



Engl& 101- English Composition I

Tuesdays & Thursdays, 5:30 p.m. – 9:30 p.m.

Item #1309, Section G, Room R202, R Building (main campus)

Summer 2018

Instructor: Toyin (Olutoyin) Adeyemi, MFA

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Office Location: R230

Office Hours: Tuesdays and Thursdays, by appointment.

Texts and Materials

- “They Say, I Say.” ISBN-10: 0393631672
- “Oxford English Dictionary.” ISBN-10: 0199640947
- A lined writing journal, 8.5 x 11, preferably spiral-bound— exclusively for this course.
- Access to a computer; while you’re not required to own a personal computer, please into computer use options through the BC Library Media Center, as computer use is required for this course. See me if you have any questions on this.

Course Description

Prerequisite: Placement by assessment or ENGL 092 or 093 with a C- or better.

English 101—Composition I, a foundational writing course, introduces students to conventions of academic and creative reading and writing, while facilitating the development of critical thinking skills. Using literary texts from a variety of genres as subjects of close readings, we'll demystify some ways in which rhetoric, narration, description, comparing and contrasting, argumentation, and persuasion (among other writing techniques) contribute to the development of strong writing. You'll also practice clarifying and strengthening your own writing skills through peer-editing and revision.

Course Objectives

By the end of this quarter, you will have learned how to:

- Develop clear, effective writing skills with an emphasis on writing as a process.
- Think critically and read analytically: carefully interpret and evaluate claims, beliefs, arguments, and subjects; interpret, summarize, and evaluate texts through close readings.

Achieving Objectives

1. Develop clear, effective writing skills with an emphasis on writing as a process.

Peer-editing, draft development (revising), free-writing, and reflective journal entries are among the techniques we'll use to meet this objective.

2. Think critically and read analytically: carefully interpret and evaluate claims, beliefs, arguments, and subjects; interpret summarize, and evaluate texts through close readings.

You will learn textual analytical techniques, including close reading, and will become familiar with some ways in which rhetoric, logic, and argumentation help to establish credibility with your reading audience.

Weekly Schedule

(Depending on weekly progress, this schedule may be subject to change)

WEEKS	TOPICS
Week One: July 3 & July 5	1.) Introductions, Where I am From, Language at Work 2.) Narration: creating chronological order; developing character; establishing mood and tone; the narrative essay.
Week Two: July 10 & July 12	1.) Definition: by example; by history; by comparison and contrast; by negation; the definition essay. 2.) Process Analysis: the process analysis essay. First draft of narrative essay due: July 12
Week Three: July 17 & July 19	1.) Argumentation: Inductive logic; deduction; types of argumentation; the clearly stated thesis; avoiding fallacies; documentation sources; the argumentative essay. 2.) Persuasion: organizing persuasive essays.

<p>Week Four: July 24 & July 26</p>	<p>1.) Illustration and Example: thesis development; creating vivid examples</p> <p>2.) Cause and Effect: structuring cause-and-effect essays; cause and effect fallacies.</p> <p>First draft of persuasive essay due: July 26</p>
<p>Week Five: July 31 & Aug. 2</p>	<p>1.) Comparison and Contrast: irony and voice; essay development.</p> <p>2.) Combined Strategies: the expository essay.</p>
<p>Week Six: Aug. 7 & Aug. 9</p>	<p>3.) Description: appealing to the five senses; figurative language; dialogue; actions; the descriptive essay.</p> <p>4.) Division and Classification: the division and classification essay.</p> <p>First draft of expository essay due: Aug. 9</p>
<p>Week Seven: Aug. 14 & 16</p>	<p>Review; peer-editing; portfolio development; MLA documentation; class party.</p>

Grading

Grades will be based on the following components.

COMPONENT	PERCENTAGE/WEIGHT OF FINAL GRADE
Essays (3): Narrative; Persuasive, Expository	30 percent
Class Participation/In-Class Assignments/ Discussion Board Posts	20 percent
Instructor-Student Conferences (2)	5 percent
Peer-Editing	15 percent
Final Portfolio: includes a 2-page reflective essay; drafts and final versions of all three essays.	30 percent

Essays: (30 points total)

I will grade only the final drafts of each essay (narrative, persuasive, and expository), but first drafts must be submitted on time—at the risk of losing points. Submitted essays that reasonably meet expectations, per the rubric, will be awarded ten points each. These points are not representative of a qualitative assessment; think of them as a delivery confirmation receipt: your essay has arrived in my inbox, so you receive ten points as proof that I’ve received it. The goal in this class is not to master any concept or technique in one week, but to refine your skills over time for the best results.

Class Participation, In-Class Assignments, and Discussion Board Posts: (30 points total)

Contribute to class discussions and submit (complete) in-class assignments, keeping in mind that in-class assignments cannot be made up. Post close-readings on the discussion board, as assigned. Always print copies of discussion readings and bring them to class.

Instructor-Student Conferences: (5 points total)

Each student is required to meet with me at least twice this quarter: once within the first three weeks, then again within the last two weeks. Conferences give us a chance to connect in a setting beyond the classroom. They make it possible for me to learn your goals and to gain better insight into what I can do to help you achieve them.

Peer-Editing: (15 points total)

Very important. You're being called upon to give honest constructive feedback that can help your classmate meet and exceed course expectations and develop their writing skills. High stakes, folks! For that reason, *be sure to return edits no later than four days after you receive a draft*. Peer-editing deadlines are up to you and your partner to decide, but the four-day rule is unnegotiable. Lateness, sloppiness, lack of effort will result in loss of points. I will request periodic updates from you and your partner.

Final Portfolio: (30 points total)

Reflective essay plus final drafts of all three essays. Details to be posted on Canvas.

BELLEVUE COLLEGE GRADING SCALE:

GRADE	PERCENTAGE RANGE
A	93 - 100%
A-	90 - 92%
B+	87 - 89%
B-	80 - 82%
C+	77 - 79%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%

D-	60 - 62%
F	59 and below

Attendance

Apart from causing students to fall behind, absences undermine progress and negatively affect the classroom dynamic. Unless you have accommodations regarding attendance that have been approved through the Disability Resource Center, you should not be absent more than 20% of the total class (about 5 absences for a 2+ hour, 2 days per week class). Students with accommodations regarding attendance must actively communicate with me (and consult with the DRC) about each absence to determine if the accommodation applies. When *any type* of absence exceeds 20%, instructors' policies may result in one of the following:

- A failing ("F") grade for the course
- Significant lowering of the final grade

I want you to succeed! So, take the necessary steps, including reviewing this syllabus, to make sure you're clear on the attendance policy and consequences for missing class. In cases of legitimate hardship, you may also request an "HW" (hardship withdrawal), which is a non-credit grade. If you know you will miss class, let me know in advance via email or phone (these must be illness or emergency-related). Arriving more than ten minutes late twice will equal one absence, and so on.

Classroom Learning Atmosphere

Instructor's Expectations

Each class is perfectly unique, with endless opportunities for revelation in learning and personal development. As students, you'll be most highly rewarded for a disciplined work ethic, a willingness to keep learning and improving while doing your part to create a stimulating, respectful learning atmosphere for your peers.

To that end, attendance counts—for a lot. In fact, excessive absence (5 or more) will result in guaranteed failure. See more in the attendance section. Come prepared with your textbooks and laptops.

Accessibility

The online elements of this course are designed to be welcoming and accessible to everyone, including the following students:

- ESL
- students with disabilities
- students who are new to online learning

Let me know immediately if you have special needs that may require additional support. Apart from making it easier for me to help you succeed, informing me about your needs will help me create a more inclusive, accessible course for students in the future.

Disability Resource Center (DRC)

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 your in-class experience. Contact the DRC to develop a safety plan for your performance beyond the classroom experience.

If you are a student with a documented autism spectrum disorder, an additional access program is available to you. Contact Autism Spectrum Navigators (ASN). Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in building B132. You can contact the DRC by stopping by B132, calling their desk at 425-564-2498, emailing drc@bellevuecollege.edu. Deaf students can reach the DRC through 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.

Only Service Animals and Emotional Support Animals approved by the DRC are allowed in this classroom. All other animals will be asked to leave. If you believe your successful performance depends on the presence of a service animal beside you, please connect with the DRC and refrain from bringing your animal until a decision has been made.

Help with Canvas

If you're new to Canvas or feel you would like more support, please see me right away. You may also visit this link: [Student Canvas Help](#).

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.

[Affirmation of Inclusion](https://www.bellevuecollege.edu/inclusion/) (https://www.bellevuecollege.edu/inclusion/)

Religious holidays

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 will 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.

[Policy 2950 Accommodations for Reasons of Faith or Conscience](http://www.bellevuecollege.edu/policies/id-2950p-2/)

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College Anti-Discrimination Statement

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity. [Equal Opportunity](http://www.bellevuecollege.edu/equal/) (http://www.bellevuecollege.edu/equal/)

[Spanish and Chinese versions of the anti-discrimination statement are available at [Important Links](#) should you wish to link to them or include them in your syllabus.]

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. One of my goals is to help you feel comfortable 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 with the Title IX Coordinator any and all 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 impacts someone on campus. 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 [Title IX](http://www.bellevuecollege.edu/titleix/) (<http://www.bellevuecollege.edu/titleix/>).

If you have any concerns, you may report to: [Report Concerns](https://www.bellevuecollege.edu/reportconcerns/) (<https://www.bellevuecollege.edu/reportconcerns/>).

Academic Integrity

Avoiding Plagiarism

This link provides a good, short summary of how to avoid plagiarism: [Avoiding Plagiarism](#). This 22-minute video also provides a good overview of how to avoid trouble when using sources: From the college home page select SERVICES, then LIBRARY MEDIA CENTER, then DATABASES, then FILMS ON DEMAND. At their site, search by title for PLAGIARISM 2.0: ETHICS IN THE DIGITAL AGE.]

Student Code of Conduct and Academic Integrity

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. The instructor 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: [Student Code](#)

Please note: I will refer all cases of plagiarism to the Dean for investigation.

Links

See "[Important Links](#)" [page online](#) for more information about BC E-mail, access to MyBC, the Disability Resource Center (DRC), Public Safety, the Academic Calendar, the Academic Success Center, and more.

Multi-Cultural Services (MCS)

MCS provides culturally-sensitive academic and support services to BC students. MCS services include outreach, advising, counseling, cultural events planning, and curriculum and policy development.

<https://www.bellevuecollege.edu/mcs/>

Center for Career Connections

Students and community members can find career planning and job search assistance in the Center for Career Connections. The Center provides one-on-one career advising, classes and workshops, work-study and internship opportunities, and many computerized resources.

<https://www.bellevuecollege.edu/careers/>

Food Assistance Programs

Many members of our Bellevue College community work and attend classes while dealing with the issue of food insecurity. In the hope of providing better access to healthy food, bags of nonperishable food will now be available—by individual request—in the Workforce Education office. Just visit the Workforce Education front desk in B131 and ask for a Hopelink food bag—that's it.

<https://www.bellevuecollege.edu/molecularbio/2018/03/21/food-assistance-programs/>

Writer's Resources

<https://www.writingassist.com/resources/links/>

Final Exam Schedule

In lieu of a final exam in this course, students will submit a portfolio that consists of final versions of a persuasive, narrative, and expository essay—along with all working drafts of each essay. Furthermore, as an addendum to the portfolio, students will submit a short reflective essay about their progress during the course.