

Writing Experience I • ENG 131.11

Fall 2017

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Office Hours: Tuesdays 12:30 – 1:30 p.m.

Text: *Writing Today* Third Edition. Authors: Johnson-Sheehan & Pain. Pearson Publishing; packaged with Pearson Writer. ISBN 9780134272412

Text Book Zero Notice: The textbook is available in a digital format and may be purchased in the bookstore.

Necessary Materials:

- Access to a computer with Internet access and Microsoft Office capabilities.
- A flash drive to back up your work
- Pen/pencil and notebook for in-class work and notes
- Print access for submission of essays, portfolio, and other assignments.

Course Information

Credit Hours: 3

Days and Hours of Class Meetings Tues/Thurs 2:30 – 3:53 p.m.

Classroom and Building Location WA 220

JetNet Course site www.jccmi.edu>online courses>login with JCC user ID and Password>ENG 131. 11

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.

Continued Description: Learners study and engage phases of the writing process, the impact of the rhetorical situation on communication choices, and Modern Language Association (MLA) style and conventions as they engage studies of memoir, profile, and report genres. The course requires participation in discussions, activities, and guided peer review. Standard English grammar and structures are requisite skills in this course and must be practiced in all informal and formal writing.

Instructor Role: As your instructor for English 131, I will guide students through the course by serving as a lecturer, a facilitator, and mentor throughout the writing process.

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 four main 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 anywhere from 20 – 50 pages of total reading per week.
- 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 actively engage in the course beyond merely attending the class every week. Rather, students will fully participate by being involved in discussions, working in groups, and contributing to peer review workshops. Additionally, learners may will be expected to participate in any group or individual conferences scheduled during class time.

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)

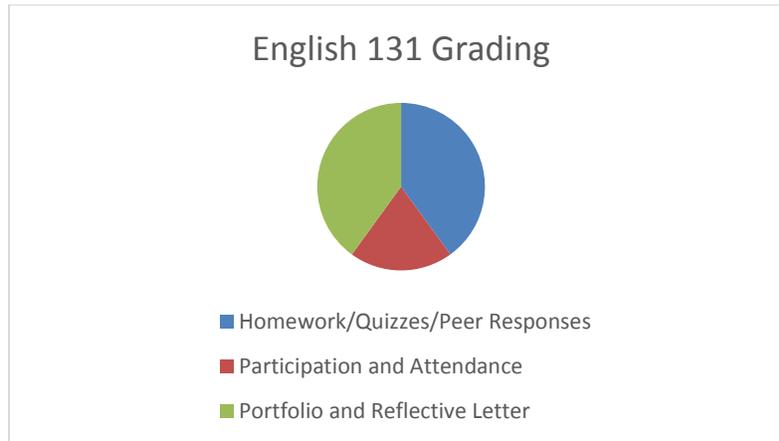
Outcomes	The Student
Process	<ul style="list-style-type: none"> • Uses parts of the recursive process in writing, which may include pre-writing, drafting, revising, editing. • Evaluates sources when used.
Rhetorical Situation: Purpose, Audience	<ul style="list-style-type: none"> • Demonstrates appropriate purpose and audience for context.
Organization and Development	<ul style="list-style-type: none"> • Demonstrates functional organizational structure appropriate to genre; • Provides examples and details that support ideas and content; appropriate to genre.
Meaning/ Understanding	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Demonstrates ability to find and evaluate credible sources.

Documentation	<ul style="list-style-type: none"> • Demonstrates correct documentation of sources when appropriate.
Conventional Grammar and Sentence Structures	<ul style="list-style-type: none"> • Correctly uses grammar and mechanics. • Demonstrates clear meaning.

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

Grading



- Portfolio and Reflective Letter – 40%
- Assignments (homework, Essays, Quizzes, Peer Responses) – 40%
- Participation and Attendance – 20%

Grade Breakdown

Essay 1: Personal Memoir	50
Essay 2: Observation	75
Essay 3: Informative/Research	100
Essay 4: Reflection	50
Peer Reviews	50
Quizzes/ Other Assignments	75
Participation	200
<u>Final Portfolio</u>	<u>400</u>
Total	1,000

Grading Scale

4.0 = 92-100
3.5 = 86-91
3.0 = 80-85
2.5 = 75-79
2.0 = 70-74
1.5 = 66-69
1.0 = 60-65
0.5 = 55-59
0.0 = 0-54

HQV Grading: In compliance with Jackson College guidelines, there will be three HQV grading dates throughout the quarter. Students who may be struggling in the course and/or are behind on work will receive an “H” grade (help) and may be contacted by support services. Students who stop showing up will receive a “Q” grade and may be dropped from the course.

- **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:** Homework and in-class assignments can be turned in one week late for half credit. Peer review days cannot be made up and therefore, the

peer review sheet cannot be turned in if you miss that class and any drafts submitted after the due date will receive only half credit. **Final drafts of the essays may be turned in one class session late with a 30 percent penalty assessed. Anything due the last day of class will not be accepted late.**

- **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:** 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.*

Attendance Policy and Course Rules: Regular attendance is not only vital for success in this course, it is required. Please note that attendance will be recorded during every class session. **Arriving late or leaving early constitutes as a full absence.** The attendance policy for our class is as follows:

0-2 absences - No penalty

3-4 absences - Final grade drops 1/2 full grade
(a 4.0 becomes a 3.5, a 2.5 becomes a 2.0, etc.)

5+ absences - Student fails the course

Course Organization: This course uses several learning methods including (but not limited to) traditional lecture, seminar discussion, group collaboration, and learner-centered activities and assignments. Students can expect each class session to encompass a variety of these styles.

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
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- **Instructor Support:** I am typically available before or after class. Students requiring more time with me beyond asking a quick question are encouraged to email me ahead of time or see me during the office hours listed at the top of the syllabus.
 - **Writing Fellows:** Located in the Bert Walker Hall, First Floor, 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, First Floor. For more information about the CSS go to <http://www.jccmi.edu/success/>.

Caveat: Please be advised that this syllabus (including the class schedule that follows) may be subject to change. In the event changes are made, they will be announced to the class. For changes pertaining to the schedule, please stay up to date with our JetNet course page.

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Course Schedule

Please be advised, schedule is subject to change.
Not all assigned readings, homework, quizzes, and in-class assignments are listed.

Week 1	<u>Class Introductions and Expectations</u>
Sept 5	Class Introductions and Expectations Diagnostic writing (in class)
Sept 7	Read Chapter 1 (1-8), Chapter 2 (10-16), and page 392 before class. Writing and Reading Process Essay 1 Prompt
Week 2	<u>Personal Narrative</u>
Sept 12	Read Chapters 3 and 5 before class
Sept 14	Peer Review – bring two copies of Essay 1 draft to class Quiz 1
Week 3	<u>Beginning of Unit 2 – Profile/Observation</u>
Sept 19	NO CLASS SEPTEMBER 19
Sept 21	Essay 1 Due Read Chapter 6 (pg 67-78) before class. Essay 2 Prompt handed out
Week 4	<u>Being an Observer</u>
Sept 26	Read pages 392-393 before class. Observation Activity in class
Sept 28	Planning Sheet
Week 5	<u>Being Descriptive</u>
Oct 3	Observation Assignment
Oct 5	Essay 2 Outline

Week 6	<u>Being Descriptive</u>
Oct 10	Drafting
Oct 12	Peer Review – bring two copies of Essay 2 draft to class Quiz 2
Week 7	<u>Beginning of Unit 3 – Informative/Research Paper</u>
Oct 17	Read Chapter 14 (282-295) and Chapter 24 (430-437) before class.
Oct 19	Essay 2 Due! Research packet and Essay 3 prompt handed out
Week 8	<u>Brainstorming and Topic Development</u>
Oct 24	Read Chapter 14 (296-297) and Chapter 25 (439-454) before class.
Oct 26	Read chapter 26 (455-469) before class. Research Project
Week 9	<u>Constructing Meaning</u>
Oct 31	Read Chapter 16 (329-340) before class.
Nov 2	Read Chapter 27 before class.
Week 10	<u>Structuring Research</u>
Nov 7	Review Chapters 26 and 27 before class.
Nov 9	Drafting Assignment due
Week 11	<u>Conferences</u>
Nov 14	Conferences – Annotated Bib due
Nov 16	Conferences – Annotated Bib due
Week 12	<u>Topic Presentations</u>
Nov 21	Topic Presentations delivered in class. Quiz 3
Nov 23	THANKSGIVING – NO CLASS

Week 13	<u>Research Drafts</u>
Nov 28	Peer Review Day – Bring Essay 3 Draft
Nov 30	Read Chapter 19 before class.
Week 14	<u>Criteria for Reviews</u>
Dec 5	Read Chapter 30 before class. Portfolio Discussion Essay 3 Due!
Dec 7	Revision Project
Week 15	<u>Revision and Portfolio</u>
Dec 12	Revision Project
Dec 14	Quiz 4
Week 16	<u>Final Week</u>
Dec 19	Revision conferences
Dec 21	FINAL PORTFOLIO DUE Essay 4 Due