

English 091—Basic Grammar & Sentence Patterns, Item # 1021

English 105—Grammar & Communication, Item #1132

Syllabus for Winter Quarter 2015
11:30 am - 12:20 pm/Daily |
Building R – 110C, Main Campus, Bellevue College

Instructor: Catherine Berkenfield – please call me Catherine
Office location: Building R-230-G
Office hours: Daily 10:30-11:20 am; and by appointment
Phone number: 425.564.2121
Email: c.berkenfield@bellevuecollege.edu; Email is the best way to reach me. I will do my best to respond to emails within 24 hours M-F

Disability Resource Center:

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 the DRC 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 D-125.

www.bellevuecollege.edu/autismspectrumnavigators/

The DRC office is located in B-132 or you can call our reception desk at (425) 564-2498. Deaf students can reach the office by video phone at (425) 440-2025 or by TTY at (425) 564-4110.

Please visit the DRC website for application information into the program and other helpful links:

www.bellevuecollege.edu/drc/

Course objectives and descriptions:

English 091: Reviews parts of speech, verb tenses, basic sentence patterns, and punctuation in the context of students' own writing. Students learn to combat writer's block, find and correct grammatical mistakes, and understand what teachers are telling them about their writing. Open to both native and non-native speakers. Course is graded credit/no credit. Prerequisite: Placement by assessment into ENGL 071 or higher. Prerequisite: Placement by assessment into ENGL 071 or higher. 5 credit hours.

English 105: Provides an analytical overview of English grammar and sentence patterns, with emphasis on how language creates meaning. Students learn to clarify and control their own writing and understand the basic grammatical structures of foreign languages. Prerequisite: Placement by assessment; or ENGL 092 or 093 with a C- or better. 5 credit hours.

Required materials—unless otherwise noted, you are expected to bring the following course materials with you every day:

- **TEXTS:**
 - ***Grammar and Usage, Naturally.*** Lawrence Barkley and Christine Sandoval. Cengage Learning. ISBN: 978-1-285-44586-1.
 - **Other required readings** will be available on Canvas for download. Students are responsible for bringing those readings to class on the day they are scheduled for discussion.
- **A COLLEGE-LEVEL ENGLISH LANGUAGE DICTIONARY**; using a dictionary app on your PDA is approved
- **A DEDICATED COURSE FOLDER OR BINDER**
- **PEN, PENCIL & PLENTY OF PAPER**
- **ACCESS TO A BELLEVUE COLLEGE EMAIL ADDRESS** (<https://www.bellevuecollege.edu/netid/>)

After completing this class, students should be able to:

English 091:

- Write narrative, descriptive, summary, and self-reflective journal entries with improved fluency, as demonstrated by comparison of initial journal writings with end-of-quarter writing
- Identify the basic parts of speech (nouns, determiners, pronouns, adjectives, adverbs, verbs, conjunctions, and prepositions) in their own writing and the writing of others
- Identify basic sentence core patterns in their own writing and the writing of others with improved accuracy (for example, Subject – verb; Subject – verb – noun completer (direct object); subject – linking verb – adjective or noun completer (subject complements); Subject – linking verb – adverb completer)
- Identify basic verb tenses (simple past and present, past and present continuous, simple future) in their own writing and the writing of others
- Describe and use an editing process that suits their individual needs
- Collaborate effectively with classmates to edit each other's writing for mistakes in basic grammar, sentence structure, and punctuation (singular and plural word endings, subject-verb and noun-pronoun agreement, verb tense and form, noun and adjective lists, introductory phrases)
- Edit their own writing to correct mistakes in basic grammar and sentence structure (singular and plural word endings, subject-verb and noun-pronoun agreement, verb tense and form)
- Look up information about grammar and punctuation in a standard college-level writing handbook and apply it to their own editing
- Articulate in writing what they have learned and how they have learned it

English 105:

- Identify basic parts of speech (e.g. articles, nouns, adjectives, verbs)
- Describe the structure, function, and punctuation of phrases (e.g., noun phrases, adverb phrases, verb phrases) and identify these elements in their own writing
- Describe the structure, function, and punctuation of clauses and identify these elements in their own writing
- Describe the basic sentence patterns of English (e.g., subject-verb, subject-verb-direct object, subject-linking verb-complement, etc.) and identify these patterns in their own writing
- Describe some of the basic transformations of these patterns (e.g., passive voice, inversions, relative clauses, verbal phrases, etc.) and identify these in their own writing
- Identify and use the major verb tenses in English

- Demonstrate their understanding of the fundamentals by editing their own writing to improve communication
- Identify some of the basic differences between the sentence patterns and conventions of English and those of other languages (e.g., word order, use of tenses, gender agreement, cases, etc.)

Grading categories - VERY IMPORTANT!! YOU MUST KEEP EVERY SINGLE PIECE OF WRITING that you do for this class carefully organized in a folder or binder. At the end of the quarter, you will be asked to evaluate your writing for the final grade, and so you must be able to locate and discuss the specific assignments that the instructor requests:

Daily course work/group work	30%
Odd week reading seminar and journal	20%
Even week exams	40%
<u>Self-reflections on learning</u>	<u>10%</u>
Total	100%

Please note: Students who do not complete homework outside of class cannot pass the class. If you are too busy with other schoolwork, employment, family obligations, health concerns, etc., to devote 1-3 hours per day to homework, I suggest taking this course during another quarter when you have more time resources. Because grammar is a cumulative topic, it is important that students attend class every day and follow up if they have to miss a lesson.

Daily course work/group work – Throughout the quarter, I will ask you to submit in-class work, including but not limited to: short writing assignments, grammatical analyses, and practice group and individual skills applications. This course has a heavy “group” participation requirement. Students who do not wish to participate in group work should enroll in another section of the course.

Odd week reading seminar and journal – During odd weeks, students will read and keep a journal on an article or essay about the English language. On odd Fridays, we will discuss the reading in class. Students will be graded on the quality of their participation. The first two seminars will be ‘practice’ seminars so that students understand the instructor’s expectations.

Even week exams – During even weeks, students will take an exam, first as individuals and then as a group. If the individual grade is higher, that is the one that will count. If the group grade is higher, students will receive a grade averaged across the individual and group test. There will be an in-class review before each exam.

Self-reflections on learning – About once a week, students will use guided questions to reflect on the content of what they have learned as well as the process of learning. At the end of the quarter, students will write a 2-3 page letter describing their experience and grammar qualifications to a future employer.

Bellevue College grading scale:

English 091 is a credit/no credit class. Students must achieve an 80% average on all course work to pass the class.

English 105 is graded using the following campus-wide grade scale:

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

What the Grades Mean:

I will provide more detailed descriptions of grading criteria with each assignment, but as a general overview I have included a brief description of each grade:

"A"	Excels at the assignment's expectations and shows mastery of course concepts. "A" work may contain a few trivial problematic issues but ultimately demonstrates exceptional work.
"B"	Goes beyond the expectations for the assignment. "B" work develops above-average work but falls short of an "A" in one or more crucial areas.
"C"	Competently meets the requirements for the assignment. A "C" is reserved for work that is perfectly adequate but does not go above and beyond the requirements for the assignment.
"D"	Shows some attempt to meet requirements but fails. "D" work may head in the direction of competence, but needs significant work before the student has shown his/her understanding of the core concepts.
"F"	Fails to meet any of the assignment's requirements. The expectations for the assignment simply are not present or addressed.

Examples of unacceptable classroom behavior: On a college campus, everyone deserves the opportunity to study and learn in a safe environment and to be treated with courtesy and respect. Therefore, any conduct that prevents the instructor from teaching, and/or prevents students from learning is prohibited. If you do not behave in a way that is appropriate for maintaining a learning environment, I will ask you to leave the class. Some examples of unacceptable behaviors include: arriving late or leaving early without speaking to the instructor (talk to me after class, not during), preventing a sign language interpreter from doing their work, talking while others are trying to listen to the instructor or their group members, talking during student presentations, sleeping in class, doing homework for other classes in class, using electronic devices for personal reasons, inappropriate comments or gestures, and any form of harassment that affects other students' ability to learn or the instructor's ability to teach. The Arts & Humanities Division recognizes the judgment of individual instructors in these matters.

Cell phone use, texting, and other electronic devices: Please silence your phone before you come into the classroom. There is no excuse for texting in the classroom. I will warn you once and ask you to leave class for the day the second time. This will be counted as an absence. Using electronic devices in class is permitted if they are used to facilitate learning in ENGL 101. Headphones are never allowed and should be removed before you come into the classroom.

Plagiarism: Plagiarism, or academic dishonesty, is the act of using another writer's words or ideas as your own. It also includes submitting work completed by the student for a previous class. According to the Arts & Humanities Division, 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. Bellevue College instructors have access to

commercial plagiarism detection software, so please be advised that any work you submit may be tested for plagiarism.

If you are proved guilty of academic dishonesty (plagiarism), you will fail the assignment. If you are caught plagiarizing again in the same quarter, you will fail the class.

Attendance policy: You do not need to provide excuses or documentation for missing a class because there are no excused absences. I will pass around an attendance sheet at the beginning of every class. The reason for this strict requirement is because we have limited time together and we cannot afford to spend time helping tardy or absent students catch up with the course activities. The BC Arts & Humanities Division's policy regarding absences stipulates that any student missing more than twenty percent of total class time for a course may receive an "F" grade for the course, **so any student missing 10 or more class meetings will automatically receive a failing grade.**

I understand that students frequently have good personal and professional reasons for missing class. However, from the perspective of our English 091/105 learning community, the English Department, Bellevue College, the Northwest Commission on Colleges and Universities, the Council for Higher Education Accreditation and the U.S. Department of Education, your absence means you have not participated in the required quantity of classroom instruction to demonstrate the course outcomes. It is unethical, unprofessional, and unfair for an instructor to pass a student who has not attended 80% of class meetings.

Missed classes: I do not "reteach" lessons that I have already taught. So if you miss a class, your best bet is to visit the Writing Center in D-204 for help. If you attended class, but do not understand the lesson, I am happy to work with you one-on-one or in small groups to get a better handle on the material.

Late and missed assignments: If you are late with or miss an assignment, please email me to let me know when you plan to submit the assignment. If you do not turn in four assignments in a row (up to four), you will fail the class.

Student workload: You can expect to spend 2-3 hours outside of class for every credit hour for the course. So in addition to spending 5 hours a week "in-class," students should expect to spend an additional 10-15 hours a week on individual homework. Therefore, your weekly time investment should be around 15-20 hours a week. Your role is to "communicate," "self-regulate," "develop understanding of study practices," and "set and reach your personal and academic goals by using instructor guidance."

Extra credit policy: Extra credit work will be assigned at the instructor's discretion in order to benefit the class as a whole. Individual extra credit work **WILL NOT** be assigned.

Tutoring and study skills development: Please do not hesitate to call on me if there is anything about the course you wish to discuss or need assistance with. It is my job to be here for you but it is also always a pleasure to get to know you and work with you to form and meet your academic goals. I hope you will seek me out prior to seeking other assistance.

However, if you feel you would benefit from ongoing tutoring or other academic assistance for this or any class at Bellevue College, please contact the Academic Success Center located in Building D – 204. Phone: (425) 564-2200.

Bellevue College offers a variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting:

<http://depts.bellevuecollege.edu/helpdesk/students/>

I look forward to a great quarter and welcome your feedback at any time!!!

Tips for Student Success:

1. Understand the syllabus.
2. Attend scheduled classes and manage your study time.
3. Come to class prepared to listen and to participate.
4. Always bring your books, paper, pen or pencil, course folder, and homework.
5. Understand you will have to share your writing with other students.
6. Figure out what help you need during the quarter and explore what Bellevue College has to offer. Ask your academic advisor or your instructors for help.
7. Talk with your instructor as soon as you have a problem.
8. Use your textbook and other resources MORE than is required for the course.
9. Hold on to all your work!
10. Grammar is a complex skill that takes time to develop. With persistence and hard work, we all can become stronger readers and writers. Be gentle with yourself!
11. Be kind to your fellow students and your instructor. We are all in this together and having a positive attitude inspires all of us to do our best work.

Statement of Student Responsibility

I have read through the syllabus for Catherine Berkenfield’s course English 091/105—Grammar. I understand that the syllabus represents a contract between me as a student, Catherine as an instructor, the English Department, the Arts & Humanities Division, and Bellevue College as an institution. The syllabus lays out the rights and responsibilities for me and my instructor, and I know that I can rely on the document if some problem arises in class. I know that I should speak with my instructor first and, if she cannot answer my questions, she will provide contact information for someone else in the English Department or the Arts & Humanities Division who can assist me.

In particular, **I understand that if I miss more than 10 class meetings during winter quarter of 2015, I will automatically fail English 091/105** I also understand that missing any number of class meetings will affect my final grade because class participation is a crucial component of learning.

Name (please print): _____

Signature: _____

Date: _____