*One of the most difficult things [to write] is the first paragraph. I have spent many months on a first paragraph, and once I get it, the rest just comes out very easily. In the first paragraph you solve most of the problems with your book. The theme is defined, the style, the tone.*

*--Gabriel García Márquez*

# Bellevue Logo.png

# Winter 2015

# English 101 (1112/Y)--English Composition I

# TTH: 12:30-2:40/Room: R205

Instructor: Hyesu Park, PhD.

E-mail: hyesu.park@bellevuecollege.edu

Phone: 425-564-2645

Office location: R230M

Office Hours: MTW 2:45-3:45 Th 2:45-4:45 (R230M)


## Course Information

Course Description

This course is designed to familiarize you with conventions of academic reading and writing, which require your willingness to think critically and deeply, to inquire and embrace complexity, and to transform your reading into reflexive, persuasive, and compelling writing of your thoughts and opinions. In order to achieve these skills in reading and writing, we will engage with a wide range of texts including both fiction and nonfiction. We will explore important narrative concepts and elements, such as rhetorical context, authorial intention, tone, audience, narration, characterization, and so on, in order to understand better how writers and readers communicate and engage with each other. Furthermore, we will learn to draw and support our own arguments about what we read. As we read essays, short stories, comics, poems, and novel, we will learn to expose ourselves to various issues of society that literature reflects and recreates. By closely analyzing texts of various kinds and issues, and by identifying how sentences are composed and structured, arguments are constructed and proposed, and conversations between writers and readers form and emerge, we will develop skills that will allow us to participate in different social, academic, and career communities as better thinkers and writers.

Class Philosophy

There are two things that I stress over and over in all of my teaching opportunities. First, that no one writes perfectly (whatever that means). Second, that even the best writers revise. My approach, therefore, is to provide students with many practices for critical re-thinking and re-writing. Above all, I want student to be self-reflexive when they write. I want you to be aware of what you are doing and why you are making the decisions you are making.

Required Texts and Materials

--Cisneros, Sandra. *The House on Mango Street* (Used Copy Available Online: http://www.amazon.com/House-Mango-Street-Sandra-Cisneros/dp/B007CKJO9Y/ref=sr\_1\_3?ie=UTF8&qid=1420338195&sr=8-3&keywords=the+house+on+mango+street)

--Tomine, Adrian. *Shortcomings* (Used Copy Available Online: http://www.amazon.com/Shortcomings-Adrian-Tomine/dp/1897299753/ref=sr\_1\_1?s=books&ie=UTF8&qid=1411159217&sr=1-1&keywords=shortcomings+adrian+tomine)

--Yagelski, Robert P. *The Essentials of Writing: Ten Core Concepts (EW)*: Excerpts will be posted online (Canvas), so you do not need to purchase the book.

--Weekly readings to be posted online (it is required as part of your evaluation and participation that you bring to class hard copy of the reading made available online. ***Your failure to bring hard copy of the assigned reading to class will negatively impact your participation grade***).

--Any kind of English dictionary of your own--please always bring your dictionary to class.

Course Outcomes

--Please see end of the syllabus

How Outcomes will be Met

--Writing Portfolio

--Peer Workshops

--In-Class Writing Workshops

--In-Class Writing Exercises

--Quizzes

--Conference with me

Class Assignments Overview

Please electronically submit typed and double-spaced papers to Canvas (MLA format).

**Portfolios:**

Portfolios will teach you how to edit and revise your own writing through numerous corrections and revisions. You will have opportunities to revise and improve the first three essay assignments through my comments, peer group workshops, and in-class writing workshops. Your portfolio will consist of:

3 Peer Comments Check-lists for the first 3 major assignments (*Position Paper/Explication/Author-Audience Communication*)

3 revised drafts of the first 3 major assignments (revisions from the graded & submitted final drafts)

1 final self-evaluation essay (one page)

Grading rubric for each of the 4 writing assignments will be provided to you for your reference and for my grading.

**Self-Evaluation Paper:**

This one-page self-reflexive essay will be included in your portfolio and submitted to me. Although I am not going to grade this essay, it is important for you to produce a critical and honest review of your own work. This essay will allow you to re-think of what you have learned over the course of active writing and revising, and what you would like to improve in your future work.

**The Final 4th Essay Assignment (*The House on Mango Street*):**

-One page creative writing

-Literary Analysis of the novel

-3 to 4 pages in total

**Grading:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Number of Pages** | **Total Points** | **Percentage** |
| Essays:  |  |   |  |
| Essay1: *Position Paper* | 2-3 | 100 | 10% |
| Essay 2: *Explication* | 2-3 | 150 | 15% |
| Essay 3: *Author-Audience Communication* | 2-3 | 150 | 15% |
| Essay 4: *The House on Mango Street* | 3-4 | 200 | 20% |
| Subtotal Essay Points |  | 600 | 60% |
| Participation/Attendance (including Weekly In-Class Writing and Peer Reviews) |  | 400 | 40% |
| **TOTAL CLASS POINTS** |  | **1000** | **100%** |

**Grade Breakdown:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 920-1000 |  |  A  |  | 880-899820-879 |  | B+B |  | 780-799720-779 |  | C+C |  | 650-699600-649 |  | D+D |
| 900-919 |  | A- |  | 800-819 |  | B- |  | 700-719 |  | C- |  | 0-599 |  | F |

Class Activity

**Peer Workshops:**

Throughout the quarter, we will conduct 4 peer workshops for the 4 major essay assignments. Peer workshop is your chance to review, evaluate, and improve your and your peer’s essays. I will provide more specific guidelines and rubrics for these workshops in the second week of the quarter. Your participation into peer workshops will be graded as part of Participation/Attendance evaluation.

**In-Class Writing Workshop**:

I will conduct approximately 5 writing workshops throughout the quarter.

**In-Class Writing Exercises:**

Starting the second week of the quarter, we will have in-class writing exercises approximately every Wednesday at the beginning of the class. I will draw questions for this activity from your reading of EW.

**One-to-one Conference with me**:

Dates and details to be announced.

**Optional Writing Lab Consolations:**

The Writing Lab is located in D-104 and provides one-to-one writing consultations. You are strongly encouraged to visit the writing lab as often as you can and have your writing reviewed.

Instructor’s Expectation

**Attendance Policy:**

Your attendance is critical and crucial. 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 absence will significantly affect your grade. Missing 10 or more classes a quarter can be a ground for failure.

\*Late arrival and early departure may be counted as absence.

**Rough Drafts:**

Please remember that although I will not grade your rough drafts, your participations into peer workshops (Peer Comments Checklists) will be graded and evaluated. While your rough drafts do not have to be perfect and complete, please make sure that you finish your drafts and meet the 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

**Class Policies:**

**Deadlines**: All assigned work must be submitted to Canvas electronically by 11:59PM on the day the final draft is due (please refer to our daily schedules for these due dates). For each day 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 day after the due date; if a paper is worth 150 points, you will lose 15 points, and so on.). Papers received more than two days past the due date will receive no point (for any emergency situations, please discuss with me in advance).

**Participation**: Active participation requires both your regular attendance and your engaging class materials in a thoughtful and proactive manner. Please always listen to different ideas attentively and respectfully and raise questions that can foster more discussions. You are also welcome to visit my office and ask questions to share your opinions with me during my office hours.

**Disruptions to class**: The following scenarios are considered disruptive to class: disruptive late arrival and early departure, cell phone going off, text-messaging, chatting, talking out of turn, shuffling before a class ends. Racist, sexist, or other comments intended to belittle or threaten others will not be tolerated and may be grounds for removal from the class. You may NOT use your notebook computer during class unless it is for an assigned activity. ***Your repeating these disruptive behaviors throughout the quarter will significantly damage your overall class performance and final grade.***

**Paper Format:**

* All essays must be typed and double-spaced with 1’’ margin on all sides. Use a 12 pt. font; Times New Roman is preferred.
* 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.)
* **Please note again that you cannot pass this course without completing all four essay assignments.**

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://www.bellevuecollege.edu/policies/id-4000/>

Division Statements

You can read the Arts and Humanities Division’s policies regarding attendance, plagiarism and cheating here: http://bellevuecollege.edu/artshum/policy.html

Information about Bellevue College's copyright guidelines can be found at: <http://www.bellevuecollege.edu/policies/id-3600/>

A good resource for Plagiarism is the Writing Lab: <https://www.bellevuecollege.edu/asc/writing/essays-guides/documents/plagiarism.pdf>

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/>

Enrollment Calendar

<http://www.bellevuecollege.edu/enrollment/deadlines/>

College Calendar
<http://www.bellevuecollege.edu/enrollment/holidays/>

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 *My*BC. 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.](http://ac.bcc.ctc.edu/LabsInfo/ComputerLabs.aspx)

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 student with a documented autism spectrum disorder, there is a program of support available to you.

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](http://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/>

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://bellevuecollege.edu/enrollment/calendar/deadlines/**](http://bellevuecollege.edu/enrollment/calendar/deadlines/). On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
* College Calendar - [**http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp**](http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp). This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

**Daily Class Schedules--changes can occur. Any changes will be notified to you in advance.**

|  |  |  |  |
| --- | --- | --- | --- |
| **1st Week**  | **Reading** | **Activity** | **Essay Assignment** |
| 01/06 |  | Course/Student Introduction |  |
| 8 | Cisneros (in-class reading: reading to be distributed in class) | Course/Student IntroductionIn-Class Reading/Discussion |  |
| 2nd Week | **Arguing for Position (Rhetorical Context/Tone/Evidence)** |  |  |
| 13 | Carr |  | **Essay 1 introduced****(will be posted on Canvas)** |
| 15 | Continue with CarrEW1 | What is a Strong Thesis Statement?/Frame an Argument/Developing an argument | In Class Writing (EW1) |
| 3rd Week | **Developing a Thesis, Drafting, and Writing an Argument** |  |  |
| 20 | Yamamoto |  |  |
| 22 | EW2Continue with Yamamoto | Considering a rhetorical context | In Class Writing (EW2)/Peer Review for Essay 1  |
|  |  |  | **1/25 (Sun)** Essay 1 Final Due to Canvas |
| 4th Week | **Explication/Rhetorical Context** |  |  |
| 27 | Lahiri | Reflecting the world through fiction | **Essay 2 Introduced** |
| 29 | Continue with Lahiri | Subjective Voice, Objective Argument |  |
| 5th Week | **Finding and Developing a Compelling Authorial Voice** |  |  |
| 02/3 | Raya and (TBA)In-Class Viewing: Adichie. |  | In-Class Writing Activity (Raya & Adichie) |
| 5 | EW 3 | Developing a Compelling Voice/Discuss your in-class writing/Strategies for in-prompt writing exams | In-Class Writing (EW3)/Peer Review for Essay 2**02/08 (Sun) Essay 2 Final Due to Canvas** |
| 6th Week | **Writer-Audience Communication** |  |  |
| 10 | Catching-Up | In-Class Writing Workshop/Evaluating Student Essays (examples) | 10/29--Post your reflection (EW) to Canvas |
| 12 | EW4Eisner--Verbal/Visual Narrative | How to Read Images?/*American Born Chinese* (excerpt) | Essay 3 Introduced/In-Class Writing (EW4) |
| 7th Week | **Introduction to Graphic Narrative--Critical Viewing** |  |  |
| 17 | TBA |  |  |
| 19 | *Shortcomings* |  |  |
| 8th Week | **Visual Representation of Mind, *Shortcomings*** |  |  |
| 24 | Continue with *Shortcomings* |  |  |
| 26 | Continue with *Shortcomings*EW5 |  | In-Class Writing (EW5) |
| 9th Week | ***Shortcomings/ The House on Mango Street*** |  |  |
| 03/03 | Finish *Shortcomings* |  | Peer Review for Essay 3 |
| 05 | Start *The House on Mango Street* |  | 03/04 Essay 3 Final Due to Canvas |
| 10th Week | ***The House on Mango Street*** |  |  |
| 10 | Continue with the novel |  | Essay 4 to be introduced |
| 12 | Continue with the novel/EW 6 |  | In-Class Writing(EW6—last of the quarter)/Submit your Portfolio in Class |
| Final Week | **Finish the novel** |  |  |
| 17 | Continue with the novel |  |  |
| 19 | Finish the novel |  | Peer Review for Essay 4/03/23 Final Essay due to Canvas |

**English 101 Outcomes**

*After completing this course, students will be able to...*

**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:** s*hape 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.