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Writing Experience: English 132

Fall 2016

September 6 - December 22

Instructor: Ms. Kris Pursell

Online course requires JETNET login at www.jccmi.edu>online courses>ENG 132.l1

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Office Hours: Tuesday 12-5; Wednesday 10-3

Course Texts

The Norton Field Guide to Writing with Readings. Third Edition W.W. *Norton & Co. ISBN-13: 978-0393919578* (click the Norton Link for online support from publisher)

The Little Seagull Handbook. Second Edition Authors: Bullock and Weinberg. Publisher: W.W. Norton & Co. **ISBN-13:** 978-0393935806

They Say, I Say: The Moves That Matter in Academic Writing. Third Edition. Authors: Graff and Birkenstein. Publisher: W.W. Norton & Co. **ISBN-13:** 978-0393935844

Texts are available at the JCC Bookstore. If you choose to purchase the text elsewhere, you are responsible for having them no later than the end of the first week of class

Required Materials

Course Texts listed above

Regular access to a computer with Internet service

Have a back-up plan in place! *Know where you can access a computer to complete your work*. Locally, JC offers computer labs on campus. For those of you living beyond the Jackson area, check the computer lab hours of your local library or nearby college campus to ensure backup access.

Recommended

A flash (thumb) drive to back up your work

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Official 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. **Pre-requisite ENG 131.**

Instructor's Further Description: 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 is fully online and requires participation in discussions, course activities, and guided peer review. Standard English grammar and structures are requisite skills in this course.

Instructor Role: Designer, Facilitator, and Evaluator

I am actively engaged in the class, including on-line discussions, offering feedback on your informal and formal writing.

The design of the course, posted lectures, webcasts, posts in discussions, and my written responses to formal papers are the ways in which I communicate with students and guide learning. I also encourage you to review my responses not only to your work but to the work of your peers in the discussions; they are often of universal help. If I ask you a question, I expect the courtesy of a reply. In addition, any time either you or I feel that a conference would be helpful, we will establish a meeting time, either face-to-face, via telephone, or in the course forum established for private meetings.

Learner Role: Independent and Collaborative

Learners should plan to spend at least nine [9] hours a week on the course, including assigned readings, collaborative discussions, and individualized writing.

The online environment of this course allows students to work independently with assigned lectures, readings, course materials, and to practice composition strategies. Learners also

- collaborate through whole class discussions and smaller writer's groups, exercising peer response skills;
- plan, prepare, study, and engage phases of the writing process and apply global and local essay strategies;
- employ critical thinking skills;
- practice research strategies'
- write four essays accompanied by a title page and, when sources are used, a Works Cited page (specific page lengths will be defined in essay assignments);
- apply active reading strategies to assigned course materials -- expect to read ten to fifteen pages per week;
- engage PowerPoint lectures and webcast talks.

Successful on-line learners report that they check into their classes at least every other day for a few minutes to see what's going on and to participate in discussions. They also note that creating and maintaining a regular study schedule, creating study partnerships and collaborative relationships with peers, asking questions, and checking in with their instructor are helpful to success in online classes.

Scheduling individual conferences and maintaining regular communication with the instructor are also recommended for success in the course. Do not allow questions to go unanswered!

Jackson College General Education Outcomes (GEOs) and Learning Outcomes

The course goals and objectives incorporate specific General Education Outcomes (GEOs) 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. GEOs guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs. The GEOs and course objectives addressed in this class include the following:

- GEO 1 (Core Competence): Write clearly, concisely and intelligibly.

Outcome	The Student
Process	• Uses parts of the recursive process in writing, which may include pre-writing, drafting, revising, editing. • Evaluates sources when used.
Rhetorical Situation: Purpose, Audience	• Demonstrates appropriate purpose and audience for context.
Organization and Development	• Demonstrates functional organizational structure appropriate to genre; • Provides examples and details that support ideas and content; appropriate to genre.
Meaning/ Understanding	• Researches and writes for further understanding and additional knowledge. • Employs write to learn methods through reflective writing and research for further understanding and additional knowledge.
Use of Sources and Documentation	• Demonstrates ability to find and evaluate credible sources. • Demonstrates correct documentation of sources when appropriate.
Conventional Grammar and Sentence Structures	• Correctly uses grammar and mechanics. • Demonstrates clear meaning.

Academic Learning Outcomes

Academic Learning Outcomes reflect national composition outcomes for colleges and universities. They correlate with and extend Jackson General Education Outcome 1.

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

Offer formative feedback in peer review sessions. Engage metacognitive reflection.		

Course Organization

The course is organized around six units of study.

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

Units Contain

Electronic Book. Assignments, unit calendars, and readings are posted in a virtual 'book' that allows you to read the assignments, lectures, and other course materials. You will see an icon of a book labeled "Unit # Online Book"

PowerPoint Lectures and Webcasts focus on specific skills.

Quizzes over unit readings.

Discussion Forums. Discussions are open over a defined number of days (see the calendar for discussion closing dates). You are expected to post, read other's posts, and converse about ideas in the discussion forums. Do not post and run! Return to the discussion board at least one other time (more is better) to converse with others. When writing in discussions all learners are expected to conform to Standard English rules for spelling and grammar. Texting language and other abbreviations are not acceptable and will result in significant point deductions for discussion forum participation.

This course offers two types of discussion forums:

- Discussion 1: A whole group discussion in which you are asked to share your assigned analysis of published essays and discuss the elements of composition that writers use to achieve their goals.
- Discussion 2: The Writers Group, which consist of four or five individuals. In Writers Groups you share and respond to each other's writing process and essay drafts. Writers Groups have multiple threads to which you are expected to post.

Assignment Upload. This is where you submit essay assignments for final grading. Every unit requires you to submit specified aspects of your writing and research process *on a template.* As you work in process, copy and paste your work into the template. Upload the process template to the assignment folder with your revised and polished essay. You will see folder icons labeled "submit {name of work} here." Click on those icons and upload your work.

Please let me know how I can help you navigate this course. You can contact me through the HELP discussion board or by email at pursellkristind@jccmi.edu.

College Policies

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

Instructor Withdrawal of Student. Per college policy, instructors are required to remove students who are not active in the course for a period that equates with approximately five contact hours. In an online class, this is approximately one and one half week of discussion. When a learner is removed from the course, reinstatement is not likely but may be possible after discussion with the instructor.

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 have 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 **http://www.jccmi.edu/policies/Academics/**

Plagiarism, the submission of someone else's writing, whether purchased, borrowed, directly copied, or paraphrased, may result in a failing grade and can be grounds for removal from class.

Self-plagiarism, otherwise known as recycling a paper or work from another course is also punishable with a failing grade. Students must submit valid evidence of writing process for each assigned formal essay.

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 Policies

Online Activity (Attendance)

In order to be considered an active student in the class, learners must log into and participate in weekly discussions. Logging into the class without participating does not constitute activity and may be cause for the student to be withdrawn from the class.

If an extenuating circumstance prohibits discussion involvement for one week, the learner may contact the instructor to discuss the situation and make alternative plans. This must occur before or *as soon as possible* at the time of the absence. Extreme absences may require documentation if the learner wishes to avoid withdrawal (or to achieve reinstatement).

Instructor Withdrawal of Student. Per College policy, instructors are required to remove students who are not active in the course for a period that equates with approximately five contact hours. In an online class, this is

approximately one and one half week of discussion. When a learner is removed from the course, reinstatement is not likely but may be possible after discussion with the instructor.

Electronic Submissions

All formal coursework must be submitted either as a Microsoft Word document (.doc or .docx) or as a Rich Text Format document (.rtf.) College computers cannot read *wpd* or *wps* and some other documents, but almost every computer can read .rtf documents. If you have never submitted in this format, ask how to do it the first day of class (you can use the HELP board).

Upload your assignments to the assignment links in each unit. *Give all uploaded documents the name of the assignment as specified on the unit assignment sheet.*

If you are working with an older version of Microsoft Word, you may not be able to read docx documents. One way to open a docx is:

- click on the document
- save it to your computer; when saving, rename the document as it's name plus .doc . For example, paper1.doc . In the file window, select "All Files."
- you should then be able to open the document.

Late and Insufficient Work
Late work hurts your ability to be fully successful in the class and is a nuisance to your peers (not to mention your instructor) who count on you to be timely.

I believe in writing as a process and have planned each unit in such a way that you should be able to work in process, conduct research, and write your drafts in a timely manner. I'm not impressed by procrastination, and I do not believe that you are studying composition theory and practice if you wait until the day before an essay is due to write it. *Therefore, if you have not engaged the process in the unit, I reserve the right to reject any essay you provide.*

Late Submissions to Writers Group Work: You are obligated to participate in the Writers Group Forums per the assigned dates.

The forums end on designated dates. You will be able to access and work in the forum; work produced has the following consequences:

- after the posted due date, initial posts will receive point reductions
- peers are under no obligation to read late submissions to group work
- late responses to on-time peer work will receive a one point deduction
- responses to peer work submitted after the due date are appreciated and will not receive deductions

What do I do if I do not receive peer responses before the due date? When peer submissions to writers groups are missing or insufficient help for revision, the writer may respond to his/her post following responding guidelines. Self-responses help you put eyes on your own work while still developing revision and editing skills.

What do I do about gathering responding points if no one posts their essay draft by the due date? If peer submissions are not sufficient for an individual to offer a comprehensive response to a peer essay, that individual shall offer him/herself a comprehensive response. In other words, use the peer responding guide to address your

own essay. In this manner you will receive substantive points and engage the learning outcome required for the forum.

Additionally, when peer submissions to writers groups are missing or not sufficient for an individual to garner full points, the instructor will pro-rate their grade so the individual student is not penalized in any way by others lack of participation.

Writers groups are evaluated by the instructor in each unit. The instructor may re-assign individuals to other groups per their participation.

Late Polished Paper Policy

I accept late papers but I am not bound to grade it. If you submit work late, it goes to the bottom of a very large stack of other obligations and receives a full grade deduction (-10 points). For instance, an essay receiving 79 points will drop to 69 points.

Exceptions to the late work policy: I may exempt you from the grade deduction if you contact me and make arrangements based on legitimate need. I generally will not grant exemptions if contacted after a due date has passed. All contact must include a brief face-to-face or telephone conference with me. You can send an email requesting to talk at any time during the units of study. You may only ask for one exception over the course of the semester.

Final thought: because you are able to submit online, you should be able to upload your papers even if you are home with the flu, or your car will not start, or your child is ill, or your dog had puppies in the swamp. So, these may not be considered legitimate reasons.

Discussion Policies

Writers Groups are places where you practice giving and receiving peer feedback on your writing. You will revise your work based, at least in part, on what happens in writers groups. As your instructor, I do not offer responses to workshop drafts; rather, I offer group comments and/or responses to identified drafts in order to teach you all specific lessons in the writer's group. *Do not wait for me to give you feedback on your draft before revising.* Revise using peer responses and the revision guidelines provided in the course materials and by referring to the Key Features segments of the assigned Norton Writing Guide Genre chapters.

All Posts Require Use of Standard English Grammar and Structures. Discussions forums are places where academic discussions about course materials take place. Learners are expected to use Standard English. Posts containing abbreviations, slang, text language, or ignoring grammar and structures may not receive a grade and may be deleted.

Practice Netiquette: This term refers to basic politeness and professionalism while working in an online environment. If we follow these basic guidelines, we will be fine.

- When posting a response in the discussion, name the person to whom you are responding and summarize the idea to which you are responding. A simple indicator phrase like, "Sarah, you wrote that…" will help others follow your discussion thread.
- Be careful of your tone; it is carried in the words and structures you use. Readers cannot pick up inflections and do not see body language, so double up on respect.
- Address ideas not personalities. Critiques of peer works and disagreements with the writers' premises or outcomes are healthy aspects of academic discussion. However, it is not okay to judge or characterize the writer. Any critique you offer, whether positive or negative, must address ideas and be supported by evidence.
- Avoid judgmental or inflammatory language in your posts.

- Avoid stereotypes. This may require you to check some of your assumptions as you begin to discuss cultures, religions, regions, classes, and genders different from your own.
- Do not assume everyone in your class holds the same religious, political, or social values as you. Be mindful of diversity in the class.
- Use the peer responding guidelines provided in the course.
- Avoid posting messages that are no more than gratuitous replies to replies. These take up precious time and do not add to the learning of self or others.
- Respect copyright and intellectual property rules; if you borrow from someone else, even if you are quoting a peer in the class, be sure to give credit where credit is due.
- All discussions, including the Help Board, require civility. If you have a problem with an individual, including the instructor, you need to have a private discussion with the instructor. You may not criticize or complain about students, the course, or the instructor in any forum. Such posts will be deleted and the instructor may contact offenders to discuss the issue. Deans may be involved if a problem persists.

Rules for revised essays submitted to unit assignment files.

Essays submitted for a grade in this this course must have undergone revision and peer review. If an essay has not undergone peer review, it will not be graded. Do not skip peer review.

Essay assignments must always be accompanied by a meta-cognitive reflection in which the student will reflect upon and write about his or her writing process, work in various genres, what he or she learned, and any obstacles or questions remaining about the assigned essay.

Essay assignments in Units 3-5 must also be accompanied by annotated bibliographies, documenting the student's research process and academic ability to select and evaluate credible sources. .

Revising for Reassessment

Once you receive a grade for you writing, you have the option to revise and resubmit for an upgrade. You may continue to revise up to the submission of the portfolio. In the final week of the course I will only re-grade argumentation essays. Please inform me if you intend to revise a paper for reassessment.

All essays should continue to be revised and polished for the portfolio.

Rules for Portfolio Submission.

In order to complete this course, students must submit a portfolio containing at least 12 pages of academic writing completed in this section of ENG 132. Please see the Portfolio Guidelines in the Unit 1 Course Materials File, and again in the Unit 6 Portfolio file.

All essays in the portfolio must have been written for this class and have undergone peer review *in this class* and draft revision[s].

Failure to submit a portfolio results in failure of the course. See the portfolio guidelines in Course Materials for more details about the portfolio.

Instructor Availability Policy

While online classes allow you to work at a variety of times; instructor availability is not 24/7. I try to respond to your questions or e-mails within 24 hours during the work week (Monday – Friday). I will always respond within the week of your contact. While I work on weekends and evenings and may be online, I am not committed to responding to student requests at these times—although I often do (just don't plan on it). You will have written work graded within fourteen days (2 weeks) of submission. I encourage you to use the course discussion HELP board to ask questions about the class or technology.
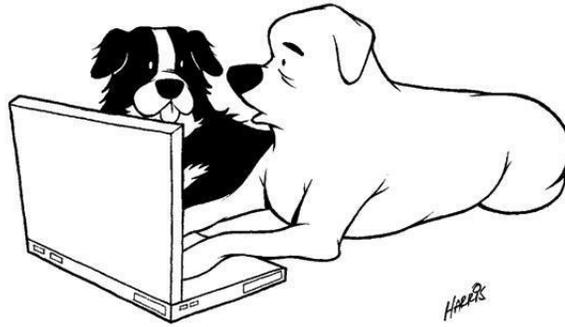
"And then I just hit delete. I haven't actually eaten any homework for years."

Helpful Information

Help Board

If you have questions, especially ones that your peers might be able to help you with, use the Help Board in the Discussion Area. I check the help board daily; you can expect a reply to most posts within 24 hours.

Unit Calendars

Unit calendars are posted each unit. These calendars repeat the information on the course calendar for distinct units. They provide due dates and time frames for when you are expected to complete assigned work.

Final due dates are also posted above the links to unit discussions and assignments.

Online Unit Books

Unit reading assignments, lectures, sample essays, and worksheets are posted in 'unit books.' Unit books are clearly marked, but they need to be opened in order to access the materials. You are responsible for downloading any items you need. Look for the heading & book icon:

Click on the link beside the book to open it.

Table of Contents

Each unit book has a table of contents. You will find this on the left side of the computer screen.

Documentation and Citation

 Apply the *Modern Language Association Formatting and Documentation Guidelines* to all papers. Please note, MLA guidelines changed in 2009. The current guidelines are provided in the Third Edition of the *Penguin Handbook* (required course text).

 I have also provided links to both Diana Hacker's and Purdue University's online MLA guides. Both of these online guides present the 2009 MLA guidelines.

Writing Help: Instructor Appointment, Writing Tutors, and Writing Fellows

If you are struggling with your writing, you may always ask for an appointment with me. You do not need an appointment if you come to my office, BW 240 during my office hours.

If you need an appointment outside of office hours, please contact me through email at pursellkristind@jccmi.edu, or ask for an appointment before or after class.

You also have the option of stopping into the Center for Student Success (CSS) or the Writing Fellows for help with your writing. If you go to the CSS or Writing Fellows, you must take with you

1) a copy of the assignment

2) your draft or work thus far

Whenever seeking help, know why you need help. For instance, if you are having trouble writing an effective thesis, ask for help with your thesis. If you are having trouble with specific aspects of organization, you can ask for help with organization.

CSS faculty and Writing Fellows are NOT PEER EDITORS; they will not edit your essay and will not read and give you commentary on a draft you hand over to them. Their first question will be 'What is the assignment?' Their second question will be "What do you need help with?" Be able to specify your writing needs.

- CSS is located in Bert Walker Hall Room 125. Please click the blue CSS link for more information about the Center for Student Success.
- Writing Fellows are located in Atkinson Library, Breakout room 107 (access through the main library). Look for the yellow table signs that announce "WRITING FELLOW." Please click the blue link for more information about the Writing Fellows.

Paper Revisions and Grading Reassessment

If you revise, I will re-assess your revised papers throughout the semester. Submit papers for reassessment within one week of receiving your graded paper. You may earn additional points and a revised grade for further revisions of a graded paper. Upgrades depend upon the quality of the revision. Please let me know that you would like to revise for reassessment.

Lost Work --Avoid this Problem!

Cyberspace and computers can make us crazy! However, you are responsible for all of your work. To avoid losing work you can:

- create your documents offline in Word, then upload (or in the case of email or discussion boards, cut/paste) into Moodle; do not spend long sessions creating your work in email documents or in the discussion board; *you may be timed out and lose your work*
- save documents regularly when working—in other words, back-up, back-up, back-up
- save to more than one place (disc/hard drive, flash drive)
- give documents a clear name reflecting the assignment; store them in a clearly marked file
- be sure you are uploading or sending your email to the correct person (students sometimes send their work to the wrong online instructor)
- *never delete work*
- contact your instructor, Distance Learning, or the Solution Center the minute you perceive a problem; Distance Learning can sometimes retrieve documents that we think we lost.

Big Brother Can Watch

The staff in Distance Learning/IT and your online instructors can trace student time in class, the files you open, how long you have them open, and the dates and times of all submissions. The Solution Center can verify dates and times of correspondence. They can also determine if material was ever sent to instructor e-mail. Please contact me immediately if you believe your work was lost in cyberspace and resend immediately.

Please let me know what I can do to help in your learning and comfort.

Grading

Grading & Major Assignments

Your final grade reflects your participation, performance, and growth in the class as evidenced by the strengthening and extension of your writing and communication skills, preparation and timeliness regarding assignments and activities, and a marked level of responsibility and concern for positive personal and collective learning experiences. I award percentage grades (0-100) for each activity and assignment in the course. Those numbers are averaged and weighted according to the following assessment plan:

Sales

■ Participation   ■ Quizzes   ■ Essays and Process   ■ Portfolio
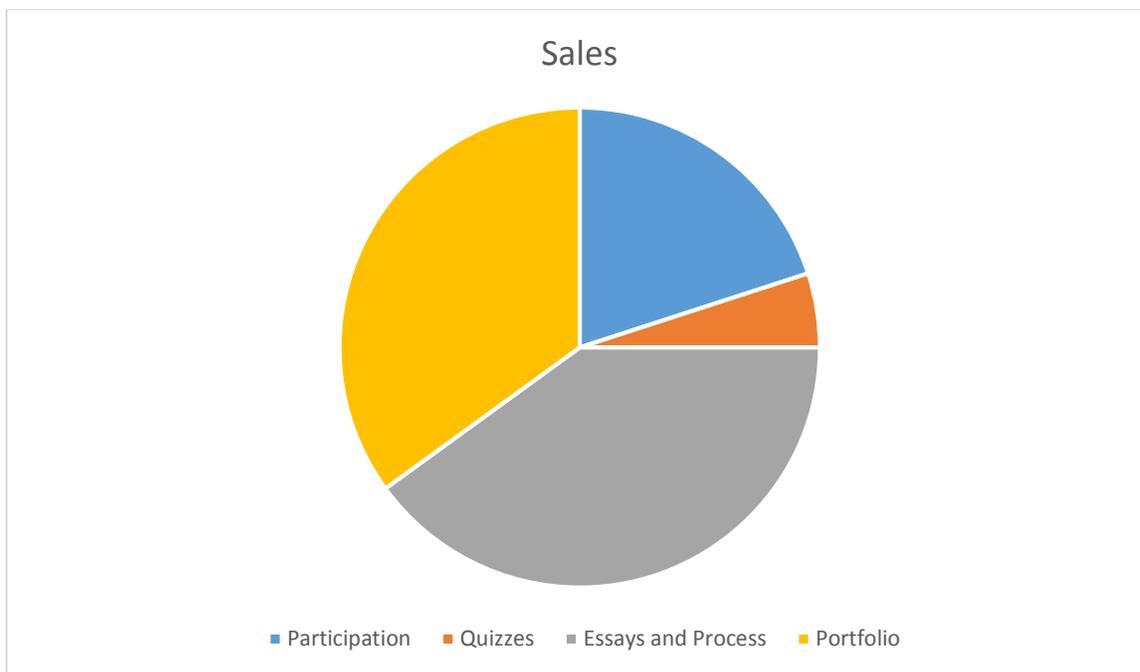
Participation 20%

- *20% for participation in online whole class discussion boards; always denoted as Discussion 1 in each week or unit.*

Quizzes 5%

Unit Essays ~ Process and Product: 40 %

- *5% for unit 1*
- *10% for unit 2*
- *10% for unit 3*
- *15% for unit 4*

Portfolio 35%

- *30% for the portfolio*

- *5% for the accompanying reflective letter*

<u>A note on your grade for each unit essay:</u> This grade is based fifty-percent (50%) on process and fifty-percent (50%) on your revised and polished draft.

Each unit assignment provides a rubric for grading, specifying how you will earn points for process and product. Please review the rubrics to ensure that you have completed required elements of process.

Writers Group Forum Process and Grading

Process refers to all the preliminary work required to produce the draft you turn in for critique. <u>This work is done in the writers groups</u>. As Ernest Hemingway said, "writing is rewriting." I would add that writing is sometimes messy. Even before we begin to revise a complete draft, we are collecting, assessing, sorting, outlining, rejecting, banging (head against a wall?), and shaping our first draft. I am deeply interested in the evidence of your writing process. Your early thinking, rejected ideas, practice leads, outlines, and drafts are vital to our conversations about writing.

<u>To show evidence of process, participate in the writers groups</u>. You are graded for your posts and your responses to your peers.

When evaluating peer drafts, follow the p**eer responding guide** posted in each unit and linked to the discussion forum. Points are awarded for initial responses and comprehensive responses. The parameters of these responses are defined in each unit. The points awarded are significant to the final grade.

If peer submissions are not sufficient for an individual to offer a comprehensive response to a peer essay, that individual shall offer him/herself a comprehensive response. In other words, use the peer responding guide to address your own essay. In this manner you will receive substantive points and engage the learning outcome required for the forum.

Writers groups are evaluated by the instructor in each unit. The instructor may re-assign individuals to other groups per their participation.

S*ave all of your assigned (and unassigned) work in progress to your computer and to a jump drive. If you have your work saved in more than one place you will be less likely to fall victim to a computer crash*. You are responsible for providing proof of process if I ask for it, so back ups are important!

For each of the formal essays you produce, you will submit an early draft to a writers group to receive peer feedback. This is an important aspect of the writing process. Writers groups are designed to help you to develop your ability to analyze and respond to drafts using the rhetorical devices of composition studies. As you hone your ability to respond to others, you will develop the ability to critically review your own writing, identifying your strengths as a writer as well as places where you need to develop skills. Toward these goals, I have created Peer Response Guidelines which you need to use to guide your responses to peer drafts. <u>Peer responses are graded and are considered part of your process.</u>

As your instructor, I enter the writers' groups and offer feedback. However, I do not offer comprehensive feedback to all writers in every unit. I do model feedback on the first essays submitted for peer review and offer briefer comments to all papers submitted on time. You will benefit from reading my feedback on your peer's papers.

Submitting Polished Drafts and Metacognitive Reflections

Clearly title your documents and upload them to the unit assignment file. <u>Papers submitted without engaging writers groups and evidencing process will not receive a passing grade, nor do they qualify for submission for portfolio assessment. All papers going into the portfolio must go through the writing and revising process.</u>

Revising for Reassessment

Once you receive a grade for you writing, you have the option to revise and resubmit for an upgrade. You may continue to revise up to the submission of the portfolio. In the final week of the course I will only re-grade argumentation essays. Please inform me if you intend to revise a paper for'

All essays should continue to be revised and polished for the portfolio.

The Final Course Grade

The mid-term and final grades are translated into a 4.0 scale with 4.0 being excellent. You must achieve a 2.0 in this class to pass. Less than a 2.0 will not transfer for credit or serve as a prerequisite for another course.

Percentage Numerical/Letter Grade Equivalency

- 92 – 100% = 4.0 (A)
- 86-91% = 3.5 (B+)
- 80-85% = 3.0 (B)
- 75-79% = 2.5 (C+)
- 70-74% = 2.0 (C)
- 65-69% = 1.5 (D+)
- 60-64% = 1.0 (D)
- Below 60%= 0.0 (E)

Discussion Forum Rubric

Participation Guidelines: actively participate in writers group discussions. To do this you should create a substantive post for each of the discussion topics and reply to at least two other individuals in the forum.

Respond to any follow-up questions the instructor directs to you in the discussion area.

Rubric used assess your posts in Whole Class Discussion Forums (Discussion One)

- Initial post addressing the discussion prompt or assignment is worth a maximum of 60 points.
- Each response is worth a maximum of 20 points.

Total points earned for Discussion 1 of each unit may not exceed 100.).

Rubric used assess your posts in Whole Class Discussion Forums				
Criteria (total points)	**Minimal and Non-performance** Initial post: 0-39 Responses to others: 0-13	**Basic** Initial post: 40-49 Responses to others: 14-15	**Proficient** Initial post: 50-55 Responses to others: 16-18	**Distinguished** Initial post: 56-60 Responses to others: 19-20
Applies relevant course concepts, theories, or materials correctly.	Does not apply relevant course concepts, theories, or materials.	Attempts relevant course concepts, theories, or materials.	Applies relevant course concepts, theories, or materials correctly.	Demonstrates mastery of course concepts, theories, or materials correctly, using examples or supporting evidence.
Collaborates with fellow learners, relating the discussion to relevant course concepts.	Does not collaborate with fellow learners.	Collaborates with fellow learners without relating discussion to the relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialog.

Rubric used assess your posts in Whole Class Discussion Forums				
Criteria (total points)	Minimal and Non-performance Initial post: 0-39 Responses to others: 0-13	Basic Initial post: 40-49 Responses to others: 14-15	Proficient Initial post: 50-55 Responses to others: 16-18	Distinguished Initial post: 56-60 Responses to others: 19-20
Applies relevant course, professional, personal, or other real-world experiences.	Does not contribute professional, personal, or other real-world experiences.	Contributes professional, personal, or other real-world experiences, but lacks relevance.	Applies relevant professional, personal, or other real-world experiences.	Integrates relevant professional, personal, or other real-world experiences to support and extend the dialog.
Supports position with applicable knowledge.	Does not establish relevant position.	Establishes relevant position.	Supports position with applicable knowledge.	Supporting evidence validates position with applicable knowledge.

Rubric for Grading Peer Response Discussions:

~~Discussion Two~~

- Draft: 0-50 points
- Comprehensive response to peer draft: 0-10 / 0-20
- Posts and responses to discussion assignments: 0-5
- Responses to peer posts other than the above are Pass/Fail: 0- 1 point each

Total points earned for Writers Group Discussions may not exceed 100.

Criteria (total points)	Minimal or Non-performance Posted draft: 0-29 Comprehensive Response to peer post. No use of guidelines. :0-3 / 0-6 Other post/responses:0-1	Basic Posted draft: 30-39 Comprehensive Response to peer post that does not reflect guidelines. 4-5 /8-10 Other post/responses:2-3	Proficient Posted draft: 40-45 Comprehensive Response to peer post that applies some guidelines for comprehensive responding 6-8 /12-16 Other post/responses:4	Distinguished Posted draft: 46-50 Comprehensive Response to peer post that follows guidelines for comprehensive responding 9-10 /18-20 Other post/responses: 5
Applies relevant course concepts, theories, or materials correctly.	Does not provide work or responses that reflect relevant course concepts, theories, or materials.	Provides work or responses that reflect a base knowledge of relevant course concepts, theories, or materials. Works with aspects of the guided peer response.	Provides work or responses that apply relevant course concepts, theories, or materials correctly. Follows the peer responding guidelines.	Provides work or responses that apply and extend course concepts, theories, or materials correctly, Offers comprehensive responses with peer responding guidelines and extended commentary.
Collaborates with fellow learners, relating the discussion to relevant course concepts.	Does not collaborate with fellow learners.	Collaborates with fellow learners without relating discussion to the relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialog.
Supports position with applicable knowledge.	Does not establish relevant position or response.	Establishes relevant position (makes a claim) whether posting or responding.	Establishes relevant position and supports position with applicable knowledge (makes a claim and supplies evidence for	Establishes relevant position, supports, and validates position with applicable knowledge (makes a claim, supplies

Criteria (total points)	Minimal or Non-performance Posted draft: 0-29 Comprehensive Response to peer post. No use of guidelines. :0-3 / 0-6 Other post/responses:0-1	Basic Posted draft: 30-39 Comprehensive Response to peer post that does not reflect guidelines. 4-5 /8-10 Other post/responses:2-3	Proficient Posted draft: 40-45 Comprehensive Response to peer post that applies some guidelines for comprehensive responding 6-8 /12-16 Other post/responses:4	Distinguished Posted draft: 46-50 Comprehensive Response to peer post that follows guidelines for comprehensive responding 9-10 /18-20 Other post/responses: 5
			the claim), whether posting or responding.	evidence, and explains how evidence supports claim), whether posting or responding.
Conforms to Standard English grammar and structures	Writing lacks regard for Standard English. Writer does not exhibit concern for reader needs.	Writing reflects knowledge of Standard English but lacks editing. Errors impede communication of ideas.	Writing reflects knowledge of Standard English grammar and structures; some errors are apparent. A concern for reader needs is evident.	Writing reflects knowledge of Standard English grammar and structures with polished presentation concerned with reader needs.

The Portfolio: An Overview

JC's Department of Language, Literature and Arts requires every composition student to submit a portfolio as the final assessment of competency for all English 091, 131, and 132 students. Focusing on stated academic objectives, the portfolio demonstrates a learner's critical thinking, stylistic aptitude in the assigned genres and modes, understanding of the rhetorical situation, ability to conduct and integrate academic research, proficiency with Modern Language Association rules for documentation and citation, and mechanical competency.

The English 132 Portfolio Requirements

The portfolio must present

- a cover page listing your name, course name and number, semester/date
- a one page meta-cognitive reflection on your growth as a writer in this class, what you have experienced and learned in this class; support your reflections with evidence from your writing process, essays, and course materials. For help with the meta-cognitive reflective essay, see the discussion following these portfolio requirements.
- original, polished essays produced in response to current semester English 132 assignments
- a minimum of twelve (12) pages of academic writing, not including the meta-cognitive reflection, title pages, and works cited pages
- a research-based argument essay of at least five full pages, not including title and works cited pages
- an analytical essay of at least three pages, supported by research, not including title and works cited pages
- an evaluative essay of at least four pages, supported by research, not including title and works cited pages
- optional: other essays produced in class of at least three pages, not including title and works cited pages
- a title page for each essay in the portfolio offering the title of the essay, a statement of audience, a statement of purpose

Portfolio Formatting Requirements

The portfolio must be uploaded as one, correctly formatted document.

- Double-space
- 12 point font: Times, Arial, Calibri, or Verdana
- One inch margins
- Insert page breaks between title pages and essays, between essays and works cited pages, and between each essay
- Place your name and page number in the upper right hand corner of each page. Use the Insert Page Number function in Microsoft Word to accomplish this.
- Follow MLA Guidelines for documentation and citation

Portfolio Assessment

The portfolio is assessed using the Composition Program Portfolio Rubric, which follows this portfolio overview. Please review the rubric as you prepare your portfolio. The portfolio is worth 35% of your grade in this class.

Guide to Writing the Meta-Cognitive Essay

As stated above, the portfolio must be accompanied by a meta-cognitive [reflective] essay.

This is your opportunity to "frame" the growth and quality of your learning and performance as a writer as demonstrated in your portfolio.

Please follow directions carefully and completely. This essay may be shared with other Jackson College composition instructors as part of the department assessment process. Use the portfolio formatting guide to format this essay.

- Introduction:
- Body:

- Set the context for the essay by
  o identifying the course (English 132, second semester freshman composition),
  o offering a brief summary of the community you chose as your subject area, and the types of essays you wrote in relation to that community,
  o creating a thesis that makes a claim about your growth as a writer (think in terms of writing process, rhetorical situation -- audience and purpose, genres, research strategies, and collaboration with peers).

- Include discussion of
  o the subjects of your papers and why you chose them,
  o *positive* changes or developments you have noticed in your **writing processes** over the course of the semester; reflect on how engaging process impacted your final papers, show aspects of revision by comparing the original, early drafts of your essays to the final drafts for your portfolio,
  o how writing and homework assignments, textbook, and in-class individual and group activities contributed to *positive* changes,
  o explain what or who you think might be responsible for your growth.
  o what has not changed or developed in your writing over the course of the semester,

- what you would like to work on or develop
- how you met English 132 course goals and objectives; they are:

  - ADO #1: Writing clearly, concisely, and intelligibly
  - ADO #7: Critical thinking

Explain how you have fulfilled both of these ADOs. Provide *brief* examples and evidence from your work this semester. Think about your participation in collaborative writers groups. Did participating in discussions about your writing and serving as a peer editor strengthen your skills as a writer?

- Conclusion:
  - Summarize the above points and explain what you feel you have accomplished as a group member, a writer, and a college student in this class
  - *Include the* most important thing you have learned about writing this semester—or about yourself as a writer.
  - Be specific and thoughtful.

Meta-Cognitive Essay Assessment Criteria

- Demonstrated awareness of rhetorical terms and techniques (parts of the process, parts of an essay, strategies for revision, the relationship of audience and purpose to writing)
- Ability to focus, clearly and concisely articulate what you have learned as a writer
- Ability to make and support claims with specific references to, quotations from, and examples of your course work. You may also use course materials
  - *This is an intensive writing course that focuses on analysis, argumentation, and academic research processes and strategies. Modern Language Association formatting is required for all formal papers. A research paper is required using MLA parenthetical and Works Cited format. Research papers must be at least five pages in length with a minimum of five different sources.*
    -
    - **ENG 132 Portfolio Rubric**

Categories	4.0 = Masterful	3.0 = Skilled	2.0 = Competent	1.0 = Unsatisfactory	0.0 = Poor	Points
GRADES 4.0, 3.0, 2.0 SATISFY EDUCATIONAL AND ASSOCIATE DEGREE OUTCOMES 1 (ADO 1) & 7 (ADO 7) **FOR ENGLISH 132**	Demonstrates masterful ability to write clearly, concisely, and intelligibly (ADO 1) Demonstrates masterful critical thinking through questioning, interpreting, analyzing, evaluating, inferring from and synthesizing information to solve problems in a variety of settings (ADO 7)	Demonstrates skilled ability to write clearly, concisely, and intelligibly (ADO 1) Demonstrates skilled critical thinking through questioning, interpreting, analyzing, evaluating, inferring from and synthesizing information to solve problems in a variety of settings (ADO 7)	Demonstrates competent ability to write clearly, concisely, and intelligibly (ADO 1) Demonstrates competent critical thinking through questioning, interpreting, analyzing, evaluating, inferring from and synthesizing information to solve problems in a variety of settings (ADO 7)	Demonstrates unsatisfactory ability to write clearly, concisely, and intelligibly (ADO 1) Demonstrates unsatisfactory ability to critically think (ADO 7)	Fails to demonstrate ability to write clearly, concisely, and intelligibly(ADO1 Fails to demonstrate ability to critically think (ADO 7)	

	(4)	(3)	(2)	(1)	(0)	
Genre Review and Engagement **Evidences engagement of analytical, argument, reflective and/or mixed genres.**	**(4)** Masterful engagement of analytical, argument, reflective and/or mixed genres. Uses genres to navigate complex rhetorical challenges.	**(3)** Skilled engagement of analytical, argument, reflective and/or mixed genres. Uses genres to navigate complex rhetorical challenges.	**(2)** Competent engagement of analytical, argument, reflective and/or mixed genres. Uses genres to navigate complex rhetorical challenges.	**(1)** Unsatisfactory engagement of analytical, argument, reflective and/or mixed genres. Unsuccessful use of genres to navigate complex rhetorical challenges.	**(0)** Fails to engage analytical, argument, reflective and/or mixed genres effectively. Fails to use genres to navigate complex rhetorical challenges.	
Introduction/Thesis **Introductions appropriate to genre hook reader interest, focus on subject, establish backgrounds/contexts, and forecast content and organization.** **Essays offer identifiable clear, specific theses appropriate to genre, purpose, and audience.**	**(4)** Masterful introductions appropriate to genre hook reader interest, focus on subject, establish backgrounds/contexts, and forecast content and organization for the reader. Masterful thesis (implied or stated) are clearly identifiable and effectively placed. Thesis statements use syntactic subordination to provide an engaging, focused, crisp statement that captures the writer's central claim. Theses promote purpose, engage audience, and reflect genre.	**(3)** Skilled introductions appropriate to genre hook reader interest, focus on subject, establish backgrounds/contexts, lead to thesis, and forecast content and organization. Skilled thesis statements (implied or stated) are identifiable, well-placed, and focused. Stated theses evidence a developing skill for use of syntactic subordination. Thesis statements are appropriate to genre, purpose, and audience.	**(2)** Competent introductions appropriate to genre attempt to hook reader interest, but may fall flat or fail to 'lead' the reader to the thesis. The introductions contain a subject, but only partially establish context. Forecasting may be vague or disconnected from essay body. Competent thesis statements; some may be difficult to identify and poorly placed. They reflect a beginning skill level for syntactic subordination, evidenced by broad and loosely constructed clauses. Theses are generally appropriate to genre, purpose, and audience.	**(1)** Unsatisfactory introductions state topics but fail to consistently hook focus, contextualize, and forecast content and organization. Thesis statements are superficial or unclear. They may be simple statements of fact or loose, rambling sentences. They are unarguable. They employ vague or abstract language and do not reflect writer concern for genre, purpose, and/or audience.	**(0)** Missing or disconnected introductions. Thesis statements are missing, and essay is plagued by subsequent lack of focus.	
Evidence: **Development of Claims.** **Analyzing and Integrating Sourced Information** **Essays reflect writer's ability to locate, evaluate, organize, and use research material collected from electronic sources, including scholarly**	**(4)** Masterfully provides a wide range of evidence that is critical, clear, relevant, credible, and consistent in its support of theses and subtopics. Authority is clear. Masterfully and consistently integrates	**(3)** Skillfully provides strong, clear, relevant, credible supporting evidence for theses and subtopics in all genres. Authority is clear.	**(2)** Competently provides evidence that is limited and/or only partially identified; reader may have to infer authority; limited research and details do not fully develop claims.	**(1)** Unsatisfactorily evidence that only partially supports theses and subtopics. Evidence lacks credibility and may be inconsistent, unreliable, or incomplete. Unsatisfactorily distinguishes between writer ideas	**(0)** Fails to provide academically acceptable evidence for theses and subtopics and/or offers blatantly misrepresented, misquoted, or misunderstood evidence.	

	(4)	(3)	(2)	(1)	(0)	
library databases and other official databases.	quotations, paraphrases, and summaries, distinguishing between writer ideas and sourced material through proficient use of signal phrases and parenthetical citations	Skillfully and consistently presents quotations, paraphrases, and summaries; distinguishes between writer ideas and sourced material.	Competently presents quotations, paraphrases, and summaries; these may be inconsistent in distinguishing between writer ideas and sourced material.	and sourced material.	Fails to use and/or present quotations, paraphrases, and summaries correctly; does not distinguish between writer ideas and sourced material. Plagiarism is a concern.	
MLA Citation, and Documentation	**(4)** Demonstrates proficiency in MLA parenthetical citations and Works Cited strategies.	**(3)** Demonstrates competent MLA parenthetical and Works Cited strategies, some errors may be apparent.	**(2)** Approximates, but does not adhere to, MLA parenthetical and Works Cited strategies.	**(1)** Unsatisfactory demonstration of MLA parenthetical and/or Works Cited strategies. Careless errors.	**(0)** Fails to apply MLA source citation where needed. Works Cited missing. Plagiarism	
Organization **Paragraphs, transitions, rhetorical strategies present a coherent reading experience.** **Organizational structure is appropriate to genre and modality.**	**(4)** Presents cohesive essays. Ideas within and between paragraphs are linked with transitions that present a seamlessly coherent reading experience. Organizational structure is appropriate to genre and modality. Employs rhetorical strategies appropriate for specific genre.	**(3)** Presents cohesive essays. Ideas within and between paragraphs are connected by transitions. Organizational structure is appropriate to genre and modality. Employs rhetorical strategies appropriate for specific genre.	**(2)** Demonstrates basic organization strategies. Ideas within and between paragraphs evidence some awareness of transitions, but may not always be connected. Organizational structure is loose. Coherence is inconsistent. Rhetorical strategies appropriate for specific genre are difficult to identify.	**(1)** Unsatisfactory reading experience. Paragraphs are simple, disconnected, or formulaic. Transitions are ineffective or missing in places. Organization, if evident, is confusing and disjointed. Paragraph structure is ineffective and transitions are missing in many places. Coherence is lacking. Rhetorical strategies appropriate to genre are missing.	**(0)** Failed organization. Ideas are confusing and coherence within and between paragraphs is missing. Rhetorical strategies appropriate to genre are missing. Essays read like first drafts.	
Rhetorical Situation **Writing is purpose driven and audience focused.** **Tone, voice, point-of-view, and style are appropriate to purpose; they engage the audience in a distinctive and intentional way.** **Employs proper rhetorical strategies**	**(4)** Demonstrates mastery of rhetorical situation. It is purpose driven by genre and audience focused. Tone, voice, point-of-view, and style are appropriate to purpose; they engage the audience in a distinctive and intentional way.	**(3)** Demonstrates skillful engagement of rhetorical situation. It is purpose driven by genre and demonstrates awareness of audience. Voice, tone, and point-of-view support purpose. Full control of these	**(2)** Evidences competent use of audience and purpose. Writing generally reflects connection between genre and purpose. Audience engagement seems forced. Little attempt is made to insert voice or distinctive	(1) Writing does not satisfactorily align with stated purpose .It lacks awareness of the stated audience. Tone and point-of-view are somewhat inappropriate and / or inconsistent. Little or inconsistent evidence that writer has attempted use of rhetorical strategies. May rely on logical	**(0)** Writing fails to reflect purpose and audience awareness. Audience and purpose statements may be missing. Tone may be inappropriate for audience and	

appropriate for specific genre. **Demonstrates ability to use rhetorical concepts: ethos, pathos, logos in support of purpose and with awareness of audience.**	Demonstrates proficient ability to use rhetorical concepts: ethos, pathos, logos in support of purpose and with awareness of audience. Reader-based prose.	elements may be missing, but the writing demonstrates intentional choices in these areas. Demonstrates ability to use rhetorical concepts: ethos, pathos, logos in support of purpose and with awareness of audience. Reader-based prose	features into essays. Demonstrates little or inconsistent use of rhetorical concepts: ethos, pathos, logos Prose are in transition from writer to reader-based.	fallacy rather than rhetorical concepts. Writer-based prose.	assignment genre. No evidence of audience engagement No evidence that writer has studied or attempted to apply rhetorical concepts. Writer-based prose.	
Vocabulary, Mechanics, and Punctuation **Follows conventions of punctuation, grammar, and spelling. Identifies, explains, and employs concepts clearly**	**(4)** Masterfully expresses ideas in mechanically controlled, clear, and cogent sentences. Demonstrates varied, pleasing sentence patterns. Vocabulary is consistently varied, clear, and sophisticated. The portfolio is virtually error free.	**(3)** Skillfully uses clear, effective, and varied sentences. Vocabulary is mostly varied and sophisticated. Errors (if any) are infrequent.	**(2)** Competently employs sentence structures and vocabulary; however these are sometimes repetitive or imprecise. .	**(1)** Unsatisfactory use of vocabulary, mechanics, and punctuation. Writer relies on formulaic or tedious sentence patterns. Unclear or misused vocabulary skew meaning Frequent errors in sentence construction and use of non-standard syntax disrupt reader experience.	**(0)** Fails to follow conventions. Inconsistencies in conventional use of Standard English are frequent, syntax is jumbled, and errors disrupt reader experience.	
Final Reflective Essay **Demonstrates awareness of writing process, audience centered communication, and peer review.**	**(4)** Demonstrates masterful knowledge of revision strategies that develop ideas and polish essays. Acknowledges peer and instructor feedback and references how it impacts writing. Supplies clear references to and/or illustrative quotations from portfolio essays.	**(3)** Demonstrates skillful knowledge of revision strategies that develop ideas and polish essays. Acknowledges peer and instructor feedback and references how it impacts writing. Supplies some references to portfolio essays.	**(2)** Competently acknowledges revision as part of process. Acknowledges peer and instructor feedback.	**(1)** Unacceptable engagement in or reflection on process. Little acknowledgement of revision or of peer and instructor feedback.	**(0)** Fails to acknowledge revision as part of process and/or peer and instructor feedback in the writing process.	
Deductions	**Fewer than full 12 pages: -0.5** **Fewer than 10 full pages: - 1.0** **Missing or disconnected audience/purpose statements -0.5** **Lack of variety -0.5** **Essay demonstrating academic research with less than 5 pages -0.5** **Essay demonstrating academic research with less than 5 sources: -1.0**					

Grounds for Failure	**Failure to include a research paper results in 0.0 for the portfolio.** **Plagiarism results in a 0.0 for the portfolio**	
Portfolio Comments & Total Points		

Course Grades

You may view your course grades in this JetNet class by clicking on Grades in the left column of the course website. Be sure that the User Report tab is selected. You will see grades earned for all areas of the class—Participation, Essays, Quizzes, and Portfolio. You can see my feedback on assignments by checking the Feedback column. If I have uploaded a document with further comments for your review, you will need to go to the Assignment file in which you uploaded your assignment to see and download the document with my comments.

Progress Reports, Midterm Grades, Final Grades in E-Services

Jackson Community College requires four formal progress and grading reports to be filed for each student in each of their classes. Referred to as HQVs, these reports are entered into your e-services transcript and serve as a record of your progress, indicate the need for interventions that can help you be more successful, and can save you from unnecessary education debt.

The dates for recording English 132 HQV grades are on or before:

Grade 1	Grade 2	Grade 3
9/14	10/3	11/6

As the instructor, I must have grades posted by the due date. Per college policy, I can submit Q grades at any time and can submit HQV grades early.

These three reports indicate your progress in the class with a letter.

- V Verifies you are participating and passing the course
- H Indicates that you are struggling and need help; if you receive an H, a representative from the Center for Student Success will contact you to discuss how the college can help you.
- Q Reflects that you have been dropped from the class by your instructor. I drop students who are not logging into the class and participating on a weekly basis.

The midterm posting will offer both a letter progress report and your midterm grade. Final grades are not accompanied by a progress report.

If you decide to withdraw from the course at any time, contact student services and formally withdraw. This is especially important after the midterm grades are posted as your instructor is no longer able to drop you from the class. If you leave the course without withdrawing, you will receive a failing grade on your transcript. Failing grades are not good for your record when transferring, graduating, or looking for employment.

If you have any questions about the HQV report, please feel free to ask.

Listed below is drop/add information:

REFUND/DROP NO W : 9/16
DROP WITH W : 9/17

Peer Responding Guidelines

For each essay that you write in this class, you will be part of a writers group. Within that group you will share your work, read the work of others, and give guided responses to peer work.

When reading each other's drafts in the peer-response workshops you will conduct initial and comprehensive reviews of peer drafts. The guidelines for these drafts can be found in each unit.

You will give every member of your writers' group an initial response to his/her essay. Then, conduct a second reading of one peer draft and offer a comprehensive response to that draft. Every person in the group should give and receive at least one comprehensive response. Please follow the guidelines for responding below.

First Responses

Review the assignment, then read each peer draft at your normal pace without stopping. When you finish you should have a good sense of what the writer is trying to accomplish.

- Identify the Main Idea:Write a sentence summarizing what you see as the main idea of the piece. If you spot a thesis sentence, include this in your response.
- Identify the Purpose: Has the writer fulfilled her/his stated purpose? If yes, how? If no, what does the writer need to do in revision? If the writer has not offered a statement of purpose, write a sentence that summarizes the mode you see the writer using (reflection, informative, analysis, argument) what you think the writer was trying to accomplish in the draft.
- Ask one question of the writer regarding the main idea, purpose, or significance.

Comprehensive Readings

Select and read one of the peer drafts again. Use the assigned guidelines for that unit's essay. Below are generic approaches to peer review that can give you a way of approaching most types of writing.

- o Genre: Identify the genre the essay employs.
  o What is the writer's purpose? Does it reflect the genre?
  o Who is the writer's intended audience. What does the writer assume the audience already knows or believes?
- Introductory Lead: Does the writer's opening paragraph/paragraphs effectively introduce the topic, engage your interest, forecast coming information, and predict organization? Show the reader where you see these elements in the introduction. Ask question about the elements if you do not understand or find the focus, the hook, or forecasting.
- Thesis: Is the thesis implied or stated? Let the reader know what your understanding of the thesis is and where you see it best articulated.
- Focus: Does the writer maintain focus on the thesis throughout the essay? Does the writer wander off on side topics? If focus is maintained, give the writer specific compliments related to the strategies he or she is using to maintain focus. If focus is weak, ask the writer a probing question about how the thesis and body supports work together. For instance, "How do you see the information in paragraph three supporting your thesis?" You may also ask clarifying questions related to facts, if needed. For instance, "where is the train station you mention in the essay?"
- Organization: Are the sections and paragraphs ordered effectively. Can you identify an organizational strategy? Do you note any abrupt shifts? Can you suggest a better order?

- Completeness: Are there places in the essay that remain underdeveloped? Where do you want to know more? Where does the writer need to offer perspective on a piece of information, tying it back to a key idea?
- Composition Strategies: Identify strategies the writer uses that are aligned with the assigned genre. Which of these strategies does the writer handle well, give examples. Identify one strategy that the writer could further develop. Please refer to the assigned unit readings related to the type of essay assigned (memoir, profile, proposal) for help with identifying strategies and elements.
- Is the writer's style engaging? Is the tone appropriate for the purpose and audience? Is it consistent? Are there places where another word or phrase might better serve the essay?
- Is the writer using first, second, or third person voice consistently? How could the writer improve the use of voice?
- Sources: If the draft uses outside sources, are they cited accurately? If there are quotations, are they formatted correctly and worked into the body of the essay? Are there places where the writer assumes readers will intuit the significance of the quotation? Does the writer use quotations sparingly?

As you construct your response, remember that your goal is to help the writer think more about the essay.

As a peer responder, it is important that you are able to focus on key elements of academic writing. However, since you are not an 'expert,' remember it is better to take an observation and turn it into a question rather than attempting to address a problem for which you do not have the vocabulary.

Balanced Responding Guidelines

Use balanced responding strategies in all full group discussion forums and for identified threads in your writers' group discussions.

Balanced feedback includes two compliments and two suggestions, questions, or requests for elaboration that lead to further thought and discussion. This model was originally conceived as a classroom observation feedback tool, but the principles can be applied to discussions as well.

The balanced feedback discussion model is based on the premise that *balanced, specific, thought provoking* feedback will stimulate and foster a rich discussion. Feedback can be 2+1, 1+2, 1+1 and so on, but should be balanced (that is, it should be both complimentary *and* extend thinking).

Balanced feedback does *not* equal two positives and two negatives. See the Tips: Giving Compliments and Suggestions section below.

Balanced Feedback Assumptions

1. Everyone is both teacher and learner.
2. Balanced feedback involves critical thinking and is as useful for the giver as it is for the receiver.
3. Balanced feedback serves to extend and enhance discussion and hone your skills in giving feedback.
4. Peer feedback can be powerful, sometimes even more powerful than instructor feedback.

Balanced Feedback Guidelines

1. The receiver of feedback is free to accept or reject it.
2. Suggestions you receive are not part of the course assessment process. Thus, there are no negative repercussions for receiving suggestions of any kind.

3. Balanced feedback is not considered evaluation. It is strictly formative in nature.

Expectations for Balanced Feedback

The following set of common expectations for all participants encourages high level discussions. Participants will

- give balanced, specific, and substantive feedback, using two compliments and two suggestions as a guide. Other combinations such as 2+1, 1+2, 1+1 are fine, as long as they reflect balanced, specific, and substantive feedback.
- participate in discussion respectful of multiple perspectives.
- share feedback in a spirit of trust, collaboration, and helpfulness.

Tips: Giving Compliments and Suggestions

Compliments are generally easy to offer. However, avoid overly positive comments in the form of "Good post!" or "I agree." Feedback that is too bland and non-specific is neither helpful nor meaningful. Take the conversation further and state *why* you agree, summarize to reinforce the concepts with which you agree, or relate an experience that confirms or extends the learner's point.

Remember that suggestions are not necessarily criticisms, because 2+2 feedback does not represent the common positive-versus-negative dichotomy. Your suggestions can take the form of:

- Additional content information.
- A life experience that is an exception to the ideas posted.
- A question regarding the content.
- Additional resources you think would be of interest to the learner.
- An alternative perspective you think would add to the range of ideas being shared.
- A request for more information if the learner did not address the discussion question or all of its elements.

When to Use Balanced Feedback in This Course

Not every response to another learner has to follow the balanced feedback format. The responses where 2+2 should be used are the learning activities that specifically request it. Other times, you may just wish to acknowledge an interesting post with a word of praise or offer other types of comments. It is also fair to apply balanced feedback in your responses to your instructor's postings.

Benefits of Balanced Feedback

Allen and Allen (1996) write:

> Without feedback, there is little opportunity to improve performance. In the many tasks of life, feedback is a very uncertain process, and even when it is available it is often not presented in a way that makes it most useful or most likely to be considered. Our behavior changes most powerfully when feedback is given and received in a positive environment where trial and error is encouraged (p. 2).

The feedback model attempts to take the uncertainty out of the feedback process and focus its results. The discussions take place in a positive environment, and trial and error is encouraged. There are several advantages to using this feedback. Balanced feedback:

- Provides a template for structured feedback and encourages focused feedback.
- Encourages a broad and balanced range of feedback between the giver and the receiver.
- Conditions the giver of feedback to make constructive suggestions.
- Raises expectations in the discussion area and builds a spirit of trust among fellow learners.
- Encourages higher-quality interactions within discussions and promotes reflective and critical thinking.
- Encourages evaluation of feedback and provides perspective on feedback sources.
- Assumes presentations and discussion responses have some validity and merit, as well as the potential for improvement.
- Is transferable to other professional settings, as many learners have introduced balanced into their own schools and workplaces.
- Builds effective learning communities.

Summary

If the expectations are agreed upon and fulfilled, balanced feedback is expected to serve and enhance the course goals of valuing life experience, sharing these experiences, extending substantive discussion of ideas, fostering critical thinking, and learning from multiple perspectives.

Work Cited

Allen, D. B., D. W. Allen. 2+2 Equals Better Performance: Alternative Performance Appraisal with Feedback

and Encouragement [Unpublished manuscript]. Denver, CO: University of Denver, Old Dominion

University. (1996). Print.

Support

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the office of Learning Support Services at 787-0800, extension 8270/8553 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Writing Help: Instructor Appointment, Writing Tutors, and Writing Fellows

If you are struggling with your writing, you may always ask for an appointment with me. You do not need an appointment if you come to my office, BW 240 during my office hours.

If you need an appointment outside of office hours, please contact me through email at pursellkristind@jccmi.edu, or ask for an appointment before or after class.

You also have the option of stopping into the Center for Student Success (CSS) or the Writing Fellows for help with your writing. If you go to the CSS or Writing Fellows, you must take with you

1) a copy of the assignment

2) your draft or work thus far

Whenever seeking help, know why you need help. For instance, if you are having trouble writing an effective thesis, ask for help with your thesis. If you are having trouble with specific aspects of organization, you can ask for help with organization.

CSS faculty and Writing Fellows are NOT PEER EDITORS and will not read and give you commentary on a draft you hand over to them. Their first question will be 'What is the assignment?' Their second question will be "What do you need help with?" If you are unable to specify your needs, you will not receive help.

- CSS is located in Bert Walker Hall Room 125. Please click the blue CSS link for more information about the Center for Student Success.
- Writing Fellows New location this year TBA. Questions about the Writing Fellows Program? Please e-mail writingfellows@jccmi.edu

Click the links below for more information and support with technology or study.

Center for Student Success offers free counseling, tutoring, and writing support

Writing Fellows offer trained writing tutors and peer-review support

Distance Learning offers JetNet support

Solution Center offers technical support

Library Data Base Link

Use your JCC user name and JCC password for all database entry.

MLA 2016: Purdue University Online Writing Lab: MLA 2016

Fall 2016

Calendar

September 6 - December 22

This Calendar is Subject to Revision

Any revisions to the calendar will be posted in the News Forum as well as in the units involved.

Successful on-line learners check into their classes at least every other day for a few minutes to see what's going on and to participate in discussions.

Texts, General Terms, and Guidelines:

The Norton Field Guide to Writing with Readings Third Edition is a print text and is one of the course texts. Pages assigned in it explain the modes of academic writing you are expected to master, identify and explain elements of these modes, and provide examples of the type of writing you will be doing. Reading and referencing this text equates with successful learning. Unit quizzes refer to assigned readings from this text.

They Say, I Say: The Moves That Matter in Academic Writing Third Edition is one of the main course texts. Advertised as "the key to the academic writing club," this text helps you frame your ideas and arguments in the larger contexts in which issues and ideas are experienced. This book is consistently credited by students of English 132 as integral to their learning and improved academic writing skills. Unit quizzes refer to assigned readings from this text.

The Little Seagull Handbook Second Edition is a course text that is considered reference tool, please use it to help with individual questions you have related to writing, researching, and editing. This course requires proficiency in Modern Language Association Style (MLA) be achieved by the end of the semester. The Handbook's MLA guide is on pages 93-135. Unit quizzes refer to assigned readings from this text. The handbook is available in digital or hard copy.

Electronic Unit Books contain assignments, due dates, instructor lectures, supplemental readings, process templates, and external links. Look for the book icon in each unit. Unit quizzes refer to assigned readings from this resource.

Discussion forums require participation. You will post initial contributions and respond to others during the span of each discussion. You may work in discussions from the start of the unit until the discussion's close date. Discussion closing dates assume a 1:55 p.m. deadline. Look for the discussion icons in each unit.

Writers Group Discussion Forums require participation. The course settings will not allow you to move on in the course until you have completed your work as both writer and peer responder in the writers' group discussion. Writers groups are open throughout the span of a unit; they require weekly discussion posts and peer responses to specific threads (topics).

Writers Group Discussion Forum Threads are distinct topics posted in the Writers Group Forums. Plan to engage one thread per week.

Assignment files are where you submit revised essays and required process. All due dates assume a 1:55 p.m. deadline. Look for the assignment icons in each unit

PowerPoint lectures **are** posted below the unit books. These lectures expand upon text materials and speak to specific assignment requirements.

Webcasts are located below unit books. They may also appear as individualized communications from your instructor to you about your writing. They are brief, focused discussions.

Quizzes occur in each unit. You may enter a quiz from the beginning of its unit until the quiz closing date. Closing dates assume an 11:55 p.m. deadline. All quizzes allow for one retake during the time the quiz is open.

Unit 1:Introduction

Sept 6-11

For your ease, discussions close on Sunday of the week they are assigned. This does not mean you should wait until Sunday to complete the assignment, it means that the opportunity to participate in the discussions and complete the quiz ends on the designated Sunday. I advise participation in discussions throughout the week.

- **Read** the Course Materials posted in Unit 1 Online Unit Book
- **Discussions:** participate in three Unit 1 Discussion 1, Discussion 2, and Discussion 3. See instructions in each discussion forum for specific posting and peer response requirements.
- **Complete Scavenger Hunt Quiz, quiz closes Sept 11 at 1:55 p.m.**

Unit 2: Reflection

Sept 12 – Oct 2

In this three week unit, we review the rhetorical situation, the phases of the writing process, study, and engage the key features of reflective essays.

For your ease, discussions close on Sunday of the week they are assigned. This does not mean you should wait until Sunday to complete the assignment, it means that the opportunity to participate in the discussions and complete the quiz ends on the designated Sunday. I advise participation in discussions throughout the week.

The discussions and the quiz are open until specified close dates.

Sept 12 - 18

- Quiz opens
- Review readings and assignments in Unit 2 Online Book
- Participate in Unit 2 Discussion One, initial post due Thursday; Discussion 1 closes Jan 31
- Participate in Unit 2 Discussion Two, Thread 1; initial post due Thursday;; Discussion 2 Thread 1 closes Jan 31

Sept 19 - 25

- Participate in Discussion Two, Thread 2; initial post due Thursday; Thread 2 closes Feb 7.
- View *Critical Reflection and the Reflective Essay* PowerPoint

Sept 26 – Oct 2

- Participate in Discussion Two, Thread 3. initial post due Thursday; Thread 3 closes Feb 14.
- View *Revision* PowerPoint
- Unit 2 Quiz closes Feb 14
- Complete Critical Incident Survey (CIQ) – ungraded opportunity for unit feedback

Oct 9

- Due: Revised reflective essay and meta-cognitive reflection in Unit 2 Assignment File on Feb 21; file closes 11:55 p.m..

Unit 3: Evaluation

Oct 3 - 23

In this unit, three week unit, we review the rhetorical situation, the phases of the writing process, study, and engage the key features of evaluative essays.

For your ease, discussions close on Sunday of the week they are assigned. This does not mean you should wait until Sunday to complete the assignment, it means that the opportunity to participate in the discussions and complete the quiz ends on the designated Sunday. I advise participation in discussions throughout the week.

The discussions and the quiz are open until specified close dates.

Oct 3 - 9

- Quiz opens
- Review readings and assignments in Unit 3 Online Book
- Unit 2 Assignment File, Feb 21 11:55: Revised Reflective Essay and Meta-cognitive Reflection due.
- Participate in Discussion One, initial post due Thursday; closes Feb 21
- Participate in Discussion Two**,** Thread 1 ,initial post due Thursday; closes Feb 21

Oct 10 - 16

- Engage Course PowerPoints: *Evaluation*, *Leads,* and *Paraphrasing Correctly*
- Participate in Discussion Two, Thread 2. Initial post due Thursday; Thread 2 closes on Feb 28.

Oct 17- 23

- Engage PowerPoint *Annotated Bibliography*
- Participate in Discussion Two Threads 3 and 4;initial post due Thursday; threads close March 13.
- Unit 3 Quiz closes Oct 23
- Complete Critical Incident Survey (ungraded).

March 30

- Due Revised Evaluative Essay & Meta-cognitive Reflection in Unit 3 Assignment File on March 20; file closes 11:55 p.m.

Unit 4 : Part One of Research Project, Conducting Research

Oct 24 – Nov 13

In this three week unit, we begin the final research project – it begins in Unit 4 with topic identification, research plan, credible source research, and it culminates in Unit 5 with a well-supported and crafted formal argument in which you take a stand on an issue you have identified in your community.

In Unit 4, you will focus on 1) identification of the issue 2) research practices 3) source evaluation 4) creating an annotated bibliography 5) writing a brief (three page) analysis and evaluation of one of the research sources you have found and listed on the annotated bibliography during your research.

In three weeks, we will begin a formal study of the argument genre, engage the writing process for argument, and create an argument that is based in research involving credible sources, and that acknowledges various aspects of the identified issue.

For your ease, discussions close on Sunday of the week they are assigned. This does not mean you should wait until Sunday to complete the assignment, it means that the opportunity to participate in the discussions and complete the quiz ends on the designated Sunday. I advise participation in discussions throughout the week.

The discussions and the quiz are open until specified close dates.

Oct 24 - 30

- Unit 4 Quiz opens
- Review readings and assignments in Unit 4 Online Book
- Participate in Discussion One, initial post due Thursday; closes March 20
- Participate in Discussion Two**, initial post due Thursday;** Thread 1 closes March 20
- Due in Unit 3 Assignment File, 11:55 p.m. Revised Evaluative Essay and Meta-cognitive Reflection due March 20.

Oct 31 – Nov 6

- Engage PowerPoints *Beginning Your Research, Writing the Rhetorical Analysis*
- Participate in Discussion Two, Thread 2; initial post due Thursday; Thread 2 closes March 27

Nov 7 -13

- Engage PowerPoints *How to Create an Evaluative Annotated Bibliography, MLA Guide from OWL at Purdue*
- Participate in Discussion Two, Threads 3 & 4; initial post due Thursday; Threads 3 & 4 close April 3.
- Unit 4 Quiz closes April 3, 11:55 p.m.

Nov 20

- Due: Revised Rhetorical Analysis Essay, Annotated Bibliography, & Meta-cognitive Reflection in Unit 3 Assignment File on Nov 20; file closes 11:55 p.m.

Unit 5: Part Two of the Research Project, Writing the Argument

This unit contains Thanksgiving Break

Nov 14 –Dec 11

In this three week unit, we enter the second phase of the research project that began in Unit 4; we are now ready to review the rhetorical situation, the phases of the writing process, study, and engage the key features of argument essays.

For your ease, discussions close on Sunday of the week they are assigned. This does not mean you should wait until Sunday to complete the assignment, it means that the opportunity to participate in the discussions and complete the quiz ends on the designated Sunday. I advise participation in discussions throughout the week.

The discussions and the quiz are open until specified close dates.

Nov 14 – 20

- Unit 5 Quiz opens.
- Review readings and assignments in Unit 5 Online Book
- View *Argumentation* PowerPoint
- Participate in Discussion One, initial post due Thursday, Discussion closes Nov 22
- Participate in Discussion Two, Thread 1; initial post due Thursday; Thread 1 closes Nov 22
- Due: Revised Evaluative Essay and Meta-cognitive Reflection in Unit 4 Assignment File, Nov 20. File closes at 11:55 p.m.

Nov 21 – Dec 4

This segment includes Thanksgiving Break Nov 23 – 27; no posts are due during this period, but the course will remain open for your convenience.

- Engage PowerPoint *Argumentation* Review *Annotated Bibliography* PowerPoint
- Participate in Discussion Two Thread 2; initial post due Thursday; Thread 2 closes April 17

Dec 5 – Dec 11

- Participate in Discussion Two, Threads 3 and 4; initial posts due Thursday Dec 8; Threads 3 and 4 close Dec 11
- Review Webcast on formatting the annotated bibliography in the Unit 5 Online Book
- Unit 5 Quiz closes Dec 11, 11:55 p.m.
- Complete Critical Incident Questionnaire (CIQ) ungraded course feedback opportunity

Dec 15

- Due: Revised argument essay, meta-cognitive reflection, and polished annotated bibliography in Unit 5 Assignment File, Dec 15, the file closes 11:55 p.m.

Unit 6 Revising Days & Portfolio

Dec 12 - 18

In this one week unit, you will complete 1) revision of the argument essay, which is due DEC 15 in the Unit 5 assignment file, along with the unit meta-cognitive reflection and annotated bibliography; 2) revisions of essays 2, 3, 4

-- written this semester. You will then compile your final portfolio of polished work demonstrating your achievement of Academic and Learning Outcomes for ENG 132, and submit the portfolio for revision on DEC 18.

Dec 12 - 18

- Revising Days.
- Review Unit 6 Online Unit Book

Dec 15

- Revised argument essay, meta-cognitive reflection, and annotated bibliography are due in the Unit 5 Assignment File May 4; the file closes 11:55 p.m.

Dec 18

- Portfolio and Final Meta-cognitive letter are due in the Unit 6 Assignment File.

Dec 22

- Last day of class. Portfolios returned.
- Complete Course Survey; also complete the College Feedback Survey sent to you in your JC email. All feedback helps us improve programs and courses at JC. Thank you in advance for your input!