

Introduction to Writing
ENGLISH 091.BC40 Spring 2015 Semester

Meets: M & W 3:30pm – 5:19pm Rm. 105 Meyer Campus

Required Dual Enrollment: English 131A.BC40

Instructor: Janet L. Bartholomew

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Office Hours and Location: Before class at 12:30pm and by appointment

Course Description:

This is an intensive course for students who need supplementary help in writing. A personal approach helps students enhance their writing abilities, resolve writing problems, and explore writing strategies. An end-of-semester portfolio is required. Course Goals:

- Practice code-switching in writing and assessing rhetorical situations
- Learn how to write effectively for your target audience
- Learn the mechanics of effective writing and how to use writing for self-expression, advocacy, change, and informing others
- Understand the purposes and structures of personal narratives, research-based profiles, and research-backed analysis
- Identify credible sources for college research papers
- Work in groups with fellow students and improve communication/leadership skills

This is a blended course. The portfolio for this course is the same as the one written for English 131. This course is designed to supply additional support for students, which significantly increases the student success rate. Attendance and participation is critical for success. All policies in both courses are the same. See the English 131 BC syllabus for details.

Associate Degree Outcomes (ADOs):

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 are:

- ADO 1: Writing clearly, concisely, and intelligibly (Developing)
- ADO 9: Team work (Developing)

Performance Objectives:

ADO #1 Writing Skills that we will work on together include:

- Process—using pre-writing, drafting, revising, editing
- Purpose and Audience—understanding how purpose and audience influence style and tone
- Organization and Development—using effective organizational structure, examples and details to support ideas and content
- Meaning/Understanding—researching and writing for further understanding and knowledge
- Use of Sources & Documentation—demonstrating appropriate documentation
- Language—attempts and practices correct grammar and mechanics

ADO #9 Team Work Skills that we will work on together include:

- Participating—contributing fully to group work
- Making Collective Decisions—establishing procedures for consensus
- Supporting Team Members—respecting individual contributions
- Evaluating—reflecting on group processes and outcomes

Textbook: *Writing Today Second Edition*. Authors: Johnson-Sheehan & Pain. Pearson Publishing. ISBN 13: 978-0-205-21008-4; a comprehensive grammar guide such as Bedford, MLA, Penguin, etc. (can be borrowed from library, purchased from bookstore, etc.)

Extras: Notebook or binder with loose-leaf paper (for in-class writing/quizzes)

Grading Procedure:

This course will be broken down into the following categories:

Final Portfolio – 50%

Paper Prewriting, Drafts, and Peer Reviews – 25%

Quizzes (daily and online) – 10%

Activities (homework, in class work/participation) – 15%

The final portfolio and the paper drafts will be graded using the department Writing Portfolio Grading Rubric (see online). The drafts will be graded using a weighted version of this rubric that will take into account the writing and grammar skills that we have learned during that unit. The final portfolio is graded holistically and is worth 50% of your entire grade. The rubric will be used as shown, giving equal consideration to all requirements.

Grading Scale:

4.0 = 90% - 100%
 3.5 = 85% - 89%
 3.0 = 80% - 84%
 2.5 = 75% - 79%
 2.0 = 70% - 74%
 1.5 = 65% - 69%

1.0 = 60% - 69%

0.5 = 55% - 59%

0.0 = 0% - 54%

If your grade happens to fall on a borderline number, I will look at the second decimal place (hundredth) and decide based on effort, participation, and progress whether your grade should be rounded up or down (ex: if you end up with a 3.45, a student who has attended class regularly and has made an effort in class will be rounded up to a 3.5 but a student who is often tardy and does not participate will most likely have the grade remain at the 3.4 mark). Therefore, it would behoove you to come prepared to class, come to class on time, do your homework, and participate during group work.

Failure:

Students who miss more than four classes will automatically fail the course. To master the content in this course, you must attend class regularly.

JC Academic Honesty Policy:

Academic Honesty: Is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

Plagiarism: Is defined as the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:

- Submitting other's work as your own
- Using data, quotations, or paraphrases from other sources without adequate documentation
- Self-plagiarism – is the reuse of significant, identical or nearly identical portions of one's own work without acknowledging that one is doing so or without citing this original work

Cheating: Is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:

- Plagiarizing in any form
- Using notes/books without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical

Policy Statement:

Faculty members who suspect a student of academic dishonesty may penalize the student by taking appropriate action up to and including assigning a failing grade for the paper, project, report, exam, or the course itself. Instructors must document all instances of academic dishonesty beyond those of a very minor nature, in writing to the Office of the Academic Deans using the attached form.

Students, who are suspected of cheating during a course exam or course placement in the testing lab, will be questioned and reported to the appropriate faculty member or Executive Dean of Students. The proctors are not to stop the exam but report the questionable behavior. As in other instances, the faculty will determine the penalty and appropriate action. If the student is suspected of cheating on course placement, the Executive Dean of Students is to be contacted and will determine the next steps.

The Office of the Academic Deans will record and track students who have been reported as having cheated. If the same student has a second incident, the dean will enact sanctions appropriate to level of infraction. The sanction will be selected in consultation with the involved faculty. The Dean can administer consequences up to and including suspension.

In the event of a dispute, all parties should follow the Student Complaints/Academic procedure as outlined in the JCC Faculty Agreement. This policy is also presented in the Student Rights and Responsibilities Handbook.

Plagiarism/Cheating Policy for This Class:

Because this is a developmental course and part of our curriculum involves learning proper citation and how to avoid plagiarism, plagiarism will be handled on a case-by-case basis. Overt and intentional plagiarism or cheating will result in failing the assignment or the entire course depending on the seriousness of the infractions. Students who fail an assignment/quiz/paper or the entire course will be reported to the Office of Academic Deans as mandated by the JC policy.

Course Management:

Students are encouraged to speak with their student advisor and consult the JC student handbook for the policies concerning enrollment, withdrawal from this course, auditing this course, and incomplete grades. Students are responsible for having read the JC student handbook and researching these policies. More information can be found at this website:

http://www.jccmi.edu/student-services/registration/canceled_drops_withdraws.htm

Make-up Policy:

While some assignments (drafts, online assignments, etc.) can be made up should you be absent, other assignments (group work, quizzes, etc.) happen within the classroom and cannot be recreated and thus cannot be made up. To make up for this, one reading quiz

and one in-class activity grade will be dropped (your lowest one) for the one days you are allowed to miss in this course. You are required to get class notes from a classmate when you return.

Help:

I highly encourage every student to come talk to me the moment you feel like you are lost or like your grade is slipping. A lot can be done when you seek help just as the problem begins rather than later when nothing can be done. The Center for Student Success offers a wide variety of assistance for JC students including tutoring, workshops, and mental health referral. There are both student and faculty tutors specifically for writing, and you can drop in without an appointment during their open hours. I highly encourage students to see one of these tutors before each paper to gain additional insight during the planning phase, to visit these tutors when you have a draft to gain some ideas for revision, and to use these tutor services as soon as you feel like you are starting to get behind or you are not understanding the material. (NOTE: Even your professors go to other professors and professionals to look over our own writing!)

The library can reserve library materials for you or help you find the research materials you need. The Solution Center can help you with password recovery, JetNet, email, and other technology issues. The campus has several open labs where you can do your work if you don't have a computer of your own. If you need help with anything, just start asking around. There is probably someone on campus who can help you.

I am more than happy to make special accommodations for you should you have a disability, but to do so I must adhere to the accommodations as dictated by the college for each individual student. For this reason, should you require special accommodations for this course, you must visit the Center for Student Success where they will verify and assess your situation and, should they determine that special accommodations are necessary, provide you with an official letter for your professors dictating specifically what accommodations we need to make. I am more than happy to work with you, with any special accommodations, or with any support staff that you require, but I must have an official letter from the Center for Student Success office first. If you have such a letter, please see me ASAP so that I can put these accommodations into practice right away. If you haven't gone to the Center for Student Success office yet for this letter, please do so immediately so that you can get the accommodations that you need. Without this official letter, I cannot alter any materials, assignments, or procedures in this course for you.

Learning Support Services at the Center for Student Success: 787-0800, ext. 8270/8553

Student Responsibilities:

Students are responsible for being on time and being prepared for class. Failing to do the reading and homework will greatly impede your ability to participate in class and may negatively affect your grade. You must have access to a computer and the internet for this course, so it is your responsibility to either secure a computer for these purposes or make time to use the computer labs on campus. Students are expected to participate in class and during group work; everyone is expected to maintain a polite and professional atmosphere

conducive to learning. Students will be asked to leave should they disrupt the class or detract from student learning. Students may be re-admitted or re-enrolled in the course only after coming to speak to me first, and only on a case-by-case basis. Technology in the classroom is encouraged but the misuse of technology is not. If you are caught texting or surfing the net, you will receive a warning, and a second infraction will result in you being marked absent for the day. Do bring your smart phones, tablets, and laptops to class if you can but only use when instructed.

Students are expected to post homework, assignments, and online quizzes on time to our JetNet site. You are required to check your JC email before class and at least three times a week, and you should be checking the grade book on JetNet at least once a week. If you notice an error, it is your responsibility to bring it to my attention. It is much easier to fix these things sooner rather than later. Students who perform poorly on drafts or whose grade is falling below the 2.0 mark will be required to schedule a conference time with me. If class is ever cancelled, an email will go out as soon as possible prior to our meeting time. Students are responsible for checking the college website to see if the college is closed.

Late Work and Makeup Policies: While some assignments (drafts, online assignments, etc.) can be made up should you be absent, other assignments (group work, quizzes, etc.) happen within the classroom and cannot be recreated and thus cannot be made up. To make up for this, one in class quiz and one in-class activity grade will be dropped (your lowest one) for the one day you are allowed to miss in this course. You are required to get class notes from a classmate when you return. Any work that can be done at home, such as homework, quizzes, paper assignments, etc. will still be expected to be submitted on time. Email me right away if you cannot do this so we can discuss your options.

Late work will NOT be accepted so be sure to plan ahead. Once a dropbox closes, it cannot be reopened. Be sure to post your assignment early just in case you face a last minute computer problem and need to get to the computer lab. You are responsible for verifying that your assignment is in the right format and has posted correctly. Technology failure is not an excuse for not turning something in; you are responsible for getting to a different computer, seeking a working internet connection, getting assistance with how to save your work in the right format, etc. Worst-case scenario, you need to email me your assignment with a note telling me what is going on. I will verify that I got your assignment and you will be required to repost it into the correct folder.

Caveat: This course schedule and syllabus are subject to change should there be a cancelled class, the need for more or less time on a unit, etc. Students will be emailed before our class period if class is cancelled due to instructor illness. Class may be canceled due to bad weather or other unforeseen circumstances, so students are responsible for checking the JC website to see if the college is still open.

Students are required to check their JC email before class and at least three times a week.

Calendar: Course Schedule
(syllabus and schedule subject to change)

All assignments and reading are due by the start of the class period the day they are due.

May 18 & 20 Diagnostic/Rhetorical Situation

Due by 5/18: Read Chapter 3, Diagnostics

Due by 5/20: Read Chapter 14 & 15, Homework 1

May 25 & 27 Writing Process

NO CLASS MAY 25

Due by Due by 9/11: Read Chapters 18, Homework 2

June 1 & 3 Genre, Tone, & Style

Due by June 1: Read Chapter 1 & 16, Homework 3

Due by June 3: Read Chapters 4 and 33, Homework 4

June 8 & 10 Memoirs

Due by June 8: Memoire Proposal Due, Homework 5

Due by June 10: Complete Grammar Quiz Unit 1 on JetNet

June 15 & 17 Memoir

Due by June 15: Reading 1 Due (on JetNet), Homework 6

Due by June 17: Memoir Draft Due

June 22 & 24 Profiles

Due by June 22: Read Chapter 5, Homework 6

Due by June 24: Read Chapter 34, Homework 7

June 29 & July 1 Profiles

Due by June 29: Reading 2 Due (on JetNet), Homework 8

Due by July 1: Profile Draft

July 6 & 8 Informative Mode

Due by July 6: Read Chapter 12, Homework 9

Due by July 8: Read Chapter 41, Complete Grammar Quiz Unit 2 (on JetNet)

July 13 & 15 Informative Mode

Due by July 13: Reading 4 (on JetNet), Homework 10

Due by July 15: Informative Draft

July 20 & 22 Research

Due by July 20: Read Chapter 24, Homework 11

Due by July 22: Read Chapter 25, Homework 12

July 27 & 29 Research

Due by July 27: Reading 5 (on JetNet), Homework 13

Due by July 29: Read Chapter 26, Complete Grammar Quiz Unit 3

August 3 & 5 Research

Due by August 3: Read Chapter 27, Homework 14

Due by August 5: Research Paper and Reflective Essay Drafts

August 10 Research

Due on August 10: FINAL PORTFOLIO DUE (Diagnostic Exam)

