

English 131-04: Writing Experience I
Jackson College
Fall 2016

Instructor: Thomas W. Howard (HowardThomasW@jccmi.edu)

Location & Time: 217 William Atkinson Hall; MW 9:30 - 10:53 AM

Course Texts: *Writing Today* (w/ REVEL access card) by Richard Johnson-Sheehan and Charles Paine, 3rd edition, 2016.

Course Materials: 1. pencils/pens
2. notepad for notes and writing
3. four two-pocket folders

Course Description: This is an intensive writing course. Narrative and descriptive modes are stressed. Basic research strategies are introduced. An end-of-the-semester portfolio is required.

Continued Description: Learners engage the writing process, study the impact of the rhetorical situation on communication choices, engage in genre studies of memoir, profile, analysis, and report genre study. The course requires participation in discussions, activities, and guided peer review. Developing ability to apply Modern Language Association (MLA) style and conventions to written assignments is expected. Standard English grammar and structures are requisite skills in this course.

Instructor Role: Facilitator

Learner Role: Independent and Collaborative

- Learner success relies on the ability to plan, prepare, study, and engage phases of the writing process, to apply global and local essay strategies, critical thinking skills, research strategies, and peer response skills.
- Learners will create three (3) essays. Essays will be accompanied by a title page and, when sources are used, a Works Cited page. Specific page lengths will be defined in essay assignments.
- Learners will apply active reading strategies to assigned course materials and can expect to encounter a chapter of reading associated with each essay assignment, as well as supplemental selections.
- Learners need to plan to spend at least nine (9) hours a week on the course, including assigned readings, collaborative discussions, and individualized writing.

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 Outline 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:

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 131:

Critical Thinking, Reading, and Writing Processes	Rhetorical Knowledge and Conventions	Electronic Environment
Practice active reading strategies	Use genre specific strategies, voice, tone, and perspective to achieve rhetorical goals	Use Microsoft Word to compose, revise, and save documents
Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications born of reasoning	Recognize conventions of writing distinctive to specific disciplines	Locate research material collected from electronic sources, including library databases and other electronic networks and internet sources
Offer formative feedback on others' writing in peer review sessions	Employ Modern Language Association (MLA) style in academic writing	Use college learning management system
Use genres to navigate complex rhetorical challenges	Writing in plain style	
Distinguish one's own ideas from those of others		
Practice metacognitive reflection		

Intermediate Grading

In compliance with college policy and federal regulation, I will assign a progress grade to each student during week 2, week 5, and week 8. Students will receive one of three grades: "V" means the student is attending, participating, and in good standing; "H" means the student needs additional support to pass the class; and "Q" means the student has stopped attending and is being dropped from the class.

Course Organization

This course is divided into three units, one for each essay. Each unit consists of moving through the stages of the writing process. A pamphlet for each unit will guide you through this process (see below). This overarching process will be supplemented by readings, in-class lessons, discussions, and group activities.

Writing Pamphlets

For each unit, I will provide a pamphlet that outlines the main components of the writing process. You will keep the pamphlet in your folder for each essay, and you must save everything *at least* until you submit the final draft. You must move through these stages chronologically, and I will initial the pamphlet after each completed step. Ultimately, this will lead you directly to the rough draft while also giving you tips for revision as you prepare the final draft and end-of-semester portfolio draft.

Major Assignments

You will complete three essays in the course, each 3-5 pages in length. They will all be formatted per MLA style.

- Memoir
- Profile of a Person
- Research Report (non-argumentative)

Portfolio

As you progress through your writing this semester, you will compile a portfolio to demonstrate your growth as a writer. Your portfolio will contain at least two but most likely all three of your polished essays. It must be 10 pages (not including cover pages or the works cited page) between all of the included essays. You can only include essays that have been taken through the entire writing process. **Therefore, these papers must be read by me and at least two other students in class and represent revisions and editing to the best of your ability.** Your portfolio serves as a final exam for English 131 and should demonstrate both the strength of your writing skills and an awareness of the audience you wish to reach.

Grading Procedure:

Unit #1 (Memoir)		
Prewriting	50 points	5%
Essay #1	100 points	10%
Unit #2 (Profile)		
Prewriting	50 points	5%
Essay #2	100 points	10%
Unit #3 (Research Report)		
Prewriting	100 points	10%
Essay #3	100 points	10%
Online REVEL assignments	200 points	20%
Portfolio w/Reflection Letter	300 points	30%
Total:	1000 points	100%

JC Standardized Grading Scale:	4.0 = 95-100 (A)
	3.5 = 89-94 (B+)
	3.0 = 84-88 (B)
	2.5 = 78-83 (C+)
	2.0 = 72-77 (C)
	1.5 = 66-71 (D+)
	1.0 = 60-65 (D)
	0.5 = 55-59 (D-)
	0.0 = 0-54

The Incomplete Grade:

In accordance with JC policy, an Incomplete or “I” grade is only issued to students who have demonstrated good standing in the class and hold a passing grade at the time of an extenuating circumstance that precludes completion of the class. Documentation validating the circumstance may be required.

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 www.jccmi.edu/policies/Academics/

Plagiarism Policy

Plagiarism is taking someone else’s work and presenting them as if it is your own. We will discuss how to avoid plagiarism throughout the course, and it is expected that you know this and practice it throughout your writing. ***Any violation will likely earn you a zero on the assignment***, but it may include an “F” in the course and referral to the Office of the Academic Dean for further disciplinary action.

Missed/Late Assignments

Late assignments are docked 10% of the final grade *per late day* (including weekends). This means that a paper submitted at 12:00 AM (one minute after the 11:59 PM due date) will be penalized. However, if you know you will be absent for a future assignment, presentation, etc., contact me *before the due date*, and we may figure something out.

COURSE CALENDAR

NOTE: *WT* stands for *Writing Today* — all online components are due when the chapter is due

Week 1

Wednesday — 09.07 Introduction to Course

Week 2

Monday — 09.12 **begin Unit #1 - Memoir**
DUE: *WT* chapter 5

Wednesday — 09.14 continue Memoir
DUE: *WT* chapter 1

Week 3

Monday — 09.19 continue Memoir
DUE: *WT* chapter 2

Wednesday — 09.21 continue Memoir
DUE: *WT* chapter 3

Week 4

Monday — 09.26 continue Memoir
DUE: Memoir outline

Wednesday — 09.28 continue Memoir
DUE: *WT* chapter 23

Week 5

Monday — 10.03 peer review Memoir essay
DUE: Memoir rough draft (2 printed copies in class)

Wednesday — 10.05 **begin Unit #2 - Profile**
DUE: *WT* chapter 6

Week 6

Monday — 10.10 continue Profile

Wednesday — 10.12 continue Profile
DUE: Memoir final draft (by 11:59 PM on JetNet)

Week 7

Monday — 10.17

continue Profile

Wednesday — 10.19

continue Profile
DUE: Profile prewriting Stage One**Week 8**

Monday — 10.24

continue Profile
DUE: *WT* chapter 15

Wednesday — 10.26

continue Profile
DUE: Profile outline
DUE: *WT* chapter 16**Week 9**

Monday — 10.31

peer review Profile
DUE: Profile rough draft (2 printed copies)

Wednesday — 11.02

semi-optional conferences

Week 10

Monday — 11.07

begin Research Report

Wednesday — 11.09

continue Research Report
DUE: Profile final draft (by 11:59 PM on JetNet)**Week 11**

Monday — 11.14

continue Research Report
DUE: *WT* chapter 14

Wednesday — 11.16

continue Research Report
DUE: *WT* chapter 24**Week 12**

Monday — 11.21

continue Research Report
DUE: *WT* chapter 25-26
DUE: Research outline & annotated bibliography

Wednesday — 11.23

NO CLASS — THANKSGIVING BREAK

Week 13

Monday — 11.28 continue Research Report
DUE: Research rough draft (2 printed copies)

Wednesday — 11.30 semi-optional conferences

Week 14

Monday — 12.05 continue revisions
 DUE: *WT* chapter 17
DUE: Research final draft (by 11:59 PM on JetNet)

Wednesday — 12.07 continue revisions
 DUE: *WT* chapter 18

Week 15

Monday — 12.12 continue revisions
 DUE: *WT* chapter 19

Wednesday — 12.14 continue revisions

**NOTE: last day for rewrites is
 WEDNESDAY, 14 DECEMBER**
 (to JetNet by 11:59 PM)

Week 16

Monday — 12.19 in-class work on Portfolios
 DUE: *WT* chapter 30

Wednesday — 12.21 in-class work on Portfolios
DUE: Portfolios to JetNet by 11:59 PM

The instructor reserves the right to make adjustments to this syllabus as needed.

ATTACHMENTS:

1. Sample cover page (necessary for all three major essays)
2. Sample MLA-style first page (necessary for any typed writing assignment)
3. Sample MLA-style Works Cited page (necessary for the Research Report)

Title of Essay

Jesse James

Essay #1 - Memoir

Audience: Students in English 131 who want to achieve the highest possible grade.

Purpose: To explain the proper format for an essay cover page and MLA format.

Jesse James

Professor Howard

English 131

25 May 2016

Title of Essay:

Subtitle

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque vestibulum in dui quis congue. Praesent dictum nulla tortor, a scelerisque dolor pulvinar eu. Vestibulum vulputate, magna non dignissim dignissim, purus mauris volutpat purus, nec bibendum ex nisl nec dolor. Integer scelerisque nunc a neque venenatis, eu dignissim metus ultricies. Aliquam erat volutpat. Sed ultrices, neque vel hendrerit convallis, odio mi vestibulum nibh, non faucibus nulla arcu a leo. Nullam in neque sit amet leo ultrices rhoncus a et augue.

Integer eu vestibulum metus. Ut a efficitur ipsum, nec porta felis. Fusce non metus vel felis vehicula tincidunt vitae quis nunc. Integer sed nisl vel ante pellentesque auctor. Curabitur sed mattis mauris, ac placerat lorem. Duis efficitur risus a ipsum suscipit, sit amet blandit urna convallis. Fusce lobortis nunc sed neque interdum, efficitur ornare sapien luctus. Sed porta libero tortor, id pretium nunc varius quis. “Etiam nec cursus sem, egestas tempor enim” (Meyer 23). Etiam sed ultricies nibh, vitae gravida nisi. Nulla et pharetra mi, eget lobortis tortor. Integer pulvinar orci in purus lobortis, in fermentum diam tincidunt. Etiam vel scelerisque enim.

Nam semper non ex at bibendum. Curabitur sed orci facilisis tellus gravida aliquet eu vel mauris. Suspendisse ac facilisis velit, at vulputate metus. Etiam auctor est in tortor feugiat volutpat. Suspendisse facilisis, felis quis convallis dapibus, tellus lectus lobortis dolor, vitae porttitor felis mi vitae lorem. Nullam sapien sem, luctus ac ante ut, rutrum fermentum nibh.

Works Cited

Baccolini, Raffaella and Tom Moylan, eds. *Dark Horizons: Science Fiction and the Dystopian Imagination*, Routledge, 2003.

Johnson-Sheehan, Richard and Charles Paine. *Writing Today*, 3rd ed., Pearson, 2016.

Portelli, Alessandro. "Jack London's Missing Revolution: Notes on *The Iron Heel*" *Science Fiction Studies*, vol. 9, no. 2, winter 1982, pp. 180-94.