

**Course Syllabus for English 091.BC: Introduction to College Writing**  
**Monday & Wednesday, 11:30 AM - 12:53 PM**  
**216 William Atkinson Hall**

**Instructor:** Thomas W. Howard  
**Office Hours:** by appointment (email me)  
**Email:** HowardThomasW@jccmi.edu

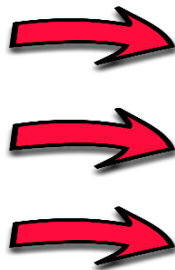
I am very conscientious about returning emails. However, I am not on-call 24/7. I only check my email once a day. If you email me after 8:00 p.m., I will not see it until the next afternoon. Also, **I accept no assignments via email attachments. You must submit a hard copy of assignments.** Finally, any discussion of grades must be handled in person during office hours.

Important 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 course to give students a strong foundation for the work of English 131. Students explore genres in order to meet the expectations of audiences for a variety of purposes. A personal approach helps students enhance their writing abilities, resolve writing problems, and explore writing strategies. An end-of-semester portfolio is required. *Pre-requisite: ENG 085; Co-requisite: ENG 131A*

**When students do not place into Jackson College's ENG 131, the college-level writing class, instead of their having to take ENG 090 and pass it before they can enroll the next semester in ENG 131, those students are enrolled in both courses during the same semester in order to fulfill their General Education writing requirement. Take a look at why this is a great idea!**



**Benefits of Taking Both Classes This Semester**

Being co-enrolled in ENG 131 and ENG 091 benefits you in the following ways:

- You can finish both writing courses in the same semester saving yourself an extra semester in a writing course (instead of two semesters).
- You save an hour of time spent in class per week because you meet for 3 hours instead of 4 if you were enrolled only in the developmental writing class. This also saves you one credit hour of tuition money.

ENG 091 features a smaller class size, individual one-on-one conference opportunities, and small work. I will support your efforts while you are challenged to meet ENG 131 objectives—the perfect blend for writing at the college level.

**Note:** All of the course policies as explained in the ENG 131 Syllabus are the same for this class (e.g., late homework, grading scale, House Rules policy, etc.)

**Here's an easy way to remember what we will be doing in ENG 091: REAP!!!**

**R**eview what was done in ENG 131

**E**valuate what is working and what is not (students lead inquiry about this)

**A**pply what is learned in ENG 131 through sustained writing practice and collaboration

**P**review what is coming up in the next ENG 131 class w/ mini-lectures and preparation

**This textbook and all other course materials and resources are the same as required in ENG 131. You will not need to purchase additional supplies. So, just to remind you, I've listed them here again.**

**Textbook**

**Our textbook for both ENG 131 and ENG 091 is *Writing Today* (w/ REVEL Access Card and loose pages) by Richard Johnson-Sheehan and Charles Paine. Third edition. 2016. ISBN: 9780134217307**

**Required Materials**

- **Flash Drive** (You need to save all of your typed work on this and bring it to class.)
- **3 two-pocket folders** (in addition to the 4 folders you need for ENG 131)
- **Black or dark blue pens** (for in-class and homework assignments)
- **Access to a printer** (for homework assignments and essays)

**Blended Courses**

You are enrolled in a Blended Course. The goal in this blended course is to have you successfully complete both ENG 091 and ENG 131 by the end of the semester. Successfully completing ENG 131 is required for graduation, so essentially, this class is an opportunity for you to complete a very important General Education requirement in one semester. Typically, anyone who places below college-level writing needs at least two semesters to meet this requirement. A developmental writing course must be successfully completed in the first semester, followed by a second semester of ENG 131. This Blended Course gives you the opportunity to complete both in one semester. This will require a lot of work and time. That's why you will receive 6 credits for the successfully completing the work of both classes.

In this course, as with any writing course, the primary goal is to improve your writing skills. In both classes of this Blended Course, you will write, rewrite, think about writing, read about writing, and find various uses for writing. This means you will think critically about written communication by examining words, language, communication, and meaning.

This work is important. After all, language forms who you are. It shapes how you function and how you view the world. This means that by writing and sharing your writing, you may discover new things about yourself. You will also reveal things about yourself to others. This process can be intimidating and sometimes frightening. It can also be rewarding and sometimes exciting. Risk-taking is part of the process of improving your writing and of learning.

The classroom environment, the small community of writers that we (as a class) create, will help support you in your efforts to become a better writer. You must willingly help and support others in return. During each class period we discuss writing strategies and analyze reading assignments. We will also explore ways to stimulate ideas, to develop and organize ideas, to edit, to respond to others' writing, and to eliminate common grammatical and punctuation errors.

You will practice various kinds of writing in class and have time for your own writing in most sessions. The atmosphere is loosely structured and informal, allowing you to progress at your own individual pace. This allows me to observe you in the writing process and offer suggestions or help you with specific problems.

### **This Class—English 091BC**

Class time will be used to talk about and explore strategies for successful writing. You'll also discuss your work for ENG 131 with your classmates, and use class time to draft and revise. Sometimes we'll break into pairs or small groups for sharing and responding to each other's writing. Sometimes I'll review strategies with you and get your feedback—a way to see where we're going as a group and where we've been. We'll use course materials to spark writing ideas and topics.

Your primary task is to build on the writing skills you already have and develop new ones in order to improve your writing. This means you must practice, experiment, discover, and learn what it is you do when you write. This is important. This self-examination will help you determine your strengths and weaknesses as a writer and help you learn how to overcome problem areas. I expect you to prepare for the class—read the text and other assigned readings, hand in daily work and drafts on time, share your writing with others, respond to your classmates' writing, actively participate in class, work with me individually, and most importantly, write and revise both in and out of class.

My primary task is to do everything I can to assist you in your work. I'll read and respond to as much of your writing, rewriting, editing, and to as many of your ideas that I possibly can. I will introduce concepts that may help you become a better writer, lead class discussions, form peer groups, share readings and writings, help you individually, and encourage you.

### **How English 091 and English 131 Are Blended**

The policies and grading scale for ENG 091 are the same as for the ENG 131 class. Because the goal is for you to earn credit for 131, the 131 policies apply to ENG 091 as well. Refer to the 131 syllabus for course policies.

It's important to note that you will *not* be writing another set of Long Essays for ENG 091 and turning in a separate Final Portfolio. The essays assigned for ENG 131 will be the only essays included in the Final Portfolio. You will submit only one Final Portfolio for both classes. Failure to submit the Final Portfolio will result in automatic course failure for both ENG 091 and ENG 131—no exceptions to this.

However, you will have separate class assignments and activities for ENG 091 and will receive a separate grade for each class. Some of the work will be done in class, and remember, in-class work cannot be made-up (see ENG 131 syllabus). Additionally, you will have homework for this class, too. To be successful for ENG 091, you need to attend class and complete all assignments. Not doing the work for ENG 091 means you will not earn credit for ENG 091 and will have very little chance of being successful for ENG 131.

### **Time Management for this BC**

You will receive a calendar of readings and assignments for ENG 131. Additional assignments for ENG 091 will be assigned in this class. You are expected to read the assigned materials and complete homework *before class starts*. You should spend about 2 hours preparing for each hour of class time. (*That means 12 hours per week outside of the classroom—ENG 131 meets for 3 hours per week, ENG 091 meets for 3 hours per week.*)

### **Small Group Work:**

Often in class, you will be asked to complete activities, working as a team. Your ability to collaborate, communicate, and contribute effectively in small groups is critical to your success. Why? Because you are expected to be a learner who can help foster others' learning. These skills are essential for your career, family, and life. Employers in our tri-county area continually ask that we help students develop critical thinking and collaborative skills. They know that developing these skills requires practice and application. We will be working on both of these—

critical thinking and collaboration—in our small group activities. FACT: 80 % of workers who are fired are not fired because they can't do the work; they are fired because they cannot work cooperatively with others. We don't live or work in isolation, so it is extremely important to practice and develop collaborative skills during your college education.

**Participation/Attendance:**

Sitting in class and doing nothing does not equal participating. Participation demands your active presence and your readiness to discuss ideas, to work collaboratively, and to stay on task. Attendance is mandatory. If you miss a class due to an emergency, it is your responsibility to contact a classmate or me before the next class meeting to *find out what you need to do to prepare for the next class*. You probably have a busy life and many things that compete for your time. Nevertheless, class attendance and school work must be high priorities if you are to benefit from the course and receive credit.

**Academic Honesty Policy:**

The JC Catalog states, “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.” When you get caught cheating in college, it can automatically result in course failure and/or expulsion from the college. It is also reported to all three 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.

THE FOLLOWING PAGE EXPLAINS THE EDUCATIONAL LEARNING OBJECTIVES AND OUTCOMES FOR THIS COURSE. PLEASE READ THESE CAREFULLY.

**General Education Outcomes:** The Board of Trustees has determined that all JC graduates should develop or enhance certain essential skills while enrolled in college courses. For ENG 131, GEO #1 is the required outcome:

General Education Outcome 1: Write clearly, concisely and intelligibly

At a minimum, students must demonstrate proficiency in academic, professional, and personal writing through the knowledge and use of write to learn practices; rhetorical strategies; research methodologies; and genre and writing conventions. In order to fulfill this outcome and prepare students for careers, the course will focus on the following skills:

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

**Performance Objectives:** In conjunction with GEO #1, the following outcomes refer to the specific skills that learners are expected to develop as a result of the instructional process in English 091:

<b>Critical Thinking, Reading, and Writing Processes</b>	<b>Rhetorical Knowledge and Conventions</b>	<b>Electronic Environment</b>
<ul style="list-style-type: none"> <li>• Practice active reading strategies</li> <li>• Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications born of reasoning</li> <li>• Offer formative feedback on others writing in peer review sessions</li> <li>• Use genres to navigate complex rhetorical challenges</li> <li>• Distinguish one’s own ideas from those of others</li> <li>• Practice metacognitive reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Use genre specific strategies, voice, tone, and perspective to achieve rhetorical goals</li> <li>• Recognize conventions of writing distinctive to specific disciplines</li> <li>• Employ Modern Language Association (MLA) style in academic writing</li> <li>• Writing in Plain Style —simple and direct language</li> </ul>	<ul style="list-style-type: none"> <li>• Use Microsoft Word to compose, revise, and save documents</li> <li>• Locate research material collected from electronic sources, including library databases and other electronic networks and internet sources</li> <li>• Use college learning management system</li> </ul>

## **Students' Frequently Asked Questions about ENG 091**

***Because I'm enrolled in both ENG 131 and ENG 091BC, do I turn in two separate portfolios, one for each class at the end of the semester?***

No. Students submit one Final Portfolio: the ENG 131 Portfolio. There is no separate ENG 091 Portfolio because students are not assigned separate 091 essays. The only assigned essays are those for 131. The work of 091 must support the successful completion of 131. The same portfolio is given two separate grades, one for 131 and one for 091.

***Is the Final Portfolio given the same grade for both 131 and 091?***

Not necessarily. For 131, the portfolio is read through the lens of the 131 Portfolio Criteria. For 091, the portfolio is read through the lens of the 091 Portfolio Criteria. What this means is that the grade for the 131 portfolio could never be lower than the grade for the 091 portfolio—unless the student does not successfully do the course work for ENG 131. However, the two grades could be identical. For example, if a student receives a 4.0 on the 131 portfolio, obviously the student should receive a 4.0 on the 091 portfolio.

***What happens if I pass ENG 131, but not ENG 091?***

If it happens, it happens; you pass ENG 131, but not 091. In other words, it doesn't matter, except in terms of your GPA. In reality, the 091 grade only matters to JC. Because 091 is a DE course, it is an in-house institutional grade. The only grade that matters in terms of the Michigan Transfer Agreement (formerly MACRAO) with other colleges and universities is the 131 grade. Since the goal for all DE writers is to successfully complete the college-level course, if you pass 131, then you've met the goal. However, the 091 grade is on your transcript and figures into your GPA.

***How can it be possible that I can do the work of ENG 131 if I didn't place into 131?***

There are a couple of reasons this might happen, based on what we know about placement: it is a fatally flawed system. For one, students don't take placement tests seriously. They may rush through them to get done—especially if the importance is not explained to them. Second, they may have test anxiety that prohibits them from doing their best. The placement score is not accurate when this happens. However, regardless of why students don't place into 131, once they do, they must take a developmental writing course. In the past, this required two semesters. If we did not offer our students the option of taking both writing classes in the same semester, then you would have to take a developmental writing class this semester, and if you passed, you would take ENG 131 in a different semester. This would cost you more time and money. JC's developmental writing class was a 4-credit class, which means it met for four hours



a week. ENG 091 is a 3-credit class and meets for three hours a week. This saves you the money for one credit hour of tuition, 15 hours of time during the semester, and one semester of writing. This BC is a good thing.

***How can I pass 131 if I don't pass 091?***

There are separate assignments for ENG 091, and many of them are connected to the assignments in ENG 131. If you don't regularly attend 091 and get your work done, you won't pass ENG 091. Why? Failing to attend ENG 091 classes but turning in a Final Portfolio means you would not earn more than 40% of the course credit. However, we have not had this happen yet. Attendance in the 091 class has not been a problem with those BC students who regularly attend 131. Students who have not passed 091 also have not passed 131.

***Can I drop the 131 class if I find it too difficult—and just take 091?***

No, you cannot, and there are no exceptions to this. 091 students are doing work that supports their writing for the 131 class. Additionally, BC students turn in one Portfolio: the 131 Portfolio. If students drop 131, instructors would have to spend the 091 portion of the class re-teaching what they missed in the 131 session, which is patently unfair to the other 091 students. BC students must be co-enrolled. If you wish to withdraw from the 131 course in a BC, then you must withdraw from the 091 course as well. You would be better off to get help and finish both BC courses, if possible.