

ENGL& 101 – English Composition I - Section HYI

Instructor: Jun Xu
Time: 9:30 to 11:20 on Fri
Place: C140
Office Hours: 4:30 to 5:30 on Tue @ *Hall outside R230*
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ENGL 101 is to facilitate the transition of your study to the college level. Together, we will explore how academics read, think and write; that is, the effective and productive ways to engage with texts. More specifically, we will observe and discuss how reading, thinking and writing are synthesized and shaped, as well as reshaped by one another in academia, so that you will have the capacity to adapt your writing through adopting the writing strategies of various disciplines. .

The theme of this class is "Writing through Thinking of Science in Our Society." In other words, we will scrutinize how science affects our life, our perception of the world, and our environment. We will study the conceptual guideline of writing skills, and then apply these skills to analyze the arguments of our reading materials in order to deconstruct the arguments. This process will provide us insights into not only some profound arguments about science, but also the ways in which the authors, as academics, formulate their arguments through providing reliable evidence, choosing style and tone, appealing to particular audience, and situating their arguments in specific contexts. You will also practice these skills in your writings to produce analytic, complex, and persuasive arguments that represent your own research and meditation on the effects of science in our life.

Furthermore, we will develop the strategies for revising, editing and proofreading your writings in order to make you a competent writer.

Participation

Participation makes up 30% of your final grade.

The quality of this course depends largely upon your active participation. For this reason, you are required to participate through:

- **Class discussions:** We will use both class time and electronic discussion boards to discuss our understandings of course readings and the ideas that we develop from them.
- **Collaborative work:** We will frequently meet in small groups for in-class exercises, discussions, and workshops.
- **Peer reviews:** We will use peer reviews in each assignment as a way of developing your skills as critical readers and able revisers. I will **NOT accept any papers without peer review, or reviewed by someone outside this class.**
- **Timely arrival in class:** Being late or poorly prepared is rude and distracting to both me and your colleagues, and can seriously hinder course plans in our limited amount of class time; as a matter of courtesy, I expect you to come to class on time and fully prepared.

- **Timely submission of work:** You must submit assignments on time. Unless you have spoken with me ahead of time, I will NOT accept any assignments that are turned in late. If you are having trouble and may be unable to turn things in on time, please speak with me **before the assignment is due**. If you miss class you will lose participation credit for the work we do in class that day—**it is your responsibility to find out what you miss from your classmates and to complete all written assignments as the final draft of your essay will not be accepted without them**. If you know in advance that you will miss a class please let me know so that we can make arrangements, if possible, for you to complete the assignment in advance (in which case it will not be late and you will not lose credit).

- **Two conferences with me.** You are required to meet with me twice during the quarter in conferences to discuss your work. These conferences give you the opportunity to get feedback about your papers/projects and to express any concerns, questions, or suggestions you might have about the course or the assignments. **Conferences are mandatory**, and if missed, will affect your participation grade. I will provide you with a sign-up sheet for these conferences and detailed instructions about how to prepare for them.

Accommodations

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 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 or 425.564.2764. ASN is located in the Library Media Center in D125 @ [Autism Spectrum Navigators](#).

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 the website for application information into the program and other helpful links [here](#).

Plagiarism

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 [here](#).

Rubric

Course grades are based on the percentage of points earned out of the total possible for the quarter. A preliminary list of points available appears below. If changes occur, they will be announced in class.

19 Lectures	76 Points
12 homework assignments	120 Points
2 Conferences	20 Points
1 Book Presentation	20 Points
1 Project Presentation	20 Points
Paper 1	44 Points
Paper 2	140 Points
Paper 3	140 Points
Paper 4	140 Points
Paper 5	280 Points
TOTAL	1000 Points

Grades will be assigned according to the following scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	F
≥ 93%	92% - 90%	89% - 88%	87% - 83%	82% - 80%	79% - 78%	77% - 73%	72% - 70%	69% - 68%	67% - 60%	≤ 59%

Assignments

Book Presentation

You and your partner are required to deliver one chapter in *Grammatically Correct* to the class. The objective of this presentation is to establish an easy and active atmosphere to study and discuss grammar.

In the presentation, you should:

1. Clearly state the outline and main contents of the chapter(s). In other words, you should elaborate what the chapter is about, what is discussed in detail, what, as far as you are concerned, is the most important, and why.
2. Actively engage your classmates. In other word, you are teaching instead of telling the chapter. Thus, you should lead the class to think about the chapter, as well as raise and answer questions.
3. Effectively use visual aids and handouts. In other words, you need to create some materials to make your presentation clear and easy to follow. I will provide technical support if you need to use PowerPoint, internet materials, and so no.
4. Efficiently use the materials. In other words, you should find similar examples in the article that we read and present them.
5. Cooperatively work with your partner(s). In other words, there are no major and minor roles, but equal partners. You and your partner/s should contribute roughly the same amount to the presentation.

Length: No less than 20 minutes and no more than 25 minutes.

Date: Assigned at the beginning of the quarter.

Project Presentation

You are required to deliver your final paper as a PowerPoint presentation to the class.

In the presentation, you should:

1. Clearly state your argument.
2. Clearly state the subarguments.
3. Effectly present the evidence, including your field research data, with respect to each subargument. I especially encourage those who conduct interviews to play (a part of) their records.

Length: No less than 7 minutes and no more than 10 minutes.

Date: March 17 or 19.

Paper 1: What Is Your Issue?

(Please give a proper title to your paper according to your claim/argument.)

This is the starting point of your writing class, and keep in your mind that we will come back to this point at the end of the quarter to reflect on how far we go from here in regard to the writing skills that you master to produce different kinds of text (**genres**).

In this assignment, you are required to write an essay. In this essay,

— 1st, you should make a **specific claim/argument** on your concern of an issue about science, such as that of pollution, medicine, nuclear weapon, genetic foods, and so on.

— 2nd, you should present your reasons why the issue matters to you. Your attitude towards this issue can be positive, negative, or mixed.

The key is that your writing should be clear and effective (**articulate**), so that your issue is specific enough to make sense to anybody else. **Be aware** that your audience is your friends, and you want them to agree with you, so you should be careful with your choice of words, tone, and style. You can use any resources--news, movies, personal experiences, and photos--in order to make your claim persuasive.

Outcomes:

- 1st: To be articulate and specific about your issue.
- 2nd: To have persuasive reasons.
- 3rd: To make strategic choices of words, tone, and style according to particular audience.

Length and format:

2 to 3 pages, double-spaced, with 1-inch margins, 12-point Times New Roman font, and MLA format.

Form to submit:

Please submit your paper as Word document. The name of your paper as a Word document should be: **Paper1_Your Last Name_draft** (orfinal, respectively).

Draft due: January 20 , Tuesday.

Paper due: January 22 , Thursday by 23:59.

Paper 2: What are the relevant materials?

(Please give a proper title to your paper according to your claim/argument.)

In this assignment, you are required to conduct library research on the issue of your concern in order to find out what has been said about it. In doing so, you can observe the ongoing **conversation** about the issue, understand the **rhetorical situation**, and pick up the particular vocabulary often employed to discussion about the issue (**intertextuality**). You can use resources such as magazines and newspaper-- *Scientific American, Time, News Weekly, New York Times*, and so on, as well as electronic database. Keep in your mind that you should focus on the arguments about social effects of science, rather than news report, such as "The Human Genome Project Is Complete," and scientific research articles, such as "The GC-heterogeneity of Teleost Fishes."

You are required to write a report on your research result.

— 1st, you should summarize the ongoing **conversation**. In other words, to introduce the **rhetorical situation**.

— 2nd, you should articulate why the issue matters (the **stake** of the conversation.)

— 3rd, you should present at least three articles about the conversation, and demonstrate the **intertextuality** through citation.

Outcomes:

— 1st: To articulate the stake.

— 2nd: To elaborate the rhetorical situation.

— 3rd: To indicate the intertextuality.

Length and format:

2 to 3 pages, double-spaced, with 1-inch margins, 12-point Times New Roman font, and MLA format.

Form to submit:

Please submit your paper as Word document. The name of your paper as a Word document should be: **Paper2_Your Last Name_draft** (orfinal, respectively).

Draft due:February 3, Tuesday.

Paper due:February 5, Thursday by 23:59.

Paper 3: To Deconstruct an Argument

(Please give a proper title to your paper according to your claim/argument.)

In this assignment, you are required to write an essay to deconstruct an argument. You need to select a particular text, emerging from your previous research, that you want to scrutinize, or argue for/against.

In this essay,

— 1st, you should articulate the argument of your article.

— 2nd, you should articulate (or analyze) the **rhetorical situation** of your article.

— 3rd, you should conduct rhetorical analysis.

— 4th, you should deconstruct the argument through applying the concepts that you learn in this class. To deconstruct means to analyze the process through which the author establishes his/her argument (**elaboration**), including the examination of **evidence**, the evaluation of linguistic choices made to produce **style** and **tone**, the consideration of audience's acceptance, and the elicitation of the **logic** that produces the argument from the evidence (**warrant**).

Keep in your mind that the **audience** of this essay is the authors whose texts are related to your research, as well as other scholars who concern about the issue, so you have to reconsider your choice of **words, tone, and style**.

Outcomes:

— 1st: To precisely state the argument, as well as the warrant(s) and evidence.

— 2nd: To elaborate the rhetorical situation.

— 3rd: To conduct rhetorical analysis.

— 4th: To make strategic choices of words, tone, and style according to particular audience.

Length and format:

2 to 3 pages, double-spaced, with 1-inch margins, 12-point Times New Roman font, and MLA format.

Form to submit:

Please submit your paper as Word document. The name of your paper as a Word document should be: **Paper3_Your Last Name_draft** (or final, respectively).

Draft due: February 17, Tuesday

Paper due: February 19, Thursday *together with the article that you analyze*

Paper 4: Evaluation of Evidence (Data)

(Please give a proper title to your paper according to your claim/argument.)

Now that you have finished your field research, you need to sit down and evaluate your data. That is to say, you need to go through your data, and think of what the data tell you. Then you need to consider what parts of the data you will use, and how you will **present** these data in your article.

In this assignment, you are required to write an essay in which you **report, evaluate**, and finally **present** your data as evidence.

— By **report**, I mean that you should describe all of the data you collect.

— By **evaluate**, I mean that you should address if the data are consistent, if the data serve your purpose, if you need to modify your argument, and overall, if your research is effective.

— By **present**, I mean that you need to organize the part of data that you will use as evidence into certain forms, such as tables, figures, or graphs. In so doing, you help your audience comprehend the implication of the evidence.

Your audience of this essay is the committee of experts who read your research proposal.

Outcomes:

— 1st: To demonstrate the effectiveness of collecting data.

— 2nd: To provide reasonable evaluation.

— 3rd: To present the data well.

Length and format:

2 to 3 pages, double-spaced, with 1-inch margins, 12-point Times New Roman font, and MLA format.

Form to submit:

Please submit your paper as Word document. The name of your paper as a Word document should be: **Paper4_Your Last Name_draft** (or final, respectively).

Draft due: March 3, Tuesday

Paper due: March 5, Thursday

Final Paper: Thinking of Science in Our Society

(Please give a proper title to your paper according to your claim/argument.)

Through this quarter, we have explored rhetorical concepts and strategies applied in various genres. Meanwhile, you are working on constructing your own argument that matters to a particular conversation about the effects of science on our society. In the past, you identified an issue, articulated why it matters, searched for relative evidence-- written texts or other sources, conducted field research, and reported your data. In this process, you expanded your thinking of the effects of science on our society from the personal to the social.

In this assignment, you are required to write a long paper, in which you should synthesize your library research, your field research, and your meditation according to the strategies of academic writing that you have studied in this quarter. (See Structure Sheet of Major Paper 2.) I expect you to produce a complex, analytic, persuasive argument that matters to the conversation about the effects of science on our society in a particular academic context.

Outcomes:

— 1st: To demonstrate an awareness of the rhetorical strategies that writers use in different writing contexts.

— 2nd: To read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing.

— 3rd: To produce complex, analytic, persuasive arguments that matter in academic contexts.

Length and format:

5 to 7 pages, double-spaced, with 1-inch margins, 12-point Times New Roman font, and MLA format.

Form to submit:

Please submit your paper as Word document. The name of your paper as a Word document should be: **Paper3_Your Last Name_draft** (or final, respectively).

Draft due: March 12, Thursday

Paper due: March 19, Wednesday