



English 101 Syllabus

(1106/Winter 2018)

Instructor: Renée Tinsley

E-mail: renee.tinsley@bellevuecollege.edu

Office location: R-230

Office Hours: By appointment

Class meets Tues, Thurs, Friday 2:30pm-4:40pm, in R-105

Course Information

English 101 is a college-level writing class. The focus of this particular writing course is twofold: emphasizing your transition from “writer-centered” writing to “reader-centered” **academic** writing, while at the same time focusing on the “writing process” rather than the “writing product.” So while at the end of every module, students will be required to turn in a polished three-to-five page college-level essay, this course will also focus on acquainting you with the writing process: a process that works. Effective academic writing, to that end, requires the following skill set: the willingness to think critically, inquire, accept complexity, and to understand the important of audience, voice, and other academic writing conventions.

Book Required

- *From Inquiry to Academic Writing, 4th edition*, by Greene & Lidinsky, Bedford/St. Martin’s Press, 2015.

Other Required Materials

- Supplementary materials that I will post on our Canvas course shell online; you will be responsible for printing, reading, and bringing these materials to class on the days they are due;
- A Bellevue College email account and Canvas access. You must use your BC email for all communication related to this course. All communication about this course outside of the classroom will take place either via Canvas or your college email account—so check them frequently. This is your responsibility.

Course Outcomes

- **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;

Course Work Requirements

- **Essays:** This class requires you to write 4 essays, including free-writes, drafts, and revisions. Each essay is graded on a 0-100 point scale. I return graded essays about a week after they are submitted. I may allow the revision of one of your first 4 essays for a better grade, but you will not know which essay this is.

- **Thinking/Response Papers, Quizzes, and Group discussions** all will be graded. A thinking/response paper is a short paper which requires a bit of summary of a primary text and a critical response of that text and its content. You might consider this a practice critique that will prepare you for an upcoming larger essay or class discussion. Your group discussions are to be met with seriousness; everyone should have done the day’s reading; everyone should participate as equally as possible in the group setting, and everyone must be prepared to take your group’s findings and present them to the class during a wider classroom discussion.
- **Class participation** includes in-class work, productive engagement in class and group discussions, peer-editing sessions, and other in-class activities. Disruptive behavior such as arriving late, leaving class, distracting others, texting or other phone use, etc., will negatively impact your class participation grade. In addition, absences will result in a lowered participation grade; one cannot participate if not in attendance.
- **Peer-editing sessions** also take place in class and are an invaluable means for receiving and giving constructive feedback. Therefore, peer-editing sessions are not only important for you but for your classmates as well. Written peer feedback should be submitted back to the student at the conclusion of your group work. **Important: for each of our peer-editing sessions, you must bring to class a typed version of your draft, and you must arrive on time. Students who are unprepared or late for peer-editing sessions will be counted as absent for that day.**
- **Attendance:** The BC Arts & Humanities Division’s policy regarding tardiness stipulates that any student missing more than twenty percent of total class time for a course may receive an “F” grade for the course. Since this class meets 5 days a week, **any student missing 10 or more class meetings may automatically receive a failing grade. 3 tardy arrivals will equal 1 absence.**
- **Punctuality:** it is a disruption when a student arrives late and the instructor must stop or pause or simply be distracted; the whole of the class looks toward this late-arriving student and their own attention is momentarily broken. Therefore, you are required to be on time for class. I take roll at the beginning of every class. If you arrive late, **you may be counted as absent for that date.**
- **Late papers:** All papers and other assignments are due on the dates and times specified in the course calendar. All late papers will be assessed a 10-point deduction per day that they are late.

▪ Grading

- Essays (4 @ 15% each) 60%
- Thinking/Response Papers & Quizzes 20%
- Peer Editing 10%
- Participation (including attendance) 10%

Grading schema

Arts & Humanities grades are determined on the following basis:

100 – 93%	A
92 – 90	A-
89 – 87	B+
86 – 83	B
82 – 80	B-
79 – 77	C+
76 – 73	C
72 – 70	C-
69 – 67	D+
66 – 63	D
62 – 60	D-
59 & below	F

▪ **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. By being 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 engaging certain 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

▪ **Help with Canvas**

Please click on the link below for help with CANVAS for students.

<http://depts.bellevuecollege.edu/helpdesk/students/canvas/>

▪ **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. For more information, go to: <http://www.bellevuecollege.edu/policies/id-4000/>

▪ **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](#)

▪ **Plagiarism and Cheating**

Plagiarism, or academic dishonesty, is the act of using another writer's words or ideas as your own. According to the BCC Arts & Humanities website, 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." Plagiarism in this course may result in a paper's failing grade, or further disciplinary action from the Dean of Student Success. **Consecutive acts of plagiarism may result in a failing grade for the class.**

▪ **Classroom Behavior**

What follows is the Arts & Humanities Division's policy on classroom behavior:

"The college's 'Affirmation of Inclusion' is posted in each classroom and sets forth the expectation that we will all treat one another with respect and dignity regardless of whether or not we agree philosophically. This expectation is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an on-line course, you will be expressing ideas through the medium

of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions.

Part of this respect involves professional behavior toward the instructor, colleagues, and the class itself. Disruptive behavior is disrespectful behavior. The Arts and Humanities Division honors the right of its faculty to define 'disruptive behavior,' which often involves such things as arriving late, leaving early, leaving class and then returning, talking while others are trying to hear the instructor or their group members, doing other homework in class, wearing earphones in class, bringing activated beepers, alarm watches, or cellular phones into class, inappropriate comments or gestures, etc. In on-line courses, 'flaming' anyone in the class is also considered disruptive behavior. Such behavior interrupts the educational process. When you are in doubt about any behavior, consult your instructor during office hours: we recognize the judgment of the instructor as the final authority in these matters.

When disruptive behavior occurs, instructors will speak to or e-mail the students concerned. Those students are then responsible for ending the disruptions at once. **Failure to do so may result in removal of the students from class."**

▪ **Important Links**

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 MyBC. To create your account, go to: <https://www.bellevuecollege.edu/netid/default.aspx>

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](#).

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 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. 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 B Room 132. You can contact the DRC by stopping by B132, calling our desk at 425-564-2498, emailing 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 the Disability Resources website at 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/>

▪ **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 425-564-2441 and more information can be found at www.bellevuecollege.edu/titleix/.

▪ **Religious Holidays**

Students who expect to miss classes, examinations, or any other assignments as a consequence of 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.

▪ **Special Needs**

If you require accommodation based on a documented disability, have emergency medical information to share, or need special arrangements in case of emergency evacuation, please make an appointment with DRC (Disability Resource Center.) If you would like to inquire about becoming a DRC student, please refer to the DRC website <http://www.bellevuecollege.edu/drc/>. The DRC office is located in B132.

▪ **Accessibility**

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. 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, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.