

Jackson College
Writing Experience I: English 131

Location & Time: Education Building, Cotton Facility; Wednesdays 6:00 - 9:00 PM

Course Text: *Writing Today* by Richard Johnson-Sheehan and Charles Paine. Student edition ISBN: 978-0-205-21008-4

Course Materials:

1. pencils/pens
2. notepad for notes and writing
3. two-pocket folder

Course Description:

This is an intensive writing course. Narrative and descriptive modes are stressed. Basic research strategies are introduced. An end-of-the-semester portfolio is required.

Continued Description:

Learners engage the writing process, study the impact of the rhetorical situation on communication choices, engage in genre studies of memoir, profile, analysis, and report genre study. The course requires participation in discussions, activities, and guided peer review. Developing ability to apply Modern Language Association (MLA) style and conventions to written assignments is expected. Standard English grammar and structures are requisite skills in this course.

Instructor Role: Facilitator

Learner Role: Independent and Collaborative

- Learner success relies on the ability to plan, prepare, study, and engage phases of the writing process, to apply global and local essay strategies, critical thinking skills, research strategies, and peer response skills.
- Learners will create three (3) essays. Essays will be accompanied by a title page and, when sources are used, a Works Cited page. Specific page lengths will be defined in essay assignments.
- Learners will apply active reading strategies to assigned course materials and can expect to encounter a chapter of reading associated with each essay assignment, as well as supplemental selections.
- Learners need to plan to spend at least nine (9) hours a week on the course, including assigned readings, collaborative discussions, and individualized writing.

Associate Degree Outcomes:

The course goals and objectives incorporate specific Associate Degree Outcomes (ADOs) 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. ADOs guarantee students achieve goals necessary for graduation credit, transferability, and

professional skills needed in many certification programs. The ADOs and course objectives addressed in this class include the following:

ADO 1: Writing Clearly, Concisely, and Intelligibly (Developing Level)

ADO 9: Working in Small Groups (Developing Level)

Performance Objectives: Correlating with and extend ADOs 1 & 9, these outcomes refer to the actions, feelings, and thoughts learners are expected to develop as a result of the instructional process in English 131:

Critical Thinking, Reading, and Writing Processes	Rhetorical Knowledge and Conventions	Electronic Environment
<p>Demonstrate and employ proficiency in active reading strategies</p> <p>Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications born of reasoning</p> <p>Conduct primary and secondary research</p> <p>Evaluate source reliability</p> <p>Recognize academic writing as a social, political, and/or informative act between writer and reader</p> <p>Synthesize ideas and integrate sources</p> <p>Offer formative feedback in peer review sessions</p> <p>Engage in metacognitive reflection</p>	<p>Understand the differences between discipline-specific writing genres</p> <p>Acknowledge other writers' perspectives</p> <p>Recognize and employ ethos, logos, pathos, and other rhetorical topoi in written communication</p> <p>Use Modern Language Association (MLA) style in academic research and writing</p>	<p>Use technology to deliver information in multi-modal forms</p> <p>Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases, other official databases (e.g. federal government databases), and informal electronic networks and internet sources</p> <p>Demonstrate how to engage in the electronic research and composition process common in particular fields</p>

Course Organization:

This course is divided into three units, one for each essay. Each unit will include reading, group activities, and discussion. This will set the foundation through practice and greater understanding of the essay assignment.

Major Assignments

You will complete three essays in the course, each 3-5 pages in length. They will all be formatted per MLA style.

- Memoir
- Profile
- Research Report (non-argumentative)

Portfolio

As you progress through your writing this semester, you will compile a portfolio to demonstrate your growth as a writer. Your portfolio will contain at least two but most likely all three of your polished essays. It must be 10 pages (not including cover pages or the works cited page) between all of the included essays. You can only include essays that have been taken through the entire writing process. **Therefore, these papers must be read by me and at least two other students in class and represent revisions and editing to the best of your ability.** Your portfolio serves as a final exam for English 131 and should demonstrate both the strength of your writing skills and an awareness of the audience you wish to reach.

Grading Procedure:

Essay #1 - Memoir	100 points	10%
Essay #2 - Profile	100 points	10%
Essay #3 - Research Report	100 points	10%
In-Class Writing / Homework	300 points	30%
Portfolio w/Reflection Letter	400 points	40%
Total:	1000 points	100%

JC Standardized Grading Scale:

4.0 = 95-100	(A)
3.5 = 89-94	(B+)
3.0 = 84-88	(B)
2.5 = 78-83	(C+)
2.0 = 72-77	(C)
1.5 = 66-71	(D+)
1.0 = 60-65	(D)
0.5 = 55-59	(D-)
0.0 = 0-54	
0.0 = 0-54	

The Incomplete Grade:

In accordance with JC 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.

Academic Honesty Policy

JC 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*. The full policy can be accessed at www.jccmi.edu/policies/Academics/

Plagiarism Policy

Plagiarism is taking someone else's work and presenting them as if it is your own. We will discuss how to avoid plagiarism throughout the course, and it is expected that you know this and practice it throughout your writing. **Any violation will likely earn you a zero on the assignment**, but it may include an "F" in the course and referral to the Office of the Academic Dean for further disciplinary action.

Missed/Late Assignments

I do not accept late assignments. If you know you will be absent for a future assignment, test, presentation, etc., please contact me *before the due date*.

Final Papers & Portfolio

This semester, you will be assigned three (3) writing projects. The revised, polished, final versions of these essays are included in your Portfolio. Before you submit them in your Portfolio, you will get feedback from both your classmates and me throughout the semester. **All essays must be submitted to me for comments before they can be included in your Final Portfolio, and only one essay per class can be submitted.** I will work with you as you develop your essays. I will discuss your work and give you suggestions. However, I do not accept nor make written comments on essays until they are polished. Polished means the essay is complete and has met all assignment criteria. In other words, you have to earn my written feedback.

Tentative Calendar:

NOTE: Selected readings from chapters 33-42 will be assigned throughout the semester, but are not labeled in this calendar. They will be given as in-class work and/or homework and will be clearly announced in class.

Week 1 - 05.25	Introduction to Course; Begin Essay #1 - Memoir DUE: <i>Writing Today</i> chapters 1-3 (skim)
Week 2 - 06.01	DUE: <i>Writing Today</i> chapters 4, 14
Week 3 - 06.08	DUE: <i>Writing Today</i> chapters 15, 19
Week 4 - 06.15	Peer Review - Memoir; Begin Essay #2 - Profile DUE: 2 copies of memoir DUE: <i>Writing Today</i> chapter 5
Week 5 - 06.22	DUE: Essay #1 - Memoir (final draft) DUE: <i>Writing Today</i> chapters 16, 20
Week 6 - 06.29	DUE: <i>Writing Today</i> chapters 17, 24
Week 7 - 07.06	Peer Review - Profile; Begin Essay #3 - Research Report DUE: <i>Writing Today</i> chapters 12, 13

Week 8 - 07.13	DUE: Essay #2 - Profile (final draft) DUE: <i>Writing Today</i> chapters 25, 26
Week 9 - 07.20	DUE: Annotated Bibliography DUE: <i>Writing Today</i> chapters 21, 27
Week 10 - 07.27	Peer Review - Research Report DUE: <i>Writing Today</i> chapter 18
Week 11 - 08.03	DUE: Essay #3 - Research Report (final draft)
Week 12 - 08.10	Portfolios Due (end of class)

The instructor reserves the right to make adjustments to this syllabus as needed.

ATTACHMENTS:

1. Sample cover page (necessary for all three major essays)
2. Sample MLA-style first page (necessary for any typed writing assignment)
3. Sample MLA-style Works Cited page (necessary for the Research Report)

Title of Essay

Jesse James

Essay #1 - Memoir

Audience: Students in English 131 who want to achieve the highest possible grade.

Purpose: To explain the proper format for an essay cover page and MLA format.

Jesse James

Professor Howard

English 131

25 May 2016

Title of Essay:

Subtitle

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Works Cited

- Baccolini, Raffaella and Tom Moylan, eds. *Dark Horizons: Science Fiction and the Dystopian Imagination*. New York: Routledge, 2003. Print.
- Johnson-Sheehan, Richard and Charles Paine. *Writing Today*. 2nd ed. New York: Pearson, 2013. Print.
- Portelli, Alessandro. "Jack London's Missing Revolution: Notes on *The Iron Heel*" *Science Fiction Studies* 9.2 (1982): 180-94. *JSTOR*. Web. 18 Feb. 2015.