

Writing Experience: English 131.PC1
Term: Fall 2015
Instructor: Dr. Nicole Coonradt

Text: *Writing Today Second Edition*. Ed. Johnson-Sheehan and Charles Pain. New York: Pearson, 2013. ISBN 13: 978-0-205-21008-4 (Provided: students will sign-out texts to use during the term.)

Necessary Materials: Paper and writing utensils. (Provided on-site.)

Official Course Description: This is an intensive writing course. Narrative and descriptive modes are stressed. Basic research strategies are introduced, despite access to materials. 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: Designer, Facilitator, Mentor, and Evaluator

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 a minimum of three essays, not including the cover essay that must accompany the portfolio (~ 3,600 words). 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 few chapters per week from the course text (this will vary depending on chapter length).
- Learners need to plan to spend at least nine [9] hours a week on the course, including assigned readings and writing.

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. Among the ADOs and course objectives addressed in this class are the following:

- ADO 1: Writing Clearly, Concisely, and Intelligibly (Developing)
- ADO 9: Working in Small Groups (Developing)

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 challenges • Distinguish one's own ideas from those of others • Practice metacognitive reflection 	<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"> • NA

Grading Procedure:

Grades will be weighted as follows:

Portfolio: 30%

Tests: 40%

Quizzes: 10%

Drafts: 20%

Note about participation: Because everyone is expected to participate and the success of the class as a whole is contingent upon this, no separate numeric value is assigned to this element.

STANDARD GRADING RUBRIC

A / 4.0 = Exceptional. Mastery of assignment at the highest level that reasonably can be expected of students. An A paper is virtually free of grammatical and spelling errors, indicates mature diction and syntax, demonstrates clear organization, and engages in meaningful, sophisticated ways with the content and contexts the paper explores to develop its claims fully and richly. (3.5 would be an A- in this scale; similar distinctions as the half increments apply to the lower numbers as well.)

B / 3.0 = Good. Strong performance demonstrating a high level of understanding for a student. While the B paper may contain some grammatical and spelling errors, it is above average in its syntax and diction, is organized, and pursues its claims clearly to a satisfactory end.

C (2.0) = Competent. An acceptable performance demonstrating an adequate level of understanding for a student on all basic levels. Claims are stated and explored in an adequate, if perfunctory, manner. Grammar and usage errors may interfere with the paper's effectiveness.

D (1.0) = Unacceptable. A marginal performance that is below competency. The paper may be marred by too many errors, unclear organization, or missing/underdeveloped claims. Papers that do not meet assignment requirements or otherwise ignore prompt directions earn sub-competency credit.

F = Failing. An unacceptable performance. The F paper indicates that the student's performance in the required exercise has revealed almost no understanding of the assignment and/or is otherwise unintelligible. (This grade could also be due to Academic Honesty violations or the student submitted no work to be graded.)

HQV Grading: Required three times per semester. H = Help Needed; Q = Quit Attending; V = Verification (attending/not struggling)

Attendance Policy and Course Rules: Attendance is paramount and I shall look forward to seeing each student in class weekly—prepared and eager to participate.

- **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:** Barring unusual/unavoidable circumstances, I do not accept late work for credit/grade; however, I will **always** provide feedback on assignments.
- **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 by the student whose name it bears.* Students who violate the policy can expect to receive no credit on the assignment in question and could fail the course. [The full policy can be accessed at: <http://www.jccmi.edu/policies/Academics/>]
- **Failure:** Plagiarism, the submission of another's words, work, or ideas, whether directly copied or paraphrased, may result in a failing grade and can be grounds for removal from class. *Cases of 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.*

Course Organization:

The course will be a blend of lecture (the instructor sharing information with students), discussion, in-class writing and reading, and guided peer activities. The course will be most enriching for all of the participants if everyone participates. There will be periodic opportunities for students to supply feedback regarding the course.

Caveat: Some revisions may be necessary during the course due to school closings, instructor illness, and other procedural improbabilities. Students will always be kept informed.

Calendar: A comprehensive schedule will be provided NLT the second week of the term.