

English 092 – Developmental English Section B
Instructor Rashmi Koushik

Mondays-Fridays 11:30 – 12:20
Room R106C
Winter 2015

Instructor Rashmi Koushik
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Office hours: Daily 10:30-11:20 or by appointment

Course Description

English 092 is designed to prepare students for college-level academic writing. Our focus will be on developing the following sets of skills: pre-writing, drafting, and essay revision, along with building grammar and content-editing skills. The course also focuses on building college-level reading skills. Our classes will consist of in-class writing, in-class grammar and development exercises, grammar and punctuation quizzes, discussions of texts, and peer-editing sessions. What follows are the specific course outcomes that students are expected to learn by the end of the quarter:

Reading and Thinking Critically	Composing	Revising	Editing
<ul style="list-style-type: none"> -Demonstrates ability to make reading connections in writing -Uses appropriate college level vocabulary and academic language -Summarizes accurately -Demonstrates an awareness of themselves as learners of Academic Language -Actively participates in discussions concerning the interpretations of texts -Reflects, evaluates and draws conclusions about texts 	<ul style="list-style-type: none"> -Develops own writing process based on exposure to various established methods -Narrows scope of a topic for the purpose of development -Creates organized, unified, well-developed text -Uses a variety of writing strategies including but not limited to description, narration, illustration, comparison, 	<ul style="list-style-type: none"> -Develops self-editing and/or error recognition skill Improve the ability to respond to critique from teachers and peers -Improves the ability to critique their own work and others -Identifies and breaks habits that detract from effective writing 	<ul style="list-style-type: none"> -Uses correct Word Forms -Uses basic verb tenses and forms appropriately -Uses correct suffixes to signal verbs, nouns, adjectives, and adverbs -Uses accurate subject verb agreement Improves sentence structure and variety; recognizes and avoid fragments and run-ons -Improves ability to write concise sentences

	contrast and analysis		-Uses correct punctuation and mechanics
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Materials:

75 Readings

The Writer's World: Editing Handbook (optional)

Pencils and Pens

Paper or a notebook

A USB drive

Be sure to bring all these materials and texts to each class session.

Course Goals:

- To complete the transition from writer-to-reader focused writing
- To introduce writing as a process that works
- To build grammar and content-editing skills
- To practice effective usage of grammar essential to academic writing
- To build critical-thinking and reading skills
- To write academically in a variety of essay styles

Course Requirements:

Essays: This class requires you to write 5 essays, including free-writes, drafts, and revisions. Each essay is graded on a 0-100 point scale. **All rough drafts must be stapled to the back of your final drafts along with any other related class work and turned in on the due dates specified in the course calendar.** You may revise any essay (1-4) for a better grade. I return graded essays about a week after they are handed in.

Grammar in-class work is designed to prepare students for college-level writing success. We will usually spend an hour each week completing exercises in groups from *Writer's World* to build grammar, editing, and skills. **This work is a part of your class-participation grade and will be graded with either a “-✓” (needs work), “✓” (satisfactory) or a “+✓” (excellent) when handed in.** Often times, we will correct grammar work in class.

Grammar, punctuation, or writing quizzes are scheduled on the course calendar. Each quiz is worth 20 points. 20x5=100. See our course calendar for specific dates.

Class participation, valued at **100 points**, includes attending class, in-class work, **active engagement in class discussions**, peer-editing sessions, and other in-class activities. Disruptive behavior such as arriving late, leaving class, distracting others, texting, etc. may negatively impact your class participation grade.

Final in-class essay exam, valued at 100 points, is an opportunity for students to show how much their writing has improved by the end of the quarter. The exam will take place in the BC Writing Lab Classroom at a date and time specified in our course calendar.

Peer-editing sessions also take place in class, and are an invaluable means for receiving and giving constructive feedback. Therefore, peer-editing sessions are not only important for you-but for your classmates as well. Written peer feedback should be submitted back to the student at the conclusion of your group work. **Important: for each of our peer-editing sessions, you must bring to class 1 copy of your rough draft. Students who are unprepared for peer-editing sessions will be counted as absent for that day.**

Attendance: The BC Arts & Humanities Division's policy regarding tardiness stipulates that any student missing more than twenty percent of total class time for a course may receive an "F" grade for the course. Since this class meets five days a week for a total of 52 meetings, any student missing nine or more class meetings **may receive a failing grade.**

Lateness: I take role at the beginning of every class. Being late for class may count as an absence for that date.

Late papers: All papers and other assignments are due at the dates and times specified in the course calendar. **Each student can turn in one paper late without losing points**, but all other later papers will be assessed -10 points for every day they are late. **Please keep in contact with me and let me know if there are emergencies or other situations which will prevent you from turning in your work on time.**

Grading procedure: Average of 5 essays + class participation + final exam score + quizzes score:

5 essays	100 points each
Class participation	100 points
Quizzes	20 x 5=100
Final Essay Exam	100 points

final course grade= essay score + quizzes + class participation + final exam ÷ 8

Arts & Humanities grading procedure:

100-93%	A	76-73	C
90-92%	A-	72-70	C-
89-87%	B+	69-67	D+
86-83%	B	66-63	D
82-80	B-	62-60	D-
79-77	C+	59%---	F

Plagiarism:

Plagiarism, or academic dishonesty, is the act of using another writer's words or ideas as your own. According to the BCC Arts & Humanities website, plagiarism "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 someone else'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." Plagiarism in this course may result in a paper's failing grade, or further disciplinary action from the Dean of Student Success. **Consecutive acts of plagiarism may result in a failing grade for the class.**

Cell phones or other electronic communication devices:

During class time, please turn off your cell phones, pagers, or other such devices.

Values Conflicts:

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.

Classroom Behavior**What follows is the Arts & Humanities Division's 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 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 cellular 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 students from class."**

Important Links

Bellevue College E-mail and access to MyBC

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 in to MyBC. 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](#).

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.

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

Public Safety

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>