Course Syllabus

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Writing Experience: English 132

Winter 2014

Instructor : Kris Pursell

Online course requires JETNET login at www.jccmi.edu>online courses>ENG 132.I1

Office : BW 240 Office Phone: 796-8532 English Dept 796 - 8582

Email: pursellkristind@jccmi.edu

Office Hours: Tues 12-5; Wed 10-3

I am also available Mon-Fri by appointment.

Telephone appointments are available Mon-Sun.

Texts:

The Norton Field Guide to Writing with Readings. Third Edition W.W. *Norton & Co. ISBN-13: 978-0393919578* (click the Norton Link for online support from publisher)

The Little Seagull Handbook. Authors: Bullock and Weinberg. Publisher: W.W. Norton & Co. ISBN 978-0-393-91151-0

They Say, I Say: The Moves That Matter in Academic Writing. Second Edition. Authors: Graff and Birkenstein. Publisher: W.W. Norton & Co. ISBN 978-0-393-93361-1

Necessary Materials

Regular access to a computer with Internet service

A flash (thumb) drive to back up your work

Access to a computer (with Internet access) and a printer

Have a back-up plan in place: *know where you can access a computer to complete your work.* Locally, JC offers computer labs on campus. For those of you living beyond the Jackson area, check the computer lab hours of your local library or nearby college campus to ensure backup access.

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Course Description

This is an intensive writing course. Analytical and persuasive modes are stressed. Advanced research writing strategies are used. Database and primary research methods are emphasized. An end-of-the-semester portfolio is required.

As a continuation of the writing instruction and practice begun in ENG 131, English 132 emphasizes critical thinking, information gathering, researching, and forms of writing useful to academic, professional, and personal life. Learners work collaboratively and individually as scholars, writers, and peer responders.

During this semester, learners engage the writing process and research strategies while completing units in the following genres: reflection, reporting information, analyzing a text, and arguing a position.

Instructor Role: Designer, Facilitator, and Evaluator

 I am actively engaged in classroom and on-line discussions, offering feedback on your informal and formal writing.

The design of the course, my posts in discussions, and my written responses to formal papers are the ways in which I communicate with students and guide learning. If I ask a question, I expect a reply. I also encourage you to review my responses to your peers in the discussions; they are often of universal help. In addition, any time either you or I feel that a conference would be helpful, we will establish a meeting time, either face-to-face, via telephone, or in the course meeting room.

Student Role: Independent and Collaborative

The online environment of this course allows students to work independently with assigned lectures, essays, textbook readings, and practice of composition strategies.

The course requires collaboration through whole class discussions and peer-to-peer collaboration.

Your success relies on the ability to plan, prepare, study, and demonstrate the ability to engage phases of the writing process, global and local essay strategies, critical thinking skills, research strategies, and peer response skills.

Plan to spend at least nine [9] hours a week on the course, including assigned readings, collaborative discussions, and individualized writing.

Scheduling individual conferences and maintaining regular communication with the instructor are recommended for success in the course. Do not allow questions to go unanswered!

Please continue to the next section of the syllabus by clicking the arrow.

Texts are available at the JCC Bookstore. If you choose to purchase the text elsewhere, you are responsible for having it no later than the end of the first week of class.

Course Organization

The course is organized around six units of study.

- Unit 1: Course Introduction
- Unit 2: Personal Essay Writing.
- Unit 3: Informative Essay Writing.
- Unit 4: Analytical Essay Writing
- Unit 5: Argumentative Essay Writing.
- Unit 6: Portfolio with Reflective Letter.

Units Contain

Electronic Book. Assignments, unit calendars, and readings are posted in a virtual 'book' that allows you to read the assignments, lectures, and other course materials. You will see an icon of a book labeled "Unit # Online Book"

PowerPoint Lectures focus on specific skills.

Quizzes over unit readings.

Discussion Forums. Discussions are open over a defined number of days (see the calendar for discussion closing dates). You are expected to post, read other's posts, and converse about ideas in the discussion forums. Do not post and run! Return to the discussion board at least one other time (more is better) to converse with others. When writing in discussions all learners are expected to conform to Standard English rules for spelling and grammar. Texting language and other abbreviations are not acceptable and will result in significant point deductions for discussion forum participation.

This course offers two types of discussion forums:

- Discussion 1: A whole group discussion in which you are asked to share your assigned analysis of published essays and discuss the elements of composition that writers use to achieve their goals.
- Discussion 2: The Writers Group, which consist of four or five individuals. In Writers Groups you share and respond to drafts of each other's process and papers. Writers Group discusssions have multiple threads to which you are expected to post.

Assignment Upload. This is where you submit essay assignments for final grading. Every unit requires you to submit specified aspects of your writing and research process *on a template.* As you work in process, copy and paste your work into the template. Upload the process template to the assignment folder with your revised and polished essay. You will see folder icons labeled "submit {name of work} here." Click on those icons and upload your work.

Please let me know how I can help you navigate this course. You can contact me through the HELP discussion board or by email at pursellkristind@jccmi.edu.

Learner Goals and Objectives

The course goals and objectives incorporate specific Associate Degree Outcomes (ADO's) established by the JC Board of Trustees, administration, and faculty. These goals are in concert with four-year colleges, universities, and reflect input from the professional communities we serve. ADO's guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs.

This course meets the proficiency standards for ADO's 7 and 1. To successfully complete this course, you will be expected to exhibit proficiency in the following areas:

1) Apply critical thinking concepts and tools. Critical thinking has three dimensions: analysis, evaluation, and creativity. We analyze writing in order to understand and evaluate it. We evaluate so we can revise, improve, and expand on our own and others ideas. Measures:

- Classroom Activities
- Process Evaluation
- Portfolio
- Critical reflections

2) Study written communication genres--personal, informative, analytical, and argumentation-- and engage the writing process--from discovery through focusing and shaping to revising and polishing of essays. Measures:

- Documented work in writing process and polished drafts
- Critiques of professional and student essays
- Critical Reflections
- Portfolio

3) Demonstrate awareness of the rhetorical situation and the roles of audience and purpose in scholarly writing. Measures:

- Documented work in writing process and polished drafts as recorded on assigned templates
- Critiques of professional and student essays in discussion forums

- Critical reflections
- Portfolio

4) Read, comprehend, analyze, evaluate, and synthesize subject material. Measures:

- Critiques of professional and student essays
- Annotated bibliography
- Essays demonstrating successful integration of source material in support of thesis

5) Give constructive feedback and ask constructive questions. Measures:

- Writers Group Forums
- Peer reviews

6) Demonstrate successful use of research skills. Measures:

- Annotated Bibliography
- Research strategies quiz
- Portfolio

7) Employ MLA documentation and citation rules. Measures:

- Annotated Bibliography
- Polished Essays
- Portfolio

8) Communicate with others clearly, concisely, intelligibly, and in a scholarly manner. Measures:

- Essays aligned with audience and purpose statements
- Peer Reviews
- Portfolio

9) Collaborate with others. Measures:

- Participation in Discussion and Writers Groups

10) Demonstrate curiosity, discover, propose, and investigate topics; pose challenging questions. Measures:

- Participation in writers groups
- Engage research process

11) Demonstrate understanding and use pathos or emotion. Measures:

- Essays
- Portfolio

12) Evaluate evidence and assumptions. Measures:

- Annotated Bibliography
- Essays
- Portfolio

13) Demonstrate understanding of conclusions, implications, and consequences

- Reflective Essay
- Evaluative Essay
- Rhetorical Analysis
- Argumentation Essay
- Portfolio

14) Demonstrate problem solving skills.

- Writing and research process
- Discussions

Helpful Information and Ground Rules

Help Board

If you have questions, especially ones that your peers might be able to help you with, use the Help Board in the Discussion Area. I check the help board daily; you can expect a reply to most posts within 24 hours.

Unit Calendars

Unit calendars are posted each unit. These calendars repeat the information on the course calendar for distinct units. They provide due dates and time frames for when you are expected to complete assigned work.

Final due dates are also posted above the links to unit discussions and assignments.

Online Unit Books

Unit reading assignments, lectures, sample essays, and worksheets are posted in 'unit books.' Unit books are clearly marked, but they need to be opened in order to access the materials. You are responsible for downloading any items you need. Look for the heading & book icon:

Click on the link beside the book to open it.

Table of Contents

Each unit book has a table of contents. You will find this on the left side of the computer screen.

Documentation and Citation

 Apply the *Modern Language Association Formatting and Documentation Guidelines* to all papers. Please note, MLA guidelines changed in 2009. The current guidelines are provided in the Third Edition of the *Penguin Handbook* (required course text).

 I have also provided links to both Diana Hacker's and Purdue University's online MLA guides. Both of these online guides present the 2009 MLA guidelines.

Writing Help: Instructor Appointment, Writing Tutors, and Writing Fellows

If you are struggling with your writing, you may always ask for an appointment with me. You do not need an appointment if you come to my office, BW 240 during my office hours.

If you need an appointment outside of office hours, please contact me through email at pursellkristind@jccmi.edu, or ask for an appointment before or after class.

You also have the option of stopping into the Center for Student Success (CSS) or the Writing Fellows for help with your writing. If you go to the CSS or Writing Fellows, you must take with you

1) a copy of the assignment

2) your draft or work thus far

Whenever seeking help, know why you need help. For instance, if you are having trouble writing an effective thesis, ask for help with your thesis. If you are having trouble with specific aspects of organization, you can ask for help with organization.

CSS faculty and Writing Fellows are NOT PEER EDITORS and will not read and give you commentary on a draft you hand over to them. Their first question will be 'What is the assignment?' Their second question will be "What do you need help with?" If you are unable to specify your needs, you will not receive help.

- CSS is located in Bert Walker Hall Room 125. Please click the blue CSS link for more information about the Center for Student Success.
- Writing Fellows are located in Atkinson Library, Breakout room 107 (access through the main library). Look for the yellow table signs that announce "WRITING FELLOW." Please click the blue link for more information about the Writing Fellows.

JCC's Academic Honesty Policy

JCC has an academic honesty policy, which will be adhered to in this class. In essence, the policy requires that *all work must be done by the student whose name it bears.* Plagiarism, the submission of another's writing, whether directly copied or paraphrased, will result in a failing grade and may be grounds for removal from class. Plagiarism is cheating and intellectual theft. *Cases of intentional plagiarism are dealt with by the instructor on an individual basis; the instructor will make decisions regarding the student's ability to correct the problem. All cases of plagiarism are reported to the Office of the Academic Dean.*

Self-plagiarism, otherwise known as recycling a paper from another course is also punishable with a failing grade. Students must submit valid evidence of writing process for each formal paper and if self-plagiarism is suspected.

Paper Revisions and Grading Reassessment

If you revise, I will re-assess your revised papers throughout the semester. Submit papers for reassessment within one week of receiving your graded paper. You may earn additional points and a revised grade for further revisions of a graded paper. Upgrades depend upon the quality of the revision. Please let me know that you would like to revise for reassessment.

Electronic Submissions

All formal coursework must be submitted either as a Microsoft Word document (.doc or .docx) or as a Rich Text Format document (.rtf.) College computers cannot read *wpd* or *wps* and some other documents, but almost every computer can read .rtf documents. If you have never submitted in this format, ask how to do it the first day of class (you can use the HELP board).

Upload your assignments to the assignment links in each unit. *Give all uploaded documents the name of the assignment as specified on the unit assignment sheet.*

If you are working with an older version of Microsoft Word, you may not be able to read docx documents. One way to open a docx is:

- click on the document
- save it to your computer; when saving, rename the document as it's name plus .doc . For example, paper1.doc . In the file window, select "All Files."
- you should then be able to open the document.

Late and Insufficient Work
Late work hurts your ability to be fully successful in the class and is a nuisance to your peers (not to mention your instructor) who count on you to be timely.

I believe in writing as a process and have planned each unit in such a way that you should be able to work in process, conduct research, and write your drafts in a timely manner. I'm not impressed by procrastination, and I do not believe that you are studying composition theory and practice if you wait until the day before an essay is due to write it. *Therefore, if you have not engaged the process in the unit, I reserve the right to reject any essay you provide.*

Late Submissions to Group Work: Your peers are under no obligation to read late submissions to group work. I deduct ten participation points for late submissions to group work. Peer reviewers are not penalized if they are unable to engage late submissions.

Late papers may receive a full grade deduction. In addition, while *I accept late work, I am not bound to grade it.* This means, I will try to read and respond to late submissions, if time permits. Like you, I have set aside certain hours for this class, my other classes, department and college meetings, professional development, family, sleep, and even recreation from time to time. Your late work means I have to cut into time I have set aside for other activities. Therefore, if you turn work in on time; I get it back to you in a timely manner. If you submit work late, it goes to the bottom of a very large stack of other obligations and receives a full grade deduction.

Exceptions to the late work policy: I may exempt you from the point deductions if you contact me and make arrangements based on legitimate need.

Because you are able to submit online, you should be able to upload your papers even if you are home with the flu, or your car will not start, or your child is ill, or your dog had puppies in the swamp. So, these may not be considered legitimate reasons.

You may only ask for one exception over the course of the semester.

Lost Work --Avoid this Problem!

Cyberspace and computers can make us crazy! However, you are responsible for all of your work. To avoid losing work you can:

- create your documents offline in Word, then upload (or in the case of email or discussion boards, cut/paste) into Moodle; do not spend long sessions creating your work in email documents or in the discussion board; *you may be timed out and lose your work*
- save documents regularly when working—in other words, back-up, back-up, back-up
- save to more than one place (disc/hard drive, flash drive)
- give documents a clear name reflecting the assignment; store them in a clearly marked file
- be sure you are uploading or sending your email to the correct person (students sometimes send their work to the wrong online instructor)
- *never delete work*
- contact your instructor, Distance Learning, or the Solution Center the minute you perceive a problem; Distance Learning can sometimes retrieve documents that we think we lost.

Big Brother Can Watch

The staff in Distance Learning and your online instructors can trace student time in class, the files you open, how long you have them open, and the dates and times of all submissions. The Solution Center can also verify dates and times of correspondence. They can also determine if material was ever sent to instructor e-mail. Please contact me immediately if you believe your work was lost in cyberspace and resend immediately.

The Incomplete Grade
In accordance with JCC policy, an Incomplete or "I" grade is only issued to *students who have demonstrated good standing in the class and hold a passing grade at the time of an extenuating circumstance that precludes completion of the class.* Documentation validating the circumstance may be required.

Discussion Policies

Discussions forums are places where academic discussions about course materials take place. Learners are expected to use Standard English. Posts containing abbrieviations, slang, text language, or ignoring grammar and structures may not receive a grade and may be deleted.

All discussions, including the Help Board, require civility. If you have a problem with an individual, including the instructor, you need to have a private discussion with the instructor. You may not criticize or complain about students, the course, or the instructor in any forum. Such posts will be deleted and the instructor may contact offenders to discuss the issue. Deans may be involved if a problem persists.

Please let me know what I can do to help in your learning and comfort.

Grading

Grading & Major Assignments

Your final grade reflects your participation, performance, and growth in the class as evidenced by the strengthening and extension of your writing and communication skills, preparation and timeliness regarding assignments and activities, and a marked level of responsibility and concern for positive personal and collective learning experiences. I award percentage grades (0-100) for each activity and assignment in the course. Those numbers are averaged and weighted according to the following assessment plan:

Participation 20%

- *20% for participation in online whole class discussion boards; always denoted as Discussion 1 in each week or unit.*

Quizzes 5%

Unit Essays ~ Process and Product: 40 %

- *5% for unit 1*
- *10% for unit 2*
- *10% for unit 3*
- *15% for unit 4*

Portfolio 35%

- *30% for the portfolio*
- *5% for the accompanying reflective letter*

A note on your grade for each unit essay: This grade is based fifty-percent (50%) on process and fifty-percent (50%) on your revised and polished draft.

Each unit assignment provides a rubric for grading, specifying how you will earn points for process and product. Please review the rubrics to ensure that you have completed required elements of process.

Process refers to all the preliminary work required to produce the draft you turn in for critique. This work is done in the writers groups. As Ernest Hemingway said, "writing is rewriting." I would add that writing is sometimes messy. Even before we begin to revise a complete draft, we are collecting, assessing, sorting, outlining, rejecting, banging (head against a wall?), and shaping our first draft. I am deeply interested in the evidence of your writing process. Your early thinking, rejected ideas, practice leads, outlines, and drafts are vital to our conversations about writing.

To show evidence of process, participate in the writers groups. S*ave all of your assigned (and unassigned) work in progress to your computer and to a jump drive. If you have your work saved in more than one place you will be less likely to fall victim to a computer crash*. You are responsible for providing proof of process if I ask for it, so back ups are important!

For each of the formal essays you produce, you will submit an early draft to a writers group to receive peer feedback. This is an important aspect of the writing process. Writers groups are designed to help you to develop your ability to analyze and respond to drafts using the rhetorical devices of composition studies. As you hone your ability to respond to others, you will develop the ability to critically review your own writing, identifying your strengths as a writer as well as places where you need to develop skills. Toward these goals, I have created [Peer Response Guidelines](#) which you need to use to guide your responses to peer drafts. Peer responses are graded and are considered part of your process.

As your instructor, I enter the writers' groups and offer feedback. However, I do not offer comprehensive feedback to all writers in every unit. I do model feedback on the first essays submitted for peer review and offer briefer comments to all papers submitted on time. You will benefit from reading my feedback on your peer's papers.

Submitting Polished Drafts and Metacognitive Reflections

Clearly title your documents and upload them to the unit assignment file. <u>Papers submitted without engaging writers groups and evidencing process will not receive a passing grade, nor do they qualify for submission for portfolio assessment. All papers going into the portfolio must go through the writing and revising process.</u>

Revising for Reassessment

Once you receive a grade for you writing, you have the option to revise and resubmit for an upgrade. You may continue to revise up to the submission of the portfolio. In the final week of the course I will only re-grade argumentation essays. Please inform me if you intend to revise a paper for reassessment.

All essays should continue to be revised and polished for the portfolio.

The Final Course Grade

The mid-term and final grades are translated into a 4.0 scale with 4.0 being excellent. You must achieve a 2.0 in this class to pass. Less than a 2.0 will not transfer for credit or serve as a prerequisite for another course.

Percentage Numerical/Letter Grade Equivalency

- 92 – 100% = 4.0 (A)
- 86-91% = 3.5 (B+)
- 80-85% = 3.0 (B)
- 75-79% = 2.5 (C+)
- 70-74% = 2.0 (C)
- 65-69% = 1.5 (D+)
- 60-64% = 1.0 (D)
- Below 60% = 0.0 (E)

Discussion Forum Grading Rubrics

Participation Guidelines

Actively participate in writers group discussions. To do this you should create a substantive post for each of the discussion topics and reply to at least two other individuals in the forum.

Respond to any follow-up questions the instructor directs to you in the discussion area.

Rubric used assess your posts in Whole Class Discussion Forums (Discussion One)

- Initial post addressing the discussion prompt or assignment is worth a maximum of 60 points.

- Each response is worth a maximum of 20 points.

Total points earned for Discussion 1 of each unit may not exceed 100.).

Rubric used assess your posts in Whole Class Discussion Forums				
Criteria (total points)	**Minimal and Non-performance** Initial post: 0-39 Responses to others: 0-13	**Basic** Initial post: 40-49 Responses to others: 14-15	**Proficient** Initial post: 50-55 Responses to others: 16-18	**Distinguished** Initial post: 56-60 Responses to others: 19-20
Applies relevant course concepts, theories, or materials correctly.	Does not explain relevant course concepts, theories, or materials.	Explains relevant course concepts, theories, or materials.	Applies relevant course concepts, theories, or materials correctly.	Analyzes course concepts, theories, or materials correctly, using examples or supporting evidence.
Collaborates with fellow learners, relating the discussion to relevant course concepts.	Does not collaborate with fellow learners.	Collaborates with fellow learners without relating discussion to the relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialog.
Applies relevant course, professional, personal, or other real-world experiences.	Does not contribute professional, personal, or other real-world experiences.	Contributes professional, personal, or other real-world experiences, but lacks relevance.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences to extend the dialog.
Supports position with applicable knowledge.	Does not establish relevant position.	Establishes relevant position.	Supports position with applicable knowledge.	Validates position with applicable knowledge.

Rubric for Grading Peer Response Discussions:

~~Discussion Two~~

- Draft: 0-50 points
- Comprehensive response to peer draft: 0-10
- Posts and responses to discussion assignments: 0-5
- Responses to peer posts other than the above are Pass/Fail: 0- 1 point each

Total points earned for Writers Group Discussions may not exceed 100.

Criteria (total points)	Minimal or Non-performance Posted draft: 0-29 Comprehensive Response to peer post. No use of guidelines. :0-3 Other post/responses:0-1	Basic Posted draft: 30-39 Comprehensive Response to peer post that does not reflect guidelines. 4-5 Other post/responses:2-3	Proficient Posted draft: 40-45 Comprehensive Response to peer post that applies some guidelines for comprehensive responding 6-8 Other post/responses:4	Distinguished Posted draft: 46-50 Comprehensive Response to peer post that follows guidelines for comprehensive responding 9-10 Other post/responses: 5
Applies relevant course concepts, theories, or materials correctly.	Does not provide work or responses that reflect relevant course concepts, theories, or materials.	Provides work or responses that reflect a base knowledge of relevant course concepts, theories, or materials.	Provides work or responses that apply relevant course concepts, theories, or materials correctly.	Provides work or responses that apply and extend course concepts, theories, or materials correctly,
Collaborates with fellow learners, relating the discussion to relevant course concepts.	Does not collaborate with fellow learners.	Collaborates with fellow learners without relating discussion to the relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialog.
Supports position with applicable knowledge.	Does not establish relevant position or response.	Establishes relevant position (makes a claim) whether posting or responding.	Establishes relevant position and supports position with applicable knowledge (makes a claim and supplies evidence	Establishes relevant position, supports, and validates position with applicable knowledge (makes a claim, supplies evidence, and

Criteria (total points)	Minimal or Non-performance Posted draft: 0-29 Comprehensive Response to peer post. No use of guidelines. :0-3 Other post/responses:0-1	Basic Posted draft: 30-39 Comprehensive Response to peer post that does not reflect guidelines. 4-5 Other post/responses:2-3	Proficient Posted draft: 40-45 Comprehensive Response to peer post that applies some guidelines for comprehensive responding 6-8 Other post/responses:4	Distinguished Posted draft: 46-50 Comprehensive Response to peer post that follows guidelines for comprehensive responding 9-10 Other post/responses: 5
			for the claim), whether posting or responding.	exmplains how evidence supports claim), whether posting or responding.
Conforms to Standard English grammar and structures	Writing lacks regard for Standard English. Writer does not exhibit concern for reader needs.	Writing reflects knowledge of Standard English but lacks editing. Errors impede communication of ideas.	Writing reflects knowledge of Standard English grammar and structures; some errors are apparent. A concern for reader needs is evident.	Writing reflects knowledge of Standard English grammar and structures with polished presentation concerned with reader needs.

Where to Find Formal Progress Reports and Grades

Course Grades

You may view your course grades in this JetNet class by clicking on Grades in the left column of the course website. Be sure that the User Report tab is selected. You will see grades earned for all areas of the class—Participation, Essays, Quizzes, and Portfolio. You can see my feedback on assignments by checking the Feedback column. If I have uploaded a document with further comments for your review, you will need to go to the Assignment file in which you uploaded your assignment to see and download the document with my comments.

Progress Reports, Midterm Grades, Final Grades in E-Services

Jackson Community College requires four formal progress and grading reports to be filed for each student in each of their classes. Referred to as HQVs, these reports are entered into your e-

services transcript and serve as a record of your progress, indicate the need for interventions that can help you be more successful, and can save you from unnecessary education debt.

The dates for recording English 132 HQV grades are:

Grade 1	Grade 2	Grade 3
9/4/2013	9/23/2012	10/28.2013

These three reports indicate your progress in the class with a letter.

- V Verifies you are participating and passing the course
- H Indicates that you are struggling and need help; if you receive an H, a representative from the Center for Student Success will contact you to discuss how the college can help you.
- Q Reflects that you have been dropped from the class by your instructor. I drop students who are not logging into the class and participating on a weekly basis.

The midterm posting will offer both a letter progress report and your midterm grade. Final grades are not accompanied by a progress report.

If you decide to withdraw from the course at any time, contact student services and formally withdraw. This is especially important after the midterm grades are posted as your instructor is no longer able to drop you from the class. If you leave the course without withdrawing, you will receive a failing grade on your transcript. Failing grades are not good for your record when transferring, graduating, or looking for employment.

If you have any questions about the HQV report, please feel free to ask.

Peer Responding: Initial and Comprehensive Guidelines

Peer Responding Guidelines

When reading each other's drafts in the peer-response workshops you will conduct intial and comprehensive reviews of peer drafts.

You will give every member of your writers' group an initial response to his/her essay. Then, conduct a second reading of one peer draft and offer a comprehensive response to that draft. Every person in the group should give and receive at least one comprehensive response. Please follow the guidelines for responding below.

First Response

Review the assignment, then read each peer draft at your normal pace without stopping. When you finish you should have a good sense of what the writer is trying to accomplish.

- Identify the Main Idea:Write a sentence summarizing what you see as the main idea of the piece. If you spot a thesis sentence, include this in your response.
- Identify the Purpose: Has the writer fulfilled her/his stated purpose? If yes, how? If no, what does the writer need to do in revision? If the writer has not offered a statement of purpose, write a sentence that summarizes the mode you see the writer using (reflection, informative, analysis, argument) what you think the writer was trying to accomplish in the draft.
- Ask one question of the writer regarding the main idea, purpose, or significance.

Comprehensive Reading

Select and read one of the peer drafts again. Use the following items to guide your response:

- o Genre: Identify the genre the essay employs.
  - o What is the writer's purpose? Does it reflect the genre?
  - o Who is the writer's intended audience. What does the writer assume the audience already knows or believes?
- Introductory Lead: Does the writer's opening paragraph/paragraphs effectively introduce the topic, engage your interest, forecast coming information, and predict organization? Show the reader where you see these elements in the introduction. Ask question about the elements if you do not understand or find the focus, the hook, or forecasting.
- Thesis: Is the thesis implied or stated? Let the reader know what your understanding of the thesis is and where you see it best articulated.
- Focus: Does the writer maintain focus on the thesis throughout the essay? Does the writer wander off on side topics? If focus is maintained, give the writer specific compliments related to the strategies he or she is using to maintain focus. If focus is weak, ask the writer a probing question about how the thesis and body supports work together. For instance, "How do you see the information in paragraph three supporting your thesis?" You may also ask clarifying questions related to facts, if needed. For instance, "where is the train station you mention in the essay?"
- Organization: Are the sections and paragraphs ordered effectively. Can you identify an organizational strategy? Do you note any abrupt shifts? Can you suggest a better order?
- Completeness: Are there places in the essay that remain underdeveloped? Where do you want to know more? Where does the writer need to offer perspective on a piece of information, tying it back to a key idea?
- Composition Strategies: Identify strategies the writer uses that are aligned with the assigned genre. Which of these strategies does the writer handle well, give examples. Identify one strategy that the writer could further develop. Please refer to the assigned unit readings related to the type of essay assigned (memoir, profile, proposal) for help with identifying strategies and elements.
- Is the writer's style engaging? Is the tone appropriate for the purpose and audience? Is it consistent? Are there places where another word or phrase might better serve the essay?

- Is the writer using first, second, or third person voice consistently? How could the writer improve the use of voice?
- Sources: If the draft uses outside sources, are they cited accurately? If there are quotations, are they formatted correctly and worked into the body of the essay? Are there places where the writer assumes readers will intuit the significance of the quotation? Does the writer use quotations sparingly?

As you construct your response, remember that your goal is to help the writer think more about the essay.

As a peer responder, it is important that you are able to focus on key elements of academic writing. However, since you are not an 'expert,' remember it is better to take an observation and turn it into a question rather than attempting to address a problem for which you do not have the vocabulary.

Balanced Responding Guidelines

Use balanced responding strategies in all full group discussion forums and for identified threads in your writers group discussions.

Balanced feedback includes two compliments and two suggestions, questions, or requests for elaboration that lead to further thought and discussion. This model was originally conceived as a classroom observation feedback tool, but the principles can be applied to discussions as well.

The balanced feedback discussion model is based on the premise that *balanced, specific, thought provoking* feedback will stimulate and foster a rich discussion. Feedback can be 2+1, 1+2, 1+1 and so on, but should be balanced (that is, it should be both complimentary *and* extend thinking).

Balanced feedback does *not* equal two positives and two negatives. See the Tips: Giving Compliments and Suggestions section below.

Balanced Feedback Assumptions

1. Everyone is both teacher and learner.
2. Balanced feedback involves critical thinking and is as useful for the giver as it is for the receiver.
3. Balanced feedback serves to extend and enhance discussion and hone your skills in giving feedback.
4. Peer feedback can be powerful, sometimes even more powerful than instructor feedback.

Balanced Feedback Guidelines

1. The receiver of feedback is free to accept or reject it.
2. Suggestions you receive are not part of the course assessment process. Thus, there are no negative repercussions for receiving suggestions of any kind.
3. Balanced feedback is not considered evaluation. It is strictly formative in nature.

Expectations for Balanced Feedback

The following set of common expectations for all participants encourages high level discussions. Participants will

- give balanced, specific, and substantive feedback, using two compliments and two suggestions as a guide. Other combinations such as 2+1, 1+2, 1+1 are fine, as long as they reflect balanced, specific, and substantive feedback.
- participate in discussion respectful of multiple perspectives.
- share feedback in a spirit of trust, collaboration, and helpfulness.

Tips: Giving Compliments and Suggestions

Compliments are generally easy to offer. However, avoid overly positive comments in the form of "Good post!" or "I agree." Feedback that is too bland and non-specific is neither helpful nor meaningful. Take the conversation further and state *why* you agree, summarize to reinforce the concepts with which you agree, or relate an experience that confirms or extends the learner's point.

Remember that suggestions are not necessarily criticisms, because 2+2 feedback does not represent the common positive-versus-negative dichotomy. Your suggestions can take the form of:

- Additional content information.
- A life experience that is an exception to the ideas posted.
- A question regarding the content.
- Additional resources you think would be of interest to the learner.
- An alternative perspective you think would add to the range of ideas being shared.
- A request for more information if the learner did not address the discussion question or all of its elements.

When to Use Balanced Feedback in This Course

Not every response to another learner has to follow the balanced feedback format. The responses where 2+2 should be used are the learning activities that specifically request it. Other times, you may just wish to acknowledge an interesting post with a word of praise or offer other types of comments. It is also fair to apply balanced feedback in your responses to your instructor's postings.

Benefits of Balanced Feedback

Allen and Allen (1996) write:

Without feedback, there is little opportunity to improve performance. In the many tasks of life, feedback is a very uncertain process, and even when it is available it is often not presented in a way that makes it most useful or most likely to be considered. Our behavior changes most

powerfully when feedback is given and received in a positive environment where trial and error is encouraged (p. 2).

The feedback model attempts to take the uncertainty out of the feedback process and focus its results. The discussions take place in a positive environment, and trial and error is encouraged. There are several advantages to using thisfeedback. Balanced feedback:

- Provides a template for structured feedback and encourages focused feedback.
- Encourages a broad and balanced range of feedback between the giver and the receiver.
- Conditions the giver of feedback to make constructive suggestions.
- Raises expectations in the discussion area and builds a spirit of trust among fellow learners.
- Encourages higher-quality interactions within discussions and promotes reflective and critical thinking.
- Encourages evaluation of feedback and provides perspective on feedback sources.
- Assumes presentations and discussion responses have some validity and merit, as well as the potential for improvement.
- Is transferable to other professional settings, as many learners have introduced balanced into their own schools and workplaces.
- Builds effective learning communities.

Summary

If the expectations are agreed upon and fulfilled, balanced feedback is expected to serve and enhance the course goals of valuing life experience, sharing these experiences, extending substantive discussion of ideas, fostering critical thinking, and learning from multiple perspectives.

Work Cited

Allen, D. B., D. W. Allen. *2+2 Equals Better Performance: Alternative Performance Appraisal with Feedback and Encouragement* [Unpublished manuscript]. Denver, CO: University of Denver, Old Dominion University. (1996). Print.

Portfolio Information

The Portfolio: An Overview

JC's Department of Language, Literature and Arts has implemented the portfolio as an assessment tool for all Eng 090, 131, and 132 courses. Please read the following information about the portfolio:

- Every writing student at JCC must submit a portfolio, consisting of a variety of revised papers completed this semester that best demonstrate competency in skills and strategies appropriate to the course in which you are enrolled.
- The portfolio is worth 35% of your total course grade. See your course syllabus for grading information.

- Your instructor will evaluate your portfolio and offer comments on the strengths and weaknesses of your work.
- Successful portfolios contain papers that have undergone serious revision. This portfolio is the culmination of your semester's work and should show evidence of careful revision and editing.
- Your portfolio will be evaluated holistically; your instructor will give feedback on your overall work. See the back of this sheet for departmental descriptions of good writing.

The Portfolio Contains:

- Polished essays written over the course of the semester: 12 page minimum not including, metacognitive reflection, title pages, works cited pages. All essays in the portfolio must be a minimum of three full pages, not including title and works cited pages. Research-based essays must be at least five full pages.
  - You must include the research project: Rhetorical Analysis Essay; Argument Essay.
  - You may include either or both of the Reflective and/or Evaluative essays. This decision is yours and based on what you want your reader to see in terms of your proficiency and growth as a writer. *The decision may also be determined by minimum page requirements.*
- A one page metacognitive reflection on your growth as a writer in this class**.** This is a separate essay, one page minimum reflecting on you as a writer: what you have experienced and learned as a writer in this class. Claims should be supported by evidence from your writing process, essays, and course materials. See the metacognitive reflective essay instructions in this assignment book

This portfolio must be uploaded as one, correctly formatted document.

Portfolio Requirements

Your composition portfolio demonstrates your growth over the period of the class. The portfolio consists of twelve pages of your best academic writing, completed in this class and the reflective letter.

This portfolio focuses on skills such as critical thinking, stylistic competency in the assigned modes, understanding of the rhetorical situation, and mechanical competency.

Since we are an on-line class, you will upload your papers to the portfolio assignment file. These should be one document, organized as follows:

- 12 full pages, not including title, works cited pages, and the metacognitive reflection
- The portfolio must include the research project: the rhetorical analysis and the argument essay.
- Include a cover sheet for the entire portfolio listing your name, course and section number, and instructor's name.
- Place your metacognitive reflection essay after the cover page.

- Although MLA does not require title pages, you must include a title page for each essay in the portfolio. List the title of the essay and a brief description of your purpose or reasons for writing and the audience or intended readers you imagine for it.
- Essays must be at least 3 full pages to be included in the portfolio.
- Research-based essays must be at least 5 full pages to be included in the portfolio.
- Double-space, 12 point font, with one inch margins on all sides.
- Put your name and page number in the upper right hand corner of each page. Use the header function in Microsoft Word to accomplish this.
- When you use source materials, follow MLA Guidelines for documentation and citation. Specifically, you must include parenthetical citation and a Works Cited page.
- Each paper will have a title page with the following information:

TITLE OF PAPER

AUDIENCE IDENTIFICATION

STATEMENT OF PURPOSE <u>This statement should include an indication of the assigned genre:reflective, evaluative rhetorical analysis, argument, .</u>

For example:

This essay will argue _____. (argument)

This essay will analyze_____. (analysis)

This essay will employ the following criteria to evaluate _____. (evaluate)

This reflective essay will explore _____. (reflective)

Metacognitive Reflective Essay

Your portfolio must be accompanied by a metacognitive / reflective essay--a summary statement providing an overview of the essays in your portfolio and your experiences as a writer in this class.

This essay promotes your thinking about your writing and writing process. Please follow directions carefully and completely. This letter will be shared with other Jackson College composition instructors.

Formatting

- 1 page *no more, no less (at least 300 words).*
- *Single spaced*

- *1 inch margins*
- *Twelve Point Font: Times, Arial, Calibri, Verdana*

This is your opportunity to "frame" the quality of the different experiences and papers in your portfolio and explain how they add up to a single, comprehensive picture of your performance as a writer.

In your essay, you will reflect on your growth as a writer in this class. Use the strategies for writing a reflective essay that we studied in Unit 2.

Address the following areas in your essay:

- Introduction: This should set the context for the essay: include the course number (132) and a brief summary of your community, and the papers you wrote in relation to that community .Your introduction will need a thesis that makes a claim about your growth as a writer in terms of writing process, rhetorical situation (audience and purpose), genres, research strategies, and collaboration with peers.
- Body:
    o The subjects of your papers and why you chose them.
    o Identify and explain any *positive* changes or developments you have noticed in your **writing processes** over the course of the semester. A good way to explain this is to reflect on how engaging process impacted your final papers. Pay attention to how you revise by comparing the original, early drafts of your essays to the final drafts for your Portfolio. Briefly explain where one would see evidence of the positive changes in the Portfolio Writings. Be specific.
    o Explain how any of the writing and homework assignments, textbook, and in-class individual and group activities contributed to these *positive* changes.
    o Identify what has not changed or developed in your writing over the course of the semester, and be sure to explain what or who you think might be responsible for your growth.
    o English 132 course goals and objectives incorporate specific Associate Degree Outcomes (ADOs). The ADOs addressed in composition courses are outlined in the course syllabus. They are:

        ▪ ADO #1: Writing clearly, concisely, and intelligibly
        ▪ ADO #9: Working in small groups

        Explain how you have fulfilled both of these ADOs. Provide *brief* examples and evidence from your work this semester. Think about your participation in collaborative writers groups. Did participating in discussions about your writing and serving as a peer editor strengthen your skills as a writer?

- Conclusion:
    o Summarize the above points and explain what you feel you have accomplished as a group member, a writer, and a college student in this class

o *Include the* most important thing you have learned about writing this semester—or about yourself as a writer.
o Be specific and thoughtful.

Assessment Criteria

Metacognitive Essay

Place the metacognitive reflective essay as the first item in your portfolio after the cover page. It should reflect

1. your demonstrated awareness of rhetorical terms and techniques (parts of the process, parts of an essay, strategies for revision, the relationship of audience and purpose to writing);
2. your ability to focus, clearly and concisely articulate what you have learned as a writer..
3. your ability to make and support claims with specific references to, quotations from, and examples of your course work. You may also use course materials.

 While the reflection does not carry a value grade, failure to include the metacognitive reflection essay results in an automatic reduction of 5 points off the portfolio grade.

Portfolio

English 132 portfolios must demonstrate proficiency in finding, integrating, citing and documenting source materials.

I will evaluate your portfolio following the [rubric criteria established by JCC composition faculty](#) and included in this online unit book will be used.

Grading Criteria for the Portfolio and Metacognitive Reflection

90-100 points: The writing is engaging, original, clear, and focused; ideas and content are richly developed. Essays contain abundant examples, comparisons and facts that are used to expand and support ideas. Clear organization and appropriate transitions move the reader easily through the text. The voice and tone are authentic and compelling. Contains few if any errors in spelling, punctuation, or grammar. This is an **outstanding** reading experience at all levels.

80-89 points: The writing is generally clear, focused, and well-developed; examples and details support ideas and content where appropriate. The presentation is generally coherent, and its organizational structure is functional. The voice, tone, diction and sentence structure support meaning. May contain occasional errors. This is a **good** reading experience overall.

70-79 points: The writing has some focus and support; ideas and content may be developed with limited details and examples. The presentation shows some evidence of structure, but it may be artificial or only partially successful. The tone may be inappropriate or the voice uneven.

Sentence structure and diction are generally correct but basic. Mechanical errors are numerous enough to distract the reader. This is an **average** reading experience.

60-69 points: The writing has little focus and development. Support for ideas is minimal, and at times the ideas themselves may be difficult to identify. There is little discernible shape or direction. The writing demonstrates no control over voice and tone, suggesting the writer's inability to address an idea. Errors in spelling, grammar/usage, capitalization, punctuation and/or indentation are numerous and interfere with the reader's understanding. This is a **poor** reading experience.

0 The portfolio fails to meet assignment guidelines, is plagiarized or incomplete.

Deductions

- Fewer that 12 full pages of writing (title pages and works cited paged are not included in this count) - 5 points
- Fewer than 10 full pages of writing (title pages and works cited pages are not included in this count) - 10 points
- Missing or disconnected audience or purpose statement - 5 points
- Incorrect MLA citation and documentation: -10 points
- Research paper of less than five pages: -5 points
- Missing or ineffective metacognitive reflection: -5 points
- Lack of research paper results in a 0 for the portfolio
- Plagiarism results in a 0 for the portfolio.

Per the course syllabus, the portfolio with metacognitive reflective essay is worth 35% of your grade.

Support Services

Click the links below for support with technology or study.

Center for Student Success offers free counseling, tutoring, and writing support

Writing Fellows offer trained writing tutors and peer-review support

Distance Learning offers JetNet support

Solution Center offers technical support

Course Calendar

Winter 2014

January 13 – May 2

This Calendar is Subject to Revision

Any revisions will be posted in the News Forum as well as in the units involved.

Successful on-line learners check into their classes at least every other day for a few minutes to see what's going on and participate in discussions.

General Terms and Guidelines:

The Little Seagull Handbook *is a print course text that is considered reference tool, please use it to help with individual questions you have related to writing, researching, and editing. This course requires proficiency in Modern Language Association Style (MLA) be achieved by the end of the semester. The Handbook's MLA guide is on pages 93-135. Unit quizzes refer to assigned readings from this text.*

The Norton Field Guide to Writing with Readings *is a print text and is one of the course texts. Pages assigned in it explain the modes of academic writing you are expected to master, identify and explain elements of these modes, and provide examples of the type of writing you will be doing. Reading and referencing this text equates with successful learning. Unit quizzes refer to assigned readings from this text.*

They Say, I Say: The Moves That Matter in Academic Writing *is one of the main course texts. Advertised as "the key to the academic writing club," this text helps you frame your ideas and arguments in the larger contexts in which issues and ideas are experienced. This book is consistently credited by students of English 132 as integral to their learning and improved academic writing skills. Unit quizzes refer to assigned readings from this text.*

Electronic Unit Books *contain assignments, due dates, instructor lectures, supplemental readings, process templates, and external links. Look for the book icon in each unit. Unit quizzes refer to assigned readings from this resource.*

Discussion forums *require participation. You will post initial contributions and respond to others during the span of each discussion. You may work in discussions from the start of the unit until the discussion's close date. Discussion closing dates assume a 1:55 p.m. deadline. Look for the discussion icons in each unit*

Assignment files *are where you submit revised essays and required process. All due dates assume a 1:55 p.m. deadline. Look for the assignment icons in each unit*

PowerPoint lectures are posted in each unit below the unit books. Look for the PowerPoint icon[s] in each unit.

Quizzes occur in each unit. You may enter a quiz from the beginning of its unit until the quiz closing date. Closing dates assume an 11:55 p.m. deadline. All quizzes allow for one retake during the time the quiz is open.

Unit 1:Introduction

Jan 13-19

Objectives: Orient to English 132 online course; discuss personal experience with academic writing, write a response to the Graff and Birkenstein approach to framing academic discourse.

Discussion: Participate in three introductory discussions. See instructions in each discussion forum for specific posting and peer response requirements.

Participation and Due Dates

- **January 13-19:** Complete assigned readings posted in the Online Unit Book, the Scavenger Hunt Quiz, and assignments in Discussions 1, 2, 3.
- **January 19:** Scavenger Hunt Quiz Closes at 11:55. Final Date to post to Discussions 1, 2, and 3.

Unit 2: Writing to Reflect

Jan 20 - Feb 9: Active Discussions and Assignments, see below for specific due dates.

Objectives:

1. Define the key features of reflective writing
2. Review and practice use of the rhetorical situation (audience, purpose, slant)
3. Engage the phases of the writing process in the creation of a reflective essay
4. Write an effective reflective essay.
5. Serve as sympathetic reader in the peer review process, providing informed, constructive criticism directed toward the organization, clarity and style of peer papers.

Assignments: Specific reading and writing assignment language, grading criteria, and lectures can be found in the Online Book, posted in Unit 2.

Discussions: This unit has two required discussions: 1) a whole class discussion of an assigned reading, 2) Writers Group discussion with three threads. To achieve full participation credit, read and follow the instructions posted in the discussions

Participation and Due Dates

- *For your ease, due dates are on Sunday. This does not mean you should wait until Sunday to complete the assignment, it means that the opportunity to participate in the discussion, quiz, or to upload a polished essay ends on the designated Sunday.I strongly*

advise participation in discussions throughout the week.

- *Discussion 1, Whole Group remains open for the duration of the unit. Quizzes remain open for the duration of the unit.*
- *Discussion 2, Writers Group threads have due dates that are designed to keep you working as a learning community. Late posts will receive point deductions.*
  - **Jan 22:** Complete assigned text readings posted in the Online Unit Book. Begin working in Discussion 1 (Whole Group) & Discussion Two (Writers Group), Threads 1-3. Quiz Opens.
  - **Jan 26:** Discussion Two (Writers Group), Thread 1 closes.
  - **Feb 2:** Discussion Two (Writers Group), Thread 2 closes.
  - **Feb 9:** Discussion Two (Writers Group, Thread 3 closes. Discussion 1, Whole Group Discussion Closes. Quiz Closes.
  - **Feb 16:** Revised reflective essay and metacognitive reflection due. Upload both documents to the Week 2 Assignment File.

Unit 3: Evaluation

Feb 10 - March 2

Objectives:

1. Define the basic features and purposes of argumentation in general
2. Define the features of an evaluative argument
3. Analyze an evaluation argument
4. Define a topic for an evaluation argument
5. Use evaluation argument to set our criteria and judge something to be good/bad according to those criteria
6. Identify the rhetorical situation for the evaluation.
7. Conduct academic research to find support for the evaluation.
8. Identify and apply the elements of and annotated bibliography.
9. Create evaluative thesis statement that employs they say, I say strategies to frame the topic in the larger context of what else has been said about the topic.
10. Produce an outline that identifies reasons and supports for your argument.
11. Identify and employ the key features of an introductory lead.
12. Write an effective evaluation argument.
13. Serve as sympathetic reader in the peer review process, providing informed, constructive criticism directed toward the organization, clarity and style of peer papers.

Assignments: Specific reading and writing assignment language, grading criteria, and lectures can be found in the Online Book, posted in Unit 3.

Discussions: This unit has two required discussions: 1) a whole class discussion of an assigned reading, 2) Writers Group discussion with three threads. To achieve full participation credit, read and follow the instructions posted in the discussions

Participation and Due Dates

- *For your ease, due dates are on Sunday. This does not mean you should wait until Sunday to complete the assignment, it means that the opportunity to participate in the discussion, quiz, or to upload a polished essay ends on the designated Sunday.I strongly advise participation in discussions throughout the week.*
- *Discussion 1, Whole Group remains open for the duration of the unit. Quizzes remain open for the duration of the unit.*
- *Discussion 2, Writers Group threads have due dates that are designed to keep you working as a learning community.*
  -
  - **Feb 12:** Complete assigned text readings posted in the On-line Unit Book. Begin participating in Discussion One (Whole Class). Begin working in Discussion 1 (Whole Group) & Discussion Two, Threads 1-4. Quiz opens.

Feb 16: Discussion Two**,** Thread 1 closes. Unit 2 Revised Reflective Essay and Metacognitive Reflection due. Upload both documents to the Unit 2 Assignment File.

Feb 23: Discussion Two, Thread 2 closes

March 2: Discussion Two Threads 3 and 4 close. Discussion 1 closes. Quiz closes. Complete Critical Incident Survey (ungraded).

March 9-10: Due to Semester Break, the due date extends through the 10th. Revised Evaluative Essay & Metacognitive Reflection due; upload documents to Unit 3 Assignment File.

March 3-9

Mid-Semester Break

Unit 4 : Begin Part One of Final Research Project

March 10 - 30

Objectives:

1. Define an issue OR problem related to your community
2. Frame the issue OR problem as part of an ongoing debate
3. Develop a researchable thesis question
4. Develop a search strategy, including keywords, to find quality sources and/or field research
5. Use library, data bases, and search engines to find reliable sources
6. Find at least three sources that advance the argument and place in an annotated bibliography
7. Identify the contextual and textual elements of the rhetorical analysis
8. Analyze the appeals of logos, pathos, and ethos in sample argument

9. Compose an effective rhetorical analysis of one source on this unit's annotated bibliography
10. Serve as sympathetic reader in the peer review process, providing informed, constructive criticism directed toward the organization, clarity and informative style of peer papers.

Assignments: Specific reading and writing assignment language, grading criteria, and lectures can be found in the Online Book, posted in Unit 4.

Discussions: This unit has two required discussions: 1) a whole class discussion of an assigned reading, 2) Writers Group discussion with three threads. To achieve full participation credit, read and follow the instructions posted in the discussions

Participation and Due Dates

- *For your ease, due dates are on Sunday. This does not mean you should wait until Sunday to complete the assignment, it means that the opportunity to participate in the discussion, quiz, or to upload a polished essay ends on the designated Sunday.I strongly advise participation in discussions throughout the week.*
- *Discussion 1, Whole Group remains open for the duration of the unit. Quizzes remain open for the duration of the unit.*
- *Discussion 2, Writers Group threads have due dates that are designed to keep you working as a learning community.*

March 9-10: Revised Evaluative Essay & Metacognitive Reflection Due. Upload to Unit 3 Assignment File.

March 12: Complete assigned text readings posted in the Online Unit Book. Begin working in Discussion 1 (Whole Group) & Discussion Two, Threads 1-6, as appropriate. Quiz opens.

March 16: Discussion Two, Thread 1 closes.

March 23 Discussion Two, Thread 2 closes

March 30: Discussion Two, Threads 3 and 4 close. Discussion One closes. Quiz closes. Complete Critical Incident Survey (ungraded).

April 6: Revised rhetorical analysis essay, metacognitive reflection, and updated/revised annotated bibliography are due in the Unit 4 Assignment File.

Unit 5 : Writing to Argue a Position

March 31 - April 27

Objectives:

1. Define and engage elements of a rebuttal argument OR define and engage elements of a proposal argument
2. Recognize and apply the two basic strategies of a rebuttal argument: point/counterpoint OR recognize and apply how a proposal argument identifies a problem and proposes a fair and effective solution
3. Develop an argumentation thesis
4. Identify and apply Toulmin model strategies
5. Compose an effective argument
6. Serve as sympathetic reader in the peer review process, providing informed, constructive criticism directed toward the organization, clarity and informative style of peer papers.

Assignments: Specific reading and writing assignment language, grading criteria, and lectures can be found in the Online Book, posted in Unit 5.

Discussions: This unit has two required discussions: 1) a whole class discussion of an assigned reading, 2) Writers Group discussion with three threads. To achieve full participation credit, read and follow the instructions posted in the discussions

Participation and Due Dates

- *For your ease, due dates are on Sunday. This does not mean you should wait until Sunday to complete the assignment, it means that the opportunity to participate in the discussion, quiz, or to upload a polished essay ends on the designated Sunday.I strongly advise participation in discussions throughout the week.*
- *Discussion 1, Whole Group remains open for the duration of the unit. Quizzes remain open for the duration of the unit.*
- *Discussion 2, Writers Group threads have due dates that are designed to keep you working as a learning community.*

   April 2 : Complete readings and assignments Unit 5 Electronic Book. Begin working in Discussions 1 & 2.Unit 5 Quiz opens.

April 6 : Discussion Two, Thread 1 closes. Revised rhetorical analysis essay, metacognitive reflection, and updated/revised annotated bibliography are due in the Unit 4 Assignment File.

April 13: Discussion Two, Thread 2 closes. Unit 5 Quiz closes.

April 20: Discussion Two, Thread 3 and 4 close. Discussion One closes. Quiz closes.

April 27: Revised argument essay, metacognitive reflection, and polished annotated bibliography are due in the Unit 5 assignment folder. Complete Critical Incident Survey (ungraded).

Unit 6 Portfolio

April 28-May 2

Participation and Due Dates

April28-30: Revising Days. Click on Unit 6 Online Book, read the portfolio assignments.

April 30: Portfolio and Final Reflective Letter are due in the assignment folder.

May 1-May 2: Complete Course Evaluation.

May 2: Last day of class. Portfolios returned