

**Winter 2015**  
**Eng 093—English Composition for English Learners (Item #1038)**  
**Daily 9:30-10:20am / Room R110C**

Instructor: Professor Ma

Office: R230S

Office Hours: MW 2:50-3:45pm, TTH 11:30am-12:20pm (R230S) & by appointment

Email: [nan.ma@bellevuecollege.edu](mailto:nan.ma@bellevuecollege.edu)

**Course Description:**

English 093 is designed to enhance skills in the areas of critical reading, writing, editing, and grammar. This section of English 093 is part of an accelerated English 093-101 combination class and will function as a support class for English 101. In addition to fulfilling all the requirements of Eng 101, additional class activities may include grammar exercises, additional reading and writing exercises, and additional peer reviews.

**Required Texts and Materials:**

- Axelrod, Rise B. and Charles Cooper. *The St. Martin's Guide to Writing* (SMG), 10<sup>th</sup> Edition (individual chapters are posted on Canvas; text is also on reserve at the library).
- **Langan, John. *English Brushup*, 6<sup>th</sup> Edition (text is also on reserve at the library)**
- A selection of short stories (provided by the instructor)
- A notebook for note-taking, drafting, etc.

(Besides the differences outlined in the course description and required texts above, this section of English 093 will follow the syllabus of English 101 starting on the next page.)

**Winter 2015**  
**Eng 101—English Composition I (Item #1075 & #1076)**  
**Daily 10:30-11:20am / Room R306**

Instructor: Professor Ma

Office: R230S

Office Hours: MW 2:50-3:45pm, TTH 11:30am-12:20pm (R230S) & by appointment

Email: [nan.ma@bellevuecollege.edu](mailto:nan.ma@bellevuecollege.edu)

**Course Description:**

English 101 offers a process-oriented approach to composition. In this class, we will learn to write essays in an array of genres, such as arguing a position, speculating about causes and analyzing a literary text. We will explore the art and process of making compelling arguments, raising meaningful questions, offering and anticipating counterarguments, using adequate and appropriate evidence to develop and support our arguments, and engaging in critical conversations with a larger reading and writing community. As a community of writers, students will actively critique each other's works, supporting each other's development as writers.

**Class Philosophy:**

I envision this class to be a positive, rewarding learning experience for all of us. Together we can create a safe and respectful academic environment to stimulate intellectual discussions and to foster dialogues. Each of us has a unique voice, and I hope that we can cultivate, nurture and celebrate each other's and our own voice in class. Racist, sexist, or other comments intended to belittle or threaten others will not be tolerated and may be grounds for removal from the class.

### Required Texts and Materials:

- Axelrod, Rise B. and Charles Cooper. *The St. Martin's Guide to Writing* (SMG), 10<sup>th</sup> Edition (individual chapters are posted on Canvas; text is also on reserve at the library).
- A selection of short stories (provided by the instructor)
- A notebook for note-taking, drafting, etc.

**\*\*You must print out the assigned readings on Canvas and bring them to class. For each class period that you fail to bring your book/assigned reading, your participation grade will be deducted by five points.**

### Course Outcomes:

Upon successful completion of this course, students will acquire the following skills and abilities:

Think Critically and Read Analytically: *carefully analyze, interpret and evaluate claims, beliefs, texts and/or issues.*

- frame questions, define problems, and position arguments.
- consider multiple points of view and differentiate between assumptions, beliefs, facts, opinions, and biases.
- read and respond to various texts critically for purposes of interpretation, analysis, synthesis, evaluation, and/or judgment.
- demonstrate an understanding of a text's main point/thesis and its relevant supporting details.

Compose and Revise in Context: *shape written responses for different audiences and purposes.*

- shape written responses to suit different rhetorical situations and audiences.
- develop flexible strategies for prewriting, drafting, revising, and editing.
- develop and support thesis statements that are appropriately complex and significant.
- construct unified paragraphs with topic sentences and supporting details that advance the thesis.
- use various methods of development such as illustration, comparison and contrast, and/or analysis.
- balance their individual voices with those from other texts.
- employ style, tone, and mechanical conventions appropriate to the demands of a particular audience or purpose.

Reflect & Evaluate: *recognize and incorporate newly acquired skills.*

- develop the ability to critique their own and others' work.
- gain a clearer perspective of habits that may detract from the effectiveness of their own writing.
- respond to comments from their instructor and peers.

### Class Assignments Overview:

Course outcomes will be met and assessed through an array of class activities and the following assignments:

**Essays:** This class is divided into three units: 1) Arguing a Position; 2) Analyzing a Short Story; 3) Speculating about Causes. You will be responsible for **three** corresponding essay assignments and

will have the opportunity to **revise either the first or second essay**. Rough drafts of all three essays will be peer reviewed. Should you choose to revise one of your essays, your revision must be significant, and your final grade for that particular essay will be the average of your original essay score and the score of your revision (I will provide you with more specific revision guidelines). **Please note that you cannot pass the course without completing all three essays even if you have earned enough points on the other assignments.**

**Theses and Outlines:** Because writing is a process-oriented task, you will write a thesis and outline for all of your essays before you proceed with writing the entire essay. Theses and outlines will be peer reviewed in class.

**Peer Reviews:** You will be responsible for six peer reviews, two for each essay (I will provide you with peer review questions).

**Annotated Bibliography:** Your third essay is a research-based essay. You will compile an annotated bibliography of credible, substantial sources (I will provide you with more detailed explanations and guidelines).

**Works Cited Page:** You will be responsible for creating a correctly formatted works cited page for your third essay.

**Group-led Discussions:** In the second unit of this course, we will be analyzing a selection of short stories. Students will be divided into discussion groups. Each group will be responsible for leading a class discussion on an assigned story. You will be graded as a group on this assignment (I will provide you with more specific guidelines).

**Reading Journals (5):** You will be submitting biweekly reading journals to Canvas for your peers to review. You will be divided into small discussion groups to review each other's journals. Each student will be responsible to respond to at least two peers' journals biweekly.

**Mandatory Writing Lab Consultation:** The Writing Lab, located in D-204, provides one-on-one consultations catered to your individual writing needs and goals. I highly encourage you to take advantage of this invaluable resource on campus.

*Lab Hours:*

Monday – Thursday 8 a.m. – 8 p.m.

Friday 8 a.m. – 3:30 p.m.

Saturday and Sunday 11 a.m. – 4 p.m.

*Statement from the Writing Lab:*

The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal correspondence. Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors.

Students can drop in any time the Writing Lab is open as well as make an appointment.

**We recommend visiting the lab at least two days before a paper is due.** A tutoring session is a 35-minute, face-to-face conversation to discuss your writing. The tutor will not fix your paper but will work with you to identify areas to revise independently.

For more information, visit the Writing Lab's homepage at <http://www.bellevuecollege.edu/asc/writing/>.

For our class, you are required to visit the Writing Lab **twice** to have your writing (thesis, outline, or draft) reviewed. While you may choose which assignment you want to be reviewed, I highly encourage you to visit the lab early to get feedback. I will provide you with a form to be completed and signed by the writing lab instructor.

**Other Assignments:** We will also have frequent *in-class writing exercises* as well as *quizzes* correlated to our reading and discussion topics. I stress to you that vigorous thinking and exchange of ideas are prerequisite to powerful writing. It is implicit, then, that you actively engage this class.

**Grading:**

Assignment	Number of Pages	Percentage
Essays:		
Arguing a Position #1	2-4	10%
Analyzing a Short Story	3-5	15%
Speculating about Causes	5-7	25%
<b>TOTAL ESSAY PERCENTAGE</b>		<b>50%</b>
Essay Theses and Outlines		3%
Annotated Bibliography		5%
Works Cited Page		2%
Group-led Discussion		10%
Reading Journals		10%
Participation		10%
Peer Reviews		6%
Writing Lab Consultations		4%
<b>TOTAL CLASS PERCENTAGE</b>		<b>100%</b>

**Grade Breakdown:**

930-1000	A	880-899 830-879	B + B	780-799 730-779	C + C	650-699 600-649	D+ D
900-929	A-	800-829	B-	700-729	C-	0-599	F

**Attendance Policy:**

Class attendance is a crucial component in such a process-oriented class. Any **class work**—in-class writing, quizzes, group work, peer reviews—**cannot be made up due to absence**. You are permitted **three absences** for any reason. After that, your final grade will drop by half of a letter grade for each absence (i.e. B→B-). If you leave class early for any reason, you will be counted absent. **Two tardies equal to one absence**. It is your responsibility to verify that you have been marked late rather than absent.

You are also encouraged to get the contact information of at least one of your classmates to ensure that you obtain any class materials you may have missed due to absences. Please note that while I am happy to answer any questions you may have about a particular class that you have missed, I will not re-teach the class.

\*I do excuse absences due to medical and family emergencies. Should such situations arise, please try your best to make arrangements with me early to have your work made up or submitted. In case of absences due to medical reasons, a doctor's note is needed to have your absences excused.

**Rough Drafts:**

You are expected to bring **two** copies of a rough draft for workshop on the day the draft is due. Students who fail to bring rough drafts to class will not be able to participate in peer reviews. While I

will not “grade” your drafts, I will check your rough drafts on the days they are due, so please make sure that you *finish your drafts* and *meet the appropriate page requirements*.

### **Canvas and Emails:**

Announcements and assignment changes may be made through email and the Canvas system. **All students are responsible for checking their Canvas accounts at least once every day.** All emails will be sent to your Canvas account.

\*Please give me at least **24** hours to respond to your email. **I do not respond to emails on Saturdays and Sunday mornings (i.e. if you email me on Friday, I will respond to you on Sunday afternoon).**

**\*\*I receive a lot of emails in my BC account. Therefore, it is best for you to email me through Canvas.**

A note about email etiquette: Emailing your instructor is not the same as texting your friend. When emailing an instructor, please address the instructor and write your name at the end. Write in complete sentences and avoid abbreviations that would not appear in a formal essay.

### **Class Policies:**

**Deadlines:** All assigned work is due in a *paper copy* format at the beginning of class on the date specified by the syllabus. For each class period that you turn in a paper late, your grade for that particular essay will be deducted by 10% (i.e. if a paper is worth 100 points, you will lose 10 points for each class period after the due date; if a paper is worth 150 points, you will lose 15 points, and so on.). Except in the case of medical or family emergency, **papers received more than two days past the due date will receive no point.**

**Participation:** Having regular attendance is only the first step to active participation. Active participation means that you engage class materials in a thoughtful and proactive manner. It means that you attend and contribute to class discussions regularly, listen to the ideas of others attentively, and raise questions either in class or office hours. If you are participating in these activities, it shows me that you are prepared and thinking about the course material.

**Disruptions to class:** The following scenarios are considered disruptive to class: cell phone going off, text-messaging, chatting, talking out of turn, disruptive late arrival or early departure, shuffling before a class ends. Every student has one warning during the quarter for disruptive behavior during class. After the first warning, the student(s) involved may be asked to leave and will be counted **absent**. You may NOT use your notebook computer during class unless it is for an assigned activity.

**Appointments with the instructor:** When scheduling an appointment with me outside of office hours, please ask me at least **two days in advance** so that I can make arrangements to meet with you. If you need to cancel an appointment, you need to give me at least 24-hour advanced notice so that I can give your time slot to another student. Except for cases of emergency, if you do not give me prior notice and fail to show up for your appointment, you will lose your privilege to schedule appointments with me **outside of office hours** for **two** weeks beginning on the day of your original appointment.

### **Paper Format:**

- ✓ On the due date of each final draft, please submit your final draft of the essay on top, followed by your rough draft, any pre-writing and/or invention work you may have done, and the peer reviews by your classmates.
- ✓ All essays must be typed and double-spaced with 1” margin on all sides. Use a 12 pt. font; Times New Roman is preferred.
- ✓ **No cover pages or binders please.**

- ✓ Always **give your essay a title** that is appropriate and gives an insight into what the essay is about. (Don't title essays "Arguing a Position" and the like.)
- ✓ **Email attachments will not be accepted unless you have made special arrangements with me prior to the due date.** A paper is considered late until a paper copy is turned in. Please note that **under no circumstances should you email your rough drafts to have them peer reviewed.**
- ✓ **Please note again that you cannot pass this course without completing all four essay assignments.**

### **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, and so on, please meet with your individual instructors 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](mailto:asn@bellevuecollege.edu) or 425.564.2764. ASN is located in the Library Media Center in D125. [www.bellevuecollege.edu/autismspectrumnavigators/](http://www.bellevuecollege.edu/autismspectrumnavigators/)

The DRC office is located in B132 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](http://www.bellevuecollege.edu/drc)

### **Statements from Public Safety and Emergencies:**

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at <http://www.bellevuecollege.edu/alerts/?ref=footer>

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

**If a major emergency occurs, please follow these two rules:**

- 1) Take directions from those in charge of the response--**We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)--**Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time.

### **Academic Calendar:**

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- Enrollment Calendar - <http://www.bellevuecollege.edu/enrollment/deadlines/>  
On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- College Calendar - <http://www.bellevuecollege.edu/enrollment/holidays/>  
This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

### **Plagiarism:**

Plagiarism occurs when a writer claims someone else's language, idea or structure as his or her own without clearly or sufficiently acknowledging the source. Plagiarism and cheating will result in a failing grade for the class, academic probation, and/or dismissal from the college. If you are having trouble, do NOT copy someone else's work. Come see me.

### **Student Code:**

"Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services." The Student Code, Policy 2050, in its entirety is located at: <http://www.bellevuecollege.edu/policies/id-2050/>

### **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. When 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 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.

### **Finally...Some General Advice for Student Success:**

- ✓ Be punctual
- ✓ Be present
- ✓ Be prepared
- ✓ Be persistent
- ✓ Be proactive
- ✓ Be patient

Please feel free to ask me any questions you might have about this syllabus or any part of this course. I very much look forward to working with you this quarter.

Good luck!