

Writing Experience: English 131.08/English 131A-BC40

Semester: Spring 2015

M & W 1:00pm – 2:49pm Maher Campus Rm. 105

Instructor: Janet Bartholomew

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Office Hours and Location: Before class in Rm. 105 and by appointment

Text: *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.)

Necessary Materials: Notebook or binder with loose-leaf paper (for journaling, notes, quizzes, etc.), access to a computer and the internet (JC computer labs are available for your use)

Official 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, and are introduced to academic research strategies while completing units of memoir, profile, and report genre study. The course requires participation in discussions, course 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: My role as your instructor is to assist you in the learning process, provide information and guidance, evaluate your progress through a variety of assessments, and give you feedback on your writing. Additionally, I am also responsible for adapting the course to fit the needs of the class, so I will also learn from your assessments how effective my teaching has been and I will seek ways to improve my instructional methods.

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 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 minimum of 20 pages of reading a week but no more than 50 pages.

- Learners need to plan to spend at least nine [9] hours a week on the course, including assigned readings, collaborative discussions, and individualized writing.
- Learners will be required to attend conferences as needed based on the learner’s progress

Associate Degree Outcomes: The course goals and objectives incorporate specific Associate Degree Outcomes (ADOs) established by the JCC 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)**
 - 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: Working in Small Groups (Developing)**
 - 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

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
<ul style="list-style-type: none"> • Practice active reading strategies • Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications born of reasoning • Offer formative feedback on others writing in peer review sessions • Use genres to navigate complex rhetorical 	<ul style="list-style-type: none"> • Use genre specific strategies, voice, tone, and perspective to achieve rhetorical goals • Recognize conventions of writing distinctive to specific disciplines • Employ Modern Language Association (MLA) style in academic writing • Writing in Plain Style 	<ul style="list-style-type: none"> • Use Microsoft Word to compose, revise, and save documents • Locate research material collected from electronic sources, including library databases and other electronic networks and internet sources • Use college learning management system

challenges <ul style="list-style-type: none"> • Distinguish one's own ideas from those of others • Practice metacognitive reflection 		
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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%

Attendance Policy and Course Rules: If you miss a class, you are responsible for letting me know immediately what is going on so we can figure out a plan to get you back on track. If you have a medical emergency or something that will require you to go over your allowed number of days you can miss, notify me immediately so that we can discuss your options. Official documentation verifying the emergency may be required. Failure to notify me right away could result in a dramatic drop in your grade due to missed assignments and class periods, so be sure to keep the lines of communication open. Don't wait until the end of the semester to try to make up work. You only have one emergency day so be

sure to save it for a true emergency. ***If you miss more than four classes, you will automatically fail the course.*** After your one free day, your final grade for the course will be dropped by 0.3 for each additional day you miss. Once you have missed five days, you cannot pass this class.

- **Withdraw:** After the add/drop period, a student may withdraw from a course in accordance with the dates published in e-services.
- **Incomplete Policy:** 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.

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.

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 <http://www.iccm.edu/policies/Academics/>

Failure: 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 writing 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 Organization: This course is designed to be writing intensive, with most of the focus being on the five papers and the final portfolio. All additional assignments, readings, lessons, quizzes, group work, etc. are designed to assist students in learning the skills necessary to master the ADO outcomes as listed above.

Writing Help:

When opting for help with your writing, bring the following:

- a copy of the assignment
 - your draft or work thus far
 - specific areas with which you need help
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- Instructor Support: I am more than happy to assist you. Please see my office hours at the top of this syllabus. The best way to get a hold of me is by email.
 - Writing Fellows: Located in the Atkinson Building, breakout room 107, Writing Fellows can help you on all stages of the writing process including prewriting, drafting, revising, editing, and citing sources—no matter what JC class you are enrolled in. You may drop in during their working hours, generally 9-4 Monday through Thursday, or set up an appointment in advance. Students may also submit a draft for review online via the Writing Fellow link in the Student Union on JetNet. Bring or submit a copy of the assignment requirements, work completed on the assignment so far, and writing related questions.
 - Center for Student Success (CSS) Writing Tutors: located in Bert Walker Hall 125. For more information about the CSS go to <http://www.jcme.edu/success/>.

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

May 25 & 27 Writing Process

NO CLASS MAY 25

Due by Due by 9/11: Read Chapters 18

June 1 & 3 Genre, Tone, & Style

Due by June 1: Read Chapter 1 & 16

Due by June 3: Read Chapters 4 and 33

June 8 & 10 Memoirs

Due by June 8: Memoire Proposal Due

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

June 15 & 17 Memoir

Due by June 15: Reading 1 Due (on JetNet)

Due by June 17: Memoir Draft Due

June 22 & 24 Profiles

Due by June 22: Read Chapter 5

Due by June 24: Read Chapter 34

June 29 & July 1 Profiles

Due by June 29: Reading 2 Due (on JetNet)

Due by July 1: Profile Draft

July 6 & 8 Informative Mode

Due by July 6: Read Chapter 12

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)

Due by July 15: Informative Draft

July 20 & 22 Research

Due by July 20: Read Chapter 24

Due by July 22: Read Chapter 25

July 27 & 29 Research

Due by July 27: Reading 5 (on JetNet)

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

August 3 & 5 Research

Due by August 3: Read Chapter 27

Due by August 5: Research Paper and Reflective Essay Drafts

August 10 Research

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