

**Writing Experience: English 131.16**  
**Semester: Fall 2016**  
**Instructor: Tiffany LaPeer**

**Office: Library**

**English Department 517-796 - 8582**

**Email: [\\_lapeertiffanyi@jccmi.edu](mailto:_lapeertiffanyi@jccmi.edu)**

**Office Hours: Monday and Wednesday from 4:30-5:30 PM or by Appointment. Please email me for an appointment.**

**Text:** *Writing Today* (w/ REVEL Access Card and loose pages) by Richard Johnson-Sheehan and Charles Paine. Third edition. 2016. ISBN: 9780134217307

All students must have REVEL access this semester. REVEL information will be sent to your email.

**Necessary Materials:**

- USB Flash Drive (Something else besides a hard drive)
- Notebook paper, or loose leaf paper
- Writing utensils
- Highlighters
- Access to a computer with Internet and a Word Program

**\*\*\*IMPORTANT NOTE: You must bring your book and your flash drive to each class session.\* This is important because we might work on our papers that day and you will miss out on class participation if you do not have your paper with you.**

**Official 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.

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. Prerequisites: ENG 085 and ENG 090\* \*You may meet this prerequisite based on your course placement, ACT score or successful college coursework. Visit our web site for current assessment options and requirements.

**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, and are introduced to academic research strategies. 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:** My role as your instructor is to facilitate your education with writing. I will assist you with your educational goals as much as possible and explain why this class will be vital to your success as a student.

**You can expect me to offer clear and specific guidelines for each assignment.** I prepare and distribute detailed assignment sheets for every assignment in the class. Before we discuss the assignments in class, I will give you the assignment sheet to look over, annotate, analyze and think about. Then, during the next class period, we will discuss what the assignment might look like. I will also provide you grading guidelines (rubrics or check-lists, depending on the assignment). These assignment sheets are lengthy because they are detailed. It is your responsibility to read and follow the directions on the assignment sheet. Everything is clearly spelled out for you. Check off items as you finish them, assess your own work against the grading guidelines and ask for clarification when needed; however, before asking questions about the assignment, I fully expect that you will consult your assignment sheet.

**You can expect me to have an answer when you ask me why we do what we do in this class.** Busy work does not exist in this class. Every aspect of this class has been designed to meet the Student Learning Outcomes and to help you engage with the material. While we will not discuss point-by-point every single assignment you do for homework, I do expect that you bring these ideas you discover, uncover, and/or create to the table at the appropriate time in class. There is a reason and a logic behind every task and policy established for this class, if you have a question about why we do things the way we do, all you need to is ask.

**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 4 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 minimum of 20 pages of reading a week but no more than 50.
- Learners need to plan to spend at least nine [9] hours a week on the course, including assigned readings, collaborative discussions, and individualized writing.
- Learners will be required to attend conferences as needed based on learner’s progress.

**Performance Objectives:** Correlating with and extend ADOs 1 & 9, these outcomes refer to the actions, feelings, and thoughts learners are expected to develop as a result of the instructional process in English 131:

Critical Thinking, Reading, and Writing Processes	Rhetorical Knowledge and Conventions	Electronic Environment
<ul style="list-style-type: none"> <li>• Practice active reading strategies</li> <li>• Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications born of</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</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</li> </ul>

<p>reasoning</p> <ul style="list-style-type: none"> <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>	<p>disciplines</p> <ul style="list-style-type: none"> <li>• Employ Modern Language Association (MLA) style in academic writing</li> <li>• Writing in Plain Style</li> </ul>	<p>other electronic networks and internet sources</p> <ul style="list-style-type: none"> <li>• Use college learning management system</li> </ul>
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**General Education Outcome:** The course goals and objectives incorporate a specific General Education Outcomes (GEO) 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. Jackson College's GEOs guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs. The GEOs and course learning objectives addressed in this class include the following:

- GEO 1: Writing Clearly, Concisely, and Intelligibly (Developing)

Outcomes	The Student
<b>Process</b>	<ul style="list-style-type: none"> <li>• Uses parts of the recursive process in writing, which may include pre-writing, drafting, revising, editing.</li> <li>• Evaluates sources when used.</li> </ul>
<b>Rhetorical Situation: Purpose, Audience</b>	<ul style="list-style-type: none"> <li>• Demonstrates appropriate purpose and audience for context.</li> </ul>
<b>Organization and Development</b>	<ul style="list-style-type: none"> <li>• Demonstrates functional organizational structure appropriate to genre;</li> <li>• Provides examples and details that support ideas and content; appropriate to genre.</li> </ul>
<b>Meaning/</b>	<ul style="list-style-type: none"> <li>• Researches and writes for further understanding and additional knowledge.</li> <li>• Employs write to learn methods through reflective writing and research for</li> </ul>

<b>Understanding</b>	further understanding and additional knowledge.
<b>Use of Sources and Documentation</b>	<ul style="list-style-type: none"> <li>• Demonstrates ability to find and evaluate credible sources.</li> <li>• Demonstrates correct documentation of sources when appropriate.</li> </ul>
<b>Conventional Grammar and Sentence Structures</b>	<ul style="list-style-type: none"> <li>• Correctly uses grammar and mechanics.</li> <li>• Demonstrates clear meaning.</li> </ul>

**Performance Objectives:** Correlating with and extend GEO 1 these outcomes refer to the actions, feelings, and thoughts learners are expected to develop as a result of the instructional process in English 131:

Critical Thinking, Reading, and Writing Processes	Rhetorical Knowledge and Conventions	Electronic Environment
<ul style="list-style-type: none"> <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</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>

**Grading Procedure:**

Final Portfolios and paper drafts will be graded using the department Writing portfolio Grading. The drafts will be graded using a weighted version of this rubric that will take into account the writing and grammar skills that we have learned during that unit. The final portfolio is graded holistically and is worth 40% of your entire grade.

- Participation/Attendance: 20%
- Essays /Writing Process Activities: 40%
- Portfolio and Reflective Letter: 40%

### **Participation**

Studies show that students who are active participants in their education, especially in class activity/discussion, are more likely to do substantial learning in a class. The majority of this class is built upon class discussion in order to understand audience perspective and thought development. Attendance is necessary for participation; participation is necessary to doing well in this class. With prepared participation (for example, having the assignments read prior to class with discussion notes), students benefit from others' unique points of view and experiences that lead to unique perspectives on the text. This necessitates students being in class to share their perspectives. Participation and in-class work cannot be made up. There will be class dates during which participation is more important and requires more preparation than others. Again, these cannot be made up in event of an absence.

You must actively participate in each class to receive active participation points. If I see you are not on task with the material we are covering you will not receive full credit of participation points for that day.

### **Grading Scale**

95-100%	= 4.0
89-94%	= 3.5
84-88%	= 3.0
78-83%	= 2.5
72-77%	= 2.0    72% is the cut-off for passing, NOT 70%
66-71%	= 1.5
60-65%	= 1.0
55-59%	= 0.5
54%	= 0.0

### **Attendance Policy and Course Rules:**

The classroom experience is a vital component of your college learning experience. Interaction with instructors and with other students is a necessary component to building an effective learning community.

If you miss a class session, you are responsible for referring to the Course Schedule or checking with a friend to determine if you have missed any handouts, lecture notes, etc. Some participation-based individual or group writing assignments may not be "made up" outside of class regardless of the reason for your absence; you will receive a "0" for such assignments. The following table includes a breakdown of how your absences will affect your course grade:

ABSENCE	CONSEQUENCE*
First Absence	None
Second Absence	Lose 5 points off overall grade
Third Absence	Lose additional 5 points off overall grade and run risk of failing course
Fourth Absence	Lose 10 additional points off overall grade and run risk of failing course
Fifth Absence	Fail Course

### Tardiness/Early Departures

**You should arrive to class on time and remain for the entire class session.** Class starts at 9 AM. If you are not in your seat and ready to learn by start of class time, you will be considered tardy, and will be marked accordingly. Attendance is taken during every class session. If you arrive after attendance has been taken, you are responsible for checking with me after class to ensure that you are included in the day's attendance count. **Three tardies and/or early departures** count as one absence. Any pattern of tardiness or early departures will significantly impact your final grade.

- **Withdraw:** After the add/drop period, a student may withdraw from a course in accordance with the dates published in e-services.
- **Incomplete Policy:** In accordance with JCC policy, an Incomplete or "I" grade is only issued to *students who have demonstrated good standing in the class and hold a passing grade at the time of an extenuating circumstance that precludes completion of the class.* Documentation validating the circumstance may be required.

**Late Work and Makeup Policies: I understand that life happens. Sometimes, it is not possible, due to an extenuating circumstance (as determined by the instructor) to get your work in on time. With the exception of quizzes, group projects and in-class work, I will accept your work up to one week late with a 25% penalty. If any work is received after the 1 full calendar week, you will receive a zero.** Just be aware that if you turn work in late, I will not offer written feedback on it. You will get a grade, and I will indicate on the rubric where you're work did/did not meet the criteria, but you will miss out on extensive feedback and the chance to improve your writing and thinking. I will however, make an appointment with you during office hours to discuss your work should you wish to improve.

- **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/>
- **Failure:** Academic Honestly Policy: JC Has an academic honesty policy, which will be adhered to in this class. All work must be completed by the student whose name it bears. The full policy can be accessed at <http://www.jccmi.edu/policies/Academics/>

- Plagiarism, the submission of another's writing, whether directly copied or paraphrased, may result in a failing grade and can be grounds for removal from class. *Cases of plagiarism are dealt with by the instructor on an individual basis; the instructor will make decisions regarding the student's ability to correct the problem. All cases of plagiarism are reported to the Office of the Academic Dean.*
  - Plagiarism will also be discussed throughout the semester.

## Course Policies

### General Policies:

- You are expected to arrive on time to class and stay for the entire class session.
- You are expected to regularly prepare for, attend, and actively participate in class. During a typical session, we will engage in discussions and writing activities to enhance your critical thinking, reading and writing skills.
- You are expected to bring the appropriate materials to each class session: your textbook, lined notebook paper, your USB drive, and writing instruments.
- Do not check email, chat with friends, surf the web, do homework for other courses, play games, or engage in any other activities not related to the class work for the session. Such activities are not permitted because they distract your fellow students.
- Alternate views on various issues are inevitable and encouraged. Always respond respectfully to those with different opinions. Disregard for others will not be tolerated under any circumstance.
- Contribute to a "stress free" classroom zone, which includes appropriate, polite and respectful behavior and language to all persons at all times. Anyone whose behavior is consistently disruptive or inappropriate will be asked to leave the classroom and may be asked to exit the course.
- You are expected to be prepared and actively participate in all group work, for both in-class and out-of-class activities. Failure to do so may result in a "0" for an assignment.
- Before the beginning of each class session, please turn off your cell phone or place it on silent mode with no vibration. Do not text, tweet, or post during any class session. Do not answer a call within the class or leave to answer a call. Any student who actively engages in phone time during class sessions will be marked as absent for the day and may be asked to leave.
- Please use class time to learn, not sleep.
- Please keep classroom corridors quiet.
- Only submit original work. Taking ideas, writings, etc., of another and representing them as your own, also referred to as academic dishonesty and plagiarism, is not acceptable and results in consequences. For details about those consequences, see the Academic Dishonesty section included at the end of this syllabus.

Note: unless otherwise stated, violations of general course policies will be noted first with a verbal warning or dismissal; followed by, if necessary, suspension from the course until reinstatement by the dean; and then possible expulsion.

## Communication Policy

As your professor, I want to have face-to-face conversations with you whenever possible; however, please understand that we may need to communicate through email from time to time if

we are unable to meet during my office hours or a mutually agreed upon time.

I prefer that you contact me initially via email for most situations. In most circumstances, you can expect me to respond within 24 hours of your request. Please make sure you mention the course name, course meeting time, and a brief explanation when you email me. I am not responsible for any errors, issues, or problems that arise because students have not checked announcements or emailed communication.

Communications received after 5:00 p.m. will usually be returned the next day. On the weekend or when I'm away from campus (i.e. at a conference, etc.), my response times will be irregular. When corresponding by email, I will communicate with you using **ONLY** your OCC email account. You should check your OCC email account every day. Email sent from other domains (yahoo.com, gmail.com, hotmail.com, etc.) **will not receive a reply** because of restrictions in the Family Educational Rights and Privacy Act (FERPA).

\*\*It is not acceptable to email after a class to ask what was missed or expect the lecture to be explained again via email due to absence. The syllabus schedule will have the topics discussed and any important announcements made in class will also be posted on D2L. It is up to the student to acquire any lecture notes, discussion points, and class materials from fellow classmates and be familiar with any concepts missed. Emailing regarding absences will not result in the allowance of any further excused absence or effect the attendance grade.

### **Computer Use**

During certain class periods, students will have access to computers in order to complete a specific set of work. If a student is using a computer for another use (email, Facebook, Etc.) the student will be asked to leave and not receive credit for the day. Computer time allotted is meant to accomplish a specific purpose and to achieve necessary work. On class days that an assignment does not require computer use, personal computers (laptops or tablets) are not permitted in class. Not only do these distract from discussion and limit participation, but also the tendency is to not pay attention to class or participate in actions that benefit the class as a whole. Notes can be taken with pen or pencil and paper.

**Drafts and Peer Review and Revision workshops:** \*For all essays, we will have in class drafts due.\* These will be in class activities that will have external components. Drafts should be uploaded at the start of class and then you should await instruction. **\*\*\*ONLY PAPER COPIES WILL BE ALLOWED FOR PEER REVIEW AND REVISION WORKSHOPS\*\*\*** I will not accept your work if you used your computer or laptop during peer review or revision workshops. This must be completed on a paper copy only.

**Course Organization:** The course is designed to be writing intensive, with most of the focus on being on the four papers and the final portfolio. All additional assignments, readings, lessons, group work, etc. are designed to assist students in learning the skills necessary to master the GEO outcomes as listed above.

### **Resources**

There are many resources for you to take advantage of as a student. If you need tutoring help, please see the Center for Student Success. They are located in Potter Center, Federer C. Through the Center for Student Success, there is a writing center, to assist you with your writing. The writing center people will

not “Edit” your paper. You cannot drop your paper off and pick it up 2 hours later. You must stay there with the Writing center tutor and go through your paper with them. You must also bring the assignment to them. They will ask to see the assignment, and then possibly ask you questions about class, to be able to guide you better in your writing. To Sign up for a tutor session: <https://www.jccmi.edu/center-for-student-success/tutoring-center/tutor-schedule/>

### **Writing Help:**

When opting for help with your writing, bring the following:

- a copy of the assignment
  - your draft or work thus far
  - specific areas with which you need help
- 
- Instructor Support: For appointments please email me in advance. If you make an appointment with me I expect you to keep it.
  - Writing Fellows: Located in the Atkinson Building, breakout room 107, Writing Fellows can help you on all stages of the writing process including prewriting, drafting, revising, editing, and citing sources—no matter what JC class you are enrolled in. You may drop in during their working hours, generally 9-4 Monday through Thursday, or set up an appointment in advance. Students may also submit a draft for review online via the Writing Fellow link in the Student Union on JetNet. Bring or submit a copy of the assignment requirements, work completed on the assignment so far, and writing related questions.
  - Center for Student Success (CSS) Writing Tutors: located in Bert Walker Hall 125. For more information about the CSS go to <http://www.jccmi.edu/success/> .

### **Students with Disabilities**

*Students who need special accommodations must have a signed form from Student Services. You may use the following language:* 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.

### **Caveat:**

#### **Course Changes**

The syllabus and course schedule provide a general plan for this course. I reserve the right to make changes to the syllabus and course schedule, including changes to assignments, due dates, examinations, and so forth, to accommodate the needs of the class as a whole and to fulfill the goals of the course. Any changes to the syllabus or course schedule will be communicated and made available to you if you are enrolled and actively attending class.

Students will be emailed before our class period if the class is cancelled due to instructor illness. Class may be canceled due to bad weather or other unforeseen circumstances, so students are responsible for checking JC Website to see if the college is open.

Students must check their JC Email before class and at least 3 times a week.

### **Calendar:**

Calendar Jackson College

**Week 1: Sept. 06-Sept. 12**

Introductions

Writing process

Readings: for the week: Chapter 14, 15 and 18

Homework: See Weekly Assignment list on JetNet

**Week 2: Sept. 13-Sept. 19**

Writing Process

Readings: Chapter 1, 16, 17

Homework: See Weekly Assignment list on JetNet

**Week 3: Sept. 20-Sept. 26**

Genre, Tone, and Style

Readings: Part 6, Chapter 3, Chapter 4

Homework: See Weekly Assignment list on JetNet

**Week 4: Sept. 27-Oct. 3**

Memoirs

Readings: Chapter 21

Homework: See Weekly Assignment list on JetNet

**Week 5: Oct. 4-Oct. 10**

Memoirs

Readings: Chapter 33,

Homework: See Weekly Assignment list on JetNet

***Memoir Paper Due 10/10/2016 in class in person and online to JetNet (if you are absent that day, you must submit to JetNet, if you give me a hard copy you must still submit to JetNet).***

**Week 6: Oct. 11-Oct. 17**

Profiles

Readings: Chapter 5, 21

Homework: See Weekly Assignment list on JetNet

**Week 7: Oct. 18-Oct. 24**

Profiles

Readings: Chapter 25

Homework: See Weekly Assignment list on JetNet

**Week 8: Oct. 25-Oct. 31**

Profiles

Readings: Chapter 34

Homework: See Weekly Assignment list on JetNet

**Profile Draft due in Class on 10/31/2016, and to JetNet. If you submit your paper in class you must still submit it to JetNet.**

**Week 9: Nov. 1-Nov. 7**

Informative Research

Readings: Chapter 12 and 41

Homework: See Weekly Assignment list on JetNet

**Week 10: Nov. 8-Nov. 14**

Informative Research

Readings: Chapter 24, and 25

Homework: See Weekly Assignment list on JetNet

**Week 11: Nov. 15-Nov. 21**

Informative Research

Readings: 26 and 27

Homework: See Weekly Assignment list on JetNet

**Informative Draft to Class 11/21/2016 and to JetNet. If you submit your paper in class you must still submit it to JetNet.**

**Week 12: Nov. 22-Nov. 28**

Thanksgiving Break: Nov. 23-27 No Classes

Informative Research

Readings: TBA

Homework: See Weekly Assignment list on JetNet

**Week 13: Nov. 29-Dec. 5**

Informative Research

Readings: TBA

Homework: See Weekly Assignment list on JetNet

**Final Copies (Revised) of Memoir and Profile Drafts Due to Class on 12/05/2016 and to JetNet.**

**Week 14: Dec. 6- Dec. 12**

Portfolio Submission

Reading: TBA

Homework: See Weekly Assignment list on JetNet

**Week 15: Dec. 13-Dec. 22**

Final work/Reflection of class

Reading: TBA

Homework: See Weekly Assignment list on JetNet