**ENGLISH 101: ENGLISH COMPOSITION I**

Summer 2018, Section HYB (#1034)

T&Th, 9:30-11:20am (face to face) R204 & the rest on Canvas

Instructor: Donna Miguel

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Office: R230-T Phone: (425) 564-2553

Office Hours:

#### TEXTS/MATERIALS

* Access to Canvas and printer (campus labs available)
* Selected readings, found in individual lectures and in separate Course Readings and Documents module
* MLA resources, including BC’s MLA Bibliography Sheet: <http://s.bellevuecollege.edu/wp/sites/35/2016/12/MLA8_Handout.pdf> and OWL Purdue: <https://owl.english.purdue.edu/owl/resource/747/01/>
* Grammar Skills Pack – handed out in class, but found on Canvas
* USB flash drive, Cloud, Dropbox (anything to save your work)

#### COURSE DESCRIPTION

In this course, we will work on clear, effective writing skills while incorporating the writing process into various forms of written assignments. There will be an emphasis on audience awareness and how that influences the writing of effective arguments that are supported with details and strategic organization (rather than the 5 paragraph essay). We’ll also cover critical reading and analytical writing, some grammatical issues to ensure that your writing is readable, and self-assessment of your own writing.

**COURSE OUTCOMES**

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

* Think Critically and Read Analytically: carefully interpret and evaluate claims, beliefs, arguments or issues, reading various texts critically for purposes of interpretation, analysis, synthesis, or evaluation.
* Compose and Revise in Context: shape written responses for--and employ style, tone, and mechanical conventions appropriate to--the demands of different audiences and purposes, using various methods of development such as illustration, comparison and contrast, and analysis, and balancing their individual voices with those from other texts.
* Reflect, Collaborate & Evaluate: incorporate newly acquired skills, both individually and with peers, to critique their own and others’ work, to gain a clearer perspective of habits that may detract from the effectiveness of their own writing, and to develop flexible strategies for revising, editing, and proofreading in response to comments from their instructor and peers.

**HYBRID COURSE REQUIREMENTS**This section is a hybrid course, which combines online learning with class attendance sessions. As such, it is important, and ultimately your responsibility, to follow all directions for using Canvas online learning system successfully.

* Schedule accordingly to complete online weekly work/modules, including; readings. Although this is a hybrid course, the majority of lectures, readings and assignments will be done online; we will spend Tuesday and Thursday face-to-face class sessions with activities, discussions, or answering any questions you may have about the readings or Canvas.
* FOLLOW THE MODULE SEQUENCE, AND DO NOT FIND/READ/COMPLETE ASSIGNMENTS UNDER “ASSIGNMENTS” OR “GRADES” – this is a progression class, where an assignment is built/used for the next
* Log on to the system regularly to check your email, complete weekly modules, and other info on Canvas.
* Plan to print documents for in-class work; I’ll let you know which stuff to print. See the N building Open Computer lab for printing availability. If you need me to print out anything for you, please let me know in advance.
* Ask for help in a timely manner, so that you will be able to successfully participate in both online and the classroom portions in the class.
* Make backup plans for computer access in the event that your primary computer and/or Internet service is unavailable. Know your system requirements and software capabilities; follow direction for conducting browser and software checks and making adjustments on your system
* BC offers tutorials and lab assistance for its students as well as computer labs equipped with PCs and MACs. Check out this page: <https://bellevuecollege.teamdynamix.com/TDClient/Home/> for info about Canvas.
* Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, I am also open to making to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are multilingual, have a variety of learning styles, have disabilities, or are new to online learning.

**CLASS POLICES & LEARNING ENVIRONMENT**

Students contribute to making a class effective as the instructor. Do your work, read, and participate in class discussions. Seek out campus resources for additional help. Remember, I am not your babysitter, so please act maturely and respectfully. You will work and earn your grade.

**Email** – 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://www.bellevuecollege.edu/netid/default.aspx>.

**Attendance** – unless students have accommodations regarding attendance that have been approved through the Disability Resource Center, they should not be absent more than 20% of the total class time scheduled. Students with accommodations regarding attendance must actively communicate with the instructor (and consult with the DRC) about each absence to determine if the accommodation applies. When *any type* of absences go beyond 20%, instructors’ policies may result in one of the following:

* Students may earn a grade of "F" for the course.
* Students may earn a lower final grade.

Students should carefully review this syllabus to make sure they understand the attendance policy and the consequences for missing class. In some classes, even a small number of absences (less than 20%) can affect students’ grades, undermine their progress, and make it difficult to catch up. Therefore, 3+ absences can affect your overall grade in this course. If you know you will miss class, please let me know in advance via email or phone (these must be illness or emergency related). Arriving late twice will equal one absence, and so on. *It is highly suggested you get contact info (BC email, Canvas messaging) from your classmates to find out what you have missed.* In cases of legitimate hardship, students may also request that instructors grant a “HW” (hardship withdrawal), which is a non-credit grade. Now, if I am unable to come to class, I will post directions under “Announcements” on Canvas.

**Religious Holidays –** students who expect to miss classes, examinations, or any other assignments due to their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

**Course Work**– all readings and assignments are due the day they are on the schedule; consult for deadlines and Canvas for assignments, lectures and tip sheets. I do not accept late work. Although I do not accept late work, if, for some circumstance you turn in your essay after the due date, your work will receive deducted points/points. If you expect to miss classes or any other assignments, please give me reasonable notice so we can work out when you can make up the work.

Again, it is imperative you follow the weekly module sequence or at least the weekly overviews instead of jumping back and forth using “Assignments” and “Grades.”

**Participation** – you will receive credit at the end of the quarter for your participation in the face to face classes, which means being actively engaged in small and big group discussions and activities. Ask questions. I can ask you to leave the class if you are goofing off, chatting with friends, sleeping, refusing to be on task, playing with any electronic gadgets, or even being unprepared for class. Please put away your phones during class; if it’s an emergency and you need to respond to someone’s text/call, please step outside briefly. See participation rubric.

**Laptop use** – you may use a laptop and iPad/tablet in class; please be on task and do not surf online. It is extremely disruptive to students sitting around you who are trying to focus. Consider sitting off to the side.

**Office Hours** – if you have questions or concerns about your assignments, readings, or grade in the class, please see me during office hours in person or via Canvas’ Cranium Café (ConexED), or make an appointment with me so I can set specific time aside for you. If you need to chat about your topic, please come and see me.

**Bulldog Student Pantry –** no student should have to face hunger or go without basic supplies in and out of the classroom. Our college has resources to help make sure these basic needs are met. Student Programs, located on the 2nd floor of the C building, houses the food pantry/school supplies on campus. Please visit the following site for more information on food, housing and counseling services: <http://www.bellevuecollege.edu/stupro/social-justice/>.

**Wellness** – **TAKE CARE OF YOURSELF!** This is a rigorous 2 day, 2 hour class within a 7 week quarter, so stay hydrated, seek counseling and advising for additional help, take deep breaths, anything to ensure your well-being.

**There are more campus resources to help you be successful!**

* Trio, MCS Veterans Admin Programs, Women’s Center, Counseling, Advising, and Financial Aid are located in the B building.
* Writing/Reading Lab and Academic Tutoring can be found in D204.
  + Drop in tutoring: <http://www.bellevuecollege.edu/asc/tutoring/schedules/>
  + Online tutoring: <https://www.etutoring.org/login.cfm?institutionid=249>
* Open computers and printers are in N250, C &D bldgs, and a couple in the R bldg. The library also has computer use. 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 Tech Help Desk at: <https://bellevuecollege.teamdynamix.com/TDClient/Home/>.
* Other resources can be found here: [www.//bellevuecollege.edu/resources/services](http://www.//bellevuecollege.edu/resources/services)

**IMPORTANT CAMPUS INFO**

**Student Code of Conduct and Academic Honesty** – any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one’s own without crediting the source), and fabrication 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. I (and other instructors) can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at:

As for the issue of plagiarism, all work for this class must be original work. All assignments are subject for scanning (for originality of work) via Canvas. If you have any questions about correct citation methods, formatting, anything general, it is imperative you ask me for help. Don’t cheat, plagiarize, or perform any other misconduct or serious consequences may follow, such as receiving an “F/0” for the assignment or an “F” final grade, or being reported to the Dean of Students.

**Respect (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. Any comments, jokes, or remarks that belittle the worth of any individual’s physical attributes, race, creed, sexual orientation/romantic orientation, religion, gender, ethnicity, and disability are inappropriate and will not be tolerated. I have the option of kicking out anybody who does not follow the above affirmation. If your behavior inhibits the class’s learning and education, you will be asked to leave, and may be directed/reported to the Dean of Students and/or Campus Security.

**College Anti-Discrimination Statement (Title IX)** – Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates. For further information and contacts, please consult College Anti-Discrimination Statements.

**Confidentiality and Mandatory Reporting –** as an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that may impact someone on campus with the Title IX Coordinator. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2641 and more information can be found at [www.bellevuecollege.edu/titleix/](http://www.bellevuecollege.edu/titleix/).

**Disability Resource Center** – the Disability Resource Center serves students with disabilities. A disability includes any physical or mental impairment that substantially limits one or more major life activities. Common disabilities include physical, neurological (e.g. Autism, ADD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access to programs, activities, and services, please contact the DRC. If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you <https://www.bellevuecollege.edu/autismspectrumnavigators/>. ASN is located in the Library Media Center in D125.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by B132, calling our desk at 425-564-2498, emailing [drc@bellevuecollege.edu](mailto:drc@bellevuecollege.edu), and Deaf students can reach us by Skype (account name DRCatBC). For more information about the services we offer, including our Initial Access Application, visit our website at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc).

**Public Safety and Emergencies –** Public Safety is located in the D building (D171) 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 [RAVE Alert Registration](http://www.bellevuecollege.edu/alerts/?ref=footer). Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](http://www.bellevuecollege.edu/publicsafety/) web page for answers to your questions.

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 three 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. 3) In an emergency, call 911 first, then Public Safety.

**COURSE ASSIGNMENTS & GRADING** – all submitted on Canvas unless otherwise noted. *See homework rubric.*

Please format your paper with readable, 11-12 size fonts such as Times New Roman, Calibri. Also, written assignments need to be typed, double-spaced, have 1” margins. Position a heading at the top right or left corner on the 1st page: full name, date, class and assignment. Please label your MS Word files clearly, especially when uploading onto Canvas. Also, take pride in your work; take yourself and your work seriously. Don’t present/turn in work that doesn’t follow formatting guidelines.

**Projects (2)** – much of your work will consist of you selecting an issue of personal and societal interest, constructing the argument with specific appeals, having supporting claims (developed by supporting details including an opposing claim and counterargument, and is structured the best way to suit the needs of your audience (usually not 5 paragraphs). There will be two major projects – the argumentative advertisement and the argumentative essay – which you’ll progress through with prewriting assignments and peer critiquing sessions.

**Reading Responses (2-3)** – as a post in a discussion board, you’ll respond to a prompt where you’ll first examine, explain, defend then respond personally to an assigned reading. After, you’ll reply to one another’s responses. Make sure to have read the assigned readings prior to completing these responses online. You’ll engage critical thinking and learn the difference between summary, analysis and response writing, which is needed in all types of writing situations. There is no right or wrong answer to a reader response; just be able to fully articulate your thoughts on paper to show you understand the readings and can clearly explain and support your ideas.

The assigned chapter and article/essay readings will introduce or familiarize you with ongoing issues. In order to become an active reader, you must engage in active vs. passive reading; think critically and analyze ideas, arguments, techniques, author’s reasoning and main points. Think of it as you having a conversation with the texts. Use a dictionary if needed; take notes in the margins/your notebook. This is a good chance for you to practice making a strong point and support it with textual evidence and interpretation rather than just personal beliefs. Remember to have an open mind when listening to your classmates; there are a lot of different perspectives. Contribute to the discussion – this will help your responses, projects, *and* participation points.

**Sentence Combining Exercise “pizza exercise” (1)** – we will do some in-class work with grammar, critiquing, whatever. No worries, I’ll let you know prior to the day we actually complete it.

**Self-Evaluation (1)** – at the end of the quarter, you will complete at 1 ½ -3 page, double-spaced reflective paper that examines and evaluates your progress throughout the quarter. You will address several questions that help you reflect upon your work.

**Discussion Boards (7-10)** – Because this is an interactive class, both online and face to face, you’ll participate in class discussions online under the Discussions tab on the left (and embedded in the weekly modules). There will be approximately 1-2 topics per week, such as chapter review, questions about assigned readings, editing/reviewing, paper topics, grammar stuff, documentation, etc. You are expected to POST a response and then RESPOND to at least once or twice to a classmate’s post. Bear in mind that there is no way to make these up. Pay attention to the post and reply dates as once the boards close, I do not reopen for late posts/replies.

Grading of posts/replies is based entirely on the quality of your participation. For example, your contribution should be thoughtful, thorough and relevant to the assigned question. Your tone of voice should be respectful, constructive and collaborative.

**GRADING**

* Projects – 280 pts total, including prewriting, counterarguments, rough and final drafts, peer critiques, peer critique evaluations)
* Reading Responses – 60 pts (@30 pts each)
  + Replies to classmates’ RR’s – 20 pts (@ 10 pts each)
* Sentence Combining “pizza exercise” – 10 pts
* Self-Evaluation – 50 pts
* Discussion Boards – 100 pts
* Participation – 100 pts

**TOTAL: 620 POINTS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | **A-** | **B+** | **B** | **B-** | **C+** | **C** | **C-** | **D** | **F** |
| **100-95%** | **94-90%** | **89-87%** | **86-85%** | **84-80%** | **79-77%** | **76-75%** | **74-70%** | **69-60% broken down** | **59% or fewer** |

**NOTE: YOU MUST PASS THE CLASS WITH A C- TO MOVE ON TO ENGLISH 201, 235 & 271.**

Donna Miguel, Instructor

All of my English classes

**PARTICIPATION RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **OUTSTANDING** | **STRONG** | **ADEQUATE** | **POOR** |
| **PREPARATION FOR CLASS** | You bring all your materials. You’re ready to work once the class starts | You usually bring all materials. You are ready to work once class starts. | You frequently “forget” to bring required materials to class; often not ready to begin when class starts. | You frequently ask to borrow materials from classmates. You are rarely ready to start when class starts. |
| **FREQUENCY OF PARTICIPATION** | Your hand is almost always raised during class discussions. | Your hand is often raised during class discussions. | Your hand is seldom raised. | You do not volunteer to contribute to class discussions. |
| **QUALITY OF PARTICIPATION** | Students who fall into this category offer thoughtful and critical commentary and analysis.  You raise questions, explore difficult concepts, theories, and refer back to the text.  *You also do not pose as a disruption/distraction to the class (unnecessary, inappropriate comments)* | Students who fall into this category participate but as a whole, responses tend to be general, may go off topic, and may not engage/connect/refer back to or with the text.  *Your comments may be unnecessary, inappropriate.* | Students who fall into this category tend to come to class and pay attention, but they rarely participate.  When you do, it is more likely than not to simply echo someone else’s opinion and/or “easy” questions.  *Your comments are unnecessary, inappropriate.* | Students who fall into this category either don’t come to class, don’t contribute at all to the discussion, fall asleep, are caught texting, tweeting, and/or completing assignments for other classes.  You also appear unengaged in class discussion.  *Your comments are inappropriate and may be asked to leave the class.* |
| **GROUP WORK** | You are always on task and a leading and/or equal partner during pair and group activities. Your peers would likely describe you as enthusiastic, helpful, critical, and an actively engaged team member. | You complete group activities and pair activities. You are an equal partner for the most part but are less helpful and/or actively engaged than someone in the “Outstanding” category. | You sometimes need to be reminded to stay on task during group or pair activities OR you carelessly rush through activities. | You give very little effort during pair and group activities and are often off task. You appear disinterested, disengaged and you bring down the morale of your group. |
| **LISTENING** | You actively listen when the instructor and your classmates speak during class. | You listen when your instructor and your fellow students speak in class but you may appear distracted at times. | You sometimes listen when the instructor and your fellow students speak in class. At times, you may be seen texting, tweeting, completing assignments for other courses, talking to your friends during class discussions. | You “tune” out when the instructor and fellow students begin speaking in class. Rather than listen, you are openly disengaged and can almost always be found texting, sleeping, completing homework for other classes, etc. |

Donna Miguel, Instructor

All of my English classes

**HOMEWORK / ASSIGNMENTS RUBRIC[[1]](#footnote-1)**

If the assignment is worth 5 points (default grade for most graded homework and in-class responses):

|  |  |
| --- | --- |
| **POINTS** | **CRITERIA** |
| 5 | Well done! You obviously took the time to complete this assignment. You’ve done an exceptional job with the thinking, writing, and completion. Thorough and obvious effort and reflection. Oh, you also followed the directions and requirements. |
| 4 | Good, but not quite exceptional. May not have followed a slight part of the directions, or lacked the insight, depth, or thoroughness of a “well done.” |
| 3 | Didn’t follow most of the directions and or/answers were incorrect, vague, incomplete, vague, or lacked critical thinking and/or depth of thought. Yeah, you did put some effort, but it seemed to be last minute effort just to get it done. Did you complete it right before class or during class? |
| 2 | Clearly didn’t read the assignment directions and/or it’s obvious that the homework was done quickly and without thought. The assignment is incomplete, incorrect, late, or of unacceptable quality. |
| 1 | Okay, this point is completely out of pity. Very little to no effort. Didn’t follow the assignment whatsoever and didn’t answer the directions on the assignment sheet or given in class. |
| 0 | You didn’t do the assignment at all. Ouch. Did you even come and talk to me about what happened for you not to turn it in? |
| If the assignment is worth 10 points, double the scale above. You get the idea. | |

1. This excludes for in class essays, rough and final drafts, quizzes, exams. See me if you have any questions. [↑](#footnote-ref-1)