

English 092/093 Developmental English/Composition for Non-Native Speakers | Winter 2015

Instructor: Carrie Tomberlin

E-mail: carrie.tomberlin@bellevuecollege.edu (emergencies only- otherwise please write me through our course (Canvas) e-mail!)

Office hours: I currently live far from campus, but I am happy to meet with you via a phone conference, online chat, or messaging. If you would like to set up a meeting please e-mail me through our Canvas website to set up a time!

Required Texts:

Real Writing with Readings, (6th Ed) by Susan Anker
ISBN 978-1-4576-2396-7

Introductory Remarks

This English 092/093 course is taught completely online; you are not required to attend classroom sessions on campus. However, this is not a correspondence course, completed on your own timetable in isolation. There are specific deadlines, and you will be communicating with your instructor and classmates regularly.

How To Succeed In This Course:

- Log in daily Monday - Friday to participate in discussions, view announcements, and check messages
- Do the reading
- Actively participate in the discussion threads
- Thoroughly and thoughtfully participate in peer reviews
- Put time and effort into your work
- Read the directions carefully and view example papers for all essays
- Submit your work on time
- Work ahead - life happens and technological glitches occur but they do not excuse late work

Course Outcomes

English 092/093 works on issues involved in college composition. We'll focus on the writing process, which includes how to organize ideas, write rough and final drafts, rely on peer critique (revision), argue effectively, and learn the importance of audience awareness.

By the end of this course you should be able to:

- Use all stages of the writing process effectively
- Identify the needs of their audience
- Produce a substantive topic
- Create a unified, coherent, and well-developed piece of writing which consistently follows appropriate conventions of Standard English
- Use a variety of purposes for essay construction, such as analysis, exposition, and/or persuasion
- Demonstrate ability to recognize some strengths and weaknesses in their own writing, based on specified criteria

Online Expectations

If you signed up for this course thinking that it would have less work than a course in the classroom, you were mistaken. Any online course has more writing work than a class on campus as all of our communication must be written. Please be advised that you will need a minimum of two to three uninterrupted hours every weekday to work on the assignments for this class. Extra time may be needed, especially around paper writing/editing time.

Student Responsibilities

The student enrolled in this course MUST have a computer a word processing program such as Microsoft Word or Apple Pages (only .doc or .docx files are accepted), an Internet Service Provider, and a browser (Firefox works best for PC and Safari works best for Mac).

Be aware that I do not teach computer skills; I teach English. I will help if I can, but I am no expert in computer systems.

Always keep me informed if you have problems with the technology, and I will try to find help for you. However, I expect that you bring some expertise with you to help in solving any problems that arise. Ultimately, your computer and Internet services are your responsibility. If you are signed up for the online section and you have computer problems, you may use the computer labs on the BC campus or at a public library if you have an emergency.

My Expectations

- In order to learn to write, read, and think critically, you need to complete all of the coursework created for those specific goals. This includes all discussions, peer reviews, and essay assignments.
- I do my best to help all students, but if you struggle with grammar and punctuation, I expect that you need to put in extra time and effort to succeed.
- I encourage you to utilize the Writing Lab's virtual tutor or go to the Writing Lab on campus for help with grammar problems. All papers with major grammatical errors lose points in this class.
- Save your work regularly and have a back-up. Technological catastrophes can strike at any time, but it is your responsibility to plan accordingly.
- Submit in the locations indicated by the assignment guidelines in the appropriate location.
- I will not accept papers more than 4 days late. Do not wait until the last minute to submit your work to avoid losing points for late work.
- Plagiarism: Cheating and/or plagiarizing will not be tolerated. Plagiarizing includes any and all of the following:
 - Buying or swapping papers, writing papers for others or having them write papers for you.
 - Submitting work written for another class. Even if it is your own work, submitting an assignment written for another course that has received credit elsewhere is still plagiarism.
 - Using ideas from other sources without proper documentation
 - BC utilizes a plagiarism detection software, and I use it for random spot checks.
 - Additionally, if I even remotely suspect your paper is plagiarized, I will submit it to this site. If you cheat or plagiarize, the following actions will be taken:
 - You will receive a grade of "0" on the work (no exceptions).
 - A report of the incident will be filed in the Dean of Students' Office. This report may become part of your permanent record or the Dean may choose to pursue further disciplinary action.

Netiquette" (Courtesy Expectations)

As a preventative measure, please review the following. Most students have excellent "netiquette," but online has the ability to make us forget real humans are attached to the other end of the computer. I expect you to be courteous to each other and to me. Carefully consider your posts and e-mails before you send them. If you are unsure whether or not it is appropriate save it and return to it later after careful consideration.

My goal is to create the best learning environment possible, and I can only do this with your help. Please help me to make our class a positive learning community for everyone.

Other courtesy expectations also include:

Daily log-ins

- Monday - Friday, you are expected to log in daily to check announcements, e-mails, discussion threads, the calendar, and to make sure you are keeping up with course material.
- Additionally, you should look over "Questions for the Instructor" discussion thread daily. It is a forum for general questions and concerns and I always check it first and respond to questions Monday - Friday, 9 am - 5 pm.

How Do We Communicate With Each Other?

- On each page, you will find links to class announcements, your inbox , your gradebook, and the class discussion area.
- Announcements will be posted for you as needed throughout the quarter. Please read these announcements carefully so that you will know of any important changes or issues in the class.
- An inbox has been provided for private e-mail communication between you and I or you and other classmates. Please use this rather than my BC email (carrie.tomberlin@bellevuecollege.edu) for everything but the most dire of emergencies.
- Since I get between 40 and 50 e-mail messages every day at my various e-mail addresses, I will appreciate "URGENT" notices in the subject line, but only if you have a real emergency.
- I do my best to respond in a timely manner to all messages, whether or not they are urgent. Please do not use e-mail to submit your work. All assignments should be submitted through the assignment tool.
- The Grades will take you to the grade book for this class. This area will contain all of the grades for your work WHEN I have completed the grading. You can also make sure that you have submitted your papers by checking the essay Assignment to see that your paper shows up as an attachment. When I have finished grading, you will receive a grade and an audio file containing detailed comments.

The Discussion area provides a place for discussions of course materials. The discussion area has several topics (areas) each of which has a specific purpose:

- **The Student Union** - This area is for student-to-student discussion. For example, you may post announcements here if you wish to petition your classmates to join you in a face-to-face discussion group or a chat room discussion. However, be aware that I do not read this forum regularly; therefore, do not post questions for me here.
- **Questions for Instructor:** Post questions for me in this area if you think that others in the class may benefit from knowing the answer to your question. I check this area at least twice per weekday.

- **Inbox:** If your question is of a very personal nature, please use the inbox/Conversations.
- **Weekly Discussion:** These topic areas will house your discussions about our readings. Each forum is listed with the weekly topic. Please follow the dates on the class calendar.

Technical Issues and Questions

- Before you inundate me and your classmates with frantic posts, please slow down and try to trouble shoot.
- See if others are experiencing the same problem and if they have found a solution by looking at the “Questions for the Instructor” thread. Very often, your classmates will have the answer before I am able to respond.
- If your concern has not been addressed, please post your concern on the “Questions for the Instructor” thread.
- Be as clear as possible. Writing "the page is messed up" doesn't help me help you. Which page are you referring to? Where is it located? The more specific you are, the more quickly I can answer your question.
- If your question is personal in nature, e-mail me through Canvas conversations.

Grading

(percentages of total course grade)

Effort, Attitude, and Participation	5% *
Discussions (10 points per week averaged together)	25%
Peer Reviews	see below **
Essays	70 % ***
<hr/>	
Total	100%

* The Effort, Attitude, and Participation grade reflects the following: Do you log in daily M - F? Are you respectful and clear in your communication with your peers and instructor? Is it evident in both your work and communication with others that you have carefully read the syllabus, course calendar, all of the assigned readings, and assignment details and utilized supporting materials under the Resources tab?

** You will have Peer Reviews for all major assignments. These reviews will count for half of your letter grade for these projects. As you can see from the table above, these projects are a significant portion of your grade. If you fail to do a peer review, your grade will start at a C before I even read the paper! Most importantly, you will miss important feedback that often significantly strengthens your writing. Peer review grades will be averaged with your essay grades and the final assignment grade will reflect this average. A brief breakdown of the score for each will be included in your comments on the assignment.

The My Grades link will take you to the gradebook for this class. This area will contain all of the grades for your work when I have completed the grading. I use standard percentage markings, using the mean for each:

A	100%	to 94%
A-	< 94%	to 90%
B+	< 90%	to 87%
B	< 87%	to 84%
B-	< 84%	to 80%
C+	< 80%	to 77%
C	< 77%	to 74%
C-	< 74%	to 70%

D+ < 70% to 67%
D < 67% to 64%
D- < 64% to 61%
F < 61% to 0%

Please note that A and A- are reserved for excellent writing, B+, B, and B- for good writing, C+, C, and C- for competent writing, D+ and D, and D - for unsatisfactory writing, and F as failing.

Feedback on Essays

For every essay assignment I provide feedback in the form of an audio comment and some brief written comments. Through a great deal of trial and error, I have found this format most successful in providing useful feedback to help students grow as writers. However, if this format does not work for you, let me know and we can make other arrangements.

Reviewing Grades

I go to great lengths to ensure that I give you adequate feedback on all essays, not only so that you can understand why you earned the grade that you did, but so that you can know what you need to work on for future writing. You are welcome to ask me to review your grade, but please keep in mind that the second time I read your paper I will do so more critically, and your grade is more likely to go down than up.

Required Reading: There will be a substantial amount of reading in this course. I strongly suggest that you read these pages as early in the week as possible. Your best plan is to read them the weekend before so that you will be ready to participate in the Discussions.

Discussions:

- All discussion threads open on Monday at 12:30 am and close the following Monday at midnight
- You have a full week to post to Discussion Threads and thus late posts will not receive credit.
- In addition to answering all of the discussion questions in detail, you must reply to at least one post by a peer (total of two posts minimum). More posts are highly encouraged.
- Posts should be several lines in length, but keep in mind that I grade on the quality rather than the quantity written. You will be graded based upon the depth and quality of your participation, not simply number of times you post. Your posts must be relevant, thoughtful, and respectful, and you are welcome to attach images, links, quotes, or any other material that you feel will deepen the discussion. A simple "I agree/disagree" is not sufficient.
- I do my best to participate in the discussion, however, I cannot possibly respond to every comment or answer.

Discussion thread grading

If you fail to reply to the post of a peer you will lose 4 points (out of 10) on your discussion thread grade.

- If your post does not address of the prompts in detail you will lose 4 points (out of 10).
- Posts posted after the close of the thread (each Monday at midnight) will not receive credit.
- Please read the Discussion Tips and Best Posts of Week 1 thread. I have included the grading criteria along with strong posts from previous courses to make certain you understand what I expect in your discussion posts.

Essays:

- You will write essays, 3 - 5 pages in length (you may exceed this length if you feel inspired) during the course of this quarter.
- Each essay has detailed guidelines clarifying what is expected - please read them carefully.
- Essay directions also include example student essays and relevant essays in our textbooks. Please look at these so that you understand my expectations.
- All essays will have a peer review (see details below). All essays should be submitted by uploading your document through the essay's page.
- Directions for submitting your final draft to me are available in a Canvas tutorial available as a link on each essay assignment and under the "Course Information" module. Please keep in mind that once the paper crosses my virtual "desk," its grade is permanent.
- You can find sample essays for each assignment on each Assignment (essay), along with essays from Seeing & Writing 4 that will be useful. Please take the time to look these over.

Essay Format

All essay assignments must be double spaced with a 12-point font that is easy to read (Arial, Times, Helvetica are always safe choices), with no extra space between paragraphs.

- As specified on the assignment details, all essays should be saved in one of the following formats: .doc or .docx. Essays in any other format will receive an automatic F.
- We will be learning to follow the rules of MLA formatting, and essays not following MLA style will lose credit.
- Written assignments must be submitted by midnight on the due date on the essay assignment page. Late submissions will receive a deduction of one letter grade for each day late. If you submit after midnight of the due date it will count as one day late and be reduced by one letter grade.

Peer Review: Revision is a critical part of the writing process, and you will strengthen your writing a great deal by participating in a peer review of others' papers and in receiving feedback on your rough drafts.

Essays 1, 2, and 3 have mandatory peer reviews (The Essay 4 peer review is optional).

- These peer reviews will constitute 50% of your essay grade, and your essay grade and peer review grades will be averaged together.
- You must post an original rough draft of each essay to the appropriate peer review thread in the discussion area by midnight of the due date. This draft **MUST** be attached to a message in .doc or .docx format.
- Drafts that are submitted late will receive partial credit. Additionally, rough drafts that are posted late may be overlooked by other students and not receive feedback.
- You must complete two thorough reviews of your peers' papers for each peer review.
- You must follow the Peer Review guidelines completely in order to earn full credit.

- THOROUGHLY evaluate the content, organization, and editing of your peer's paper.
- Then write your comments in a new post on the Peer Review Discussion Thread by replying to the message containing your peer's rough draft. Do NOT put your comments in the form of an attachment or you will not receive full credit.
- If you would like to attach an annotated version of your peer's paper in addition to your comments you are encouraged to do so, but again, you must answer all Peer Review criteria in the body of a new Discussion message.
- In addition to the guidelines below, the link "How to Peer Review," which is attached to each peer review details the guidelines.
- Late submissions of either part (submitting your rough draft or reviewing two peers' essays) will receive a deduction of one letter grade for each day late. If you submit after midnight of the due date it will count as one day late and be reduced by one letter grade.
- After giving comments, collect the comments on your paper. Then, revise and edit your paper before submitting it to me through the assignment tool by the date and time listed on the calendar, using the editing tools provided under Course Info.
- Keep in mind that it is your responsibility to get your paper reviewed. If you are not receiving feedback alert your peers to this and also post on the General Editing thread. Additionally, consider outside assistance such as the Bellevue College Writing Lab. Even if you have received thorough reviews, this is a great resource that you should take advantage of.
- Keep the Golden Rule in mind as you peer review. What would you like others to do for you? If you are a thoughtful reviewer, you can expect the same in return. If you fail to review the work of others, don't expect any help in return.

Writing Lab: <http://bellevuecollege.edu/asc/writing/> Room D204 (425) 564-2200

Please visit the Writing Lab outside of class. The lab offers tutoring and help (both personal and computerized) on grammar and basic skills. Make an appointment ahead of time (walk-ins will have to wait). When you go, take your assignment with you so the tutor knows the assignment expectations.

Special Needs: <http://www.bellevuecollege.edu/drc> Main Campus, B132 (Temporarily in the Library Media Center)

Phone: 425-564-2498 Email: drc@bellevuecollege.edu

Students with disabilities who have accommodation needs are required to meet with the Director of The Disability Resource Center to establish their eligibility for accommodation. In addition, students are encouraged to review their accommodation requirements with each instructor during the first week of the quarter.

Whew! This is a lot of information, but I try my best to make you aware of what to expect. Please refer to this document regularly before e-mailing me or posting to the Questions for the Instructor thread. I spent many hours writing this document to give you all the information you would need to succeed in this course.

Welcome, and I look forward to a great quarter!