

**BELLEVUE COLLEGE**  
**ENGL& 101, English Composition I (5 credit hours)**  
**Syllabus & Class Schedule, WINTER Quarter 2015**  
**Monday/Wednesday, 6:00-6:50 pm. (HYBRID) Location: R-306**  
**Instructor: Debbie Pope Office: R-230**  
**Office Hours: *By appointment***  
**Phones: 425/922-5296 (home)**  
**[debbie.pope@bellevuecollege.edu](mailto:debbie.pope@bellevuecollege.edu)**

*Note:* Before you begin reading the course syllabus for **ENG 101**, you should know that your instructor is pathologically organized and detail-oriented. That's why this document is many pages long. It contains **EVERYTHING** – including the class schedule and all assignment due dates -- you need to know about English 101. Don't let it petrify you. I'm relatively harmless in real life. I'm just crazy about writing and organization. I want students to understand exactly what we will be doing this quarter from the very start.

### **COURSE DESCRIPTION:**

"Exposition" is writing that conveys information or explains something, and most college writing fits this category. Thus, ENG 101 is a foundational writing course which acquaints students with the principles of effective composition, from prewriting and brainstorming to editing and revising. The focus in this class is on becoming better writers through the development of critical thinking skills as we analyze fiction, nonfiction prose, and film. In other words, in order to write, one must first think.

### **COURSE PREREQUISITES:**

In preparation for ENG 101, a student should be able to produce writing that demonstrates an understanding of the writing process and of the rhetorical components: topic, audience, and main point. The student writing should be clear, effective, and *without significant grammatical or mechanical errors that interfere with meaning*. In order to enroll in ENG 101, you must first pass the assessment test and be placed in 101, or you must have completed ENG 092 or 093 *with a grade of C- or higher*.

### **COURSE OUTCOMES:**

After completing this course, students will be able to:

Demonstrate various invention practices: brainstorming, free writing; outlining, journaling;

Demonstrate ability to write in various modes: personal narrative, expository, analytical, descriptive, argument;

Demonstrate the phases of writing: draft, revision, final copy;

Explore sources of writing: reading, thinking, analyzing, discussing;

Create a thesis statement that suggests the focus of the paper; does not point out the obvious, and is written as a sentence;

Develop and include enough details and examples to support the identified thesis and reinforce focus;

Demonstrate various patterns of organization and use the organization pattern that suits your identified purpose and audience;

Illustrate the concept of Audience in your writing;

Artfully combine Audience, Purpose, and Tone in compositions written in and outside of class;

Write in a vocabulary appropriate to your subject and identified audience;

Begin and conclude a paper effectively;

Show effective control of mechanics: paragraphing, punctuation, spelling;

Differentiate between key ideas and supporting details in reading;

Locate the thesis statement in reading assignments;

Practice good group skills: how to give useful feedback, and how to make use of feedback you

receive;  
Develop self-assessment skills.

### **COURSE TEXTBOOKS:**

*75 Readings Plus*, 10<sup>th</sup> edition, Santi V. Buscemi & Charlotte Smith (required)  
*English Grammar Workbook for Dummies*, Geraldine Woods (required)  
*Cry, the Beloved Country*, Alan Paton (required)  
*The Kite Runner*, Khaled Hosseini (required)

### **VALUES CONFLICT STATEMENT:**

Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression that might conflict with one's personal values. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends.

To this end, you may find that class requirements may include engaging certain materials, such as books, films, and art work, which may, in whole or in part, offend you. These materials are equivalent to required texts and are essential to the course content. If you decline to engage the required material by not reading, viewing, or performing material you consider offensive, you will still be required to meet class requirements in order to earn credit. This may require responding to the content of the material, and you may not be able to fully participate in required class discussions, exams, or assignments.

### **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 E-MAIL and ACCESS TO CANVAS:**

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 into Canvas. 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](#).

### **COURSE REQUIREMENTS & POLICIES:**

Readings: It is impossible to successfully complete this course without purchasing and reading *each required text*. Furthermore, *it is essential that you complete the assigned readings before the classes during which we will discuss them*. You cannot expect to keep up with the course development or intelligently contribute to class discussion if you haven't completed the readings. While I realize that many students attempt to save money by borrowing textbooks from friends, doing so presents more problems than benefits, especially when your friend is still trying to finish a book (for example) on Wednesday morning that you need to have read by class time that same night. *Buy your books now. Stay caught up with your reading assignments.*

### **CLASS PARTICIPATION:**

Bertrand Russell once said, "Most people would rather die than think--and most do!" 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 be *actively involved* in class. This means not only that you *show up* for class but also that you are *attentive* once arrive, that you *participate* in class discussion and other assigned activities. Failure to do so will negatively affect your final grade. *You may earn – or lose – 50 points of your final grade for your active participation – or your lack of it.*

As you participate, do all that you can to make everyone's experience positive. Unacceptable behavior in this class includes: doing *anything cell-phone related in class*; working on non-class materials; eating or drinking disruptively; using tobacco; putting your head down for a nap; talking or whispering when someone else is trying to talk; and making comments that are intentionally disrespectful to another student. If I tell you that you are disrupting the class in some way, I expect you to change your behavior immediately. If you do not, I will ask you to leave the classroom.

### **DEADLINES & DUE DATES:**

It is the responsibility of each student to meet all deadlines for class assignments. I will penalize any assignment turned in late in the following way: *For each day a paper is late, I lower the final grade one full letter. After three days (this includes weekends), there is no point in submitting the paper, because your grade at that point is "F" or zero points.*

Keep in mind:

I have no sympathy for last-minute glitches with a computer or printer.  
You are asking for trouble if you rely on your ability  
to print your paper in the half-hour before it is due.

It's better to assume that no printer on the planet  
will work at all during the twelve hours just before you  
must submit a paper to me.

In other words: work ahead.

Along those lines:

If you are absent from class on the date that an assignment is due,  
the assignment is still due in class, in my hands,  
at the hour scheduled. You must get it to me.

### **ATTENDANCE:**

My attendance policy is short, sweet, and non-negotiable. I allow you **three (3) absences only** for this class. Additional absences, *regardless of the reason*, result in the following penalties:

4th absence?	=	30-point reduction
5th absence?	=	<i>additional</i> 60-point reduction
6th absence?	=	Automatic course failure. At this point, your best Option is to officially drop ENG 101 in order to avoid permanently marring your transcript with a grade of "F."

*I mark attendance promptly at the beginning of class.* If you arrive late, you will need to check with me at the end of class to *ensure* I record your presence. I do not go back later on and mark you present if you do not notify me before the end of class that you are, indeed, present.

We're going to be moving rapidly through a lot of material this quarter, and each class will be important. Ultimately, you're the one paying for the course, and it's your choice whether or not to show up. If you choose not to attend class, know that it is your responsibility to *act* -- to find out what you missed and be on target, on track with the rest of us when you resurface. No one else will do it for you. "But I wasn't here that day," *is never an excuse.*

### **TARDINESS and EARLY DEPARTURE:**

*Coming late to class or leaving class early is unacceptable.* Two (2) instances of tardiness or early departure will be considered one (1) absence. *I expect you to be in your seat and ready to begin class at 6:00 p.m.* This means – *if you drive to campus* -- arriving at BC early enough to not only snag your parking spot (*always a challenge, so keep that in mind, please*) but also to then make your way to the classroom. Additionally, it means – *if you commute by bus* – that you need to keep in mind a sad truth: the bus schedule is not always a timely one. Make sure you take the bus early enough to arrive on campus and get to class *before 6:00 p.m.* Based upon previous experiences with this 6:00 p.m. class, I must stress this point: *You cannot expect to pass this course if you are consistently late to class. You HAVE to be in class, prepared to start at 6:00 p.m. If this requirement is going to be difficult or impossible for you to meet, because you don't get off work until 5:00 or 5:30 p.m. and have a crazy commute to navigate, then you need to drop this section of ENGL 101 and find a section of the class that will work better with your ability to get to class on time. I must stress again that the class STARTS at 6:00 p.m. – not 6:15, 6:20, or 6:30. If you've made a commitment to your education by registering for this class, you need to manage your work schedule so that you can be here on time. That's your responsibility – not mine.*

### **MISSED QUIZZES:**

If you miss a quiz by (a) coming late to class or (b) being absent, you may not make up the missed quiz at a later date. You lose the points for the missed quiz.

### **DISABILITY RESOURCE CENTER:**

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 videophone 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 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.

If you are uneasy about going to your car for any reason, 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.

### ACDEMIC 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://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 schedules.

### INCOMPLETE GRADES

I do not assign incomplete grades for any course, for any reason.

### LAPTOP COMPUTER

Because this is a **writing** class, we will be doing *a great deal of writing and editing in class*, and thus **you do need to bring your laptop to class each time we meet**. **In other words, yes, you must have a laptop to successfully complete this course.**

### CELL PHONES & OTHER ELECTRONIC ITEMS

Cell phones, on the other hand, are an increasing problem in classroom culture, due to incoming calls and text messaging. I approach this problem simply and directly:

- Your cell phone is to be stored in your backpack and/or purse. I don't want to see it on your desk, in your lap, in your hands. **A cell phone has no place in the classroom.**
- Additionally, your stored cell phone is to be turned completely off – not just on vibrate. If I discover you using your cell phone during class to send or receive texts, or if you are responsible for more than one “in-class ringing” incident, I will reduce your final grade by one full letter.

**Yes, I am that serious about the cell phone ban.**

*Bottom line:* No cell phones in class. No calls. No texting. I expect you to be fully engaged with the material at hand and fully involved in the moment – *and the moment belongs to English 101.*

### LEARNING ENVIRONMENT:

What follows is the Bellevue College Arts & Humanities Division policy on classroom behavior:

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 disruptive student from class.

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

### **WRITING LAB:**

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

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.

Please also understand that visiting the Writing Lab for help with a paper in no way ensures that you will earn a grade of "A" on the paper. Many (if not most) of the Writing Lab tutors are students themselves, and as good as they may be when it comes to English and writing, editing, revising – they, too, are still learning. They are not perfect; their advice does not mean you walk out of the Writing Lab with an "A" paper.

### **FREE ONLINE TUTORING:** King County & Snohomish County Libraries

I want all students to be aware of the free online-tutoring that is offered by both the King Country and Snohomish County libraries. First, you'll need a library card, so if you don't have one, *you seriously – really! – want to apply for one right now*. This is a fantastic resource.

I do not have a Snohomish County library card because I'm a King County resident, so I can't give you the specifics about their tutoring resources, but I can tell you how to get started. First, go to the main web page for Snohomish County Library: <http://www.sno-isle.org/>

Once you are there, scroll down to the bottom of the main page and look for "24/7 Library." Under "24/7 Library" click on *Help Now for Homework*. That will take you to a page where you enter your library card number and pin/password – and from there, you connect with a live tutor. You may need to check with the library for the hours that tutoring is available.

For King Country Library, go the main page:

<http://www.kcls.org/>

Once you are there, click on “*Homework Help*.” Then click on “*Tutor.com*” which will take you to a page where you *create your free tutor.com account*. Once you’ve done that, you will have access to the tutoring resources. Most students do not know of this wonderful resource – this is FREE! Tutors are available from 2 p.m. until midnight, 7 days a week. Students have told me that they have less of a wait in the afternoon hours. If you wait until the prime homework evening hours, you may have a 10-15 minute wait for a tutor.

#### **INCLEMENT WEATHER:** Where to Check for Closure Information

BC provides a number of distribution methods for getting this information to you. You are encouraged to use one or more of these services or tools to check for campus status.

- Visit this website to view the most updated status message posted at <http://www.bellevuecollege.edu/publicsafety/information/emergency/#weather-conditions>
- Call BC's 24-hour recorded hotline at (425) 401-6680.
- Your e-mail, phone or mobile device! Students and employees may sign up to receive emergency e-mail or text message alerts directly from BC as soon as changes are made to the campus status during emergency situations. Go to the BC Alert System sign-up page to learn more or sign in to edit your profile.
- Use [Schoolreport.org](http://Schoolreport.org)—BC also provides emergency information to this website during inclement weather-related closures. This resource also provides an e-mail notification service you may sign up for if you are not eligible to use BC's Alert System. With Schoolreport.org you will receive emergency information for Bellevue College as well as 125 other Puget Sound-area schools and school districts.

#### **OTHER VITAL REQUIREMENTS:**

- Stapled Papers: You *must staple all papers* before you turn them in to me. No, I won't bring a stapler to class for you to use. Yes, you must buy one if you don't have one. Yes, you should keep it with you at all times. Yes, this is a pet peeve of mine. Yes, it is a huge one.
- MLA format: From the start, with the very first introductory paragraph, *I require you to use proper MLA format for all rough and final drafts*. This includes not only the way the paper actually looks on the page, but also in-text citations and a Works Cited page for each essay. You should have learned MLA format in high school, but if for some reason you are unfamiliar with MLA, fear not. We will also go over MLA format in class.
- Ms. Pope's Grading Abbreviations: Over the years, I have developed a list of abbreviations that I use when grading, and you will find that list posted in Canvas. I recommend that you print a copy and keep it nearby so you can understand what it is I am saying about a specific issue in your writing.

#### **EVALUATION:**

(Note: *I always reserve the right to adjust the number and type of assignments, depending on class progress*. In the event adjustments prove necessary, I will modify the final grading scale to reflect those changes.)

Discussion Threads in Canvas	300 points
Weekly Grammar Reports in Canvas	200 points
3 Formal Essays @ 100 points each	300 points
Reading Quizzes	100 points
Grammar Exam 1 (online, chapters 1-10)	50 points
Grammar Exam 2 (in class, March 16, chapters 11-18)	25 points
In-class participation	25 points

TOTAL POINTS POSSIBLE FOR QUARTER	=	1000
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**FINAL GRADE SCALE:**

A	=	94-100%	(940-1000 points)
A-	=	91-93%	(910-939 points)
B+	=	88-90%	(880-909 points)
B	=	84-87%	(840-779 points)
B-	=	81-83%	(810-839 points)
C+	=	78-80%	(780-809 points)
C	=	74-77%	(740-779 points)
C-	=	71-73%	(710-739 points)
D+	=	68-70%	(680-709 points)
D	=	64-67%	(640-679 points)
D-	=	60-63%	(600-639 points)
F	=	59% & below	(599 & below )

**SUCCESS IN ENGLISH 101:**

You will have the greatest success in class by observing the following:

- ☐ **BE PREPARED:** Check the course schedule and complete readings and assignments before class. Make a plan and at least one backup plan to get work printed and to class when it is due. *Bring your books to class.* Take notes in class. Keep important papers organized.
- ☐ **BE HERE:** Plan to attend every class session in its entirety. It's important to be on time and ready to work every day. If you have scheduling conflicts – traffic, a class across campus, pending absences – that will prevent your being here on time every day, *you need to make changes in your schedule accordingly.*
- ☐ **BE HERE NOW:** Give your full attention to the class activity by avoiding side conversations and socializing and by silencing and stowing out of sight all electronic devices.
- ☐ **BE CONSIDERATE:** Respect the rights of others in class to voice opinions that differ from yours. Avoid distracting and disruptive behaviors. Please do not eat during class time – beverages are fine.
- ☐ **BE CURIOUS:** Ask questions. Look up words that are unfamiliar. Search for more information on a topic.
- ☐ **BE ASSERTIVE:** Ask for help when you need it: I will gladly help you. Also, ask for help from the Writing Lab: make an appointment with a writing tutor to go over your writing assignments.

**HOW TO FAIL ANY ENGLISH CLASS:**

1. Don't come to class. Woody Allen said, "Ninety percent of success is showing up." I don't know if that is true, but 90% of failure is definitely *not* showing up. Failure to attend class means just that: failure.
2. Don't write anything down. After all, you can just remember all the assignments, and who needs class notes anyway, right?



3. Don't turn in assignments. Think about it: Even if you complete an assignment but receive a grade of "F," you'll usually earn about 50 points. However, for an assignment you don't turn in, you earn zero points.
4. Don't pay any attention to the comments I make on your papers and don't make any changes in the way you write. Continue to make the same grammar errors over and over and ignore the recommended changes in paragraph or essay structure. In other words, just don't show any progress at all, and your final grade will reflect your effort.
5. Ignore my very specific organizational instructions for each essay assignment. Think, "Oh, she really doesn't mean that."
6. Plagiarize your assignments. Cut and paste sentences, paragraphs, whole essays from the Internet into your paper and turn it in as your own work. Forget the fact that instructors have *fantastic tools for detecting plagiarism, thanks to Google*. Forget the fact that the instant I detect plagiarism, you have failed not just the assignment but also the course. Irrevocably. No excuses.

### **A WORD ABOUT THE WAY I GRADE PAPERS:**

I will read every single, solitary word that you write in this class. I will block out the rest of the universe as I examine what you are trying to say, how you have said it, how you have presented your ideas. I will expect to find, in your words, a thesis, an essay map, supporting points and arguments, concrete illustrations, specific examples, logical organization, coherence, and evidence of critical thinking.

I will, on many occasions, be disappointed. This is not a moral statement about your character, your personhood. It simply means that many of you – and for a variety of reasons -- may not yet know how to write effectively and well. This class is a *step* in that direction. The course will *not* solve all the writing problems you may arrive with on my doorstep, depending upon the quality of instruction you did or did not receive in high school or previous college courses, but it's a *start*. Much of what you will take away from this course depends upon *your* motivation, *your* effort, *your* desire to learn and become a better writer.

Because I will read every single, solitary word you write, and because I will expect much of your writing, and because you may not yet be able to meet my expectations--you, too, on many occasions, will most likely be disappointed by my response to your written words. Please remember, at those times, that I am responding to your expertise (or lack thereof) as a writer--not to you, the fragile, vulnerable, valuable human being. In other words, it's not personal. I may like *you* tremendously, but it's possible I won't like the way you've abused the English language.

### **SOME WRITING GUIDELINES:**

1. Learn to spell--and don't depend on a computer program to do it for you. People 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 three (3) spelling errors/typos per paper.  
When I find a fourth one, I stop reading,  
and you earn a grade of "F" for that paper.  
The "F" is permanent; you may not re-write the essay.  
I will assign only half credit for the paper.

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 directions I give you for each assignment. I am anal retentive, pathologically organized, and therefore, the directions will be highly specific. 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. Understand that I have no faith in high school English grades, especially when they have been consistently high. It has been my experience that many of my English Composition students may have a track record of "A" and "B" grades in high school English--and yet cannot spell or compose a grammatically correct sentence. In other words, those good grades were *gifts*; they were not *earned*. What is important to me is the quality of the writing you submit to me *now*, during *this* quarter, in *this* class.
6. *If you plagiarize a paper in my class, you will automatically fail not just the paper but also the course.*
7. College and universities across the country suffer from appalling grade inflation. Generally speaking, students expect grades of "A" and "B" – usually with little effort. Do not expect that in this class. Know now that in English 101:
 

A	means	EXCELLENT
B	means	GOOD WORK
C	means	AVERAGE WORK
D	means	POOR WORK
F	means	UNACCEPTABLE COLLEGE LEVEL WORK
- For further explanation, see GRADING CRITERIA HANDOUT (Canvas)
8. I do not *"give"* grades. Students *earn* their grades – by their hard and diligent labor – or lack of it. As well – and once more with feeling -- all final grades *are* final; I do not change or re-visit final grades for any reason.
9. If you are nervous by now, that's probably a wise reaction. I'm not a tyrant, not a dictator, not a creature dressed in black wielding an English handbook with an evil cackle (most days, anyway). But I *am* serious about writing. If you want to do well in this class, you must be also.

### ONE FINAL NOTE:

I cannot stress strongly enough the importance of the **ONLINE DISCUSSION THREADS** and the **ONLINE GRAMMAR REPORTS**. Almost **ONE-HALF** of your total grade for the quarter is earned online in these assignments. **If you have never taken a hybrid class and do not understand the time commitment required for the online component of the class, it is very easy to finish the class with a "D" or "F" grade due to lack of full and consistent participation online.** In past **ENG 101** classes, I have had students who ignored the online discussion threads and grammar reports – or only participated minimally in them – and failed the course. You need to understand from the start of class the importance of these assignments. **Blow them off and you simply cannot pass the class.**

**Thus: Stay on track with the discussion threads and grammar reports, which means**

- A. Meeting all deadlines;
- B. Meeting the minimum length requirements for each post;
- C. Posting your BEST, well proofread writing.

### Tentative Class Calendar

*Note:* “Tentative” is the operative word. I will seek to follow this schedule, but please understand that I also *always reserve the right to modify the schedule*, depending upon class progress. When changes are necessary, I will post an updated class schedule in Canvas – *yet another reason to make checking in there a daily habit*.

#### Week 1

Jan. 5  
Monday Introductions, review course syllabus, questions  
*Homework:*

1. *Read:* *The Kite Runner* (TKR), Chapters 1-8
2. *Also:* Discussion Thread = Introductions (Canvas)
3. *Also:* Grammar Report, Chapter 1 (Canvas)

Jan. 7  
Wednesday Diagnostic (ungraded) essay  
*Homework:*

1. *Read:* TKR, Chapters 1-8
2. *Also:* Discussion Thread = Introductions (Canvas)
3. *Also:* Grammar Report, Chapter 1 (Canvas)

#### Week 2

Jan. 12  
Monday Discuss assigned reading: TKR, Chs. 1-8. (*Quiz at start of class, 6:00; missed quizzes may not be made up.*) Start-up strategies: Listing and Questioning  
*Homework:*

1. *Read:* TKR, Chapters 9-22
2. *Also:* Discussion Thread = Introductions (Canvas)
3. *Also:* Grammar Report, Chapters 2 & 3 (Canvas)

Jan. 14  
Wednesday Discuss assigned reading: TKR, Chs. 9-22 (*Quiz at start of class, 6:00; missed quizzes may not be made up.*) Start-up strategies: Free writing and Focused free writing  
*Homework:*

1. *Read:* TKR, Chapters 23-25 (end)
2. *Also:* Discussion Thread = Introductions (Canvas)
3. *Also:* Grammar Report, Chapters 2 & 3 (Canvas)

#### Week 3

Jan. 19  
Monday **NO SCHOOL TODAY: Martin Luther King, Jr., HOLIDAY**  
*Homework:*

1. *Read:* TKR, Chapters 23-25 (end)
2. *Also:* Discussion Thread (Canvas): “Desperation Writing”
3. *Also:* Grammar Report, Chapters 4 & 5 (Canvas)

Jan. 21  
Wednesday Discuss assigned reading: TKR, Chs. 23-25 (*Quiz at start of class, 6:00; missed quizzes may not be made up.*) Start-up strategy: Brainstorming  
*Homework:*

1. Read carefully the instructions for essay #1 posted in Canvas. Essay #1 is based upon your reading of *The Kite Runner*.
2. Write one-paragraph introduction for TKR essay. Introduction with clear thesis statement and essay map = due in class on Monday, January 26. **You must have a printed copy in MLA format, as well as a copy on your laptop. If you come to class without a printed copy of your introductory paragraph in MLA**

format, I will dismiss you and count this as an absence. It's that important that you be fully prepared with this assignment.

3. *Also:* Discussion Thread (Canvas): "Desperation Writing"
4. *Also:* Grammar Report, Chapters 4 & 5 (Canvas)

#### Week 4

Jan. 26  
Monday

**DUE:** Completed introductory paragraph for essay #1  
You **MUST** have a **PRINTED COPY** of your introduction.  
Without it, you are not prepared for class and will be dismissed. **Correct MLA format REQUIRED**

Thesis statements and essay maps critiqued in class.

*Homework:*

1. Revise and correct your introduction. We will continue critique of the introductory paragraph in class on Wednesday, Jan. 28. The completed rough draft of this paper is due in class on Monday, Feb. 2. **CORRECT MLA FORMAT REQUIRED**
2. *Also:* Discussion Thread (Canvas) "Why I Want a Wife"
3. *Also:* Grammar Report, Chapters 6 & 7 (Canvas)

Jan. 28  
Wednesday

**DUE:** Corrected and revised introductory paragraph for essay #1  
You **MUST** have a **PRINTED COPY** of your revised introduction.  
Without it, you are not prepared for class and will be dismissed. **Correct MLA format REQUIRED**

Continue critique of introductory paragraph in class.

*Homework:*

1. Continue working on essay #1. Your completed rough draft is due in class (**printed copy**) on Monday, Feb. 2. You **MUST** have a **PRINTED COPY** of your completed rough draft. Without it, you are not prepared for class and will be dismissed. **Correct MLA format REQUIRED**
2. *Also:* Discussion Thread (Canvas) "Why I Want a Wife"
3. *Also:* Grammar Report, Chapters 6 & 7 (Canvas)

#### Week 5

Feb. 2  
Monday

**DUE:** Completed rough draft for essay #1  
You **MUST** have a **PRINTED COPY** of your completed rough draft.  
Without it, you are not prepared for class and will be dismissed. **Correct MLA format REQUIRED**; Editing session in class.

*Homework:*

1. Finalize essay #1. Your **FINAL** draft is due (**printed copy**) on Wednesday, Feb. 4. **CORRECT MLA FORMAT REQUIRED**
2. **NOTE:** It is in your best interest to utilize – *multiple times* – the free online tutoring assistance offered at the King Country Library website. This information is included in the body of your syllabus, if you've forgotten it.
3. *Also:* Begin reading *Cry, the Beloved Country (CBC)*, by Alan Paton, Foreword, Introduction, and Chapters 1-12. Come to class on Monday, Feb. 9 ready to discuss (and yes, there will be a quiz).
4. *Also:* Discussion Thread (Canvas) "Predictable Crises of Adulthood"
5. *Also:* Grammar Report, Chapters 8 & 9 (Canvas)

Feb. 4            **DUE: Essay #1, Final Draft**  
 Wednesday    **In-class:** What have I learned?

*Homework:*

1.     Read *Cry, the Beloved Country (CBC)*, by Alan Paton, Foreword, Introduction, and Chapters 1-12. Come to class on Monday, Feb. 9, ready to discuss (and yes, there will be a quiz).
2.     **Also:** Discussion Thread (Canvas) "Predictable Crises of Adulthood"
3.     **Also:** Grammar Report, Chapters 8 & 9 (Canvas)

### Week 6

Feb. 9            **In-class:** Discussion of assigned reading, *CBC*: Foreword, Introduction, and Monday Chapters 1-12 (**Quiz at start of class, 6:00; missed quizzes may not be made up.**) Start-up strategy: Blind writing

*Homework:*

1.     Read *Cry, the Beloved Country (CBC)*, by Alan Paton, Chapters 13-23. Come to class on Wednesday, Feb. 11, ready to discuss (and yes, there will be a quiz).
2.     **Also:** Discussion Thread (Canvas) "What is Poverty?"
3.     **Also:** Grammar Report, Chapter 10 (Canvas)

Feb. 11           **In-class:** Discussion of assigned reading, *CBC*: Chapters 13-23. (**Quiz at start of class, 6:00; missed quizzes may not be made up.**)

Wednesday

*Homework:*

1.     Read *Cry, the Beloved Country (CBC)*, by Alan Paton, Chapters 24-36 (end). Come to class on Wednesday, Feb. 18, ready to discuss (and yes, there will be a quiz).
2.     **Also:** Discussion Thread (Canvas) "What is Poverty?"
3.     **Also:** Grammar Report, Chapter 10 (Canvas)
4.     **Also:** Review Chapters 1-10 in grammar workbook in preparation for grammar exam #1, to be administered **online Monday, Feb. 16.**

### Week 7

Feb. 16           We do not meet in class today due to President's Day, but you have an **ONLINE GRAMMAR EXAM which covers chapters 1-10 in your grammar workbook. TIME: 6:00-6:50 p.m. only.**

Monday

*Homework:*

1.     Read *Cry, the Beloved Country (CBC)*, by Alan Paton, Chapters 24-36 (end). Come to class on Wednesday, Feb. 18, ready to discuss (and yes, there will be a quiz).
2.     **Also:** Discussion Thread (Canvas) "Black Men and Public Space"
3.     **Also:** Grammar Report, Chapters 11 and 12 (Canvas)
4.     **Also:** Finalize revision of essay #1, per instructions below.

Feb. 18           **DUE:** Revision of essay #1 with each correction highlighted in yellow, *and*  
 Wednesday    *accompanied by the original graded copy of the essay.* This is the only day you

may submit a revision of this essay, and I will not accept the revision without the corrections highlighted and without the original graded copy. For an excellent revision, you may raise the original grade one full letter. This is the only essay you may revise for the quarter. **Bottom line: YOU DO NOT WANT TO BE ABSENT FROM CLASS ON THIS DAY.** If you're absent, you miss the opportunity to submit a revision. Again, this is the **ONLY DAY** to submit a revision. Period. End of story.

**In-class:** Discussion of assigned reading, *CBC*: Chapters 24-36 (Quiz at start of class, 6:00; missed quizzes may not be made up.)

**Homework:**

1. Read carefully the instructions for essay #2 posted in Canvas. Essay #2 is based on your reading of *Cry, the Beloved Country*.
2. Write one-paragraph introduction for *CBC* essay. Thesis statements and essay maps are due in class on Monday, Feb. 23. **You must have a printed copy in MLA format, as well as a copy on your laptop.** If you come to class without a printed copy of your introductory paragraph in MLA format, I will dismiss you and count this as an absence. It's that important that you be fully prepared with this assignment.
3. **Also:** Discussion Thread (Canvas) "Black Men and Public Space"
4. **Also:** Grammar Report, Chapters 11 & 12 (Canvas)

## Week 8

Feb. 23

Monday

**DUE:** Completed introductory paragraph for essay #2

**You MUST have a PRINTED COPY of your introduction.**

**Without it, you are not prepared for class and will be dismissed. Correct MLA format REQUIRED**

Thesis statements and essay maps critiqued in class.

**Homework:**

1. Revise and correct your introduction. We will continue critique of the introductory paragraph in class on Wednesday, Feb. 25. The completed rough draft of this paper is due in class on Monday, March 2. **CORRECT MLA FORMAT REQUIRED**
2. **Also:** Discussion Thread (Canvas) "Living Like Weasels"
3. **Also:** Grammar Report, Chapters 13 & 14 (Canvas)

Feb. 25

Wednesday

**DUE:** Corrected and revised introductory paragraph for essay #2

**You MUST have a PRINTED COPY of your revised introduction.**

**Without it, you are not prepared for class and will be dismissed. Correct MLA format REQUIRED**

Continue critique of introductory paragraph in class.

**Homework:**

1. Continue working on essay #2. Your completed rough draft is due in class (**printed copy**) on Monday, March 2. You **MUST** have a **PRINTED COPY** of your completed rough draft. **Without it, you are not prepared for class and will be dismissed. Correct MLA format REQUIRED**
2. **Also:** Discussion Thread (Canvas) "Living Like Weasels"
3. **Also:** Grammar Report, Chapters 13 and 14 (Canvas)

## Week 9



March 2  
Monday

**DUE:** Completed rough draft for essay #2

You **MUST** have a **PRINTED COPY** of your completed rough draft.

Without it, you are not prepared for class and will be dismissed. **Correct MLA format REQUIRED**; Editing session in class.

*Homework:*

1. Finalize essay #2. Your FINAL draft is due (**printed copy**) on Wednesday, March 4. **CORRECT MLA FORMAT REQUIRED**
2. **NOTE:** It is in your best interest to utilize – *multiple times* – the free online tutoring assistance offered at the King Country Library website. This information is included in the body of your syllabus, if you've forgotten it.
3. **Also:** Discussion Thread (Canvas) "If Hitler Asked You..."
4. **Also:** Grammar Report, Chapters 15 & 16 (Canvas)

March 4  
Wednesday

**DUE: Final draft, essay #2**

**Class starts at 5:45 PM today:** View Part I, "Life is Beautiful"

*Homework:*

1. Re-watch "Life is Beautiful" Part I on either Hulu or Netflix.
2. **Also:** Discussion Thread (Canvas) "If Hitler Asked You"
3. **Also:** Grammar Report, Chapters 15 & 16 (Canvas)

### Week 10

March 9  
Monday

**Class starts at 5:45 PM today:** View Part II, "Life is Beautiful"

*Homework:*

1. Re-watch "Life is Beautiful" Part II on either Netflix or Hulu.
2. **Also:** Discussion Thread (Canvas) "The Arrow of Time"
3. **Also:** Grammar Report, Chapters 17 & 18 (Canvas)

March 11  
Wednesday

**DUE:** Introduction for essay #3, "Life is Beautiful"

*Homework:*

1. **Also:** Discussion Thread (Canvas) "The Arrow of Time"
2. **Also:** Grammar Report, Chapters 17 & 18 (Canvas)

### Week 12

March 16  
Monday

**DUE:** Rough Draft for essay #3, "Life is Beautiful"

*Homework:* Finalize essay #3 for submission

March 18  
Wednesday

**DUE: Final draft, essay #3**

Course Evaluation

### Week 12

March 23  
Monday

**Grammar Exam 2 (ONLINE):** Covers Chs. 11-18 in grammar workbook