

# ENGLISH 101: English Composition I Winter Quarter 2015

**#1071 Section HYF** meets fact to face on Mondays/Wednesdays from 9:30am-10:20am in R-205 and online in Canvas as a “hybrid” course.

**#1072 Section HYG** meets face-to-face on Tuesdays/Thursdays from 9:30am-10:20am in C-140 and in Canvas online in Canvas as a “hybrid” course.

## Instructor

Natalie A. Martínez, Ph.D.

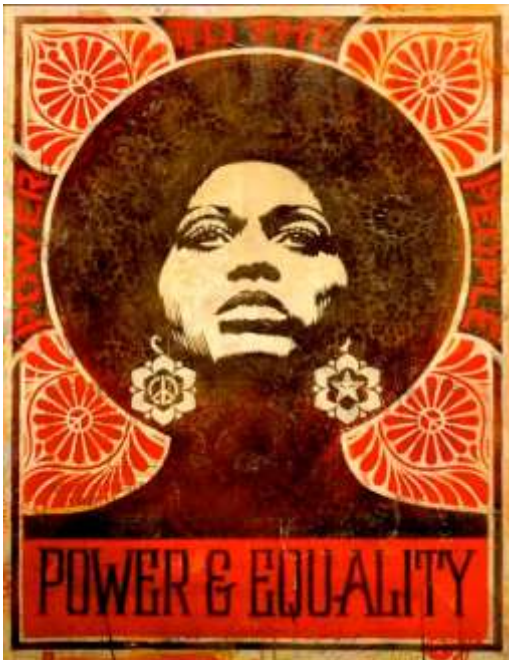
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“You cannot tell an educated (wo)man by whether (s)he believes in God or in flying saucers...You can tell an educated (wo)man by how (s)he takes hold of the question of whether God exists or whether flying saucers come from Mars.” - Jerome Bruner

Road signs, magazine covers, internet advertisements, television, and neon flashing: *buy me, pay attention, read me...*

Everyday you are active or passive observers and consumers of the texts that



surround you. How we read and interact with these texts is very much influenced by our own personal histories and backgrounds.

In this course I will try to provide access to ways of knowing, ways in which you as a writer and thinker will develop and preserve a critical relationship with to the various discourses in the college community and beyond. For this reason, the sorts of writing we will be doing in this course stress the very *public act of writing*.

I believe when it comes time to ask and explore questions about the values we hold, our own positions or our histories and backgrounds you will have a common ground to begin inquiring from. Just as we imagine and (re)imagine our ourselves (maybe with a new outfit, new clothing style or even name) writing will help you to re-imagine *rhetorical possibilities* by requiring you to predict what will happen in the minds of others as they encounter your words.

This entails daily, reflecting on your reading, writing, thinking, and learning. Such “self-consciousness of thought” is arguably one of the key traits shared by successful scholars and writers. You will be able to work within the complex characteristics of different writing situations because they have learned to:

- *Develop a thoughtful and informed perspective on the subject at hand*
- *Examine the reasons for your thinking, and while articulating and*

*supporting one's position regarding various issues.*

- *Situate your perspective in the context of other perspectives on the same or similar subjects; and*
- *Communicate your perspective clearly and effectively by adjusting your writing to multiple audiences, purposes, and conventions.*

We take these traits, these habits of mind, as the central aims of English 101.



**“Truth is a matter of increasing complexity”-  
Adrienne Rich**

## **Required Texts & Materials**

- An open mind.
- We have no official textbook, so it's imperative to be able to access our ENGL 101 Canvas website when it becomes available after our first week of class. We'll have important links with approximately 2 critical readings per module, the first module readings provided for students by the end of Week 1 of class, along with our quarter-long course schedule on the Calendar.
- Access to internet for BC email. Also, we will be using blogs and other web technology much of the quarter.
- Feel free to bring laptops to class for use when designated.

Students are responsible for knowing these policies.

## **Course Description**

In English 101, students will study the histories and tactics of argument. We will investigate the components of powerful written, visual, and verbal arguments to develop effective writing and speaking strategies. The course aims to increase students' ability to develop ideas, to express these ideas cogently, and to engage in different literacies.

The process of developing ideas—asking students to complete various invention activities such as brainstorming, free-writing, drafting and revising.

## **Coursework**

**Writing Projects** — aside the generative writing from this class there are three major writing projects in ENGL101:

**Rhetorical Analysis (Apologies-Analysis and Rewrite)**-This paper asks students to analyze the sorts of appeals and rhetorical forces at work in a specific community or public issue.

**Visual Definition Essay**- This paper includes mediating and analyzing the limitations of how a particular definition of emotion or “felt community” (a community or subculture’s overall collective feeling or emotion) and how it operates in culture. Annotated Bibliography and Fieldwork Methods (interview/survey/observations) and BC Libraries Research are required for this unit.

**Group Proposal (Manifesto/Zine)**- Students will propose a change to current public policy of interest and make an argument based on a set of reasons and evidence to do so. Research required for this unit.

**Informal Writing (Homework and In-class Writing)** I have weekly in class prompts corresponding to our assignments at that time in the quarter. These will be graded as completion only.

If you do not meet the Homework's minimum requirements, I'll ask you to resubmit the first time this occurs. After that, it's marked incomplete.

**Final Flash Portfolio Reflection-** is the culminating reflection on your work over the quarter. Students select artifacts of their work and create a "Flash Site" Portfolio of their work.

**Generative Writing** — English 101 is a class where we *use* writing instead of just doing writing. To that end, you will be writing all the time in and out of class. The most common types will be:

- writing to generate new writing
- writing to respond to other people's writing
- writing to reshape existing writing
- writing to reflect on earlier writing

Sometimes these are brief, other times they're more elaborate. Their purpose is to reinforce the idea that writing is a tool for uncovering new things, not just reporting what you already know. I will collect these every other week. Please archive them appropriately.

**Types of Literacy you will encounter-** Because it is important that you have a sense of stake in your own work and are actively engaged with the topics which we may encounter over the semester you may choose to do some research on a particular cultural group/community of your choosing. This sort of "fieldwork" or research

includes observing and participating in a particular cultural site (club on or off campus, hang-out, work-place, or online location) you are unfamiliar with at least twice during the semester. Your writing projects will be closely tied to this idea so that you may go back to previous writings and reflect on how your perspective has or has not changed about this particular group, and



ultimately your own. I expect this to be an opportunity for earned insight to complicate and/or ratify some of your ideas about the readings we will do in class.

**“What sort of social signs do you encounter with daily? How are these emblems or cultural signs constructed? How do they become accepted as truth?”**

**Rhetorical Awareness** — Rhetorical awareness depends on your ability to analyze the writing situation. We will push this sort of consciousness in class. I want what you learn here in English 101 to be useful to you later in college and beyond, I'll introduce this concept in our first writing project to see how well you analyze the demands of the situation and how you develop a writing plan to meet them.

**“Nothing happens in the “real” world unless it first happens in the images in our heads.”**

– Gloria Anzaldúa, *Borderlands/La Frontera*

### **Public Nature of Writing in English 101**

Part of becoming an effective writer is learning to respect the ideas and criticisms of others. In this course we will come together as a community of writers. At times you will often be expected to share your writing with others. If you are not prepared to subject your writing to public scrutiny or if you feel so strongly about that you are unwilling to listen to perspectives other than your own then I discourage you from writing about it. This does not mean that you are not entitled to an opinion but hopefully you will adopt positions responsibly, contemplating the effects on others, that you take responsibility for your words and for engagement with the words of others.

## Course Rituals

**Peer Review** — Writers need readers so one recurring feature of this course will be the use of your peers' *rhetorical mind* to get feedback on ideas and drafts. I expect you to read your peers' papers online with the same care you would take with published writers. Also keep in mind as writers that your work in this class is made public and shared. This is something to keep in mind when considering the audience you are writing for.

**Conferences** – I will hold meetings with you in individual and group consultations during the quarter to discuss the writing pieces you are working on. At least one conference meeting is recommended for the quarter. I can hold office hours online via phone, Skype, Google+Hangout, or on campus.

## COURSE POLICIES

*It can't simply be learned;  
It must be participated in. -- Barry Lopez*

Because we'll be trying to do too much in too little time, we'll need to divide the workload equally over the twelve weeks; every student will be responsible for more than simply his or her own success or failure. If you, for whatever reason, aren't prepared or able to be an active, responsible member of this learning community, another class may more suit your expectations. What follows are our course policies. These policies serve to keep all involved on task, on schedule.

### Late Assignments

All assignments are due on the specified date provided on both the Syllabus Schedule and the Assignment Handouts given for any major assignment. **Please do not email me your work, as I will not accept it.** Instead, you will need to submit it to the corresponding Assignment submission area designated for it. Canvas will always denote when and how you should submit your work. If it denotes that should be submitted "On paper" then all work must be printed and collated at the beginning of a class to be completed on time. This will be rare, and most likely only for peer review or review of a reading/discussion assignment. Hybrid section will always submit online using Canvas.

## Grading & Evaluation

What you learn at the end of 101 is most often a direct result of what you do on a daily basis. Assignments in the class require consistent, active engagement with the course.

- Informal Writing (Weekly in-class writing and Homework)- 20%
- Rhetorical Analysis/Apology- 15%
- Visual Definition Essay- 20%
- Peer Review Sessions- 10%
- Fieldwork (survey/interview or observations) -10%
- Annotated Bibliography-5%
- Group Proposal (Manifesto)-10%
- Flash Portfolio- 10%



I'll provide an orientation of how to do this when we review the rubric for each major project. 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. In the rare instance you become very ill before class, but completed the work, you may email me before the beginning of our class to confirm you completed the work on time, but you must print a copy and bring it to the next class you attend. I will only permit this one time in the quarter. Each day a major assignment is late, it drops a full letter grade from the grade that was earned (A=B, etc.). **Remember you must complete all major course writing assignments in order to pass the course.**

The guidelines for each major assignment will be provided in each assignment handout and will always be reviewed in class before homework is assigned.

### **Tardiness**

You're tardy if you're more than ten (10) minutes late for class where we meet face to face. I will allow you to be tardy three (3) times before your grade will be affected by a full letter grade. If the pattern continues I will ask to speak to you individually and we will address the issue. Leaving in the middle of class and not returning for more than 15 minutes will also be counted as a tardy and will follow the same protocol above.

If in some rare instance, I am more than 20 minutes late, assume our class has been cancelled, and please check the announcements on Canvas or email for details.

### **Absences**

Because quarters are only 12 weeks and intensive your attendance is imperative. Those with greater than (5) ABSENCES, receive NO CREDIT for the course. For hybrid sections, this includes not completing an assignment online, as participating online is part of your attendance. After (3) ABSENCES, a student's final overall grade will be lowered half a letter grade.

Because I can not adjudicate what absence can be excused over another between students, **all absences, regardless of reason count equally.** There are no excused absences, so please plan accordingly.

### **Grading and Evaluation**

To figure out your grade at any time, simply divide the total points you have earned by the total points you have submitted to that point. I use standard percentage markings: **94-100% = A, 90-93% = A-, 87-89% = B+, 84-86% = B, 80-83% = B-, and so on.**

All major assignments will have accompanying rubrics in Canvas clarifying what constitutes quality work.

**Always allow me at least a week to grade, comment and return major paper assignments. I will not comment on every single piece of writing you do for this course.**

### **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, you are plagiarizing. If you resubmit a past work of yours and pass it off as new work, this is called collusion, also another form of academic

dishonesty and plagiarism. Plagiarism is grounds for failing the course, and possibly for dismissal from school. Please consult your BC handbooks for suggestions on how to avoid these rather dire consequences. Please note that our Canvas site will use “Turn It In” which is an anti-plagiarism technology that helps both instructors and students be aware that there may be issues of citation in submitted work. The BC Writing Lab has a helpful link to regarding how to avoid plagiarism and best practices as researchers:  
<http://bellevuecollege.edu/asc/writing/essays-guides/documents/plagiarism.pdf>

### **Student Code**

“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://bellevuecollege.edu/policies/2/2050\\_Student\\_Code.asp](http://bellevuecollege.edu/policies/2/2050_Student_Code.asp)

### ***Additional Items of Concern***

**Accommodation and DRC resources-** If you require accommodation based on a documented disability, have emergency medical information to share, or need special arrangements in case of an emergency evacuation please make an appointment with me as soon as possible. If you like to inquire about becoming a DRC student you may call 425-564-2498, check their website (<http://bellevuecollege.edu/drc/>) or go in person to the DRC (Disability Resource Center) reception area in B-132. 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. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110.

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.

**Time Commitment-** College work is difficult and time-consuming. For college-level work, you should expect two hours of homework for each hour spent in the classroom. So, for a 5-credit course, that’s 5 hours a week in class plus ten hours of homework for a total of fifteen hours of work a week. Keep in mind, with a writing class, this can be more. If you feel other obligations (family, employment, sports, performance arts, etc.) will cut into your attendance and/or performance in class, consider taking ENGL 101 when you can devote the necessary time.

**FERPA and Confidentiality-** Students are expected to take an active responsibility in their own education and assessment process. Under federal law, I cannot discuss your academic progress, attendance, nor even your enrollment in my class with anyone other than you. Even if you are a Running Start student, and have signed a waiver to allow your guardian to speak on your behalf, I cannot communicate with them unless I first confirm signature with High School Programs. Instead of a hindrance, I see these guidelines as a means of fostering a professional academic relationship with students, a relationship necessary for true education. For further reading on the Family Educational Rights and Privacy Act (FERPA), go to <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

**Public Nature of the Course & Civility Statement-** Because we are in a college setting, students should expect to encounter opinions or beliefs that may be different than their own. While, I won't encourage avoiding any difficult topic or situation, I will not allow students to be excluded or made to feel they are in a hostile learning environment because of their race or ethnicity, religion, class status, or gender. Whether online or face-to-face, I require in this course we cultivate and practice a community of mutual respect. This begins by address one another by their first names in person, online or by email, keeping with a respectful tone in public or private communication despite any frustrations you may feel, and listening to one another. Any student who creates a hostile environment online or in class will be asked to leave the class.

#### **Affirmation of Inclusion Statement-**

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>

**Cell phone or texting-** All cell phones or electronic devices need to be put away during our class time. Students in Section N will have a short 10-15 minute break during the Tuesday and Thursday class. Please make any necessary texts or phone calls at that time. Please do not text or use electronic devices in class. You get one warning before you will be counted as absent and asked to leave.

**How to communicate with me, your instructor-** I am interested in helping you do as well as you want in this class. If you're having difficulty, speak to me about it. If life interferes with school, as it has a habit of doing, 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 those obstacles.

While, I always prefer meetings in person with students when you have questions or concerns, I will make myself available by email and phone as well to be flexible. While, I do have a mailbox in R230, I may not always get a note before class. I'd prefer you simply email me if you missed a class. In the most urgent cases, you may call and leave a message which will go straight to my BC email.

I encourage you to email a concern before class the next day or simply address it the next day in person if it can wait. **Hybrid section students should always use Canvas to do so.** You may use **BC email** but do keep in mind, I tend to answer Canvas using my phone

more frequently since I'm often online there working. Please note, **I answer emails Mondays-Friday 9am-5pm.** Always allow 24 hours for a reply weekdays. If you email a question on a weekend, I will respond no later than the following Monday.

When sending emails please be "rhetorical." Consider your audience. Use a formal greeting. Use a closing salutation and signature. Be sure that there is a subject for the email. Please no text language or informal abbreviations.

## **Public Safety**

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>

## **Other Helpful Websites:**

- Academic Success Center
- Reading Lab- <http://bellevuecollege.edu/asc/reading/>
- Writing Lab- <http://bellevuecollege.edu/asc/writing/>
- Technology Help Desk- <http://depts.bellevuecollege.edu/helpdesk/students/>
- Canvas Help website- <http://bellevuecollege.edu/canvas/>.

## **Final Exam Schedule**

- Last regularly scheduled day of class: MW- section- March 23<sup>rd</sup> Mon. 9:30-11:20am; TTH- section- March 24<sup>th</sup> Tues. 9:30-11:20am in our regular classroom.

For more info consult: <http://bellevuecollege.edu/courses/exams/>

## **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.

**Our Syllabus Schedule** will become available on Day 2 under our Canvas site as well as a separate document on the syllabus. Our Quarter-long Reading and Writing due dates will be listed there. Additionally, we'll use Canvas's Module Function when working through a major paper or unit.



Please note, the course schedule like all things in process, may be open to revision, if I feel we have and need more time with a particular activity or project. If this occurs, an updated syllabus schedule will be provided.