ask for help in a timely manner if you have difficulties.

▪ Grading

The assignments in this class emphasize the extent to which writing is a process with many steps. Each of your three major essay modules will include a series of informal responses, prewriting, and idea-generating assignments, all of which will feed into a complete and polished first draft. That product will be peer-reviewed, and on the basis of peer review and your own critical re-reading, you will submit a revision plan. I will respond to your draft and revision plan, and you will then complete a substantially revised final draft.

Informal assignments will be graded on completeness and engagement with the goals outlined in the assignment.

Your polished first draft and revision plan will be graded on completeness (including assigned word count) and engagement with the essay rubric, as well as evidence that you have thoughtfully considered your writing and the feedback it has received before completing a workable plan for revision. Taking these steps seriously is vital to your success, and makes up a large portion of your grade for the quarter.

Your final draft will be graded on its qualities in the areas outlined by the essay rubric.

Peer review is an important part of our process, as the feedback you offer will both improve your classmates' writing and sharpen your own skills in revising your own work. They are weighted accordingly.

It is important to note that because of the weighting of these categories, your grade in Canvas may fluctuate early in the quarter when fewer grades have been posted. If you have any questions about your overall progress in the class, feel free to contact me or meet me during my office hours.

Grades will be weighted as follows:

- 10% Informal writing
- 15% Drafts and revision statements
- 15% Essay 1
- 20% Essay 2
- 20% Essay 3
- 10% Peer reviews
- 10% Participation

Participation is graded on attendance and preparation for class. You will earn 4 points for each day that you arrive on time and attend the entire class session. Late arrivals and early departures result in the deduction of one or more points, depending on the amount of class time missed. Accumulating more than two absences will lead to a reduction in your grade or a “no credit” for the course, in line with Arts & Humanities guidelines. Tardiness will count as half of an absence, and severe tardiness (in frequency or duration) may be counted as a full absence. If a lack of preparation or materials prevents you from participating in a class session, I will count you absent. If I deem it necessary in order to encourage better preparation for class discussion, I will administer quizzes on reading materials and either include those scores in your Participation or Informal writing grade, or modify the grade weighting outlined above.

Late Work:

I will accept final drafts of essays up to one week beyond the due date, but in order to be fair to other students who submit work on time despite other life pressures I will deduct 5% from your score for each day late. The first penalty is assessed five minutes after the original deadline. After one week, you will receive a 0 for the assignment.

No other items may be turned in late or otherwise made up.

Your own complete essay draft is your “ticket” to participating in peer reviews, and peer reviews may not be made up. It is therefore extremely important to your grade and your success in this class that you meet deadlines for draft submissions and are present for peer reviews.

Final course grades at Bellevue College are posted as letter grades. For ease of calculation, grades are based on a percentage system throughout the quarter.

A	93-100%	B+	88-89%	C+	78-79%	D+	68-69%	F	59%-0
A-	90-92%	B	83-87%	C	73-77%	D	60-67%		
		B-	80-82%	C-	70-72%				

Enrollment in English 201: The Research Paper requires completion of English 101 with a C- (70%) or higher.

An additional note on attendance:

This course includes a concentrated number of classes, so it is important that you attend each class session in its entirety. From years of experience, I can assure you there is a very high correlation between attendance and success in class: Missing even one or two classes may seriously jeopardize your ability to earn a passing grade for the course.

When you arrive for class—

- Attendance is taken promptly at the beginning of class.
- If you arrive after class begins, check with your instructor to have your attendance record changed.
- Note that it is not appropriate academic and professional behavior to arrive after class begins and is treated accordingly as a class disruption.

If you are absent—

- Make arrangements to get notes from another student.
- See Canvas for assignments and due dates.

The College Grading Policy is located on the web at: <http://www.bellevuecollege.edu/policies/id-3000/>

▪ Books and Materials Required

- Graff and Birkenstein, *They Say / I Say* 3rd Edition. ISBN 978-0-393-93584-4
- Other readings will be assigned through Canvas or via email. I was careful to choose a comparatively inexpensive book for this course; please keep that in mind if you are asked to print additional materials.
- We will make use of many online resources, particularly the Purdue Online Writing Lab at <http://owl.english.purdue.edu/>. Consider those resources assigned texts and be ready to access them.

Classroom Learning Atmosphere

▪ Instructor's Expectations

In addition to your good attendance, participation, and completion of reading and writing assignments on time, I expect you to behave in a collegial and respectful way in the classroom. This means coming to class prepared and not distracting yourself or your classmates with food, devices, or conversation. Feel free to use laptops or tablets in class in order to minimize printing, but if you seem distracted, I will ask you about your activities and might ask you to make other arrangements in the future.

I also expect you to be prepared to use the technological tools necessary for our work (word processing software capable of saving your work in .doc or .docx files, Canvas, email, web browser, etc.). If you are unfamiliar with best practices for backing-up your work as you go, find the appropriate resources on campus or elsewhere and establish good habits. I am unlikely to give deadline extensions for technological problems.

▪ Affirmation 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://www.bellevuecollege.edu/policies/id-4000/>

▪ Division Statements

Academic Honesty for Arts and Humanities Students

The principle of academic honesty underlies all that we do and applies to all courses at Bellevue Community College. One kind of academic dishonesty is plagiarism, which may take many forms, including, but not limited to, using a paper written by someone else, using printed sources word-for-word without proper documentation, and paraphrasing or summarizing the ideas of others without acknowledging the source. Plagiarism can also occur when non-written ideas are taken without documentation--using someone else's design or performance idea, for example. In short, plagiarism is passing off someone else's ideas, words, or images as your own; it amounts to intellectual theft--whether or not it was your intention to steal. BC instructors have access to commercial plagiarism detection software, so please be advised that any work you submit may be tested for plagiarism.

Participating in academic dishonesty in any way, including writing a paper or taking a test for someone else, may result in severe penalties. Dishonestly produced papers automatically receive a grade of "F" without the possibility of make-up. The Dean of Student Services may also be notified of such conduct, and repetition of the behavior may result in progressively more serious disciplinary action (for example, an instructor may recommend that the student fail the course for a second offense or even that a student be expelled for a serious offense, such as stealing an exam).

Grades lowered for plagiarism or other forms of dishonesty may be appealed through the regular channels, and any further disciplinary action taken by the Dean may also be appealed through existing processes.

Students in all classes should note that documentation is a major objective of the course, so failure to scrupulously document supporting material in your papers may result in a failing grade for that entire course. Students in all courses requiring research papers should also note that matters of documentation form go beyond editing; they are closely related to the content of the paper. Improper form in research papers is grounds for failing the paper.

Information about Bellevue College's copyright guidelines can be found at: [http://www.bellevuecollege.edu/policies/3/3600 copyright and the right of fair use.asp](http://www.bellevuecollege.edu/policies/3/3600%20copyright%20and%20the%20right%20of%20fair%20use.asp)

For digital copyright policies:

<https://www.bellevuecollege.edu/policies/2/2900P%20Digital%20Copyright%20Safeguards%20for%20Students%20%28Procedures%29.asp>

A good resource for avoiding plagiarism in writing may be found at the Writing lab:

<http://bellevuecollege.edu/asc/writing/essays-guides/documents/plagiarism.pdf>

What follows is the Arts & Humanities Division's policy on classroom behavior:

"The college's 'Affirmation of Inclusion' is posted in each classroom and sets forth the expectation that we will all treat one another with respect and dignity regardless of whether or not we agree philosophically. This expectation is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an on-line course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions.

Part of this respect involves professional behavior toward the instructor, colleagues, and the class itself. Disruptive behavior is disrespectful behavior. The Arts and Humanities Division honors the right of its faculty to define "disruptive behavior," which often involves such things as arriving late, leaving early, leaving class and then returning, talking while others are trying to hear the instructor or their group members, doing other homework in class, wearing earphones in class, bringing activated beepers, alarm watches, or cellular phones into class, inappropriate comments or gestures, etc. In on-line courses, "flaming" anyone in the class is also considered disruptive behavior. Such behavior interrupts the educational process. When you are in doubt about any behavior, consult your instructor during office hours: we recognize the judgment of the instructor as the final authority in these matters.

When disruptive behavior occurs, instructors will speak to or e-mail the students concerned. Those students are then responsible for ending the disruptions at once. Failure to do so may result in removal of the students from class."

▪ Student Code of Conduct and Academic Integrity

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 Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at <http://www.bellevuecollege.edu/policies/id-2050/>

In this course we may utilize turnitin.com or other automated systems for comparing student work with existing web sites and databases of student papers. In those cases, submitted papers become part of the database. Contact me if you have questions or concerns about this process.

Important Links

▪ Bellevue College E-mail and access to MyBC

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 to: <https://bellevuecollege.edu/sam> .

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Computing Services website](#).

▪ Disability Resource Center (DRC)

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.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or 425.564.2764. ASN is located in the Library Media Center in D125. www.bellevuecollege.edu/autismspectrumnavigators/

The DRC office is located in B132 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

▪ Public Safety

Public Safety and Emergencies

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at <http://www.bellevuecollege.edu/alerts/?ref=footer>

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these two rules:

- 1) Take directions from those in charge of the response** -We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.

Please do not hesitate to call Public Safety if you feel safety questions or concerns at any time.

▪ Final Exam Schedule

Our final meeting will occur in our regularly-scheduled class time on March 20th.

▪ Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- Enrollment Calendar - <http://www.bellevuecollege.edu/enrollment/deadlines/>
On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- College Calendar - <http://www.bellevuecollege.edu/enrollment/holidays/>
This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

▪ Additional Information

I strongly recommend that you make use of the Writing Lab during the quarter. Their information follows:

The Writing Lab – D204-d <http://bellevuecollege.edu/asc/writing>

The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal correspondence.

Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors.

Students can drop in any time the Writing Lab is open as well as make an appointment. We recommend visiting the lab at least two days before a paper is due. A tutoring session is a 35-minute, face-to-face conversation to discuss your writing. The tutor will not fix your paper but will work with you to identify areas to revise independently.

Open hours:

Monday – Thursday 8 a.m. – 8 p.m.

Friday 8 a.m. – 3:30 p.m.

Saturday and Sunday 11 a.m. – 4 p.m.