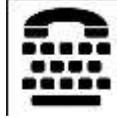


Engl& 101 - English Composition I, Item # 1054-1068-1069

Syllabus for Winter Quarter 2015
9:30-10:20 am/Daily
Building R - 306, 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 objective and description:

English Composition students will engage with writing as a “process,” including close reading of a variety of texts, pre-writing, drafting, revising, substantive response to peer and instructor feedback, grammar and usage improvement, editing, proofreading, and self-reflection. We will work toward clarity of writing topic, purpose, and audience, with emphasis on how expert writers claim rhetorical positions and use writing modes like narrative, description, example, comparison/contrast, process analysis, classification, cause and effect, definition, and argument. Special emphasis will be given to how developing writers read critically, cite responsibly, and develop academic and professional “voices.”

Prerequisites: Placement by assessment or ENGL 092 or 093 with a C- or better; or enrollment in both 092 or 093 and 101

Credits: 5 credit hours

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

- **TEXTS:**

Do not buy *Rereading America*. You will not need it.

- **A *Writer's Reference*, any edition.** Diana Hacker and Nancy Sommers. Bedford/St. Martin's. ISBN for most recent edition: 978-0312601430
- **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 & LINED PAPER**
- **ACCESS TO A BELLEVUE COLLEGE EMAIL ADDRESS** (<https://www.bellevuecollege.edu/netid/>)

After completing this class, students should be able to:

- Demonstrate various invention practices: brainstorming, free writing, outlining, journaling
- Demonstrate ability to write in various modes: personal narrative, expository, analytical, descriptive, argument
- Demonstrate the phases of writing: draft, revision, final copy
- Explore sources of writing: reading, thinking, analyzing, discussion
- Create a thesis statement that suggests the focus of the paper, does not point out the obvious, and is written as a sentence
- Develop and include enough details and examples to support the identified thesis and reinforce focus
- Demonstrate various patterns of organization and use the organization pattern that suits your identified purpose and audience
- Illustrate the concept of audience in your writing
- Artfully combine audience, purpose, and tone in compositions written in and outside of class
- Write in a vocabulary appropriate to your subject and identified audience
- Begin and conclude a paper effectively
- Show effective control of mechanics: paragraphing, punctuation, and spelling
- Differentiate between key ideas and supporting details in reading
- Locate the thesis statement in reading assignments
- Practice good group skills: how to give useful feedback, and how to make use of feedback you receive
- Develop self-assessment skills

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:

1 Course work/group work	30%	
2 Writing process		10%
3 Three essays		45%
4 Reading seminar participation		10%
5 Self-reflection letter	5%	
Total		100%

Please note: First, this course is a “college-level” course. 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. Second, this course is a “writing” course and, therefore, requires extensive writing from students. Students who do not wish to practice extensive writing, should not take this course. Finally, I cannot evaluate and grade every piece of writing you do this quarter. While you will receive both regular and substantive feedback from me, your growth as a writer will be directly tied to both the quantity of work you do and the time and care “you” put into your revised writings. In summary, to earn a passing grade in English 101, you must make this course a priority in relation to your other life activities.

Criterion 1: Course work/group work – Throughout the quarter, I will ask you to submit in-class work, including but not limited to: guided writing, free writing, project planning, prewriting, drafts, peer reviews, and revisions; short writing assignments; group and individual skill applications. This course has a heavy “group” participation requirement. Students who do not wish to participate in group work should find another section of the course. Missed in-class work cannot be made up.

Criterion 2: Writing process – For each major essay, you will turn in a rough draft, one or more revisions, and a final draft. Each of these parts of the writing process is worth 1% of your final grade. I do not give feedback on late early drafts and there are no late peer reviews. You may use the writing center on campus for feedback if you are late. You will want to take the assignment sheet for the essay to the writing center so the tutor knows how to help you.

Criterion 3: Three major essays – This quarter, you will write three 4-6 page essays. For each essay, we will read, discuss, and respond to essays and articles by experienced writers. As part of the writing process, you will develop a line of argument, a thesis or overall main impression, and eventually a polished draft for each piece. Each essay is worth 15% of your grade; you may revise either of the first two essays to receive a better grade on that essay. Essays are graded with a percentage grade scale. If you do not turn in the rough draft on time, you cannot turn in the essay for a better grade. **You must turn in each of the three essays to earn a passing grade in this class.**

The rough draft of each essay will have a date. If you miss the due date, I am not obligated to give you feedback. It can take up to a week for me to give feedback on student essays. For this reason, each student has 7 days to revise and resubmit their essays from the day they receive feedback from me.

Examples of how this schedule supports individual student educational needs and student accountability for their own success:

Student 1 turns in rough draft on January 18, receives feedback from instructor on January 20, and, because of work schedule, communicates in writing that the final draft will be turned in on January 26.

Student 2 turns in rough draft on January 18, receives feedback from instructor on January 22, and communicates in writing that the final draft will be turned in on January 23.

Student 3 does not turn in rough draft on January 18, but gets help from the writing lab, and communicates in writing when the final draft will be turned in within seven days of the rough draft due date.

Criterion 4: Reading seminar participation – Strong writers are active readers. As you read essays by experienced writers, you will keep journals in which you apply summary, analysis, synthesis, and evaluation skills to the readings. You will also be asked to carry out rhetorical analyses of authors’ writing. Since there are three major essays to write, you will keep three separate journals. The first two journals will be based on instructor instructions. For the final essay, you will participate in a reading seminar for a total of four articles, and you will read an additional two articles of your choice. Your journal for this unit will include summary, analysis, synthesis, evaluation, and critical discussion questions.

Criterion 5: Final reflection with documentation – During the last learning unit of the quarter, in place of a final exam, you will keep a daily “work log” to track your work on your final major assignment and develop a realistic and compassionate understanding of your individual writing process. You will write a 2-3 page report critiquing and praising your work and setting goals for your reading and writing future. You will turn in class-related “documentation” to support your letter.

Bellevue College grading 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.

Please note that students who earn an A, B, or C on any essay may ask permission to resubmit the essay. Students who earn a D or F on any essay are **REQUIRED** to meet with me for assistance.



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: I use the Turn-It In program to assess "plagiarized" content in student essays. If you have "any" questions about "responsible citation," ask me early and ask me often. I am always willing to discuss these questions if you ask them in a timely manner. 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 101 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.

Instructor workload: This course is administration heavy, grading-intensive, and fast-paced. I work with specific curriculum outcomes and weekly deadlines, and deal with the educational

needs and management needs for current students and people I supervise. Please understand how your choices and work habits impact me as an instructor as well as your peers.

Late or missed assignments: I do not give feedback on late rough drafts. You can get help at the Writing Center in D-204.

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 your reading and writing practices,” and “set and reach your personal and academic goals by following 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. Writing is a difficult 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 101—English Composition I. 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 101.** 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: _____