



## English 073 – Developmental English (STEPS) Syllabus

### Item # 1015 Winter 2015

Instructor: Ronald Holland  
E-mail: [ron.holland@bellevuecollege.edu](mailto:ron.holland@bellevuecollege.edu)  
Phone: 425-564-4162  
Office location: B233  
Office Hours: By appointment 10:30-11:30

Instructor: Gordon Leighton  
E-mail: [gleight@bellevuecollege.edu](mailto:gleight@bellevuecollege.edu)  
Phone: 425-564-6168  
Office location: R230E  
Office Hours: M-F 9:30-10-20 and by appointment

## Course Information

### • Course Outcomes

#### *Reading*

To progress to English 092 or 093, students will demonstrate the following abilities:

#### **Vocabulary**

In readings at Level 10 or higher,

- ◆ Use context clues to identify the meanings of unfamiliar words
- ◆ In essays, use vocabulary and phrasing appropriate to topic.

#### **Comprehension**

Using readings at Level 10 or higher,

- ◆ Read accurately on two or three of the appropriate programs in the Reading Lab
- ◆ Use pre-reading strategies such as scanning and skimming
- ◆ Identify main idea and major and minor supporting details
- ◆ Distinguish fact from opinion
- ◆ Make inferences and draw conclusions
- ◆ Identify purpose, audience, and point
- ◆ Combine use of dictionary and context clues to recognize connotations and levels of formality
- ◆ Write accurate summaries and paraphrases
- ◆ In essays and discussion, accurately synthesize information from two or more written sources

## Speed and Fluency

- ◆ Using readings at Level 10 or higher, read accurately at a speed of 250-300 wpm on one of the appropriate programs in the Reading Lab

## Writing

### Language Mechanics

- Identify parts of speech and their functions
- Identify basic structural elements of sentences (subject, verb, object, phrase, dependent clause, independent clause)
- Edit reading responses, summaries, and essays of 500 words or more for mistakes in
  - Five basic verb tenses (forms, shifts, and consistency)
  - Subject-verb agreement
  - Singular and plural word forms
  - Pronouns (shifts, referents, forms)
  - Noun, verb, adjective, and adverb forms
  - Articles and other determiners
  - Common collocations (see reading outcomes)
  - Prepositional and participial phrases
  - Adjective, adverb, and noun clauses
  - Word order (subject-verb-object, position of modifying phrases and clauses)
  - Complex parallel structure
  - Possessives, contractions, and quotations
  - Common homonyms (there, their, they're, etc.)
- Use and punctuate correctly a variety of sentence patterns (simple, compound, complex, and compound-complex)

### Composition Skills

- Accurately paraphrase passage written at Level 10 or higher, avoiding plagiarism and identifying sources
- Accurately summarize reading written at Level 10 or higher without interjecting own opinions
- Respond appropriately to different kinds of prompts
- Follow a writing process (pre-write, outline, draft and redraft, revise (alter content), edit (correct mechanics), proofread (make final corrections))
- Apply skills developed in Dev Ed and ELI to respond to readings written at level 10 or above
- Write essays of 500 words or more that have thoughtful main point supported by appropriate evidence
- Maintain focus on point throughout essay of five or more paragraphs
- Use specific, concrete detail and avoid empty generalizations
- Connect ideas by using repeated key words, transition words, and signals of overall plan
- Structure paragraphs using narration, description, exposition, and comparison/contrast
- Use vocabulary, phrasing, and tone appropriate to topic and audience
- Use a word processor appropriately (including spell-checker) to write, revise, and edit

### Critical Thinking Skills

- Distinguish between fact and opinion
- Reason credibly
- Qualify statements appropriately
- Recognize own biases and values and acknowledge perspective of others
- Synthesize information from two or more sources

- Respond to readings written at Level 10 or above with depth of thought that reflects understanding of original and expresses meaningful relationship to self and/or society
- Evaluate sources

## ▪ **How Outcomes Will be Met**

- frequent in-class writings of various lengths
- practice exams and quizzes
- written papers
- class discussions

## ▪ **Grading**

This course is graded Credit/No Credit. You may repeat Developmental English as many times as you need to in order to learn the skills required for English 092 or 093. At the end of the course, you will be given a writing/reading test, which will determine whether or not you need to repeat. Please note that you may receive “Credit” and still need to repeat—the “Credit” just acknowledges that you completed the work of the course. It is to your advantage to work hard, do all the work on time, and get through Developmental English as soon as possible so that you won’t have to go through the time and expense of repeating.

Your work will receive comments, but not letter grades. You get credit if you turn the work in on time and attend classes. We reserve the right to refuse credit to any student who misses more than ten classes and/or fails to turn in more than 25% of the work on time and in proper form. Late work should be turned in as soon as possible, but no later than the next week.

In summary, the course is structured so that you do not have to worry about grades; rather, you need to make sure that you learn basic English skills. We’ll go over the objectives of the course during the first week.

Save all of your work. This will enable your instructor to review your performance regularly and to give you more meaningful feedback

Papers will be graded on content, organization and editing as follows:

### **Content**

Content should be accurate, developed in relation to other ideas in the paper, and sufficient to fulfill the assignment. Short papers will be downgraded in content.

Readers should get a sense of major and minor points of support. Main ideas should be identified and well supported.

All ideas taken from sources should be introduced and documented appropriately.

### **Organization**

Paragraphs should be well developed around a clear idea. Main ideas of paragraphs should follow one another in a pattern made apparent to readers with appropriate transitional words and phrases. Overall pattern should be appropriate and logical for the thesis of the paper. Sentence and paragraph transitions should be clearly signaled.

## Editing

In general, editing should not adversely affect the paper's readability or the author's credibility.

### Paper Guidelines

1. Papers should be at least 500 words or 2 pages
2. Use a 12 pt standard font, double-space, and write full pages. All work must be typed.
3. Document all sources. Remember that summary and paraphrasing must be documented. BCC subscribes to a plagiarism detection service and your instructor routinely checks papers for originality. If you have questions about plagiarism, go back to the Writing Lab handout <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> for further explanation.
4. If you use quotations, be sure to introduce them so your reader will know who is speaking. You also need to make sure your reader understands the point you are making with the quotation and how it relates to the main idea of your paper. ***It is best to avoid quotations at this stage.***
5. Make sure your name, your course number (for example, ENGL 074), and the assignment number (for example, Paper #3) appear on the first page in the upper right-hand corner. There is no need for a title page. If you leave lots of space on the first page, make sure you fulfill the word length requirement by adding another page.
6. Your paper should have a title that reflects the main idea.
7. Please avoid formulas that force your form to drive your content (5-paragraph essays or the Jane Schaffer Method, for example). Your content and main ideas should determine the structure of your presentation.

## ▪ Books and Materials Required

There are no books for the course. Handouts will be posted as needed.

## Classroom Learning Atmosphere

### ▪ Instructor's Expectation

#### Professionalism in the Classroom

Any professional situation requires that we treat one another with dignity and respect, as is required by the BC Affirmation of Inclusion. Each class session should be treated as a professional appointment that requires your complete attention and presence for the full time.

Please observe the following professional courtesies:

1. Please arrive on time every day with the appropriate materials and stay for the entire class. Late arrivals or early departures cause disruptions that are unacceptable to your colleagues. Please do not come to class if you can't arrive on time (within 2-3 minutes); the latest arrivals should sit near the door so that disruption is kept to a minimum.

2. Please turn off all cell phones, beepers, and other noisemakers. I get more student complaints about phones than about anything else. Even a phone in silent mode causes distraction if you have to stop, find the phone, and check the message. If you have an emergency and need to be available by phone, please arrange a special accommodation in advance.
3. Text-messaging, surfing the net, listening to music, etc., are all signs that you are not giving the class your full attention. Please avoid all such distractions in my class. Others are trying to concentrate, and someone playing with toys is a disruption.
4. Talking, passing notes, or other grade-school behaviors send very bad signals to your colleagues and should not occur in my classroom.
5. Please be courteous to those asking questions. What may seem a trivial question to you may be the one small point that keeps someone else from understanding the whole picture.
6. Review the Arts and Humanities sheet on student expectations. This document is a part of my syllabus.
7. It is not a student's right to sleep in class. I will wake you, ask you to leave, and mark you absent.
8. I reserve the right to count partial classes (late arrival, unauthorized breaks, or early departures) as absences.
9. Failure to maintain professionalism will result in a lowered participation grade.

If disruptive behavior occurs, I will ask you to stop it. Second offences will be reported to the Dean of Students, who may take further action that can lead to your permanent removal from the classroom.

### ▪ **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.

### ▪ **Division Statements**

The Arts and Humanities Division has adopted the following statements, which are a part of this syllabus. Please read and follow them:

<http://s.bellevuecollege.edu/wp/sites/59/2014/10/STUDENT-PROCEDURES-AND-EXPECTATIONS.pdf>

<http://s.bellevuecollege.edu/wp/sites/59/2013/11/Arts-and-Humanities-Commitment-to-Student-Growth-and-Development1.pdf>

You are also required to read and follow the Writing Lab statement on avoiding plagiarism:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

All instances of Plagiarism will be reported to the Dean for further action. Plagiarised papers will receive the grade of "F" without possibility of rewrite.

## ▪ 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/>

Bellevue College uses a plagiarism checking site, and all papers submitted will be checked for originality.

## 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 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](mailto:asn@bellevuecollege.edu) or 425.564.2764. ASN is located in the Library Media Center in D125. [www.bellevuecollege.edu/autismspectrumnavigators/](http://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](http://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

There will be a final writing sample followed by an exit conference, but no final exam.

## ▪ 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.

## Course Calendar

The course calendar is in a separate file.

## Student Concern

Should you have concerns about any aspect of the class, I encourage you to come to us with them. If for any reason you don't feel comfortable raising your concerns with us, the usual next step would be to speak with the program chair, Scott Bessho. You can also refer concerns about this class to the Arts and Humanities Division Dean, Maggie Harada ([maggie.harada@bellevuecollege.edu](mailto:maggie.harada@bellevuecollege.edu)) or the Assistant Dean, Scott Bessho ([scott.bessho@bellevuecollege.edu](mailto:scott.bessho@bellevuecollege.edu)) in the Arts and Humanities division office (R230). An additional resource for concerns you find aren't being addressed by faculty or administration is the Ombuds Office (<http://www.bellevuecollege.edu/ombuds/default.html>).

**Please remember we are on your side. Use our office hours and the Lab time freely if you need help.**