



ENGL& 101 – English Composition I Winter Quarter, 2015

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I do not hold campus office hours, but I am available for Skype (elisabethkraus), email, or phone appointments from 8:00 pm – 9:00 pm on Monday evenings. Of course, I welcome you to contact me whenever you have questions or concerns. During the week, you can expect a 36 hour return to emails; I am rarely available during the weekends.

CLASS LEARNING GOALS:

After completing this class, students should 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 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.

GRADING PHILOSOPHY AND EXPECTATIONS:

To meet the goals listed above, you will participate in reading, viewing, discussion and writing activities. Grading for this course is not reliant on your becoming the best writer at Bellevue College. It is not reliant on your ability to perfect your craft in every possible way. Rather, the goal is to equip you with the necessary tools to become an effective, academic writer.

I do not see grades as punishment: I do not punish bad writers with a low grade. In the same light, I do not see grades as rewards: I do not reward good writers with high grades. Grades are merely a measuring rod of how well your writing a) demonstrates completion of the assignment as I gave it and b) meets the learning outcomes as described above.

As such, grading for this course relies on the following:

1. Active communication and participation:
Do not assume that you can miss or skip an assignment/activity and earn a high grade in this class. You can't. The only way for me to gauge your understanding of given topics and your ability to write effectively is for me to see those skills at use in your writing. Plan now to complete every single assignment on time.
2. Careful attention to instructions and critiques:
Communication in an online class can be tricky. As such, I work really hard to ensure that both the instructions that I provide for you and the feedback that I give is clear and thorough. Success in this class is largely reliant on your close attention to what information I give to you.

The link to the College Grading Policy is located on page 10 of the Course Catalog and also on the web at: http://bellevuecollege.edu/policies/3/3000_grading.asp.

Know that, in this class, I do not "give" grades. Students **earn** their grades. Final grades are just that: final. I do not change final grades for any reason. Keep the following in mind:

A	means	EXCELLENT
B	means	GOOD WORK
C	means	AVERAGE WORK
D	means	POOR WORK
F	means	UNACCEPTABLE COLLEGE LEVEL WORK

To successfully complete assignments in this class, you need to purchase the following text:

Rise B. Axelrod and Charles R. Cooper, "The St. Martin's Guide to Writing." Short 10th edition, Bedford St. Martin's. ISBN: 978-1-4576-0450-8.

CLASSROOM LEARNING ATMOSPHERE

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://bellevuecollege.edu/about/goals/inclusion.asp> What follows is the Bellevue College Arts & Humanities Division policy on classroom behavior. It also pertains to your participation in an online class:

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 [or hybrid] 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 cell 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. All students should check BC Student Procedures & Expectations web address at <http://www.bellevuecollege.edu/artshum/studentinfo.html>

STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY:

READ THIS SECTION CAREFULLY. In this class, any student who plagiarizes fails the course automatically. I have absolutely no tolerance for this behavior. Plagiarism, or academic dishonesty, is the act of using another writer's words or ideas as your own. **It is also the act of using a paper written for another class and submitting it in this one.** According to the Bellevue College Arts & Humanities website, plagiarism "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." Information about Bellevue College's copyright guidelines can be found at: <http://bellevuecollege.edu/lmc/links/copyright.html> A good resource for Plagiarism is the Writing Lab: <http://bellevuecollege.edu/writinglab/Plagiarism.html>

IMPORTANT RESOURCES

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

WRITING LAB:

Please make use – often – of the Bellevue College Writing Lab. The lab offers tutoring and help (both personal and computerized) on grammar and basic skills. The Writing Lab is located in D-204. Check the website for hours of availability: www.bellevuecollege.edu/writinglab

The Writing Lab is a place where students can work on developing college-level writing skills. Students can come to the Writing Lab (not more than once per day) for individual help on revising their writing for class, college applications, or personal projects. Tutors can listen to ideas and ask questions to help students focus on one topic, correct and avoid punctuation and grammar errors, and review papers to ensure they are clear and follow the assignment instructions. However, tutors do not edit papers! While students can drop in any time the Writing Lab is open, **it is better to make an appointment at least two days before a paper is due** by calling 425-564-2200. If students do not have an appointment and all of the tutors are busy, they may have to wait or come back later.

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.

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://bellevuecollege.edu/enrollment/calendar/deadlines/>. On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- College Calendar - <http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp>. This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.
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COURSE LOGISTICS

To be successful in this course, there are a few guidelines you should heed.
Please read this section carefully.

1. DISCUSSION:

Bertrand Russell once said, "Most people would rather die than think--and most do!" I think that this is a bit of an exaggeration, but I do believe that thinking and reflecting are essential for the development of optimal writing skills, and the best way for you to sharpen your capacity to think is for you to actively contribute to class discussions and participate in peer review exercises in a productive manner. Failure to do so will negatively affect your final grade.

Students who fail to actively engage in EVERY weekly discussion will earn no higher than a C in the class.

Just as a classroom instructor will not require students to raise their hands a certain number of times during each session, I do not require a certain number of weekly forum posts; **however**, I will gauge your weekly participation in these discussions and determine whether or not you have significantly and positively contributed to our "classroom culture." To receive full credit for your participation in the weekly discussions, you must do the following:

- Answer both the prompt that I give you, as well as the questions or thoughts posed by your classmates;
- Contribute at least twice before each Thursday at midnight;
- Post a minimum of 4 times each week;
- Demonstrate thoughtfulness, both in your initial response to the topic at hand, and in your responses to fellow classmates. Ask questions! Give strong answers! Give specific feedback! This contribution will make up your participation grade for the quarter.

2. DEADLINES AND DUE DATES:

All homework assignments – forum posts, weekly responses, essays, etc. – are due by 11:59 (PST) on Saturday. It is your responsibility to meet this deadline every week. **I ACCEPT NO LATE ASSIGNMENTS.** If you miss a deadline, the grade for that assignment is F (0 points).

3. ASSIGNMENT FORMATTING:

Unless otherwise noted, I require you to use proper MLA format for all written assignments. If you are unfamiliar with this format, google it. You'll find what you need to know. Most importantly, make sure to double-space each piece. It is nearly impossible to insert comments/suggestions on works that are single-spaced.

Also note: **All assignments must be submitted as Word documents. I cannot accept any other format – including Google docs. Assignments submitted in any other form will be penalized.**

4. GETTING STARTED:

Our course is organized into modules, and each module (week) starts with a "Start Here" document. That document will set the week's work into context, and will give important specifications as to how and why I want you to submit certain assignments. I cannot emphasize this enough: read that document BEFORE beginning the week's work.

WRITING GUIDELINES:

1. Learn to spell--and don't depend on a computer program to do it for you. Human beings program spell check functions. Many of those anonymous human beings cannot spell (and know very little about grammar). Do not trust those anonymous individuals with your grade in this class.

**I allow one (1) spelling error/typo per paper.
When I find a second one, I stop reading,
and you earn a grade of "F" for that paper.
The "F" is permanent; you may not re-write the assignment.**

2. Do not submit a paper to me that you have not proofread carefully. In fact, do not submit a paper to me that has not been edited by at least three other people who know ***much more*** about writing, editing, and proofreading than you do – and you're ***certain*** they know what they are doing.
3. Follow all of the directions that I give you for each assignment. I give them for a reason. Read each assignment thoroughly. You ignore or skim instructions at your grade's peril.
4. Essay content is important. However, ***I cannot get to the content if you do not pave the way for me.*** Translation? If you fill your paper with sentence fragments, run-ons, comma splices, incorrect punctuation, agreement problems, UFPs (unidentified flying pronouns), etc. — ***that*** is what I will see first. I will never get beyond those errors to the rich, deep content in your words.
5. Some of you do not know what a sentence fragment is. Some of you do not know how to recognize comma splices or run-on sentences. Some of you have never learned how to use an apostrophe to indicate possession (and not to make a singular noun plural). Some of you do not know how or why or when or ***if*** to use a comma. Some of you would not recognize a coordinating conjunction if it walked up to you in broad daylight, clapped you on the shoulder, shook your hand, and called you by name. However, it's time to learn. Papers filled with these errors will never rise above a grade of D in this class.
6. Please understand that you are entering a college-level writing course. Grades previously earned do not impact the grades earned in this class. What is important to me is the quality of the writing you submit to me ***now***, during ***this*** quarter, in ***this*** class.