



English Composition I

ENGL 101 | Winter 2015

Schedule: Daily 1:30 - 2:20

Instructor: Tom Ryan

Instructor Contact

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Canvas: You may also email me through the course website on Canvas.

Office Hours: Friday, 11am-12pm.

Course Description: English 101 (Composition) is designed to develop clear, effective writing skills and emphasize writing as a process. Students will practice writing in a variety of forms and modes.

Course Outcomes: After completing this class, 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, discussion
- Create a thesis statement that suggests the focus of the paper; does not point out the obvious.
- 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
- 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.
- Practice good group skills: how to give useful feedback, and how to make use of feedback you receive
- Develop self-assessment skills

Assignments: This course will feature three primary writing assignments (personal narrative, critical analysis, and a research paper) with smaller writing prompts interspersed throughout the quarter. There will be **400 total points** for this course, with each primary assignment carrying incrementally more weight towards your final grade. Please see Addendum #1 for a detailed explanation of how point values will be assigned.

Submissions: No assignments will be accepted via email. All writing assignments **must** be uploaded to Canvas for you to receive credit. Additionally, unless I state otherwise, no hard copies of assignments will be accepted in class.

Attendance and Class Participation: Nearly 25% of your final grade will be based on your course participation, which includes attendance, your engagement in class discussion(s), and work in your writing groups. Our work this quarter will be highly interactive and will require that you are not only present in class, but a willing and active participant in developing your own writing and the writing of your peers.

Required Materials: Richard Bullock. *The Norton Field Guide to Writing*. W. W. Norton & Company (3rd Edition). ISBN #0393919560. Available via the College bookstore and other online retailers (Amazon, etc.) Please note that

other required readings will be made available on Canvas.

Suggested Readings: Anne Lamott. *Bird by Bird: Some Instructions on Writing and Life*. Anchor Books. 1995.

Grading Scale: Generally speaking, the average course grade will be a “B,” which means a student has done good work that meets the requirements of each assignment and demonstrates a good grasp of the writing process. Grades in the “A” range mean that a student has demonstrated excellence and exceeds the requirements of the assignment. Grades in the “C” range and lower mean the student is lacking competency in some key areas. Further information on the College’s Grading Policy is located on page 10 of the Course Catalog and also on the web at: <http://www.bellevuecollege.edu/policies/id-3000/>

A	100% - 94%
A-	90 - 93
B+	87 - 89
B	84 - 86
B-	80 - 83
C+	77 - 79
C	74 - 76
C-	70 - 73

Late Assignments: If you experience a personal and/or medical emergency that impacts your ability to submit an assignment in a timely manner, please notify the instructor as soon as possible via email. An “emergency” is not constituted by poor time management or “too much homework.” It is your responsibility to structure your schedule and your commitments in such a way that you’re able to complete the work as assigned. All late assignments will be reduced by the following scale:

One day late	- one half letter grade lower
Two days late	- one letter grade lower
Three days late	- two letter grades lower
Four days late	- three letter grades lower
Five days late	- four letter grades lower

Extra Credit: No extra credit will be offered at any time during this course.

Instructor’s Expectations: It is my expectation that students attend every class, are actively engaged in discussions, and display a general level of curiosity and helpfulness to one another. I consider our classroom to be a “learning community,” which means we are all responsible for helping one another become better writers, thinkers, and students. My expectation is that you will take this responsibility seriously. A failure to do so will impact your class participation grade.

Technology Policy: The use of computers, tablets, and cell phones is **not allowed** in class.

Values Conflicts: Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression, which 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. Consult the syllabus

and discuss such issues with the instructor.

Affirmation of Inclusion: Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://www.bellevuecollege.edu/policies/id-4000/>

Academic Honesty for Arts & Humanities Students: The principle of academic honesty underlies all that we do and applies to all courses at Bellevue Community College. One kind of academic dishonesty is plagiarism, which may take many forms, including, but not limited to, using a paper written by someone else, using printed sources word-for-word without proper documentation, and paraphrasing or summarizing the ideas of others without acknowledging the source. Plagiarism can also occur when non-written ideas are taken without documentation--using another person's design or performance idea, for example. In short, plagiarism is passing off someone else's ideas, words, or images as your own; it amounts to intellectual theft--whether or not it was your intention to steal. BC instructors have access to commercial plagiarism detection software, so please be advised that any work you submit may be tested for plagiarism.

Participating in academic dishonesty in any way, including writing a paper or taking a test for someone else, may result in severe penalties. Dishonestly produced papers automatically receive a grade of "F." Whether I allow for revision or make up of the points will be based upon my assessment of whether the plagiarism was deliberate or inadvertent. The Dean of Student Services may also be notified of such conduct, and repetition of the behavior may result in progressively more serious disciplinary action (for example, an instructor may recommend that the student fail the course for a second offense or even that a student be expelled for a serious offense, such as stealing an exam).

Grades lowered for plagiarism or other forms of dishonesty may be appealed through the regular channels, and any further disciplinary action taken by the Dean may also be appealed through existing processes.

Information about Bellevue College's copyright guidelines can be found at: <http://www.bellevuecollege.edu/policies/id-3600/>

A good resource for Plagiarism is the Writing Lab: <http://bellevuecollege.edu/writinglab/Plagiarism.html>.

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/>

Disability Resource Center (DRC): The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with me 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 or 425.564.2764. ASN is located in the Library Media Center in D125. www.bellevuecollege.edu/autismspectrumnavigators/ The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc.

Note Bene: This syllabus is considered a “working document” and will be subject to revision by the instructor at any time throughout the course of the quarter. If there is any dispute or discrepancy in due dates and/or expectations, the most recent version of the syllabus will be consulted. It is the student’s responsibility to ensure they are working from the most recent version (always available on Canvas).

Addendum 1 | Assignments

Essay #1	Points
Rhetorical Analysis	5
Reading Summary	5
Thesis Statement	10
Rough Draft	20
Peer Review	15
Final Draft	35
Reflection Statement	10
Total:	100

Essay #2	
Reading Notes	10
Reading Summary	10
Thesis Statement	10
Rough Draft	20
Instructor Conference	15
Final Draft	75
Reflection Statement	10
Total:	150

Essay #3	
Reading Notes	10
Thesis Statement	20
Rough Draft	30
Peer Review	25
Final Draft	100
Reflection Statement	15
Total:	200

Course Participation **150**
(Attendance/class discussion/writing group participation/free-writing)

Total Points: **600**

Addendum 2 | Course Calendar

Day/Date	Topic	Readings	Assignment Due
Jan 5 Monday	Course Intro		
Tuesday	Rhetorical Analysis		
Wednesday	Rhetorical Analysis	Bullock, pgs. 3-19	
Thursday		“The Rookie” (via Canvas)	Rhetorical Analysis
Friday	Free-Write Friday		Journal Entry #1
Jan 12 Monday	Assignment #1 Intro.		
Tuesday	What is a Thesis	Bullock, pgs. 312-317	Reading Notes
Wednesday	Thesis Workshop		Thesis Statement Due
Thursday		Bullock, pgs. 42-51	
Friday	Free-Write Friday		Journal Entry #2
Jan 19 Monday	*MLK Day - No Class*		
Tuesday	What is a Peer Review		Rough Draft Due
Wednesday	Peer Review Workshop	Bullock 275-286	Reading Notes
Thursday	Peer Review Workshop		
Friday	Free-Write Friday		Journal Entry #3
Jan 26 Monday	Reflecting on Writing		Essay #1 Due
Tuesday			
Wednesday	On Critical Analysis	Reading TBA	Reading Notes
Thursday		Reading TBA	Reading Notes
Friday	Free-Write Friday		Journal Entry #4
Feb 2 Monday	Assignment #2 Intro.		
Tuesday	Reading Strategies	Bullock, 396-412	Reading Notes
Wednesday		Bullock, 462-474	Reading Notes
Thursday		*No Class*	
Friday		*No Class*	
Feb 9 Monday		*No Class*	
Tuesday	Thesis Workshop		Thesis Statement Due
Wednesday	Developing an Outline		

Day/Date	Topic	Readings	Assignment Due
Thursday	Grammar		Grammar Worksheet
Friday	Free-Write Friday		Journal Entry #5
Feb 16 Monday			Rough Draft Due
Tuesday	Instructor Conferences		
Wednesday	Instructor Conferences		
Thursday	Instructor Conferences		
Friday	Instructor Conferences		
Feb 23 Monday	Reflecting on Writing		Essay #2 Due
Tuesday		Reading TBA	
Wednesday		Reading TBA	
Thursday		Reading TBA	
Friday		Assignment #3 Introduction/Free Write	
March 2 Monday	Thesis Workshop		Thesis Statement Due
Tuesday	Evaluating Sources	Bullock, 453-456	
Wednesday			
Thursday	MLA Citation		
Friday	Free-Write Friday		Journal Entry #6
March 9 Monday	Outlines		Essay Outline Due
Tuesday	*College Issues Day - No Class*		
Wednesday			
Thursday			
Friday			
March 16 Monday			Rough Draft Due
Tuesday	Peer Review Workshop		
Wednesday	Peer Review Workshop		
Thursday	Peer Review Workshop		
Friday	Course Wrap-Up		
March 23 Monday			