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English 101 has the job of working out whatever bugs, phobias, development issues, or grammatical snags you may still have which could keep you from writing acceptable college-level essays. It can also be a great opportunity to get answers and to clear up any misconceptions you may have about writing.

We will focus on essays, ideas, and their development more than mechanics, working under the assumption that the most correct paper in the world is still empty if it doesn't have anything to say; at the same time, it is the belief of this section of 101 that a writer must be capable of successfully using standard English, or the readers will not take the piece seriously. Therefore, we will touch on some basic grammar constructs just to refresh ourselves, and all questions are welcome. Essays and any other graded writing (i.e. other than thread discussions) should make every attempt to be grammatically correct. Email and thread responses are their own distinct art forms, but it is expected that they be civil and considerate.

TEXTBOOKS

This class has two textbooks, both of which are required and will even be used. **A Writer's Companion** by Richard Marius (any edition) is our basic guide to writing, and the course refers to it extensively. **The McGraw-Hill Reader** (Eleventh Edition) is our general pool of essays. (yes--*this* edition!) We'll use it for examples, models of what we do and don't like, and for topics to generate our own writing and thought. Neither of these books has in-depth explanations of grammar rules. If you're interested in something more specific for your own reference, one good option is **easy Writer** (Andrea Lunsford, Bedford/StMartins) a guide you can haul around through the rest of your college career. If you're not interested in buying book and can work comfortably from the web, check out the options under the **Resources** link on our home page, as there are several wonderful grammar sites to connect with.

COURSE REQUIREMENTS

Throughout the quarter, English 101 will generate 4 essays, 3-5 pages long. These will be run through different levels of development. Beginning with essay two, that will include peer editing sessions. **Participation in the editing, as well as written notes on one student essay per session, will factor in with the essays as part of the quarter grade.**

Be sure to check the class syllabus below at the start of every week: do not rely solely on the Canvas Calendar, as it *only* shows due dates for graded writing assignments, and doesn't include reading assignments or other linked material.

GRADING

The largest part of your grade (75%) will come from your writing; however, participation in editing and written editing notes add in 15%, and your class participation factors in another 10%.

Work turned in late will lose credit points every day it's past the due date, roughly to one-third of the grade. For instance, if your paper would have been an A- on the day it was due but you turned it in the next day, it would now be a B+; if you turn it in another day later, it will be a B. You can see the trend.

No work will be accepted one week past the due date without prior agreement.

If something genuine and difficult prohibits you from turning your essay in on time, *let me know as soon as possible*; I can be reasoned with in some instances. Also, be sure to let me know if you're having trouble with or are confused by an assignment; contact me before the due date and we can work from there. But for effective return of papers, punctuality needs to be respected.

A FINAL WORD ABOUT HONESTY:

Despite our meeting only twice a week, teachers can actually can pick up a student's individual style fairly quickly (even in classes that are entirely on-line), and therefore, can detect when essays come from sources other than the student's own hand. We also now have software which runs checks on suspected plagiarized essays, and I have set such a check to run on all our essay assignments. **If any work done for this course is plagiarized, the student will receive a zero for the assignment with no chance of rewriting it, and the instance will be reported to the college Dean of Students. More than one such episode and the student will receive an F for the course.**

Do not be tempted by on-line essays floating out there in the ether; to tell you the truth, most of them aren't really all that good anyway.

SCHEDULE (All assignments for this class are due both in hard copy to the instructor they are due and simultaneously submitted to the Canvas assignment tool by midnight)

Week One: What Use is 101?

September 21st

First Essay Topic (posted on weekly module and accessible through tool bar)

September 23rd The Nature of 101 Essays

McGraw-Hill Reader pgs 2-7, 44-71

"Freewriting," by Peter Elbow, pg 82

"In the Lab With Agassiz," by Samuel Scudder (essay attached to weekly module)

Week Two:

September 28th-

Read **Writer's Companion** Preface, Chapter 1-3; Appendix Two

"Of A Monstrous Child," by Michel de Montaigne (essay attached to weekly module)

"I Just Met a Girl Named Maria," by Judith Cofer Ortiz, pg 365

Essay One Due Monday, 9/28 Topics for Essay Two open

September 30th Grammar: Why Bother?

Writer's Companion Chapters Chapters 10, 11

McGraw-Hill Reader

"My Creature from the Black Lagoon," by Stephen King 525

Group Editing Sessions Begin with draft of Essay Two;

Week Three:

October 5th-

McGraw-Hill Reader

"Why I Hunt, " by Rick Bass, pg 742

"Mother Tongue" by Amy Tan 76

"Me, Myself, and Authenticity" (attached to module)

October 7th No Class

Make sure essay drafts posted to group editing forum

Weekly Thread Questions

Week Four: Development: The Inside Story

October 12th-

"Nickel and Dimed," by Barbara Ehrenrich 476

"Family Values," by Richard Rodriguez pg 321

October 14th

Editing Notes for Essay Two due 10/14

Writer's Companion Chapters 5,6

Attached to weekly module:

"What Makes Us Uncomfortable Might Just Be What We Need"

Week Five: Audience, Audience, Audience

October 19th

Writer's Companion Chapter 7

McGraw-Hill Reader

"Oh, What a Tangled Dating Web we Weave" Ellen McCarthy pgh 155

"Mirror, Mirror, on the Web" Lakshmi Chaudry pg 157

Essay Two Due 10/19

October 21st

McGraw-Hill Reader

pgs 23-30

"Superman and Me" Sherman Alexie pg 580

Week Six: Critical Analysis

October 26th

"What's God Got to Do With It?" Karen Armstrong 644

October 28th

"Anybody Out there?" Oliver Sacks pg 825

McGraw-Hill Reader pgs 120-132

Editing Notes Due 10/28

Week Seven: Argument versus Persuasion

November 2nd

November 4th

Writer's Companion Chapters 8, 9, Appendix III

McGraw-Hill Reader

Essay Three Due 11/4

Week Eight: November 9th Revision

Writer's Companion 60-65

McGraw-Hill Reader 120-132

November 11th No class

Week Nine: Critical Thinking* ***November 16th-**

Writer's Companion pgs 71-87

November 18th

Editing Notes Due

Week Ten: What Happens Now?

November 23rd McGraw-Hill pgs 123-129

November 25th (on line)

Week Eleven:

November 30th

Essay Four Due

December 2nd

BC Final Exams December 8-10th

There is *no* final exam for this class

Grades Accessible on the BC website no later than December 16th