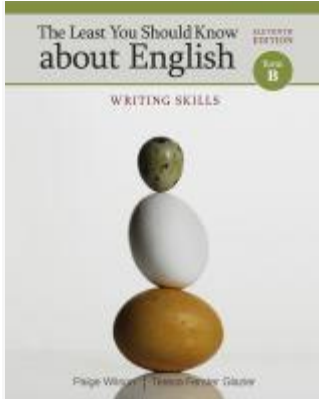


ENGL& 101: - ENGLISH COMPOSITION I

Winter 2015, Section C
7:30 to 8:20am daily, R306

Instructor: Ron Holland
Email: ron.holland@bellevuecollege.edu
Office: B233H Phone: (425) 564-4162
Office Hours: By Appointment

REQUIRED TEXTS/MATERIALS



Least You Should Know About Eng.,Form B

Author **Wilson**

ISBN: **9781111350253**

Status: **Required**

COURSE DESCRIPTION

In this course, we will work on incorporating the writing process into various forms of written assignments. There will be an emphasis on audience awareness and how that influences the writing of clear, effective arguments that are supported with details and organized strategically (rather than the 5 paragraph essay). Throughout the quarter we'll focus on the writing process, critical reading and analytical writing, some grammatical issues to ensure that your writing is readable, and self-assessment of your own writing.

COURSE OUTCOMES:

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 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.

CLASS POLICIES

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. Remember, I am not your babysitter, so please act maturely and respectfully. You will work and earn your grade.

Attendance – you are clearly expected to attend class regularly (live and online) and be on time. Be warned: in accordance with the BC Arts and Humanities attendance policy, if you miss 20% of the course, you will receive an “F”(failing grade, no credit) **if you miss more than 10 classes.** If you know you will miss class, please let me know in advance via email or phone (these must be illness or emergency related). Arriving late twice will equal one absence, and so on. It is highly suggested you get contact info from your classmates to find out what you have missed. If I am unable to come to class, I will post directions under “Announcements” on Canvas.

Assignments – All readings and assignments are due the day they are on the schedule; consult for deadlines. I do not accept late work. Also, take pride in your work; take yourself and your work seriously. Don't present/turn in work that is sloppy: crumpled, mangled, with coffee or food stains, or folded. See homework rubric; be thoughtful with the presentation and content of your work.

Participation – you will receive credit for your participation, which means being actively engaged in small and big group discussions and activities. I can ask you to leave the class if you are goofing off, chatting with friends, sleeping, refusing to be on task, playing with any electronic gadgets, or even being unprepared for class. Remember, this is a college class, and I expect as such. See *participation rubric*.

Laptop use – you may not use a laptop unless cleared with me (or DRC) first. Let me know so I won't growl at you in class.

Plagiarism – don't do it. All work for this class must be original work. If you have any questions about correct citation methods, formatting, anything general, it is imperative you ask me for help. Don't cheat, plagiarize, or perform any other misconduct or serious consequences may follow, such as receiving an “F/0” for the assignment or an “F” final grade. Also, there may be a report of the incident filed in the Dean of Student's office. All assignments are subject for scanning at

Respect (affirmation of inclusion) – I'm not a fan of disrespect, esp. to me or any of your classmates. This being said, any comments, jokes, or remarks that belittle the worth of any individual's physical attributes, race, creed, sexual orientation/romantic 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.

Disability Resource Center – The DRC 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 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.

Office Hours – If you have questions or concerns about your assignments, readings, or grade in the class, please see me during office hours (as noted on this syllabus), or make an appointment with me so I can set specific time aside for you. If you need to chat about your topic, please come and see me.

ASSIGNMENTS

You will need an appropriate heading for your assignments. Position the heading at the top right hand corner on the 1st page: name, date, class and assignment. Every assignment must be typed, double-spaced, and have 1-inch margins.

Essays: This class requires you to write (3) essays, including free-writes, drafts, and revisions. Each essay is graded on a 0-200 point scale. **All rough drafts must be stapled to the back of your final drafts along with any other related class work and turned in on the due dates specified in the course calendar.** I return graded essays about a week after they are handed in. You may revise your essays for a better grade. [630 points total]

Rough Draft = up to 10 points each Final Draft = up to 200 points each.

Literary Circles and Quizzes worth 20 points each. For this class, students are required to participate in (5) bi-weekly literary circles and take (5) bi-weekly grammar quizzes. See the course calendar for specific dates. [20x10=200 points]

Reflection Assignments, three assignments worth 25 points each, is designed to assess your ability to communicate your ideas clearly and effectively using skills we've developed in class. The Reflection Assignments will be graded using criteria similar to the 3 essays in this class: development, coherence, and readability. [75 points total]

Class participation, valued at **11 points for 8 random weeks assessed**, includes in-class work, productive engagement in class discussions, peer-editing sessions, and other in-class activities. Disruptive behavior such as

arriving late, leaving class, distracting others, texting, etc. may negatively impact your class participation grade. [88 points]

Peer-editing (3) sessions for 25 points each also take place in class, and are an invaluable means for receiving and giving constructive feedback. Therefore, peer-editing sessions are not only important for you-but for your classmates as well. Written peer feedback should be submitted back to the student at the conclusion of your group work. **Important: for each of our peer-editing sessions, you must bring to class a typed version of your draft, and you must arrive on time. Students who are unprepared or late for peer-editing sessions will be counted as absent for that day.** [75 points]

Portfolio is assigned to allow for an evaluation of your progress as it pertains to the outcomes of the course. It will be worth [100 points].

Attendance: The BC Arts & Humanities Division’s policy regarding tardiness stipulates that any student missing more than twenty percent of total class time for a course may receive an “F” grade for the course. Since this class meets 5 days a week for a total of 51 meetings, **any student missing 10 or more class meetings may automatically receive a failing grade.**

This course also requires that you be on time for class. I take role at the beginning of every class. If you arrive late, **you may be counted as absent for that date.**

Late papers: All papers and other assignments are due at the dates and times specified in the course calendar.

Grading procedure:

Essays	3 x 210=630
Literature Circles	20 x 5=100
Quizzes	20 x 5=100
Peer Editing	25 x 3=75
Reflection	75 x 3=225
Class participation	88 points
Portfolio	100 points

Total: 1318 points

- A: 100 – 95%
- A-: 94-90%
- B+: 89-87%
- B: 86-85%
- B-: 84-80%
- C+: 79-77%
- C: 76-75%***
- C-: 74-70%
- D: 69-60% (broken down, of course)
- F: 59% or fewer

Readings –The readings will introduce or familiarize you with ongoing issues. In order to become an active reader, you must engage in active vs. passive reading; think critically and analyze ideas, arguments, techniques, author’s reasoning and main points. Think of it as you having a conversation with the texts. Use a dictionary if needed; take notes in the margins/your notebook. This is a good chance for you to practice making a strong point and support it with textual evidence and interpretation rather than just personal beliefs. Remember to have an open mind when listening to your classmates; there are a lot of different perspectives. Contribute to the discussion – this will help your responses, projects, *and* participation points.

*Although I do not accept late work, if, for some circumstance you turn in your essay after the due date, you will deducted one full letter grade for each day late. I do not accept any late projects one week after the original due date. As for peer critiques, you cannot make them up since they are purely in class activities.

** In-class writing can only be made up if you have given me ample notice – and it has to be an excused absence, not because you slept in or didn’t do the reading.

*****NOTE: You must pass the class with a C- to move on to English 201, 235 &**