Syllabus
ENGL 201: The Research Paper
Winter 2017

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Office Location: R 230
Office Hours: MW 9:30-10:15 am, and by appointment

COURSE DESCRIPTION:
English 201 is the study and practice of writing processes, including critical reading, collaboration, revision, editing, and the use of technologies. In this class, you will develop skills for writing research papers by learning research techniques, source analysis, thesis development, argumentation styles, and summarizing. You will focus on the aims, strategies, and conventions of academic prose, especially analysis and argumentation. This course encourages you to draw out the connections between reading, writing, and critical thought, as you read and discuss the works of others as well as write and share your own work. These interdependent practices of critical inquiry are fundamental to the work you will do here in the college, and later in your careers and civic engagements.

COURSE OUTCOME:
- an objective summary of college-level material which identifies primary and supporting assertions
- an evaluation of different types of evidence (i.e., tone/diction, logical reasoning)
- a synthesis of source material with own writing
- an original and clearly supported thesis
- proper in-text citations and works-cited page
- a breadth of varied primary sources which demonstrates a familiarity with library research skills

HOW THE OUTCOMES WILL BE MET:

Reading: (The books are available at the college bookstore)
- 1 novel: Michael Cunningham, The Hours
- A collection of short stories: Jhumpa Lahiri, Interpreter of Maladies
- Selections from The Norton Anthology of Short Fiction, edited by Richard Bausch and R. V. Cassill, Seventh Edition
- Diana Hacker, A Writer’s Reference
- MLA Handbook

Writing:
One 2-3 page paper – Analysis and synthesis paper
One 5-6 page paper – final research paper
An annotated bibliography with a minimum of 6 academic primary and secondary sources for citation in the research paper
Two Canvas posts based on the readings

One 7-10 minute research presentation based on your research as you work towards your final project
PARTICIPATING AS AN INFORMED PARTICIPANT:
In discussions/ exercises in the research paper writing project
In discussions about readings
In peer review sessions
In conferencing sessions
In group assignments

Exercising critical thinking skills in both individual and group assignments

COURSE REQUIREMENT:

1. Please do all the readings for the class, as mentioned in the class schedule ahead of the class. Our discussions will be based on the readings, and will reflect on your participation.
2. Please bring the texts we will be discussing to class. Since textual analysis is an important component of the course, you need to have your texts with you. Please consult the class schedule for information about the readings.
3. Class attendance: Being absent for more than 20% of the class results in an automatic F for the course. If you need to be absent for medical reasons, you need to provide adequate documentation (from your doctor) for consideration.
4. Please be on time for the class. If you are late for more than 15 minutes, it will be counted as an absence
5. Class Discipline: Students found surfing the internet and text messaging during the class will be asked to leave the class immediately, and will be marked absent for the day. If you have to receive an important message or make an emergency phone call, please excuse yourself from the class to do so, but on no account your activities should cause any disruption to the class.
6. Your in-class participation, presentations, any contribution to the canvas discussions, and your written assignments contribute to your final grade. Please make sure you complete all assignments by the dates due. Late assignments will not be accepted.
7. This class does not give you an option to re-write your papers once grades have been submitted. You are welcome (and encouraged) to consult with me before your papers are due, and show me your drafts in person for feedback.
8. Should you need to discuss your paper ideas or clarify doubts, please e-mail me (I reply within 24 hours on weekdays. I am not available on weekends/holidays). You can also meet me during office hours or by appointment.
9. You are expected to write in correct grammar, and follow the basic rules of writing. Please refer to Diana Hacker’s book when in doubt. Should you need additional help with the mechanics of writing, please consult the college writing center.
10. Check your mail and your syllabus on a regular basis.

EVALUATIONS:

- Paper 1: 20%
- Paper 2: 25%
- Annotated Bibliography: 10%
- 2 Canvas posts: 10% (5% each)
- 7-10 minute presentations: 15%
- Class participation: 10%
- Peer Review: 10%
GRADING CRITERIA:

**A**: The “A” paper contains
1. A clear thesis statement (usually at the end of the introductory paragraph)
2. Proper paragraph organization each supporting the thesis
3. Few or no grammatical or spelling errors
4. Shows perceptive reading, and supports the claims it makes through arguments, and with strong textual reference.

**B**: The “B” paper may contain a clear argument but lacks thoroughness and argumentative persuasiveness of an “A” paper, or be marred by consistent grammatical or spelling errors.

**C**: The “C” paper may lack a clear argument or a thorough development of its ideas; or it may contain numerous logical flaws, an incomprehensible structure, or it expresses itself in an informal or an overly broad way.

**D**: The “D” paper lacks an argument, makes unrelated observations, is organized poorly, and reflects a reluctance or inability to engage with the issues and themes of the class.

**F**: An “F” paper is poorly written, and makes little or no sense.

CRITERIA FOR WRITTEN ASSIGNMENTS:

Please submit all papers in the following format:

Word or pdf format (no google doc or other web-based doc accepted)
Times New Roman font
12-point font
1.5 spacing
1 inch margins
Pages numbered
All citations must be in the MLA format

**ANY DEVIATION FROM THE ABOVE CRITERIA WILL RESULT IN DEDUCTION TO YOUR GRADE.**

STUDENT PROCEDURES AND EXPECTATIONS

Arts and Humanities Division
Students in all Arts and Humanities courses should be aware of the following:

1. ATTENDANCE EXPECTATIONS FOR HYBRID AND IN-PERSON CLASSES:
Students are expected to attend all scheduled class meetings whenever possible. While attendance requirements are up to individual faculty members in the Arts & Humanities Division, active participation and regular attendance are essential to students’ success.

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. When 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 each instructor's 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. In cases of legitimate hardship, students may also request that instructors grant a “HW” (hardship withdrawal), which is a non-credit grade.

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.

PARTICIPATION IN ONLINE COURSES:
Students taking online courses should carefully review each instructor’s syllabus regarding expectations for course participation. Most online courses require regular, meaningful participation from students, starting on the first day of each quarter.

2. DROPPING A COURSE:
If you decide to drop a course, you are responsible for doing the required paperwork at the Student Services Center. Should you fail to do so, your name will appear on the final roster and your instructor will be required to assign a grade for you—in most cases, that will be an “F.” Many instructors, in fact, feel strongly that students who take up seats in this unproductive way are keeping more serious students from getting an education, so they use “F” grades for "phantoms."

3. CLASSROOM ENVIRONMENT:
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.

4. VALUES CONFLICTS:
Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression which 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. Consult the syllabus and discuss such issues with the instructor.

5. ACADEMIC HONESTY:
The principle of academic honesty underlies all that we do and applies to all courses at Bellevue College. One kind of academic dishonesty is plagiarism, which 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. Bellevue College instructors have access to commercial plagiarism detection software, so please be advised that any work you submit may be tested for plagiarism.

Participating in academic dishonesty in any way, including writing a paper or taking a test for someone else, may result in severe penalties. Dishonestly produced papers automatically receive a grade of "F" without the possibility of make-up. The Dean of Student Services will also be notified of such conduct, and repetition of the behavior will result in progressively more serious disciplinary action (for example, an instructor may recommend that the student fail the course for a second offense or even that a student be expelled for a serious offense, such as stealing an exam). Grades lowered for plagiarism or other forms of dishonesty may be appealed through the regular channels, and any further disciplinary action taken by the Dean may also be appealed through existing processes.

STUDENTS IN ENGLISH 201 should note that documentation is a major objective of that course, so failure to scrupulously document supporting material in your papers may result in a failing grade for that entire course. Students in all courses requiring research papers should also note that matters of documentation form go beyond editing; they are closely related to the content of the paper. Improper form in research papers is grounds for failing the paper. Individual instructors will clarify documentation requirements for specific assignments. If you have any doubts as to whether you are documenting properly, do not hesitate to consult your instructor.

6. READING LEVEL:
Reading skills are absolutely essential for your success in any college program. The following reading levels are recommended for our courses. Most 100 level courses: high developmental, or college level 200 level courses: 106 or college level. Our experience shows that students reading three levels below the level of a course text can expect to fail the course.

7. WRITING LEVEL
Writing skills are equally essential for your success in any college program. The following writing levels are recommended for our courses. Most 100 level courses: ENGL& 101 placement 200 level courses: ENGL& 101 completion
Our experience shows that students writing below the level of a course text can expect to work much harder than prepared students and may even still perform poorly on exams and papers.

8. THE FIRST WEEK OF CLASSES:
It is important to attend classes from the very beginning. If you cannot do so, you are responsible for notifying your instructor. Your instructor is in no way responsible for re-teaching material that you missed because of your failure to attend the first classes. Indeed, missing crucial introductory material may affect your performance during the remainder of the course.

9. CLASSROOM MATERIALS:
Students are responsible for consulting the course syllabus daily and bringing to class the appropriate texts and materials. Failure to do so does not constitute an exception from the daily work.
10. LATE WORK:
Individual instructors make their own rules on accepting or grading late work. The Arts and Humanities Division believes strongly that honoring deadlines is essential for student success.

Consult your instructor regarding any late work. In general, late work may be a) downgraded as severely as the instructor chooses, b) given no credit, but still be required for passing the course, or c) not accepted at all. The extent to which late work affects grades is up to the instructor. Instructors may also elect not to give feedback to works in progress if required drafts or plans are not turned in on time.

Failure to attend class on the day a paper is due does not constitute an excuse for lateness. Similarly, missing an exam does not oblige the instructor to give a make-up. Your instructors will inform you about their individual penalties for late papers and missed exams. All lateness or absence on due days or exam days should be arranged with the instructor well in advance.

11. AUDITING:
Auditing a course does not excuse students from doing the work of the course. All auditors need to meet with the instructor during the first week to sign a contract specifying the level of participation that is expected.

12. WAITING LISTS:
Bellevue College uses an automated waitlist process that offers students a fair and consistent method of being enrolled in a full class if openings occur. If a class is full, you can choose to be put on the waitlist; you will automatically be enrolled in the class when a space becomes available and you are first on the list. Students move up on the list as others are enrolled. It is your responsibility to check your schedule daily to find out if you have been enrolled into the class. After the open enrollment period ends, instructors may admit students using blue “Special Permit to Enroll” cards, at their sole discretion.

13. RETAINING STUDENT WORK:
Your instructor is free to destroy any student work not picked up during the first week of the quarter immediately after your course was offered. If you want work held longer for pick up, you must make arrangements in advance with your instructor.

14. STUDENT RESPONSIBILITY:
Instructors may, at their discretion, agree to accept student work that is submitted in various ways, including in person, to the division office, or via e-mail. It is the student’s responsibility to verify that all assignments are actually received by the instructor, whether they are submitted in person or electronically. It is the student's responsibility, not the instructor's, to initiate communication about progress or concerns with the course. Instructors are under no obligation to inform students that work is overdue, to nag students to complete assignments, or to call students who fail to attend class. Similarly, students need to keep themselves informed about syllabus changes that may have been made in class. We suggest finding a partner the first week of classes and keeping each other up to date if one is absent.

15. STUDENTS WITH SPECIAL NEEDS:
Please click here to see information at the Disability Resource Center web site

16. STUDENTS OBSERVING 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.

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 On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- College Calendar: This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

CLASS SCHEDULE:

Week 1: Jan 3-6
Introduction, In-class written exercises, requirements for writing papers, Basics of writing and research

Week 2: Jan 9-13: Learning to close read and analyze Stories by Guy de Maupassant, “Boule de Suif,” and “An Adventure in Paris” – class discussions, writing, and canvas post due at the end of the week.

Week 3: Jan 16-20 (No Class on Jan 16)
Discussion on writing styles based on your canvas posts. Discussion of stories by Flannery O’Connor, “A Good Man is Hard to Find,” “Good Country People,” and “Everything that Rises Must Converge.” Second Canvas post at the end of the week.

Week 4: Jan 23-27: Beginning the Research Process
Library session, How to come up with research questions, and possible areas of research, evaluating sources, finding references, understanding the process of citation, making a bibliography. How to use sources? Our discussion will frequently refer to the readings of the two previous weeks, and we will refer to Diana Hacker’s book as well as the MLA handbook

Week 5: Jan 30-Feb 3
“A Temporary Matter,” “Mrs. Sen’s” and “When Mr. Pirzada Came to Dine” from Interpreter of Maladies.

Week 6: Feb 6-10 (No Class on Feb 9)
Discussing the requirements for the first paper (2-3 pages). Discussing “Interpreter of Maladies,” “A Real Durwan,” and “Sexy” from Interpreter of Maladies.

Week 7: Feb 13-17
Workshop paper 1, and peer review session on Feb 17

Week 8: Feb 20-24 (No Class on Feb 20)
PAPER 1 DUE ON FEB 21

Feb 21, 22, and 23: (screening *The Hours*), and beginning discussion of the novel.
Feb 24: Discussing the requirements for assignment 2

Week 9: Feb 27-Mar 3
Discussion based on *The Hours*

Week 10: Mar 6-10 (No Class on Mar 7)
Research presentations week

Week 11: Mar 13-17
Revision of materials done in the course, final paper workshop, and peer review session on Mar 17

FINAL PAPER AND ANNOTATED BIBLIOGRAPHY DUE ON MAR 20