

**Writing Experience: English 132**

**Fall 2016**

**September 6 - December 22**

**Instructor : Ms. Kris Pursell**

***Online course requires JETNET login at [www.jccmi.edu](http://www.jccmi.edu)>online courses>ENG 132.11***

**Office : BW 244 Office Phone: 796-8532 English Dept. 796 - 8582**

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**Office Hours: Tuesday 10-12:45, 4-5; Wednesday 10-5**

**Course Texts**

*The [Norton Field Guide](#) to Writing 4th Edition W.W. Norton & Co. (click the Norton Link for online support from publisher).*

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

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



*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

**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 recommended for success in the course. Do not allow questions to go unanswered!

### Jackson College General Education Outcomes (GEOs)

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
<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/ Understanding</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 further understanding and additional knowledge.</li> </ul>
<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>

## 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
<p>Demonstrate and employ proficiency in active reading strategies.</p> <p>Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications born of reasoning.</p> <p>Conduct primary and secondary research.</p> <p>Evaluate source reliability.</p> <p>Recognize academic writing as a social, political, and/or informative act between writer and reader</p> <p>Synthesize ideas and integrate sources.</p> <p>Offer formative feedback in peer review sessions.</p> <p>Engage metacognitive reflection.</p>	<p>Understand the differences between discipline specific writing genres.</p> <p>Acknowledge other writers' perspectives.</p> <p>Recognize and employ ethos, logos, pathos, and other rhetorical topoi in written communication.</p> <p>Modern Language Association (MLA) style in academic research and writing.</p>	<p>Use technology to deliver information in multi-modal forms.</p> <p>Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; and informal electronic networks and Internet sources.</p> <p>Demonstrate how to engage in the electronic research and composition process common in particular fields.</p>

## 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. Posts should conform to Standard English rules for spelling and grammar. Avoid texting or abbreviated language, as it will result in point deductions for discussion forums.

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](mailto:pursellkristind@jccmi.edu).

### FERPA

This course follows the FERPA law.

FERPA protects the privacy interests of students in their education records. It generally prohibits the disclosure of a student's personally identifiable information from education records without the consent of the parent/guardian or eligible student. An eligible student is one who reaches the age of 18 years old and/or attends a postsecondary educational institution, in which case the rights of the parent/guardian transfer to the student.

The U.S. Department of Education publishes a variety of FERPA compliance materials including a helpful FAQ located at <https://www2.ed.gov/policy/gen/guid/fpco/faq.html>.

FAQ number 7 is specific to Dual Enrollment:

*If a student is attending a postsecondary institution - at any age - the rights under FERPA have transferred to the student. However, in a situation where a student is enrolled in both a high school and a postsecondary institution, the two schools may exchange information on that student. If the student is under 18, the parent/guardian still retains the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school.*

## College Policies

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

- REFUND/DROP NO W BY: 6/1/17
- WITHDRAW LAST DAY BY: 6/2/17
- DROP WITH W BY: 8/7/17

**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. See progress report information above.

**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 *the student whose name it bears must do all work.* 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. All cases of plagiarism are reported to the Office of the*

## 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. Removal is done during HQV Reporting.

### **Writers Group Forum Process and Grading**

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

To show evidence of process, participate in the writers groups. The points earned in writers group make up the grade earned for process.

#### Policies on responding to peer drafts:

- Use [Peer Response Guidelines](#) to guide your responses to peer drafts. These are posted in each unit and linked to writers group discussion forums.
- Peer responses are graded and are considered part of your process.
- If a peer draft is not available for you to offer a comprehensive response, conduct a comprehensive response for your own draft using the peer responding guide. In this manner, you will receive needed 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.
- As your instructor, I enter the writers' groups and offer feedback. However, I do not offer comprehensive feedback to all writers in every unit. Students will benefit from reading my feedback on their peers' drafts.

### **Polished Paper Assignments and Metacognitive Reflections**

Submit clearly titled documents to Unit Assignment Files.

Papers submitted without engaging writers groups and evidencing process will not receive a passing grade, nor do they qualify for submission for portfolio assessment.

### **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 be revised and polished for the portfolio.

## **The Portfolio**

All polished essays going into the portfolio must have gone through the writing and revising process in the writers groups.

Essays presented in the portfolio must have received a passing grade in its unit.

### ***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

## 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.

## **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 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 your 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**

My contact information is on the first page of this syllabus.

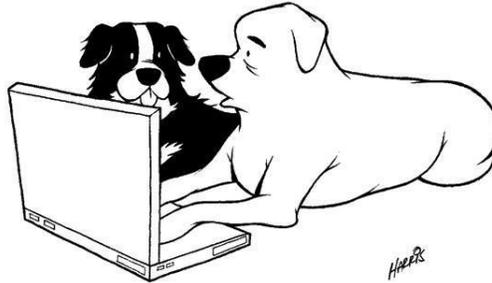
Students are welcome in my office, BW 244, during my office hours. I will also take your calls at 517 796 8532 during office hours.

If you need an appointment outside of office hours, please contact me through email at [pursellkristind@jccmi.edu](mailto:pursellkristind@jccmi.edu) to ask for an appointment. I am available for telephone conferences as well as for discussions in the course forum: Instructor Office.

**Some limitations:** While online classes allow students 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).

Unit papers will be graded within fourteen days (2 weeks) of submission.

For quick help, please 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 assigned work

### **Online Unit Books**

#### [Online Unit 1 Book](#)

 [Course Materials Syllabus, Calendar,](#)

Unit reading assignments, lectures, sample essays, and worksheets are posted in 'unit books.' Unit books are clearly marked, click on them to access the materials.

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](mailto:pursellkristind@jccmi.edu).

I am available for telephone conferences and for meetings in the online Instructor Office.

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 write on or edit your essay. They will help you through guided questions. You are expected to write and revise your essay, correct your errors, and correctly cite and document your work. A tutor's first question will be 'What is the assignment?' The second question will be "What do you need help with?" Be able to specify your writing needs whenever seeking 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](#) are located in Bert Walker Hall next to the CSS 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. *Save 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.*

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:

***Participation in the first discussion, Discussion 1, in each unit 20%***

***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*

#### Notes:

- Unit essay grades are 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.

***Portfolio 35%***

**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)

**Rubric: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.).

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

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

**Rubric: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.

<b>Criteria ( total points)</b>	<b>Minimal or Non- performance</b>  Posted draft: 0-29  Comprehensive Response to peer post. No use of guidelines. :0-3 / 0-6  Other post/responses:0- 1	<b>Basic</b>  Posted draft: 30- 39  Comprehensive Response to peer post that does not reflect guidelines. 4-5 /8-10  Other post/responses:2- 3	<b>Proficient</b>  Posted draft: 40- 45  Comprehensive Response to peer post that applies some guidelines for comprehensive responding 6-8 /12-16  Other post/responses:4	<b>Distinguished</b>  Posted draft: 46- 50  Comprehensive Response to peer post that follows guidelines for comprehensive responding 9- 10 /18-20  Other post/responses: 5
<b>Applies relevant course concepts, theories, or materials correctly.</b>	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.
<b>Collaborates with fellow learners, relating the discussion to relevant course concepts.</b>	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.
<b>Supports position with applicable knowledge.</b>	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 the claim),	Establishes relevant position, supports, and validates position with applicable knowledge (makes a claim, supplies evidence, and explains how

<b>Criteria (total points)</b>	<b>Minimal or Non-performance</b> Posted draft: 0-29  Comprehensive Response to peer post. No use of guidelines. :0-3 / 0-6  Other post/responses:0-1	<b>Basic</b> Posted draft: 30-39  Comprehensive Response to peer post that does not reflect guidelines. 4-5 /8-10  Other post/responses:2-3	<b>Proficient</b> Posted draft: 40-45  Comprehensive Response to peer post that applies some guidelines for comprehensive responding 6-8 /12-16  Other post/responses:4	<b>Distinguished</b> Posted draft: 46-50  Comprehensive Response to peer post that follows guidelines for comprehensive responding 9-10 /18-20  Other post/responses: 5
			whether posting or responding.	evidence supports claim), whether posting or responding.
<b>Conforms to Standard English grammar and structures</b>	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.

*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
<b>GRADES 4.0, 3.0, 2.0</b>	Demonstrates masterful	Demonstrates skilled	Demonstrates	Demonstrates unsatisfactory	Fails to demonstra	

<p><b>SATISFY EDUCATIONAL AND ASSOCIATE DEGREE OUTCOMES 1 (ADO 1) &amp; 7 (ADO 7) FOR ENGLISH 132</b></p>	<p>ability to write clearly, concisely, and intelligibly (ADO 1)</p> <p>Demonstrates masterful critical thinking through questioning, interpreting, analyzing, inferring from and synthesizing information to solve problems in a variety of settings (ADO 7)</p>	<p>ability to write clearly, concisely, and intelligibly (ADO 1)</p> <p>Demonstrates skilled critical thinking through questioning, interpreting, analyzing, evaluating, inferring from and synthesizing information to solve problems in a variety of settings (ADO 7)</p>	<p>competent ability to write clearly, concisely, and intelligibly (ADO 1)</p> <p>Demonstrates competent critical thinking through questioning, interpreting, analyzing, evaluating, inferring from and synthesizing information to solve problems in a variety of settings (ADO 7)</p>	<p>ability to write clearly, concisely, and intelligibly (ADO 1)</p> <p>Demonstrates unsatisfactory ability to critically think (ADO 7)</p>	<p>te ability to write clearly, concisely, and intelligibly( ADO1</p> <p>Fails to demonstrate ability to critically think (ADO 7)</p>	
<p><b>Genre Review and Engagement</b></p> <p><b>Evidences engagement of analytical, argument, reflective and/or mixed genres.</b></p>	<p><b>(4)</b></p> <p>Masterful engagement of analytical, argument, reflective and/or mixed genres.</p> <p>Uses genres to navigate complex rhetorical challenges.</p>	<p><b>(3)</b></p> <p>Skilled engagement of analytical, argument, reflective and/or mixed genres.</p> <p>Uses genres to navigate complex</p>	<p><b>(2)</b></p> <p>Competent engagement of analytical, argument, reflective and/or mixed genres.</p> <p>Uses genres to navigate complex rhetorical challenges.</p>	<p><b>(1)</b></p> <p>Unsatisfactory engagement of analytical, argument, reflective and/or mixed genres.</p> <p>Unsuccessful use of genres to navigate complex rhetorical challenges.</p>	<p><b>(0)</b></p> <p>Fails to engage analytical, argument, reflective and/or mixed genres effectively.</p> <p>Fails to use genres to navigate</p>	

		rhetorical challenges.			complex rhetorical challenges	
<p><b>Introduction/Thesis</b></p> <p><b>Introductions appropriate to genre hook reader interest, focus on subject, establish backgrounds/contexts, and forecast content and organization.</b></p> <p><b>Essays offer identifiable clear, specific theses appropriate to genre, purpose, and audience.</b></p>	<p><b>(4)</b></p> <p>Masterful introductions appropriate to genre hook reader interest, focus on subject, establish backgrounds/contexts, lead to thesis, and forecast content and organization for the reader.</p> <p>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.</p>	<p><b>(3)</b></p> <p>Skilled introductions appropriate to genre hook reader interest, focus on subject, establish backgrounds/contexts, lead to thesis, and forecast content and organization.</p> <p>Skilled thesis statements (implied or stated) are identifiable, well-placed, and focused. Stated theses evidence a developing skill for use of syntactic</p>	<p><b>(2)</b></p> <p>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.</p> <p>Competent thesis statements; some may be difficult to identify and poorly placed. They reflect a beginning skill level for syntactic</p>	<p><b>(1)</b></p> <p>Unsatisfactory introductions state topics but fail to consistently hook focus, contextualize, and forecast content and organization.</p> <p>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.</p>	<p><b>(0)</b></p> <p>Missing or disconnected introductions.</p> <p>Thesis statements are missing, and essay is plagued by subsequent lack of focus.</p>	

		subordination. Thesis statements are appropriate to genre, purpose, and audience.	subordination, evidenced by broad and loosely constructed clauses. These are generally appropriate to genre, purpose, and audience.			
<p><b>Evidence:</b></p> <p><b>Development of Claims.</b></p> <p><b>Analyzing and Integrating Sourced Information</b></p> <p><b>Essays reflect writer's ability to locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases and other official databases.</b></p>	<p><b>(4)</b></p> <p>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.</p> <p>Masterfully and consistently integrates quotations, paraphrases, and summaries, distinguishing between writer ideas and sourced material through proficient use of signal</p>	<p><b>(3)</b></p> <p>Skillfully provides strong, clear, relevant, credible supporting evidence for theses and subtopics in all genres. Authority is clear.</p> <p>Skillfully and consistently presents quotations, paraphrases, and summaries; distinguishes between writer ideas and</p>	<p><b>(2)</b></p> <p>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.</p> <p>Competently presents quotations, paraphrases, and summaries; these may be inconsistent in distinguishing between writer ideas</p>	<p><b>(1)</b></p> <p>Unsatisfactorily evidence that only partially supports theses and subtopics. Evidence lacks credibility and may be inconsistent, unreliable, or incomplete.</p> <p>Unsatisfactorily distinguishes between writer ideas and sourced material.</p>	<p><b>(0)</b></p> <p>Fails to provide academically acceptable evidence for theses and subtopics and/or offers blatantly misrepresented, misquoted, or misunderstood evidence.</p> <p>Fails to use and/or present quotations, paraphrases, and summaries correctly; does not distinguish</p>	

	phrases and parenthetical citations	sourced material.	and sourced material.		between writer ideas and sourced material.  Plagiarism is a concern.	
<b>MLA Citation, and Documentation</b>	<b>(4)</b> Demonstrates proficiency in MLA parenthetical citations and Works Cited strategies.	<b>(3)</b> Demonstrates competent MLA parenthetical and Works Cited strategies, some errors may be apparent.	<b>(2)</b> Approximates, but does not adhere to, MLA parenthetical and Works Cited strategies.	<b>(1)</b> Unsatisfactory demonstration of MLA parenthetical and/or Works Cited strategies.  Careless errors.	<b>(0)</b> Fails to apply MLA source citation where needed.  Works Cited missing.  Plagiarism	
<b>Organization</b>  <b>Paragraphs, transitions, rhetorical strategies present a coherent reading experience.</b>  <b>Organizational structure is appropriate to genre and modality.</b>	<b>(4)</b> 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.	<b>(3)</b> Presents cohesive essays. Ideas within and between paragraphs are connected by transitions.  Organizational structure is appropriate to genre and modality.  Employs rhetorical	<b>(2)</b> Demonstrates basic organization strategies.  Ideas within and between paragraphs evidence some awareness of transitions, but may not always be connected.  Organizational structure is loose.	<b>(1)</b> 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	<b>(0)</b> Failed organization. Ideas are confusing and coherence within and between paragraphs is missing.  Rhetorical strategies appropriate to genre are missing.	

	Employs rhetorical strategies appropriate for specific genre.	strategies appropriate for specific genre.	Coherence is inconsistent.  Rhetorical strategies appropriate for specific genre are difficult to identify.	places. Coherence is lacking. Rhetorical strategies appropriate to genre are missing.	Essays read like first drafts.	
<p><b>Rhetorical Situation</b></p> <p><b>Writing is purpose driven and audience focused.</b></p> <p><b>Tone, voice, point-of-view, and style are appropriate to purpose; they engage the audience in a distinctive and intentional way.</b></p> <p><b>Employs proper rhetorical strategies appropriate for specific genre.</b></p> <p><b>Demonstrates ability to use rhetorical concepts: ethos, pathos,</b></p>	<p><b>(4)</b></p> <p>Demonstrates mastery of rhetorical situation. It is purpose driven by genre and audience focused.</p> <p>Tone, voice, point-of-view, and style are appropriate to purpose; they engage the audience in a distinctive and intentional way.</p> <p>Demonstrates proficient ability to use rhetorical concepts: ethos, pathos, logos in support of purpose and with awareness of audience.</p>	<p><b>(3)</b></p> <p>Demonstrates skillful engagement of rhetorical situation. It is purpose driven by genre and demonstrates awareness of audience.</p> <p>Voice, tone, and point-of-view support purpose. Full control of these elements may be missing, but the writing demonstrates intentional choices in these areas.</p>	<p><b>(2)</b></p> <p>Evidences competent use of audience and purpose. Writing generally reflects connection between genre and purpose. Audience engagement seems forced.</p> <p>Little attempt is made to insert voice or distinctive features into essays.</p> <p>Demonstrates little or inconsistent use of rhetorical concepts: ethos,</p>	<p><b>(1)</b></p> <p>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.</p> <p>Little or inconsistent evidence that writer has attempted use of rhetorical strategies. May rely on logical fallacy rather than rhetorical concepts.</p> <p>Writer-based prose.</p>	<p><b>(0)</b></p> <p>Writing fails to reflect purpose and audience awareness. Audience and purpose statements may be missing.</p> <p>Tone may be inappropriate for audience and assignment genre.</p> <p>No evidence of audience engagement. No evidence that writer has studied or attempted</p>	

<p><b>logos in support of purpose and with awareness of audience.</b></p>	<p>Reader-based prose.</p>	<p>Demonstrates ability to use rhetorical concepts: ethos, pathos, logos in support of purpose and with awareness of audience.</p> <p>Reader-based prose</p>	<p>pathos, logos</p> <p>Prose are in transition from writer to reader-based.</p>		<p>to apply rhetorical concepts.</p> <p>Writer-based prose.</p>	
<p><b>Vocabulary, Mechanics, and Punctuation</b></p> <p><b>Follows conventions of punctuation, grammar, and spelling. Identifies, explains, and employs concepts clearly</b></p>	<p><b>(4)</b></p> <p>Masterfully expresses ideas in mechanically controlled, clear, and cogent sentences.</p> <p>Demonstrates varied, pleasing sentence patterns.</p> <p>Vocabulary is consistently varied, clear, and sophisticated. The portfolio is virtually error free.</p>	<p><b>(3)</b></p> <p>Skillfully uses clear, effective, and varied sentences.</p> <p>Vocabulary is mostly varied and sophisticated.</p> <p>Errors (if any) are infrequent.</p>	<p><b>(2)</b></p> <p>Competently employs sentence structures and vocabulary; however these are sometimes repetitive or imprecise.</p>	<p><b>(1)</b></p> <p>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.</p>	<p><b>(0)</b></p> <p>Fails to follow conventions. Inconsistencies in conventional use of Standard English are frequent, syntax is jumbled, and errors disrupt reader experience.</p>	

<p>Final Reflective Essay</p> <p><b>Demonstrates awareness of writing process, audience centered communication, and peer review.</b></p>	<p><b>(4)</b></p> <p>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.</p>	<p><b>(3)</b></p> <p>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.</p>	<p><b>(2)</b></p> <p>Competently acknowledges revision as part of process. Acknowledges peer and instructor feedback.</p>	<p><b>(1)</b></p> <p>Unacceptable engagement in or reflection on process. Little acknowledgment of revision or of peer and instructor feedback.</p>	<p><b>(0)</b></p> <p>Fails to acknowledge revision as part of process and/or peer and instructor feedback in the writing process.</p>	
<p>Deductions</p>	<p><b>Fewer than full 12 pages: -0.5</b></p> <p><b>Fewer than 10 full pages: - 1.0</b></p> <p><b>Missing or disconnected audience/purpose statements -0.5</b></p> <p><b>Lack of variety -0.5</b></p> <p><b>Essay demonstrating academic research with less than 5 pages -0.5</b></p> <p><b>Essay demonstrating academic research with less than 5 sources: -1.0</b></p>					
<p>Grounds for Failure</p>	<p><b>Failure to include a research paper results in 0.0 for the portfolio.</b></p> <p><b>Plagiarism results in a 0.0 for the portfolio</b></p>					
<p>Portfolio Comments &amp; Total Points</p>						

## **E-Services Progress Reports, Mid-Term/Final Grades, Withdraw Information**

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 131 HQV grades are on or before:

- Grade 1 is due 9/12/2017
- Grade 2 is due 10/1/2017
- Grade 3 is due 11/5/2017
- Grade 4: 12/23.2017 this is your final course grade and is numerical only.

The first 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 BY: 9/14/2017
- DROP WITH W BY: 9/15/2017

- WITHDRAW LAST DAY BY: 12/11/2017

## Support Services

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](mailto: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](mailto: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

Resource site for MLA

[Purdue University Online Writing Lab: MLA 2009](#)

Course Calendar

**Fall 2017**

**Calendar**

**September 5 - December 21**

*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 4th 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 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.

**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 5-10

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 10 at 1:55 p.m.**

### Unit 2: Reflection

Sept 11 – Oct 1

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 11 - 17**

- Quiz opens
- Review readings and assignments in Unit 2 Online Book
- Participate in Unit 2 Discussion One, initial post due Thursday; Discussion 1 closes Sept 17
- Participate in Unit 2 Discussion Two, Thread 1; initial post due Thursday;; Discussion 2 Thread 1 closes Sept 17

**Sept 18 - 24**

- Participate in Discussion Two, Thread 2; initial post due Thursday; Thread 2 closes Sept 24.
- View *Critical Reflection and the Reflective Essay* PowerPoint

**Sept 25 – Oct 1**

- Participate in Discussion Two, Thread 3. initial post due Thursday; Thread 3 closes Oct 1.
- View *Revision* PowerPoint
- Unit 2 Quiz closes Oct 1
- Complete Critical Incident Survey (CIQ) – ungraded opportunity for unit feedback

**Oct 8**

- Due: Revised reflective essay and meta-cognitive reflection in Unit 2 Assignment File on Oct 8; file closes 11:55 p.m..

**Unit 3: Evaluation****Oct 2 - 22**

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 2 - 8**

- Quiz opens
- Review readings and assignments in Unit 3 Online Book
- Unit 2 Assignment File, Oct 8 11:55: Revised Reflective Essay and Meta-cognitive Reflection due.
- Participate in Discussion One, initial post due Thursday; closes Oct 8
- Participate in Discussion Two, Thread 1 ,initial post due Thursday; closes Oct 8

**Oct 9 - 15**

- Engage Course PowerPoints: *Evaluation, Leads, and Paraphrasing Correctly*
- Participate in Discussion Two, Thread 2. Initial post due Thursday; Thread 2 closes on Oct 15.

**Oct 16- 22**

- Engage PowerPoint *Annotated Bibliography*

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

#### **Oct 20**

- Due Revised Evaluative Essay & Meta-cognitive Reflection in Unit 3 Assignment File on Oct 29; file closes 11:55 p.m.

### **Unit 4 : Part One of Research Project, Conducting Research**

#### **Oct 23 – Nov 12**

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 23 - 29**

- Unit 4 Quiz opens
- Review readings and assignments in Unit 4 Online Book
- Participate in Discussion One, initial post due Thursday; closes Oct 29
- Participate in Discussion Two, **initial post due Thursday**; Thread 1 closes Oct 29
- Due in Unit 3 Assignment File, 11:55 p.m. Revised Evaluative Essay and Meta-cognitive Reflection due Oct 29.

#### **Oct 30 – Nov 5**

- Engage PowerPoints *Beginning Your Research, Writing the Rhetorical Analysis*
- Participate in Discussion Two, Thread 2; initial post due Thursday; Thread 2 closes Nov 5.

#### **Nov 6 -12**

- 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 Nov 12.
- Unit 4 Quiz closes Nov 12, 11:55 p.m.

**Nov 19**

- Due: Revised Rhetorical Analysis Essay, Annotated Bibliography, & Meta-cognitive Reflection in Unit 3 Assignment File on Nov 19; file closes 11:55 p.m.

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

***This unit contains Thanksgiving Break***

**Nov 13–Dec 14**

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 13 – 19**

- 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 19
- Participate in Discussion Two, Thread 1; initial post due Thursday; Thread 1 closes Nov 19
- Due: Revised Evaluative Essay and Meta-cognitive Reflection in Unit 4 Assignment File, Nov 19. File closes at 11:55 p.m.

**Nov 20 – Dec 3**

This segment includes Thanksgiving Break Nov 22 – 26; 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 Dec 3

**Dec 4 – Dec 10**

- Participate in Discussion Two, Thread 3; initial posts due Thursday Dec 8; Threads 3 and 4 close Dec 10
- Review Webcast on formatting the annotated bibliography in the Unit 5 Online Book
- Complete Critical Incident Questionnaire (CIQ) ungraded course feedback opportunity

**Dec 11-14 -half week**

- Participate in Discussion Two, Thread 4; thread 4 closes Dec 14
- Quiz Unit 5 closes Dec 14 at 11:55 p.m.

**Dec 17**

- Due: Revised argument essay, meta-cognitive reflection, and polished annotated bibliography in Unit 5 Assignment File, Dec 17, the file closes 11:55 p.m.

**Unit 6 - The Portfolio****Dec 15 - 21**

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 15-19**

- Revising Days.
- Review Unit 6 Online Unit Book

**Dec 17**

- 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 19**

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

**Dec 21**

- 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!