

Writing Experience II

English 132.52 (066043)

Winter 2016 Mondays & Wednesdays 1:30-3:14 PM
William N. Atkinson Hall, Room 220 (WA 220)

Instructor: John F. Buckley
Office: William N. Atkinson Hall, Room 226 (WA 226)
Office Hours: by appointment
Email: buckleyjohnf@jccmi.edu

I'm conscientious about returning emails. However, I am not on-call twenty-four hours a day, nor do I continuously check my email. If you email me after 8:00 p.m., I will not see it until the next afternoon. **Also, I accept no assignments via email. You must submit a hard copy of assignments.** Finally, any discussion of grades must be handled in person during office hours.

Note: In the case of instructor illness and unforeseen circumstances, such as weather emergencies, I reserve the right to make adjustments to any and all course sessions and scheduled assignments in order to accomplish the objectives and outcomes of this course.

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.

Required Textbooks

- *The Norton Field Guide to Writing with Readings 3rd ed.* W.W. Norton & Co. ISBN 978-0-393-91957-8
- *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.* 2nd ed. Authors: Graff and Birkenstein. Publisher: W.W. Norton & Co. ISBN 978-0-393-93361-1

Other Required Materials

- Multiple writing utensils (pens, pencils, etc.)
- A notebook or binder of loose-leaf paper in which to take notes
- A two-pocket folder for handouts, drafts, and assorted otherwise-stray pieces of paper
- A two pocket folder for your final portfolio
- A flash drive

Course Design

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.

Learners should expect to achieve proficiency with Modern Language Association (MLA) style and conventions. The course requires participation in discussions, course activities, and guided peer review. Standard English grammar and structures are requisite skills in this course.

Course Organization

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

Performance Objectives

English 132 course goals and objectives incorporate specific Associates Degree Outcomes (ADOs) established by the Jackson College Board of Trustees, administration, and faculty. These goals are in concert with four-year colleges and 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 addressed in this course are:

- Writing Clearly, Concisely, and Intelligibly (Proficient): **ADO #1**
- Critical Thinking (Proficient): **ADO #7**

In conjunction with ADOs 1 and 7, the following outcomes refer to the specific skills that learners are expected to develop as a result of the instructional process in English 132:

- **Critical Thinking, Reading, and Writing Processes**
 - Demonstrate and employ proficiency in active reading strategies
 - View academic writing as a social, political, and/or informative act
 - Evaluate source reliability
 - Support and develop writing with appropriate evidence that fits the purpose, audience expectations, and genre conventions for particular
 - Attribute and cite accurately evidence from outside sources
 - Follow conventions of punctuation, grammar, and spelling in his/her own writing
 - Practice metacognitive reflection

- **Rhetorical Knowledge and Conventions**
 - Understand differences between discipline-specific writing genres
 - Demonstrate modes of inquiry appropriate for specific assignments/tasks (field observation, primary and secondary source research, interviews, electronic research, etc.)
 - Recognize and employ ethos, pathos, logos, and other rhetorical topoi in written and spoken communication
 - Acknowledge other writers’ perspectives
- **Electronic Environment**
 - 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
 - Demonstrate how to engage in the electronic research and composition process common in particular fields

Categories for Determining Final Course Grades

- 40% Final Portfolio (Final Drafts of Major Assignments)
- 40% Minor Assignments (Homework, Quizzes, Peer Responses, In-Class Activities)
- 20% Contribution to Class Community (Active Participation, Regular Attendance, Appropriate Conduct, Playing Well with Others)

Grading Scale

95-100%	4.0	66-71%	1.5
89-94%	3.5	60-65%	1.0
84-88%	3.0	55-59%	0.5
78-83%	2.5	0-54%	0.0
72-77%	2.0		

Students must earn an average final grade of at least a 72% (the bottom end of a 2.0) to pass English 132 and receive academic credit. (But my math teachers taught me how to round numbers, so really, you need at least a 71.5% average. Please note — earning a 71.4999999999% average grade or below is still failing.)

Written Work

Skilled writers are made, not born. Even professional writers—in fact, **especially** professional writers—practice, practice, practice. They plan, write, revise, and revise some more. As the saying goes, “There’s no such thing as a final draft, just the rough draft you have when time runs out.” The bottom line here is that you should be or become fully invested in following the multi-step compositional process. I will help you do this.

Submit each final draft of a major essay typed in doubled-spaced, 12-point Times New Roman and with 1" margins all around. I don't care what font you use for rough drafts, although I suggest you avoid obtrusive fonts that are hard to read or that draw more attention to themselves than to what the writing says.

Every final draft should have a heading with the following information in one of the top corners:

- your name
- the class name and section (English 132-52)
- my name (John F. Buckley)
- the due date

Attendance Policy

You should attend every class session. Try very hard to stay plugged in, to remain integrated fully with the vibe and the flow of the class. Missing even one class can start the tapestry unraveling, can make a student struggle to catch up. Even worse, because so much of this class is rooted in peer review, in actively contributing to a learning community, missing a session can hurt your fellow students. They deserve your input, just as you deserve theirs.

Attendance affects your Contribution to Class Community grade. Not showing up for class costs you the points for the class sessions that you've missed.

Avoid coming to class late or leaving early. Doing either messes up the flow of the class as well as implies a lack of common courtesy. **Each late arrival and/or early departure counts as half of an absence.**

Missing a scheduled conference or scheduled office-hour appointment also counts as an absence. If you're going to miss our meeting outside of class, please, please, super-please provide advance notification.

If you miss class, make sure to get the notes and an effective recap of class proceedings from a fellow classmate. Your education is primarily your responsibility, not mine; that's one big change from primary and secondary school.

Academic Honesty Policy:

Honesty is expected of all students. Academic honesty is the ethical behavior that includes producing your own work and not representing others' ideas or work as your own, either by plagiarism, by cheating, or by helping others to do so. Honesty also includes taking responsibility for your actions. There is a zero-tolerance policy for plagiarism. If you plagiarize material, the penalty can be a failing grade in the course. The JC Academic Honesty Policy is printed on the home page.

The JC Catalog states the same message, in almost the same words, as follows:

Academic honesty . . . is the ethical behavior that includes producing their own work and not representing others' work as their own, either by plagiarism, by cheating, or by helping others to do so. Faculty members who suspect a student of dishonesty may penalize the student by assigning a failing grade for the paper, project, report, exam or the course itself. The academic dean will be notified of the situation.

Not only can academic dishonesty at the college level, intentionally or not, automatically result in course failure, expulsion from the college, or both, but may also be reported to credit agencies, which damages credit and affects one's ability to obtain loans of any kind. Don't do this to yourself. Ask for help, instead.

Late Work Policy

Minor assignments such as quizzes, in-class exercises, and homework may not be made up. Please do them when it's time to do them.

Major assignments have rolling due dates. But don't wait until the last minute to turn everything in. And there will come a time in April when the final portfolios (including all necessary major essays) will be due, so that I have time to grade them before the semester ends.

Peer-Review Policy

In-class peer-review activities will provide each student an opportunity to share their reflections on and assessments of one another's written work, in a constructively critical but ultimately supportive atmosphere. I'll often decide who's in which group, periodically changing their members so that you get as many people's perspectives as possible.

Sometimes, I'll ask you to write responses to your partner's or groupmates' writing. Here are **some** questions you could ask yourself as you consider how to explore your classmates' work:

- What do you think is the writer's main concern? What is he or she trying to accomplish? How can you tell?
- What significant patterns did you notice in the essay? Repeated errors of the same type? Repeated cool stylistic tricks? Repeated rhetorical strategies?
- How well did the writer's argument develop and unfold as it progressed?
- How effective were the structure and organization of the essay? What did you find effective about them or not?
- Which details or examples especially stood out
- What might be the next steps the writer should take to improve the essay?
- What aspects or parts of the essay already seem pretty strong and should be left alone?

In any case, it's often a good idea to offer two or three commendations ("This worked and here's how and why...") and two or three recommendations ("This needs work, and here's

how and why...”). Keep your eyes and mind sharp, but your words compassionate. You are offering **constructive** criticism.

Try **not** to copy-edit each person’s rough draft, fixing his or her individual grammatical or usage errors. If you find **patterns** of errors—if he or she keeps using wrong verb forms or keeps writing *it’s* when *its* is needed—let the writer know, “Hey, have you noticed that you seem to keep doing this...?” But don’t waste time fixing every little boo-boo. In general, help your peers develop their essays’ muscles and strengthen their essays’ bones rather than applying rhetorical Clearasil to isolated superficial blemishes on the essays’ skin.

Use of Technology Policy

We live in a technological age. But this class is dedicated to building a community of flesh-and-blood people. Be here for us. Don’t engage with your electronic devices in class. If you do need to use your phone, such as to call home to make sure that the babysitter isn’t burning the house down, step out into the hallway and take care of business. You don’t need to raise your hand or ask; just leave, quickly take care of business, and come back. If you engage with your electronic devices during class time without going into the hallway, I will dock you half the attendance points for that day.

Other Helpful Resources

- The Center for Student Success
 - Potter Center, Federer C
 - M-Th 8:00 AM-6:00 PM, F 10:00 AM-5:00 PM
 - <http://www.jccmi.edu/Success/>
- The Jackson College library
 - first floor of William N. Atkinson Hall
 - M 8:00 AM-8:00 PM, T 8:00 AM-6:00 PM, W 8:00 AM-8:00 PM, Th 8:00-6:00 PM, F 8:00 AM-5:00 PM
 - <http://www.jccmi.edu/Library/>
- Purdue’s Online Writing Lab
 - As its home page notes, “The Purdue University Writing Lab and Purdue Online Writing Lab (OWL) assist clients in their development as writers—no matter what their skill level—with on-campus consultations, online participation, and community engagement....The Purdue OWL offers global support through online reference materials and services.”
 - <https://owl.english.purdue.edu/owl/>

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Good luck! I hope everyone has a successful, rewarding semester!