

ENGLISH 101: ENGLISH COMPOSITION I

Winter 2015, Section HYO

M&W 12:30-1:20pm (face to face) in B242; the rest on Canvas

Instructor: Donna Miguel

Email: d.miguel@bellevuecollege.edu (please use Canvas email)

Office: R230-T Phone: (425) 564-2553

Office Hours:

REQUIRED TEXTS/MATERIALS

- Access to Canvas and printer
- Selected readings, found in lectures and Course Readings and Documents module
- MLA Essential Reference Card copy, found in MLA Stuff module
- Bellevue College MLA Bibliography sheet, found in MLA Stuff module
- Grammar Skills Pack – handed out in class, but found in Course Readings and Docs module
- Any writing/grammar handbook with MLA/APA updates (I have one reserve in the library)
- Dictionary – optional, but strongly recommended
- USB flash drive or Dropbox (anything to save your work)
- Folder to save your work and handouts

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.

HYBRID COURSE REQUIREMENTS

This section is a hybrid course, which combines online learning with class attendance sessions. As such, it is important, and ultimately your responsibility, to follow all directions for using Canvas online learning system successfully.

- Schedule accordingly to complete online weekly work/modules, including; readings. Although this is a hybrid course, the majority of lectures, readings and assignments will be done online; we will spend Tuesday and Thursday face-to-face class sessions with activities, discussions, or answering any questions you may have about the readings or Canvas.
- Log on to the system regularly to check your email, complete weekly modules, and other info on Canvas.
- Make backup plans for computer access in the event that your primary computer and/or Internet service is unavailable
- Know your system requirements and software capabilities
- Plan to print documents for in-class work. See the N building Open Computer lab for printing availability.
- Ask for help in a timely manner, so that you will be able to successfully participate in both online and the classroom portions in the class.
- Follow direction for conducting browser and software checks and making adjustments on your system
- BC offers tutorials and lab assistance for its students as well as computer labs equipped with PCs and MACs. Check out this page: <http://depts.bellevuecollege.edu/helpdesk/students/canvas/> for info about Canvas.

CLASS POLICIES & INFO

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 5 face to face 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.

Course Work– make sure to complete the weekly work/modules that are contained in the Modules tab at the left or on the home page of Canvas. **In the weekly work/modules, lectures include assigned readings, links to other pages or handouts, and assignments.** On Sundays, I will send an announcement with the weekly agenda, including links to the assignments/readings.

I will try to release the weekly modules one week ahead of time; however, additional content – such as lectures – may be released the day of, so it's important to log on the site daily to check the Announcements tab as well to see what's new in that week's module. Consult the course schedule for deadlines and Canvas for assignments, discussion boards, assigned readings and lectures.

Although I do not accept late work, if, for some circumstance you turn in your essay after the due date, you will be deducted up to one full letter grade for each day late. I do not accept late work one week after the original due date. 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.

Also, take pride in your work; take yourself and your work seriously. Don't present/turn in work that is sloppy: not edited and proofread, is 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 at the end of the quarter for your participation in the face to face classes, 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 use a laptop and iPad/tablet in class; please be on task and do not surf online. It is extremely disruptive to students sitting around you who are trying to focus. Consider sitting off to the side.

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.

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 B 132 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.

Wellness – Take care of yourself! Stay hydrated, seek counseling and advising for additional help, take deep breaths, anything to ensure your well-being.

Remember that the majority of the course work will be on and completed on Canvas. We only have 2 one-hour, face-to-face sessions. Therefore, the course load will be extra rigorous and deadlines will be quick. Please plan accordingly and pay attention to your course schedule and on Canvas.

There's more assistance available for your success:

- TRIO, MCS, Veterans Admin Programs, Women's Center, Counseling, Advising, and Financial Aid are located in the B building.
- Writing/Reading Lab and Academic Tutoring can be found in D204
- Open computers and printers are in N250 and C bldg. The library also has computer use. See separate handout on Canvas for a list of all Student Support Services and appropriate contact information. The link: <http://bellevuecollege.edu/resources/services/>

ASSIGNMENTS – all submitted on Canvas unless otherwise noted. Do not forget to save and label files clearly!

Please format your paper with readable, 11-12 size fonts such as Times New Roman. Also, written assignments need to be typed, double-spaced, have 1" margins. Position a heading at the top right or left corner on the 1st page: full name, date, class and assignment.

Projects (2) – the assignments in this course will required you to argue effectively in any given format, whether it is essay or visual. Because this is a course in rhetoric, you'll consider how to strategically argue using the Aristotelian Rhetorical Triangle model for various purposes and audiences. Much of your work will consist of you selecting an issue of personal and societal interest, constructing the argument with specific appeals, having supporting claims (developed by supporting details including an opposing claim and counterargument, and is structured the best way to suit the needs of your audience (usually not 5 paragraphs). There will be two major projects – the argumentative advertisement and the argumentative essay – which you'll progress through with prewriting assignments and peer critiquing sessions.

In-Class, Timed Reading Responses (3) – in class writing engages writing and critical thinking skills. Make sure to have read the assigned readings prior to completing these responses. We'll spend 2-3 days working on these: the first day, you will have an hour to complete and submit the first draft of your response on Canvas. Be aware that you will be timed and marked late/shut out if you go past the one hour mark, so time yourself accordingly. We then, as a class, discuss the assigned reading and talk about your response drafts. The third day, you'll revise your response and then it in along with a short reflect (see below). We will talk more about these in class and work on timed writing skills.

Response Reflections (3) – since you'll be revising the reading responses, of course you'll need to reflect upon the decisions you made with the revisions. I will have a handout for you to fill, which will be turned in with your revised reading response and the first draft with a score/feedback on it.

Sentence Combining “Pizza” exercise – to work on sentence variety, punctuation and flow, we'll complete an in-class sentence combining exercise. This random assignment (combining sentences) is found in your Grammar Skills Pack.

Self-Evaluation – at the end of the quarter, you will complete at 1-2 page, double-spaced reflective paper that examines and evaluates your progress throughout the quarter. You will address several questions that help you reflect upon your work.

Discussion Boards (7-10) – This is an interactive class, both online and face to face, which means you'll participate in class discussions online under the Discussions tab on the left and embedded in the weekly modules. There will be approximately 1-2 topics per week, such as chapter review, questions about assigned readings, editing/reviewing, paper topics, grammar stuff, documentation, etc. You are expected to POST a response and then RESPOND to at least once or twice to a classmate's post. Also, posts are due in the middle of the week and replies later. Bear in mind that there is no way to make these up.

Grading of posts/replies is based entirely on the quality of your participation. For example, your contribution should be thoughtful, thorough and relevant to the assigned question. Your tone of voice should be respectful, constructive and collaborative.

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, discussion boards, projects, *and* participation points.

GRADING

- Projects – 265 pts total, including prewriting, counterarguments, rough and final drafts, peer critiques
- Reading Responses, including Reflections – 75 pts (@ 25 pts each)
- Response Reflections – 30 pts (@ 10 pts each)
- Sentence Combining Exercise – 10 pts
- Self Evaluation – 50 points
- Discussion Boards – 100 pts
- Participation – 100 points

TOTAL: 630 POINTS

A	A-	B+	B	B-	C+	C	C-	D	F
100-95%	94-90%	89-87%	86-85%	84-80%	79-77%	76-75%	74-70%	69-60% broken down	59% or fewer

NOTE: YOU MUST PASS THE CLASS WITH A C- TO MOVE ON TO ENGLISH 201, 235 & 271.

Participation Rubric
All classes (D. Miguel)

	OUTSTANDING “A” level	STRONG “B” level	ADEQUATE “C” level	POOR “D” & “F” level
PREPARATION FOR CLASS	You bring all your materials. You're ready to work once the class starts	You usually bring all materials. You are ready to work once class starts.	You frequently “forget” to bring required materials to class; haven’t bought the book; often not ready to begin when class starts.	You frequently ask to borrow materials from classmates. You are rarely ready to start when class starts.
FREQUENCY OF PARTICIPATION	Your hand is almost always raised during class discussions.	Your hand is often raises during class discussions.	Your hand is seldom raised.	You do not volunteer to contribute to class discussions.
QUALITY OF PARTICIPATION	Students who fall into this category offer thoughtful and critical commentary and analysis. You raise questions, explore difficult concepts, theories, and refer back to the text. <i>You also do not pose as a disruption/distraction to the class (unnecessary, inappropriate comments)</i>	Students who fall into this category participate but as a whole, responses tend to be general, may go off topic, and may not engage/connect/refer back to or with the text. <i>Your comments may be unnecessary, inappropriate.</i> <i>(#8 on the syllabus policies)</i>	Students who fall into this category tend to come to class and pay attention, but they rarely participate. When you do, it is more likely than not to simply echo someone else’s opinion and/or “easy” questions. <i>Your comments are unnecessary, inappropriate.</i> <i>#8 on the syllabus)</i>	Students who fall into this category either don’t come to class, don’t contribute at all to the discussion, fall asleep, are caught texting, tweeting, and/or completing assignments for other classes. You also appear unengaged in class discussion. <i>Your comments are inappropriate and may be asked to leave the class. (#8 on the syllabus)</i>
GROUP WORK	You are always on task and a leading and/or equal partner during pair and group activities. Your peers would likely describe you as enthusiastic, helpful, critical, and an actively engaged team member.	You complete group activities and pair activities. You are an equal partner for the most part but are less helpful and/or actively engaged than someone in the “Outstanding” category.	You sometimes need to be reminded to stay on task during group or pair activities OR you carelessly rush through activities.	You give very little effort during pair and group activities and are often off task. You appear disinterested, disengaged and you bring down the morale of your group. (Sitting like a lump)
LISTENING	You actively listen when the instructor and your fellow students speak during class.	You listen when your instructor and your fellow students speak in class but you may appear distracted at times.	You sometimes listen when the instructor and your fellow students speak in class. At times, you may be seen texting, tweeting, completing assignments for other courses, talking to your friends during class discussions.	You “tune” out and sit like a lump when the instructor and fellow students begin speaking in class. Rather than listen, you are openly disengaged and can almost always be found texting, sleeping, completing homework for other classes, etc.

Homework/assignments rubric¹
All classes (D. Miguel)

If the assignment is worth 5 points (default grade for most graded homework and in-class responses):

POINTS	CRITERIA
5	Well done! You obviously took the time to complete this assignment. You've done an exceptional job with the thinking, writing, and completion. Thorough and obvious effort and reflection. Oh, you also followed the directions and requirements.
4	Good, but not quite exceptional. May not have followed a slight part of the directions, or lacked the insight, depth, or thoroughness of a "well done."
3	Didn't follow most of the directions and or/answers were incorrect, vague, incomplete, vague, or lacked critical thinking and/or depth of thought. Yeah, you did put some effort, but it seemed to be last minute effort just to get it done. Did you complete it right before class or during class?
2	Clearly didn't read the assignment directions and/or it's obvious that the homework was done quickly and without thought. The assignment is incomplete, incorrect, late, or of unacceptable quality.
1	Okay, this point is completely out of pity. Very little to no effort. Didn't follow the assignment whatsoever and didn't answer the directions on the assignment sheet or given in class.
0	You didn't do the assignment at all. Ouch. Did you even come and talk to me about what happened for you not to turn it in?
If the assignment is worth 10 points, double the scale above. You get the idea.	

Don't forget to appropriately label your assignments with a heading, as stated on the syllabus. You may lose a point or two if you forget to put your own name on the assignment.

¹ This excludes for in class essays, rough and final drafts, quizzes, exams. See me if you have any questions.