

English B60 – Basic Writing Skills – CRN: 71787

Fall 2017: August 19, 2017 – December 8, 2017

Humanities 3: Tuesday/Thursday, 1:00 – 3:05 pm

Instructor: William Mitchell
Office: H-102: 10:30 am – 12:30 pm
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Course Description: (From the Bakersfield College 2016-2017 Catalog)

ENGL B60 Basic Writing Skills

4 Units

Prerequisites: English Level 4 or ENS1 B70/EMLS B70 or ACDV B68 or ACDV B65 with a minimum grade of 'C'.

Description: Review and application of fundamentals of standard English. Emphasizes sentence, paragraph, and short essay writing.

Hours: 72 lecture

CCS: Credit Course

Transferable: Not degree applicable. Not transferable.

Student Handbook: For matters of student conduct, refer to your *Student Handbook* for causes for suspension from class.

Required Texts

- ✓ *The Norton Sampler: Short Essays for Composition*. 8th Edition. Thomas Cooley ISBN: 978-0-393-91946-2
- ✓ *The Least You Should Know About English: Writing Skills*. 13th Edition Paige Wilson; Teresa Glazier. ISBN: 9781305960947
- ✓ *Cinder: The Lunar Chronicles*. Marissa Meyer. ISBN: 978-1-250-00720-9

Required Materials:

- Internet access
- Dictionary and Thesaurus
- White, ruled, loose-leaf notebook paper—NO SPIRAL FRINGE
- Stapler and staples
- Extra ink or toner cartridges for your personal printers
- **Recommended:** USB flash drive or “cloud” storage for saving writing assignments

Supportive Services

Students with disabilities needing accommodation, including those who had an IEP in high school, should make requests to Disabled Students Programs and Services in CSS 10, or Delano room 1001 (661-395-4334, (661-720-2000 Delano)). All requests for accommodations require appropriate advance notice to avoid a delay in services. Please discuss approved accommodations with me so we can work together to ensure your access and success at BC.

IMPORTANT . . .

- Students created a Bakersfield College email account at registration. Each student must check this account regularly as it is the primary means to communicate with students on or off campus.

Disclaimer

The readings and video presentations (if any) in this class often deal with adult themes, so a certain level of maturity and tolerance is required from every student. We may encounter violent material, as well as writings that pose difficult questions about religious or political beliefs. If reading about or discussing these topics makes you uncomfortable or upset, I suggest you consider enrolling in another course. Your continued enrollment in this class after reading this disclaimer implies your willingness to read and respond to all classroom assignments (and the opinions of your classmates) in a mature and thoughtful manner.

Attendance, Drop Policies, and Student Conduct:

- **All students** (wait listed and registered) must attend the first four (4) class meetings. Any student missing one of the first four class meetings may be dropped.
- **Students still on the waitlist** by the census date will be dropped from the waitlist at that time.
- **Bakersfield College Catalog:** “Instructors may drop a student from a course when absences number the equivalent of **two weeks** of class recorded from the first day of instruction” (25).
- **Course Assignment Schedule:** If you are absent, check the printed or on-line Assignment Schedule and/or call someone in the class for lecture notes and assignments. Absence does not excuse you from assignments.
- **Tardiness:** Tardiness is both rude and disruptive to the class and to the instructor. However, should you be tardy,
 - ✓ It is your responsibility to see me at the break or immediately after the class in which you were tardy and request that your absence be changed to a tardy.
 - ✓ Those who are fifteen (15) or more minutes late, or who leave 15 or more minutes early will be charged with an absence.
- **Late Arrivals:** Students may not participate in class work or tests begun prior to their arrival. As a result, students will earn a zero for participation and test grades.
- **People Not Registered in the Class:** If a person is not registered for the class or is not on the waitlist, they cannot stay in the classroom. If a student needs to care for someone not registered in the class, do so outside of class.

Course Schedule and Instructor’s Web Page:

- **Time Management:** *Pay close attention to the class Assignment Schedule.* Note: For English B60 you will spend, on average, 9 hours per week working on this course outside of class. Average means that some weeks may require fewer hours, and other weeks may require considerably more hours. Schedule your time carefully.
- **Class Schedule Changes:** Check the on-line class **Assignment Schedule** daily for instructions and/or changes to assignments, such as due dates. I will announce changes in class, but if you are not sure of due dates for assignments, check with me to verify you are working with the most recent information.
- **My Webpage:** My web page, <http://wmitchellbc.weebly.com>, is an important tool for this course. If you do not have a computer with Internet access at home, you must schedule time to use a computer that has Internet access. Keep in mind that you can use the computers in the Bakersfield College Library.
- **Webpage Problems:** If you have difficulty viewing information on my webpage, please let me know as soon as possible. If a problem persists, you might want to try using Microsoft Internet Explorer (or Safari on a Mac) as your web browser for this course.

IMPORTANT:

1. Emails to me must contain the student's last name and the course name (ENG B60) in the "Subject" line. All unidentified emails will be deleted unread.

Writing in English B60

- English B60 is a reading and writing intensive course, and students will write essays, summaries of readings, and short answers on quizzes throughout the semester. Students gain proficiency with the writing process through learning, practice, and mastery of brainstorming, organizing thoughts, writing, and editing a paper for content, grammar, and mechanics. Typical essays will be a minimum of 250 words in length.

Reading in English B60

- Students will read from textbooks, essays, news articles, and the novel *Cinder*, a full-length work. Students will demonstrate their comprehension of the readings in class discussions, writing responses, and quizzes.

English Department Student Learning Outcomes

FYI: Keep in mind that as the instructor I do not give grades to students. Students earn their grades by demonstrating their knowledge of the subject through reading and group discussions, class participation, homework assignments, peer review, essay development, and accurate use of grammar and punctuation in writing assignments

At the completion of English B60, the student will be able to perform the following:

- Write a non-formulaic, timed final 250 word essay that is
 - organized around a thesis statement, uses transitions, is coherent, and contains a conclusion;
 - assembled into paragraphs with topic sentences and supporting detail;
 - composed of mostly error-free sentences;
 - written illustrating control of mechanics, usage, and diction;
 - demonstrative of a variety of sentence patterns that avoid primer prose;
 - clear in thought and writing in response to a specific topic.
- Show proficiency in reading and comprehension of basic college level material assigned in class, including
 - textbooks
 - essays
 - news articles

Assessment of Student Work

Reading Assignments will be assessed through written responses to the readings, classroom discussions, and short quizzes.

- Written responses to the readings will be graded to the rubric for Writing Assignments
- Classroom discussions will be assessed by each student's participation in the discussion, and demonstrating proficient understanding of each reading assignment as stated in the department Student Learning Outcomes.
- Short quizzes will assess each student's knowledge of the reading material.
- Assessment Criteria:
Students will:
 - summarize key points of material read
 - recognize the thesis of the reading and supporting detail
 - synthesize information with other material, such as readings and/or personal experience
 - exhibit familiarity with vocabulary used in the readings

Writing Assignments will be graded to the following rubric:

	Beginning	Developing	Accomplished	Exemplary
Thesis statement/ Statement of purpose	Ideas are extremely simplistic, showing signs of confusion, misunderstanding of the prompt; thesis is essentially missing or not discernible.	Mostly intelligible ideas; thesis is weak, unclear, too broad, or only indirectly supported.	Competent and well-developed thesis; thesis represents sound and adequate understanding of the assigned topic.	Engaging and full development of a clear thesis as appropriate to assignment purpose.
Evidence/ Development	Lack of support for main points; frequent and illogical generalizations without support.	Main points and ideas are only indirectly supported; support isn't sufficient or specific, but is loosely relevant to main points.	Ideas supported sufficiently; support is sound, valid, and logical, but may lack the level of critical thinking found in exemplary writing.	Consistent evidence with originality and depth of ideas; ideas work together as a unified whole; main points are sufficiently supported with evidence; support is valid and specific.
Organization/ Structure	Organization, if evident at all, is confusing and disjointed; paragraph structure is weak; transitions are missing, inappropriate, and/or illogical.	Limited attempts to organize around a thesis; paragraphs are mostly stand-alone with weak or non-evident transitions; ideas may be repetitive or disconnected.	Competent organization, without sophistication. Competent paragraph structure; lacking in effective transitions.	Organization is sequential and appropriate to assignment; paragraphs are well developed and appropriately divided; ideas linked with smooth and effective transitions.
Mechanics and Sentence Structure	Frequent errors in sentence structure.	Multiple or various errors in sentence construction; little grasp of sentence flow.	Some errors in sentence construction; some non-standard syntax usage. Occasional punctuation and spelling errors.	Sentences structured effectively; well-chosen variety of sentence styles and length. Few or no problems with punctuation, spelling, capitalization.
Audience/ Voice/ Vocabulary	Lacks awareness of an appropriate audience for assignment. Inconsistent and/or ineffective voice. Extremely limited vocabulary; usage is inaccurate; some vernacular.	Little or inconsistent awareness of audience for assignment. Somewhat consistent and/or effective voice. Limited vocabulary range and accuracy of usage; some vernacular.	Effective and accurate awareness of audience. Consistent and effective voice. Good vocabulary range and accuracy of usage.	Demonstrates a sophisticated awareness of audience. Consistent and effective voice. Exceptional vocabulary range and accuracy of usage.

Journal

- The journal, which is 10% of the grade, is a very important on-going assignment that will require a great deal of personal attention from students. Students are required to write one page in their journal five times per week. With some guidance from the instructor, subject material for each entry is at the discretion of the student. I will review the journals several times during of the semester.

General Assignment Preparations . . .

Whether written or typed, all assignments must meet the following criteria. Follow these instructions carefully. Work not adhering to these requirements will be returned unread and un-graded.

- Prepare all assignments carefully. They must be neat and legible and free of all spiral fringe.
 - Use blue or black ink** for final drafts of handwritten in-class writing assignments.
 - Write or type on the front side of the page only.
 - Staple multiple page assignments in the upper left-hand corner.
 - Respond to readings and exercises using correct grammar and complete sentences.
 - Write in 1st or 3rd person. **DO NOT use 2nd person "you," "your," "you're."**
 - Place the following information in the upper left corner of the first page in the order shown. Additional pages require only your last name and page number in the upper right-hand corner.
 - [student's name]
 - Mr. Mitchell
 - English B60
 - [date assignment is due]
- Staple prewriting, outline, and draft behind the final draft of the writing assignment.

Writing Assignments (WA) Requirements. . .

- Writing assignments and other assignments completed outside of class must be typed.
- Essays and paragraphs must be double spaced (skip a line).
- Essays must be at least 250 words long, but should not exceed 350 words.
- Writing assignments must use 1st or 3rd person. **DO NOT use 2nd person: "you," "your," "you're"**
- Prewriting, outlines, first drafts, and peer reviews must be stapled behind the final draft of all essays.
- Revisions may be allowed on some essays. For the revision to receive a grade, the rewrite must do more than correct the mistakes indicated, and the original graded assignment must be stapled behind the revision.

Academic Dishonesty and Plagiarism Academic dishonesty includes cheating, fabricating or falsifying information or sources, improper collaboration, submitting the same paper for different classes without permission, and plagiarism. Plagiarism occurs when writers deliberately or unintentionally use another person's language, ideas, or materials and present them as their own without properly acknowledging and citing the source. Academic Dishonesty and Plagiarism in this course results in one or more of the following consequences: failure of the assignment, referral to the Dean of Instruction, and/or disciplinary actions by the Director Student Life. Cite sources carefully, completely, and meticulously; when in doubt, cite. Familiarize yourself with BC's Student Code of Conduct and KCCD's definitions of plagiarism and cheating (KCCD Board Policy 4F8D, pg. 144).

Help and Writing Aids

- My course website has a link to the **Purdue Online Writing Lab** that may help students with the writing process, organizing writing, and checking final work. There are also files with sample documents that show how papers should be formatted.

Class Policies

- a) To avoid class disruption and distraction, all electronic devices, such as iPods and cell phones are to be turned off or placed on silent and removed from the desk top.
- b) Use of portable music players during class is not allowed.
- c) Bring your text books, dictionary, and writing materials to each class meeting. Sharing books will not be permitted for in-class reading, writing, or tests.
- d) Assignments are to be assembled for collection prior to class.
- e) Assignments will generally be collected during the first 10 minutes of class. No assignments will be accepted after they have been collected.
- f) If you must be absent when an assignment is due, you may have someone bring the assignment to me prior to the due date.
- g) Readings and assignments listed on the calendar are due for the class on the date indicated. Students are expected to be prepared to discuss the contents of the readings and are encouraged to have questions ready to present to the class. There will be extensive group work and group presentations connected with the material in the text books. Students who do not contribute to the presentations will not earn class participation credit.
- h) Students who are absent when work is returned are responsible for reclaiming their own assignments from me after class or in my office. Note: Failure to pick-up work in a timely manner will not extend due dates for revisions.
- i) Missed tests or class work cannot be made up. Missed essays will earn a zero unless prior arrangements are made for writing the essay.
- j) Students who are tardy will receive an F on tests, class work, and writing assignments that have begun prior to the students' arrival.

Late Work: Accepting late work is unfair to those students who take their commitment to school seriously.

- **Late Definition:** Late means any assignment submitted after I've collected the work.
- **Late Excuses:** Printer and/or computer problems do not extend due dates.
 - **Print** assignments well before class.
 - **Save** all work **often** both on **and** off of your computer.
 - I recommend using a USB drive, or cloud storage such as Dropbox.
- **Late Coupons:** These coupons will allow you to turn in two assignments up to one week late without any late penalties. **I will not accept any late work without the appropriate coupon.**
- **Some Restrictions Apply:** Coupons may not be used on the following:
 - Assignments due during the first two weeks or last two weeks of English B60.

Extra Credit: There is no extra credit.

Responsible students . . .

- allow sufficient time to complete assignments. Students should allow a minimum of 3-4 hours outside of class for every hour in class .
- participate in class discussions and ask questions.
- review the on-line course calendar regularly and are prepared for class having completed the readings and assignments prior to class.
- contact the instructor in person or via email if class must be missed.
- talk to the instructor if there are questions or if instructions are not clear.
- seek help from the instructor or tutors when material is unclear.

Grade Distribution: Assignments may receive points, percentages, or letter grades.

Assignments	% of Grade
Writing Assignments (WA): Paragraphs, Summaries, Essays, and Book Report	70%
Journal	10%
Misc.: Tests, Class work, and class participation	10%
Homework: Reading Responses	10%

Important Dates:

- **Sep 05, 2017:** Census date – last day for a refund for semester length classes
- **Sep 03, 2017:** 20% date – Last day to drop semester length classes without receiving a "W"
- **Oct 20, 2017:** 60% date – Last day to withdraw from semester length classes and receive a "W"

Adjustments to the syllabus:

The instructor reserves the right to adjust course readings, the course schedule, point values for specific assignments, due dates for any assignments, and any other part of the syllabus as needed.

Notes:

Warning: You must communicate with me and keep up with the work. Be aware that missing class is no excuse for falling behind in the assignments. Find a classmate that you can count on if you need to ask questions or copy notes from a day that you are absent.

Classmate _____ Email _____ Phone _____

Classmate _____ Email _____ Phone _____