

ENGL& 101 – English Composition I

Winter Quarter, 2015
9:30-10:20 M-F
Room R206

Instructor: Jeffery White
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Office Hour: 8:30 - 9:20 M-F
(also available by appointment)

Required Materials: *The Little, Brown Handbook*, Eleventh Edition
Three-ring, loose-leaf binder (1”-2”)

COURSE DESCRIPTION

In English 101, we familiarize ourselves with and build upon basic methods for composing original, interesting and intelligent responses to a particular topic. In an informal workshop atmosphere, we will review certain grammatical conventions while developing a keener understanding of what constitutes an effective sentence, paragraph and essay. We will do this, both in small groups and as a whole class, through various peer response strategies and by becoming careful, critical readers. By quarter's end, you will have a more detailed understanding of how to compose an articulate, intelligent, well-developed discussion of a given topic. However, your *skill* in executing such a discussion will depend upon the degree to which you apply what you learn in the coming weeks.

In the coming weeks we will focus our reading, reflection and writing on issues related to sustainability. As no one is immune to the social, environmental and economic threats that have brought the topic to mainstream consciousness, the relevance of considering sustainability in a composition class will become obvious as you engage the reading, your peers and your own habits of being and thought. By quarter's end you will demonstrate your understanding of the complexity of the topic and multiple points of view regarding sustainability issues through summary and other expository writing. You'll further demonstrate critical reading skills through persuasive writing requiring analysis and synthesis of reading and class discussion.

COURSE POLICIES

As many of you pursue an education to better prepare yourself for a successful professional life, it may help you to think of this class as rehearsal for meeting professional responsibilities. To continue the analogy, you might think of me as your supervisor; I expect you to be engaged and committed to your work, courteous and helpful to those you work with, and regular and prompt in your attendance.

Please understand that **this is not a "Warm Body" class** -- one of those classes which you attend half conscious, take the occasional note and leave after fifty minutes. As with most courses, we'll be trying to do too much in too little time, so we'll need to divide the workload equally, every student responsible for more than simply his or her own success or failure. You will spend a majority of your class time doing "hands-on" activities and group work, both seeking and giving assistance. If you, for whatever reason, aren't prepared or able to be an active, responsible member of this learning community, then another class may more suit your needs. What follows are our course policies.

Late Assignments

As in the professional world, you'll need to work within deadlines. All assignments are due in class on the specified date. Should you fail to submit a draft of an essay on its due date and still desire my feedback on that draft, you must write and present me with a one-page explanation of why you

missed the deadline, outline strategies for preventing it happening again and request an alternate date to submit the work. I will review your request and determine whether to grant an alternate due date or not.

On days when drafts are discussed, either in groups or as a class, those without drafts will be dismissed to complete their work and suffer an absence for that class meeting. On days when papers are due to me, I expect them in class but will accept them in person or in my mailbox until 12:30 PM on the day they are due. I'll accept nothing after that time unless specific arrangements are made with me **before** the class in which it is due. I'll permit such an arrangement only once.

You are responsible for having a **hard copy** of your **seminar paper** in hand at the beginning of the classes on the day it is due. **I will not accept emailed seminar papers**, nor will I excuse you to go print a copy of a seminar paper due that day. Your seminar paper is due in class and will only be accepted if you are in class to present it.

Tardiness

One indicator of your commitment to your work in this class is your ability to be in class when it is scheduled to begin. Because, quite often, the first five to ten minutes of class are crucial to work that follows, and because groups need your prompt attendance to function properly, let's begin class on time with all members present. You're late if you walk into class more than 5 minutes after its scheduled starting time. **Walk into class late 10 times, and you'll receive no credit for the course.** I'm certain, however, that out of consideration for your peers, you will do whatever possible to see that we make the most out of our brief, daily meetings.

Absences

1. Miss the first week of class: no credit for the course
2. Students who miss fewer than 5 classes receive a bonus on their final participation grade. **TEN ABSENCES, NO CREDIT.**
3. Those who feel they have exceptional circumstances that prevent prompt, regular attendance should speak to me in person **BEFORE** those circumstances interfere with your work in this class.

YOUR WORK AND HOW IT WILL BE EVALUATED

Your final grade will be based on two primary components:

1. Preparedness and class participation:

Seminar Papers:	16% of final grade
Preparedness and Contributions:	10% of final grade
Attendance:	10% of final grade
Quizzes:	4% of final grade

2. Portfolio of five finished papers that includes all primary and revised drafts of each paper.

Important: Should your portfolio receive a grade lower than C-, it indicates that your writing competencies are not yet strong enough for you to enroll in the next level of English composition; therefore, your final grade will be the grade you received on your portfolio regardless of your Preparedness and Participation grade.

Preparedness and Class Participation: Beyond offering thoughtful and well rendered seminar papers, to receive full credit for this component, you must attend class regularly and on time, have with

you at all times all writing for this class and text books on days that you made need them, have all completed drafts in hand for peer critique sessions, participate actively and constructively in all peer critique and small group activities, participate regularly in class discussions by offering insightful or thought provoking, relevant comments that advance and develop the discussion (what matters here is the caliber and quality of your comments, not the number of times that you share your views).

Portfolio (60% of final grade): In brief, your portfolio grade is based upon the quality of the final drafts of three self-selected papers, the degree to which they have been revised, a self-evaluation, and the overall appearance and presentation of the portfolio itself. Details about portfolios and the criteria I will use to grade them are in a separate handout.

Note: You should know that the portfolio process allows you to revise your writing as often as you see fit before that work receives a grade. You will receive a mock grade for your third paper, which I will then review with you during a conference designed to give you an idea of your class standing. Circumstances permitting, I am available to review and comment on revised drafts (three drafts per essay), but will not grade the work until it has been included in the portfolio and that portfolio turned in for grading at the end of the quarter. **I will review and comment one revised draft at a time** from each student. **The last day to submit a revision for my comments is March 12.**

Plagiarism

Should you use another's words or ideas and represent them as your own, you are plagiarizing. Should you get help with your writing to such a degree that it, in any part, is no longer your own; then, too, are you plagiarizing. Plagiarism is grounds for failing the course, and possibly for dismissal from school. Also be advised that Bellevue Community College contracts with a plagiarism detection software company. Should I receive any work that I suspect to be plagiarized, I will submit it for to for investigation. For suggestions on how to avoid these rather dire consequences, see *The Little, Brown Handbook*.

Communicating with Your Instructor

I will address you by your first name unless requested to do otherwise. When addressing me in person, you are invited to call me Jeffery, Mr. White or Professor White, which ever you are the most comfortable with. "Dude," "Yo," "Hey," etc. are not effective terms of address.

When communicating with me via email, I will expect the following format: an opening salutation, followed by the content of your message and concluding with your name and course number. I will not respond to written communication that does not follow these conventions. Should you send me an assignment via email, request an acknowledgement to insure its arrival in my mailbox.

The Writing Lab – D204-d

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.

<http://bellevuecollege.edu/asc/writing>

Mon – Thurs: 8 a.m. – 8 p.m.
Friday: 8 a.m. – 3:30 p.m.
Sat and Sun: 11 a.m. – 4 p.m.

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 in B132 or you can call their 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 their website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

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/>

Student Code

You will be expected to abide by the BC “Student Code” outlined in brief in the paragraph below. Please be aware that I take the expectations for attendance, tardiness (explained above) and mobile phone usage very seriously. Phones must be silenced and **remain out of sight** during class time. Should you need to record information, I suggest you do so on paper and transfer to your phone after class. **Should you fail to adhere to this mobile phone policy, I will give you one verbal warning followed by a written warning. After that you will be dismissed from class until you have met to discuss the matter with the Dean of Students.** I am willing to discuss individual exceptions to the above should your circumstances require.

“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 Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.” The Student Code, Policy 2050, in its entirety is located at: <http://www.bellevuecollege.edu/policies/id-2050/>

A FINAL NOTE: I am here to serve as your guide and then ultimately to evaluate your work. I am interested in helping you do as well as you want in this class. My schedule permitting, I'll assist you in any way I can. If you're having difficulty, speak to me about it, and I'll see what I can do to help. If life interferes in some substantial way with school, let me know. If you show me that you're concerned with doing good work in this class, I'll do what I can to help you around the obstacles. **Communication is the key here. Keep me informed of your circumstances, and you should do fine.** Talk to me after things fall apart, and there will be little more that I can offer than my sympathy. It will also benefit you the read the Arts and Humanities “Student Procedures and Expectations” page located here: <http://www.bellevuecollege.edu/artshum/student-information/>