

ENGLISH 101: ENGLISH COMPOSITION I

Winter 2015, Section J, Item #1085

11:30-12:30pm daily, R205

Instructor: Donna Miguel

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Office Hours:

REQUIRED TEXTS/MATERIALS

- Selected readings and other materials on Canvas > Course Readings
- MLA Essential Reference Card copy on Canvas > MLA Stuff
- Bellevue College MLA Bibliography sheet on Canvas > MLA Stuff
- Grammar Skills Pack – handed out in class but found on Canvas > Course Documents
- Access to Canvas and printer
- 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
- Mini-stapler – very strongly recommended

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.

CLASS POLICIES

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.

TAKE CARE OF YOURSELF! Stay hydrated, seek counseling and advising for additional help, take deep breaths, anything to ensure your well-being.

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 10 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.

Assignments – All readings and assignments are due the day they are on the schedule; consult for deadlines and Canvas for assignments, lectures and tip sheets. I do not accept late work. Also, take pride in your work; take yourself and your work seriously. Don't present/turn in work that is sloppy: 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, 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. All assignments are subject for scanning at Turnitin.com via Canvas, so please save all your e-documents – you will be asked to submit both a hard copy and online.

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.

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 for a list of all Student Support Services and appropriate contact information. The link: <http://bellevuecollege.edu/resources/services/>

ASSIGNMENTS

You will need an **appropriate heading** for your assignments. Position the heading at the top right or left corner on the 1st page: name, date, class and assignment. Every assignment must be typed, double-spaced, and have 1-inch margins.

1. **Projects (2)** – the assignments in this course will explore how to argue effectively, in any given format, whether it is essay or visual. Much of your work will consist of you constructing the argument, developing supporting claims, countering opposing sides/concerns, and finally, proposing feasible solutions that deal with the issue. Because not everything is in the form of a 5-paragraph model essay, you'll complete 2 different projects: the advertisement and the essay. You will rely on your skills and knowledge of

effective rhetoric and also creativity to persuade your intended audience. Of course, the only way to progress through these projects is to have prewriting assignments and peer critique sessions. We will talk about revisions in class.

*** Note: if you are unable to get to a computer or are just “inexperienced”, or just want to practice your essay composition skills, you have the choice of writing an essay instead of the advertisement for project 1.

2. **In-Class Reading Responses (3)** – in class writing engages writing and critical thinking skills. Make sure to have done your readings to respond to the specific writing prompt. We'll spend 2-3 days working on these assignments. The first day, you will have about 30-40 minutes to write a 1-page response; 2nd day you'll use your response to contribute to class/group discussion, and then overnight, you'll revise the response and then turn it in along with a short reflection (see below). I will try to get us in a computer lab so you can type out your responses. We will talk further about these assignments in class as well as work on how to effectively respond/write to writing prompts under a certain amount of time.
3. **Response Reflections (3)** – since you will be revising the reading responses, of course you will need to reflect upon the decisions you made with your revisions. I will have a handout for you to fill out, which will be turned in with your revised reading response and your first draft.
4. **Sentence Combining “Pizza” exercise (1)** – 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.
5. **Self-Evaluation:** at the end of the quarter, you will be completing a 1-2 page, double-spaced reflective paper (of sorts) that examines and evaluates each of your essays, grammar quizzes, discussions, etc. You will address several questions that help you reflect and evaluate your work over the quarter.

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, projects, *and* participation points.

GRADING

- Projects – 265 pts total (including Prewriting assignments & Peer Critiques)*
- In Class Responses – 75 pts total (@25 pts each) **
- Response Reflections – 30 pts total (@10 pts each)
- Sentence Combining Exercise – 10 pts
- Self-Evaluation – 50 pts
- Participation – 100 pts

Total – 530 points

A: 100 – 95%
A-: 94-90%
B+: 89-87%
B: 86-85%
B-: 84-80%

C+: 79-77%
C: 76-75%***
C-: 74-70%
D: 69-60% (broken down, of course)
F: 59% or fewer

*Although I do not accept late work, if, for some circumstance you turn in your essay after the due date, you will deducted one full letter grade for each day late. I do not accept any late projects one week after the original due date. As for peer critiques, you cannot make them up since they are purely in class activities.

** 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.

*****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. (#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. #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.

Donna Miguel, Instructor
All of my English classes

HOMEWORK / IN-CLASS WRITING / ASSIGNMENTS RUBRIC¹

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.