

ENGL& 101 – English Composition I, Section 1123 OHS Winter 2015 Online

Instructor: Isaiah Hemmen
Email: ihemmen@bellevuecollege.edu
Office Hours: by appointment

SYLLABUS INSTRUCTIONS

Please print a copy of this Syllabus and keep it in your notebook so you can easily refer to it. Take the time to read it and reread it; it's a lot to digest. Think of it as our contract for the course. If you have questions about it, let me know. **After you have finished reading the Syllabus, take the BC Canvas Student Orientation - noted in the next section, then click on the "Modules" tab at left, go to the module titled "Week 1: January 5-11," and click on "Syllabus Quiz." After completing the quiz, click on the "Next" button on the bottom righthand side of the screen. This will lead you sequentially through the curriculum. As our studies are cumulative, it is important not to skip ahead.**

OUR ONLINE LEARNING ENVIRONMENT

This class is taught entirely online. Consequently, you are not required to attend classroom sessions. However, this is not a correspondence course to be completed on your own timetable in isolation. This is an interactive, workshop based course, so active participation is required. That is, to pass this course, you must log-in to our course site daily and complete the assigned work, including contributing to online discussions and activities, posting and critiquing comments and drafts, and submitting your finalized assignments in a timely fashion. If you are new to Canvas and/or online learning, visit the following links to familiarize yourself...

-The BC Canvas Student Orientation is available

at: <https://bc.instructure.com/courses/411354>

-The Canvas Student Guide is available at: <http://guides.instructure.com/m/4212>

-If you run into problems with Canvas, please contact the Help Desk at extension 4357 or visit them at: <http://depts.bellevuecollege.edu/helpdesk/>

Ultimately, it is your responsibility to use and troubleshoot Canvas successfully. I do not teach computer skills; I teach English. I will help if I can, but I am no expert in computer systems. So...

1. **Know your system** requirements and your software capabilities.

NOTE: In my experience, Canvas is best supported by the Firefox browser. I've had trouble saving and uploading work to Canvas when using Safari, Chrome, and Internet Explorer. So, consider downloading Firefox to make life easier.

2. **Log on to Canvas regularly** to participate in activities/discussions, prepare for readings/drafts, and complete assignments.
3. **Back up your work.** You are responsible for keeping it safe. Work lost due to equipment failure, accidental erasure, or other unforeseen circumstances, is no excuse.
4. **Make contingency plans** for computer use if your computer and/or internet service is unavailable. You may use the computer labs on the BC campus if you have an emergency and they are open.
5. **Ask for help in a timely manner** so that you will be able to successfully participate in the course. I may not be able to fix the issue, but I need to know if you are having problems.

If you signed up for this course thinking that it will have less work than a traditional classroom course, you are mistaken. Any online course has more writing work than a traditional classroom since more communication must be written. Expect to spend a minimum of 15 uninterrupted hours per week to complete assignments for this course.

REQUIRED TEXTS & MATERIALS

There is only one book for the course; however, this will be supplemented by links and PDF's to extraordinary essays, stories, interviews, videos, and audio files. Buy the book immediately if you haven't already. It is available at the BC Bookstore in B Building as well as most commercial bookstores.

- *They Say / I Say*, by Graff & Birkenstein - 3rd edition!
ISBN: 9780393935844
- A reliable computer with a reliable internet connection.
- Adobe Acrobat PDF reader, available for free download at <http://get.adobe.com/reader/>
- A reliable flash drive or CD to back up your work.
- A notebook.
- A quiet place free from distractions where you can complete your work.

COURSE OUTCOMES

According to the English department at Bellevue College, after completing this course, students will be able to...

Think Critically and Read Analytically: *carefully 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.*

- shape written responses to suit different rhetorical situations and audiences.
- develop 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.
- use 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 & 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.

HOW OUTCOMES WILL BE MET

Basic Composition teaches students writing skills necessary for college success, with a primary focus on grammar and composition. Among the many other writing-centered activities we'll engage in, this class requires students to practice brainstorming, free-writing, constructing sentences and paragraphs (in the context of short writing assignments), organizing ideas, and appealing to different audiences for different purposes. Students will build on these basic skills by planning, writing, and revising essays, and experiencing reading and writing as a recursive, multi-step process. Additionally, students will learn the value of peer-to-peer editing.

COURSE ASSIGNMENTS

All assignments and course materials are contained in the Modules tab, at left. This is where you will find the course shell. I will be continually updating the site with new content, so don't be dismayed to see that the current shell is, well, just that - a shell. Some students might prefer to work ahead, but getting too far ahead will detract from

our collaborative environment. So, I will typically release all assignments one week ahead of time; however, additional content - such as lectures - may be released the day of, so it's important to log into the site daily to check the Announcements tab as well as to see what's new in that week's module.

Reading Response & Discussion: Each week, you will be asked to read, respond, and discuss different texts and materials. These weekly reading responses and discussions will account for the majority of your interaction with your peers and participation in the class. That means you will be posting your work so that it can be read and discussed by others. We may compose in solitude, but we can benefit from the support of a community and the confluence of that's community's different sensibilities in the form of reflection, constructive dialogue, and improved understanding. Therefore, our Discussions board is the lynchpin of the course. Think of it as our living room, where we gather to share our writing. What you bring to this room as attentive readers and writers will be the basis for what we accomplish this quarter, so your success - and really the success of the class - hinges on your productive engagement there. Again, each week, you will...

1. Read assigned materials.
2. Respond to them, posting your written responses to the Discussions board.
3. Respond to & discuss the postings of your classmates on the Discussions board.

General guidelines for Discussion:

- Have all assigned reading completed before discussion and be ready to discuss it.
- Write out your responses first in your notebook or on your computer.
- Read all of the discussion posts.
- Then comment on at least 2 message threads in addition to the one generated by your original post.
- Don't wait until the last minute to comment.
- Be considerate. If you see a thread that has received very little attention, add a comment to it. Naturally, people feel bad when others ignore their posts.
- Return to the discussion later to see how people have responded and to make more comments if you like.
- Make sure your tone is friendly and collaborative and your remarks are thoughtful, relevant, and specific. Remarks like 'good work' or 'I liked your response' or 'yeah, I agree' will not earn full credit. In other words, your remarks should be substantial. They should offer feedback and ask questions that will encourage continued conversation, not resort to mere agreement and/or flattery.
- Write all communications with care and proofread your work before you post it. Discussion posts cannot easily be amended.

Essays: You will be assigned 3 essays of 2 drafts each, all of which you must complete in order to pass the class. In addition, between your first and final drafts, you will participate in peer review, whereby you will read 3 peer essays and offer constructive feedback. Lastly, along with your final draft, you will provide "process notes," explaining why you made the changes you did in revision. In sum, there will be 4 stages to each essay:

1. First Draft: 0 points, but I will not accept a final draft unless you have turned in a first draft!
2. Peer Review: 15 points (5 points x 3 peer reviews)
3. Final Draft: 50 points
4. Process Notes: 10 points

-Final Drafts should be approximately 3-5 pages in length (750-1250 words).

-Process Notes should be approximately 1 page in length (250 words).

Grammar Quizzes: There will be 4 grammar quizzes, designed to ensure that your writing adheres to the conventions of academic English.

Grammar Practice at Exercise Central: Additionally, to study for the aforementioned quizzes and improve your knowledge of writing concepts and conventions, you will be asked to complete assorted grammar exercises online at Exercise Central:

<http://bcs.bedfordstmartins.com/exercisecentral/>

Grammatical/ Rhetorical Illustrations:

1. Parts of Speech Illustration: Taking your final draft of Essay #1, you will identify all subjects, active verbs, adjectives, adverbs, and prepositional phrases in order to illustrate your understanding of actors, actions, and descriptive elements.
2. Sentence Modifiers Illustration: To become adept at using a variety of sentence structures that will make your writing more dynamic and compelling, you will practice, learn, and illustrate the various ways of constructing and modifying sentences.
3. Rhetorical Templates Illustration: In order to improve your final draft of Essay #3, you will incorporate relevant templates from *They Say/ I Say*.

Words of The Week: Each week, you will choose 5 words to define from that week's reading.

Poem: As we will be reading and analyzing a number of poems this quarter, it's only fair that I give you a chance to write one yourself. Considering how much critical writing we'll be doing, I hope you welcome the chance to do some creative writing as well.

Final Exam: During Final's Week, you will be tested on your understanding of the primary concepts covered this quarter.

Reflection & Self-Assessment: During Final's Week, you will turn in a reflection - i.e. a final self-evaluation - in which you will reflect on your progress as a writer, reader, critical thinker, and student of the English language.

Below are the kinds of assignments and approximate points totals for the quarter.

Assignment	Points
Reading Responses & Discussions (15 x 20)	300
Essays - First & Final Draft (3 x 50) Peer Review (3 x 15) Process Notes (3 x 10)	225
Quizzes - Grammar (4 x 20) Plagiarism (1 x 10) Syllabus (1 x 10)	100
Grammatical/ Rhetorical Illustrations - Parts of Speech (1 x 20) - Modifiers (1 x 25) - Rhetorical Templates (1 x 15)	60
Words of the Week (5 x 10)	50
Final Exam	50
Poem	40
Exercise Central Grammar Practice	40
Reflection & Self-Assessment	30
Class Evaluation	5
TOTAL	900

Note: I reserve the right to add and subtract assignments as needed, depending on how class progresses.

GRADING PROCEDURE

For specific grading criteria, refer to the grading rubric embedded in each assignment. However, in general, when evaluating your work this quarter, I will be looking for the following...

- Does the work submitted make a serious and thoughtful attempt to fulfill the assignment? For instance, does it reflect a close reading of the prompt and assigned text(s) as well as a commitment to writing as a recursive process that requires revision?
- Does the work submitted show that the writer is applying the concepts covered to that point?

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%				

You must receive a C- or better to be eligible for English 201.

GRADING CAVEATS / DESCRIPTIONS

A's are not awarded for effort. Although effort is necessary to earn an A, it does not always result in one. A's are also not awarded for above-average work; B's are. What follows are accurate grade descriptions...

- **A = Outstanding Achievement.** The student demonstrates a mastery of the learning outcomes for the course; the quality of their work consistently exceeds the requirements and shows originality of thought.
- **B = High Achievement.** The student demonstrates a high level of competence in learning outcomes for the course; their work consistently meets the requirements and shows initiative and a grasp of the subject.
- **C = Satisfactory Achievement.** The student demonstrates a satisfactory level of competence in learning outcomes for the course; their work consistently satisfies the minimum requirements.
- **D = Poor Achievement.** The student demonstrates minimum competence in some learning outcomes for the course; their work is inconsistent and leaves much to be desired.
- **F = Unsatisfactory Achievement.** The student cannot demonstrate competence in many of the fundamental outcomes for the course; their work is too often missing or incomplete, as are they in terms of attendance and participation.

Grades will not be rounded up. For instance, as the above chart indicates, 89% is a B+, not an A-. Canvas calculates grades to the decimal point, but 89.5% is still a B+. You must reach at least 90% for an A-.

The link to the College Grading Policy is located on page 10 of the Course Catalog and also on the web at: <http://www.bellevuecollege.edu/policies/id-3000/>

DEADLINES

- All work is due by midnight on the date assigned (or, for the night-owls among you, 3am at the latest).
- No late assignments will be accepted, other than essays. Late essays will be graded down 10% per day until 50% is reached. All essays will receive at least 50% of the original grade.
- All other late assignments will not be given credit.

It is your responsibility to ensure that I receive your assignment on time. “My computer is broken” or “I don’t have the Internet at home” and similar excuses are NOT valid reasons for failure to complete work. If you’re having technology problems, plan ahead: internet access is available on campus and at public libraries. If you're having trouble understanding the assignment, talk to me, but do so before the assignment is due.

HOW TO PRESENT YOUR WORK

Since we are learning the conventions of academic English, I expect you to present your work in a neat, professional manner. Work that is sloppy will result in a reduced grade. Even though you will be asked to write informally on a variety of topics, and even though you will often be posting comments into a dialogue box on the Discussions board, you still need to edit for spelling and grammar. Otherwise...

- For essays:
 - Create a heading in the top left corner of the first page (single-spaced - one item per line) that includes, from top-down, your name, the class (Engl 101), the date, the assignment title, the word count
 - Double space
 - Indent paragraphs (don't include an extra space between them)
 - Center and capitalize title (no italics or underline) at the top of the first page
 - Use 12-pt. font; 1-inch margins; and Times New Roman, Calibri, or Cambria typeface
 - Submit as attachment to preserve original formatting.
- For discussions, activities, grammar illustrations:
 - No heading necessary
 - Single space
 - Submit as text entry or attachment

PLAGIARISM

Plagiarism, or academic dishonesty, is the act of using another writer's words or ideas as your own. It 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, or paraphrasing or summarizing the ideas of others without acknowledging the source. In each case, it amounts to intellectual theft—whether or not it was your intention to steal. Therefore, if you copy someone's words, you must put them in quotation marks and reference the source. Otherwise, you risk plagiarism, which is grounds for failing the course, further disciplinary action from the Dean of Student Success, and possible dismissal from school.

When you upload an assignment to Canvas, be aware that it will simultaneously be submitted to www.turnitin.com in order to check for improper quotation, citation, and/or plagiarism errors.

Information about Bellevue College's copyright guidelines can be found at: <http://www.bellevuecollege.edu/policies/id-3600/>

VALUES CONFLICTS

Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression that might conflict with one's personal values. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends.

To this end, you may find that class requirements may include engaging certain materials, such as books, films, and art work, which may, in whole or in part, offend you. These materials are equivalent to required texts and are essential to the course content. If you decline to engage the required material by not reading, viewing, or performing material you consider offensive, you will still be required to meet class requirements in order to earn credit. This may require responding to the content of the material, and you may not be able to fully participate in required class discussions, exams, or assignments.

EXPECTATIONS...

OF ME:

- *A sincere effort to help you learn the course material.* Since my ultimate goal is to help you succeed, I intend to spend enough time and effort on class preparation to make the material as understandable and as interesting as possible.

- *Accessibility.* I encourage you to contact me, via Canvas email, any time you have a question or concern about anything. I will also periodically be available to you outside of class should you desire help. I am more than happy to help.
- *Learning.* You can expect me to learn along with you. While I know the subject and it is my job and goal to teach you the subject matter, you bring your own perspective and experience to the class that contributes to learning for all of us, including me.
- *Inclusion & Safety.* I will do my utmost to make this a safe place for all students to learn and grow. Republican, Democrat, Independent, Libertarian, Communist, male, female, transgendered, gay, straight, bisexual, white, black, yellow, brown, multi-racial, single, married, divorced, able, disabled, citizen of whatever country, Christian, Muslim, Jewish, Buddhist, Hindu, atheist, agnostic, and all other statuses are not only welcome but encouraged to speak out and be an integral part of this class. 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 BC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect: <http://bellevuecollege.edu/policies/id-4000/>

OF YOU:

- *Currency:* It is your responsibility to keep current in class. This not only means getting your work in on time but staying on top of non-deadline-related material, such as weekly readings and lectures, by taking notes.
- *Respect:* During a discussion, it is all-important that we all respect each other's right to participate. Therefore, I ask that you be courteous and constructive in your comments and respect the rights of others to hold opinions different from your own. To this end, when working online, remember that emails and discussion posts cannot easily be amended, so write all communications with care and proofread your work before you post it. Disagreement is fine, healthy, and makes discussion more interesting, but be sure that when you disagree you are disagreeing with the ideas and not the other person. I will not tolerate disruptive behavior, especially disrespect, be it directed at me or your classmates. Any remarks that belittle the worth of an individual's (or group's) physical attributes, race, creed, sexual preference, religion, gender, ethnicity, socioeconomic background, cultural practices, or traditions are inappropriate. Serious violations will not only result in a loss of credit but will be reported to the Dean of Student Services.

- *Honesty*: If you cheat, you fail. No excuses will be taken into account. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. Working together is fine and even encouraged. Just be sure to turn in work that is clearly original. Be careful to cite your sources properly as plagiarism can result in a score of zero for the assignment, and possibly an F for the class, depending on the circumstances.
- *Communication*: If an issue arises that will impact your class work, let me know as soon as possible so that we can work out a solution together. After assignments have been missed may be too late. If you don't understand a concept or the expectations of an assignment, please ask. I want you to succeed in this class. If you need course adaptations or special accommodations because of a diagnosed disability, please contact the Disability Resource Center in the LMC. Phone: 425-564-2498 (Voice) TTY: 425-564-4110.
- *Willingness to listen*: Essential to a liberal arts education is an open-minded acceptance of ideas and modes of expression that might conflict with your personal ideas and/or values. By being exposed to such ideas and expressions, you are not expected to endorse or adopt them but rather understand that they are part of the free flow of information upon which higher education depends.
- Note: It may also benefit you to read the Arts and Humanities "Student Procedures and Expectations" page located at: <http://s.bellevuecollege.edu/wp/sites/59/2013/11/Student-Procedures-and-Expectations.pdf>

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://www.bellevuecollege.edu/netid/>

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 <http://depts.bellevuecollege.edu/helpdesk/students/>

- 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 the DRC 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 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

- The Writing Lab

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. You can drop in any time the Writing Lab is open as well as make an appointment.

Hours: M-TH: 8am – 8pm
 F: 8am – 3:30pm
 SS: 11am – 4pm

The Writing Lab is located in D204-d. I 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. For more information, visit their website at <http://bellevuecollege.edu/asc/writing>

- Public Safety

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. Don't hesitate to call Public Safety if you have safety questions or concerns at any time. Also, please ensure you are signed up to receive alerts through their campus alerting system by registering at <http://www.bellevuecollege.edu/alerts/?ref=footer>

- Student Support Services

See the following link for a comprehensive list of dozens of other valuable support services on campus: <http://bellevuecollege.edu/resources/services/> The staff, faculty, and students involved with these services can help you with tutoring, study space, counseling, advising, book loans, financial assistance, advocacy for classroom issues, and personal issues to help you succeed in your classes and achieve your academic goals. Especially if you're transferring, these services - which are free! – are a good way to be culturally and extracurricularly involved.

Take that step and visit these departments/offices on campus:

- TRIO, MCS, Veterans Admin Programs, Women's Center, Counseling, Advising, and Financial Aid are located in the B building.
- Reading Lab and Academic Tutoring can be found in D204
- Open computers and printers are in N250 and C bldg. The library also has computer use.

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.