

Instructor: Ms. Klaus

Office: - Breakout Room # _____

Instructor's E-mail: klauscolleena@jccmi.edu

Office Hours: Tuesdays: 4:30 – 5:30 pm and by appointment.

Course Information:

ENG 131.12/ENG 131A.BC 12

Meets: 6:00 pm – 7:23 pm, Tuesdays and Thursdays (09-05-17 –12-21-17)

Building and Classroom Location: William N. Atkinson Hall, Classroom # 217

3 Credit hours

No class meeting on the following dates: In-Service Day: Tuesday, September 19th and

Thanksgiving Break: Thursday, November 23rd. College closed Nov. 22-26

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



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

Necessary Materials: Three 2-pocket folders, College notebook, flash drive (to keep copies of all written work), access to a computer with Internet and printer, pens, and a hard-copy of a college dictionary.

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. Prerequisites: ENG 085 and ENG 090. Students may meet this requirement on course placement, ACT score or successful college coursework.

Course Design/Organization: The English 131 course is designed in such a way that learners study and engage phases of the writing process; study the impact of the rhetorical situation on communication choices; use the Modern Language Association (MLA) style of documentation, as they engage studies of narrative (memoir), profile, and research essay/report genres. Additional units from the course text, particularly analysis will be included. 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.

Course Policies:

- **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.

- **Withdrawal from the course:** After the add/drop period, a student may withdraw from a course in accordance with the specific time periods and dates established by Jackson College. This information is available on the website: <https://www.jccmi.edu/registration-records/canceled-classes-drops-and-withdrawals/>
- **Campus Closings:**

In the case of severe weather conditions, emergencies and/or other situations, the president or his or her designee will determine whether College locations will be closed and/or classes cancelled. If one or all College locations are closed or classes cancelled, the following communication strategies will be enacted:

 - A message will be updated on the College's main phone number (517-787-0800).
 - Information will be posted on the JC website (www.jccmi.edu), and e-mail messages sent to the JC employee and student e-mail accounts.
 - Local TV and radio stations will be notified; however, the College cannot guarantee that any station will broadcast the information.
- **Attendance and Class Participation:**
 - **Attendance:** Students are expected to attend all class periods; however, unfortunate circumstances do occur, so I am allowing two (2) excused absences per student this semester. No penalties. Any student who is absent more than the two allowed absences will be penalized by 3.57% percent per absence. This percentage is based on the number of class periods times the percentage: $28 \times 3.57\%$. For example, students are in class 30 class periods (Tuesday and Thursday evenings) during the semester. Minus the two excused absences, students are in class for 28 class periods. Since 'Attendance/Class participation' is worth 20% of your final grade, I divide 28 into 100% which equals 3.57%. Think of this attendance police in terms of every time a student attends class (a student cannot participate unless he or she attends), he or she can earn a possible 3.57% percent toward 20% of the final grade; however, when he or she is absent 3.57 is deducted from the final grade.
 - **Participation:** Participation grades follow this same pattern outlined above. Students are expected to participate in class. Participation means that students engage in class discussion and complete in-class work, etc. Everyone in class benefits when all students participate.
- **Late Assignments:** Late homework assignments are not accepted, with the exception of the two excused absences per student per semester. During the semester, I will offer students an opportunity to earn extra credit.
- **Late Arrivals:** Please make every effort to arrive to class on time. Class begins at 6:00 pm. In the case you are late, please take your seat as quietly as possible. Three or more late arrivals constitute one absence.
- **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*. Plagiarism is not tolerated. The full policy can be accessed at <http://www.jccmi.edu/policies/Academics/>

- **Failure: No one should fail this class!** Please talk to me if you are having trouble with the class work or with another problem which interferes with your completion of an assignment or the course. Think of this class in terms of a great opportunity to learn to grow as a writer. Do all within your power to succeed! There is no reason for a student to fail this class.
- **Cell Phones:** No cell phone use during class. Turn them off and put them away upon entrance of the classroom, out of sight during class. If a student neglects to comply with this policy, I have the right to penalize your class participation grade. I will increasingly penalize your grade per offense. For example, the first offense is 1%, and the second offense is 2%, etc. Please be respectful of each student's desire to learn. Cell phones distract learning.
- **Class Behavior:** Rude or unruly behavior is not permitted. Students are expected to be respectful to each other and toward the instructor. While all opinions are welcome, no student should demean a person or speak distastefully toward another human being or toward his or her opinions or ideas.
- **Center for Student Success:** At the Center for Student Success (CSS), Jackson College is committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program. In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities. This information is provided on the College website. <https://www.jccmi.edu/center-for-student-success/>
- **Writing Help:** Writing Fellows is 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. The Center for Student Success (CSS) Writing Tutors is located in Bert Walker Hall 125. For more information about the CSS go to <http://www.jccmi.edu/success/> .
- **Expectations of students as learners:**
 - Learner success relies on the ability to plan, prepare, study, and engage phases of the writing process, to apply global and local essay strategies, critical thinking skills, research strategies, and peer response skills.
 - Learners will create three required essays. Essays will be accompanied by a title page and, when sources are used, a Works Cited page. Specific page lengths are defined in essay assignments.

- Learners will apply active reading strategies to assigned course materials and can expect to encounter twenty pages per week—these texts include the course text, instructor handouts, and library resources such as articles and chapters.
- Learners should plan to spend at least nine [9] hours a week on the course: three (3) hours in class, and six hours (6) outside the classroom doing homework, including assigned readings, individualized writing, and library research.
- Learners are expected to attend assigned conferences and instructor appointed meetings related to evaluation and grades.

General Education Outcomes: 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 Documentation	<ul style="list-style-type: none"> ● Demonstrates ability to find and evaluate credible sources. ● 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: These objectives 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

Intermediate HQV Grading: In compliance with college policy and federal regulations, I will assign a progress grade to each student after approximately two weeks, five weeks, and eight weeks. The grades are assigned letters with the following meanings:

- H=student needs additional help to pass the class
- Q=student has stopped attending and is being dropped from the class
- V= student is attending and participating

Grading System for ENG 131

Participation and Attendance (20%)	Final Writing Portfolio and Reflective Letter (40%)
Class Assignments / Homework (40%)	= Semester Grade

Grading Scale:

- 4.0 = 95-100%**
- 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%**

Grading Criteria: The following rubric will be used for grading ENG 131 essays.

Grading Rubric	Unsatisfactory	Poor	Fair	Good	Excellent
Content Substance: (Thesis and Development)	Lack of clear thesis or controlling idea or presence of multiple ideas; inadequate explanations or detail; missing thesis; no statement or development of topic	Clear thesis or controlling idea present but too general or poorly stated; if thesis is present, it merely states topic mechanically; development superficial	Controlling idea present and formulated in a thesis-type sentence; development just adequate to fit purpose; originality missing.	Controlling idea stated clearly; thesis qualified to show direction or essay; development reasonably full, logical; perhaps unique of original insight into material.	Controlling idea, thesis, development all show control over material; essay fulfills its purpose and shows insight
Organization	Ideas not presented in a logical or organized way; lacks introduction or conclusion.	Lacks introduction or conclusion; transitions missing or misused in body paragraphs; illogical organization of ideas.	Contains introduction and conclusion; and use of transitions; organization fairly clear, logical	Contains introduction from which body develops; frequent use of transitions in body; conclusion follows logically from introduction and body paragraphs	Contains introduction with concise thesis. Body paragraphs logically ordered; transitions frequent and appropriate; conclusion restates thesis emphatically, dramatically.
Conventional Grammar, Sentence Structure	Numerous sentence fragments, run-ons, comma splices; problems in subject-verb agreement; shifts in verb tense; errors in pronoun reference and agreement; punctuation errors; lack of parallelism; usage problems; many misspellings	Frequent sentence fragments, run-ons, comma splices; problems in verb and pronoun agreement and reference; punctuation errors, particularly commas and semicolons; lack of parallelism; misspellings; usage problems.	Majority of sentence correct; some errors in punctuation, verb tense and agreement, pronoun reference and agreement, punctuation, and parallelism; fewer problems in spelling and word forms	One or two sentence fragments, run-ons, comma splices; occasional errors in verb forms, pronouns, punctuation, and spelling.	Complete and varied sentences; few grammatical or punctuation errors.
Style	Excessive problems with imprecise or informal word choice; inadequate vocabulary; lack of description, modifiers, transitions; insufficient variety and complexity of sentence patterns.	Frequently imprecise or informal word choice; limited vocabulary; insufficient use of description, modifiers, transitions; limited variety and complexity of sentences.	Occasionally imprecise word choice; adequate vocabulary; some use of description, modifiers, transitions; adequate variety and complexity of sentence patterns.	Somewhat effective word choice; adequate use of description, modifiers, transitions; fairly consistent variety and complexity of sentences	Effective word choice; extensive vocabulary; frequent use of description, modifiers, transitions; consistent variety and complexity of sentences.

TENTATIVE COURSE SCHEDULE:

Essay Assignments/Due Dates and Peer Review Dates--

Week 1: September 5th/7th	INTRODUCTIONS: <ul style="list-style-type: none"> • Syllabus/Class/Textbook/Materials • Writing Sample 	Tuesday Thursday	Homework TBA:
Week 2: September 12 th /14 th	NARRATIVE ASSIGNMENT ASSIGNED	Tuesday Thursday	Homework TBA:
Week 3: September 19 th /21 st		Tuesday Thursday *No Class on Thursday-In Service Day	Homework TBA:
Week 4: September 26 th /28th		Tuesday Thursday	Homework TBA:
Week 5: October 3rd/5th	PEER REVIEW/NARRATIVE	Tuesday Thursday	Homework TBA:
Week 6: October 10 th /12th	NARRATIVE ESSAY DUE: PROFILE ASSIGNMENT:	Tuesday Thursday	Homework TBA:
Week 7: October 17 th /19th		Tuesday ----- Thursday	Homework TBA:
Week 8: October 24 th /26th		Tuesday Thursday	Homework TBA:
Week 9: October 31 st / November 2	PEER REVIEW/ PROFILE ASSIGNMENT	Tuesday Thursday	Homework TBA:
Week 10: November 7 th /9th	PROFILE ESSAY DUE: RESEARCH ESSAY/REPORT ASSIGNED	Tuesday Thursday	Homework TBA
Week 11: November 14 th /16th		Tuesday Thursday	Homework TBA:
Week 12: November 21 st /23 rd .		Tuesday Thursday: No class-- Thanksgiving Break	Homework TBA:
Week 13:	PEER REVIEW: RESEARCH ESSAY/REPORT	Tuesday Thursday	Homework TBA :
Week 14:	RESEARCH ESSAY DUE: REFLECTION LETTER ASSIGNMENT	Tuesday Thursday	Homework TBA k:
Week 15:	PEER REVIEW: REFLECTION LETTER	Tuesday Thursday	Homework TBA:

Week 16:	Tuesday: REFLECTION LETTER DUE; PEER REVIEW: PORTFOLIOS; Thursday: PORTFOLIOS DUE; CLASS EVALUATIONS	Tuesday: Thursday:	Last Week of Class!
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Letter from the Composition Faculty at JCC.

Dear Writing Students,

JCC's Department of Language, Literature and Arts has implemented the portfolio as an assessment tool for all ENG 091, 131, and 132 courses. Please read the following information about the portfolio:

- Every writing student at JCC must submit a portfolio, consisting of a variety of revised papers completed this semester that best demonstrate competency in skills and strategies appropriate to the course in which you are enrolled.
- A meta-cognitive reflection on your learning in this semester accompanies the portfolio. See the description of the meta-cognitive reflection below.
- The portfolio is worth 40% of your total course grade. Your instructor will determine the specific percentage. See your course syllabus for this information.
- Your instructor will evaluate your portfolio and offer comments on the strengths and weaknesses of your work.
- Successful portfolios contain papers written in this class that have undergone revision. The evidences thoughtful revision and editing.
- Your portfolio is evaluated holistically; your instructor will give feedback on your overall work. See the back of this sheet for departmental descriptions of good writing.

Portfolio Formatting and Length Requirements:

- Essays must have been written for this class, gone through peer review, and revised in order to qualify for the portfolio.
- The portfolio will include a cover sheet for the portfolio listing course and section number, instructor's name, and other identifying information as your instructor directs.
- Your instructor will identify a date near the end of the semester for the submission of your portfolio. Please submit your entire portfolio to your instructor the day the portfolios are due.
- Title pages for each essay are required. Although MLA does not require a title page, you must include a title page for each essay in the portfolio. The title page will include
 - Essay Title
 - Purpose Statement

- Identified Audience for the Essay
- Following MLA style, portfolio essays must be double-spaced, use 12-point font, and be set to one-inch margins. Place your name in the upper right hand corner of each page.
- When source materials are used, MLA 2016 Guidelines for documentation and citation are required.
- English 131 essays must contain 10 full pages of writing, not including cover page, title pages, and works cited page. Essays must be minimum of 2 pages in length.
- English 132 portfolios must contain 12 full pages of writing, not including cover page, title pages, and works cited pages. Essays must be a minimum of 3 pages in length.
- Portfolios in online and hybrid English 131 course are electronic; submit them to the course's JetNet Portfolio and Reflective Letter assignment file.

Meta-Cognitive Reflection Guidelines

As mentioned above, a metacognitive reflection accompanies the portfolio. This essay is a summary statement providing an overview of the essays contained in the portfolio and the writer is learning over the course of the semester. It allows the writer to reflect on his or her growth as a writer and to explain how the portfolio serves as a single, comprehensive snapshot of writer performance in English 131.

The course instructor serves as the sole audience for the portfolio and meta-cognitive reflection, so this is the student's opportunity to frame the quality of experience and learning exhibited in the final written products of the portfolio.

Consider addressing the following ideas when composing the meta-cognitive reflection:

- the subjects of your papers and why you chose them
- the relationship of audience and purpose to your writing. How the essays of the portfolio demonstrate this relationship
- the phases of the writing process you engaged and how they contributed to the essays in this portfolio
- how participation in writers groups and peer review as both writer and peer reviewer strengthened skills. Offer evidence of revisions made on specific essays and recount lessons learned in the writers group. Give credit to specific people who supported our learning.
- what you feel you have accomplished as a group member, a writer, and a college student in this class
- what you have learned by completing and reviewing the metacognitive reflections written for each essay over the course of the semester

Please present a focused, well-supported, and organized reflection of yourself as writer following the same formatting rules for the portfolio.

We encourage you to devote time to the revision process throughout the semester. Successful portfolios include papers, which have been revised. Your instructor will make suggestions for revision throughout the semester and as you compile your portfolio at the end of the term. If you have any questions about any of the information contained here, please ask your instructor.

Sincerely,

The Language, Literature and the Arts Composition Faculty

Portfolio Feedback Form for Students

Points	4	3	2	1	0
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Rhetorical Situation: Topic, Purpose, Audience, Context, Angle					
Thesis: Main Claim Appropriate to Genre					
Evidence: Support & Development of Claims					
Structure: Introductory Lead Organization and Cohesion					
Genres: Narrative/Memoir, Profile, Informative					
Research: Source Integration; MLA Style					
Sentence Structure					
Vocabulary and Word Choice					
Mechanics and Punctuation					
Reflective Essay Demonstrates awareness of writing process, audience centered communication, and peer review.					
Deductions Portfolio less than 8 full pages: -1.0 Portfolio containing 9 full pages: -0.5 Portfolio lacking essay variety: -0.5					
Grounds for Failure Plagiarism					
Portfolio Grade					

131 Writing Portfolio Grading Rubric

The Writing Portfolio is given one holistic grade, based on an average score of the following categories for each essay.

Categories	4.0 = Masterful	3.0 = Skilled	2.0 = Competent	1.0 = Poor	0.0 = Unacceptable
Controlling Idea: Focus, Purpose, and Thesis	Each essay is engaging, full development of a clear thesis, appropriate to genres and purpose. Revision is clear with obvious attention to written reviews.	In each essay, competent thesis and supporting ideas show adequate grasp of assignment genres. Revision shows some attention to written reviews	In one or more of the essays, thesis is too broad or only indirectly supported. Thesis needs more development. More attention to revision is needed.	In one or more of the essays, thesis is unclear or vague. Focus shows misunderstanding of assignment genres or criteria. Minimal attention to revision is evident.	In one or more of the essays, the thesis is absent. Lack of care in development shows obvious confusion about assignment criteria. Almost no attention to revision is evident.
Evidence: Ideas, Support, and Development	In each essay, ideas work together as a unified whole. Main points are fully supported. Research sources (if used) are valid and specific. Revision shows clear consideration of written reviews.	In each essay, most main points are fully supported. Some ideas (including those from sources) need to be more connected to the thesis. Revision shows some attention to written reviews.	In one or more of the essays, main points and ideas are only indirectly supported, and support is insufficient, vague, or only loosely relevant to main points. More attention to revision is needed.	One or more of the essays shows lack of support for main points. Frequent and illogical generalizations are expressed. Minimal attention to revision is evident.	In one or more of the essays, thesis is poorly supported or not supported at all. Almost no attention to revision is evident.
Structure and Organization	In each essay, organization is clear and paragraphs are well-developed. Ideas are linked with effective transitions. Revision shows clear consideration of written reviews.	In each essay, organization is clear and paragraphs are well-developed. Transitions are ineffective or missing in only a few places. Revision shows some attention to written reviews.	In one or more of the essays, organization, while attempted, is ineffective. Paragraphs are simple, disconnected, or formulaic. Poor organization is evident in certain sections.	In one or more of the essays, organization, if evident, is confusing and disjointed. Paragraph structure is ineffective. Effective transitions are missing in many places. Minimal attention to revision is shown.	In one or more of the essays, organization is confusing throughout. At times, essays read as a series of isolated paragraphs or as a very first draft. Almost no attention to revision is shown.
Audience, one, and Point-of-View	Each essay shows clear discernment of stated audience; tone and point-of view appropriate to the genres and audience. Revision shows clear consideration of written reviews.	Each essay shows effective and accurate awareness of general audience. Tone and point-of view is generally clear. Revision shows some attention to written reviews.	One or more of the essays shows inconsistent sense of audience, tone, and/or point-of-view. More attention to revision is needed.	One or more of the essays lacks awareness of the stated audience. Tone and point-of-view is inconsistent or inappropriate. Minimal attention to revision is shown.	One or more of the essays shows no clear awareness of stated audience. Tone and point-of-view is not clear or completely inappropriate for audience and assignment genre. Almost no attention to revision is shown.
Sentence structure	In each essay, sentence structure and sentence styles are well-chosen and appropriate to assignment genre.	Each essay utilizes effective and varied sentences. Errors (if any) are due to careless editing.	One or more of the essays shows formulaic or tedious sentence patterns. A few errors in sentence structure.	In one or more of the essays, simple sentences are used excessively w/ frequent errors, little sense of sentence flow.	One or more of the essays exhibits multiple and serious errors of structure, e.g., fragments, run-ons, and splices. No sense of cohesiveness is evident.
Vocabulary and Word Choice	Each essay maintains exceptional vocabulary range and accuracy. Appropriate academic word choice is evident.	Each essay maintains adequate vocabulary range and appropriate academic word choice.	One or more of the essays display a basic vocabulary range and mostly appropriate academic word choice.	One or more of the essays displays limited or poor vocabulary and limited or poor word choice. Train-of-thought is hard to follow.	One or more of the essays display poor vocabulary and word choice. Confusing errors result in poor communication of ideas.

Mechanics and Punctuation	Each essay is virtually free of punctuation, spelling, and grammatical errors.	Each essay has very few errors. If any, they are due to careless editing.	One or more of the essays has a few errors that interfere with meaning. More attention to editing is needed.	One of more of the essays has numerous errors that interfere with meaning and is poorly edited.	One or more of the essays has frequent and serious errors which results in meaningless communication of ideas.
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