

English 132.AH1 Writing Experience II

Fall 2017

Instructor: Janet Bartholomew

Location: WA 117

Meets: Monday and Wednesday 1:00pm to 2:23pm

Office Hours: Monday & Wednesday, BW 238 (Faculty Work Area/Sandbox) from 12:00pm to 12:55pm and by appointment

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Required Materials: *They Say, I Say* by Gerald Graff and Cathy Birkenstein, 3rd Ed. ISBN 9780393935844; *The Norton Field Guide to Writing w/Readings and 2016 MLA Updates* by Richard Bullock and Maureen Daly Goggin, 4th Ed. ISBN 9780393289855

Textbook Zero: These textbooks are available in a digital format from Norton Publishers. See the JetNet links for details.

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 of perfected essays is required.

General Education Outcome (GEO) Addressed in this Course:

GEO 1: Writing clearly, concisely and intelligibly at the proficient level

Overview

This course is going to be a writing-intensive course where we will discuss various composition strategies more in depth. There will be four primary papers, an annotated bibliography, and a formal presentation. Additionally, there will be homework assignments, group activities, and informal presentations. The theme of the course is leadership in the community, and you will be taking part in a large overarching project that will culminate with a formal portfolio. This class will function as an intensive writing workshop in which you will learn highly effective composition skills so that you can make a greater impact on the world around you.

Portfolio: 40%

Quizzes, Proposals, Drafts, and Bibliographies: 40%

Oral Presentations: 10%

Participation, Attendance, and Class Work: 10%

Expectations

Students are expected to be in class and on time. If you miss more than one class, your final grade for the semester will be lowered by .3. If an emergency happens, notify me via email or phone immediately so that I understand what is going on. Failure to talk to me in a timely fashion may adversely affect your grade, so be sure to keep me in the loop so we can get you caught up. If you miss five or more classes, you will be dropped from the course. Dropped students cannot be readmitted. If the final drop date has passed, students with five or more absences will fail the course with a 0.0.

Participation and group work is mandatory and is an expectation built into this course. Every student will be expected to keep up with the reading and homework assignments. All group work will be graded by individual student contributions. You can expect to be randomly called on to answer questions in class, so be sure to complete all assigned homework on time. Homework Quizzes will close at the start of class the day they are due. The lowest quiz grade will be dropped.

Your JC email will be the primary way I will communicate with you outside of class. You are expected to check your email regularly. If you don't use JC as your primary email, please have your JC email forwarded to your primary account so that you can get any class announcements. All assignments need to be posted to JetNet in the format specified or they will be given a zero. Late papers will not be accepted, so be sure to post them *before* the start of class on the due date. Even if you miss class, you are still expected to post your work on time. (Email me or call the office right away if extenuating circumstances prevent this from happening.)

Part of this course will require you to work with a nonprofit organization of your choosing. You will need to conduct (at minimum) one interview outside of class. You will also need to gather information about the organization, which may require you to visit the organization more than once. The nonprofit that you choose must be present in Jackson or the surrounding area, and you need to provide your own transportation. (If transportation is an issue, you may choose to work with the Jackson College Foundation or another nonprofit found on campus. Please note that student organizations and clubs are not a viable option for this project.)

The portfolio must include the profile, informative, reflective, and research-based persuasive essays, and it must be a minimum of 12 full pages. All papers must be peer-reviewed in order to be included in the portfolio. See the provided portfolio rubric and instructions on JetNet for more details.

Major Assignments

Annotated Bibliography (5%) – This exercise will not only give you experience writing bibliographies and concise summaries, but it will also provide you with a resource from which you may build your writing projects. A short presentation of your findings will be a part of this project.

Informative Paper (15%) – This paper will focus on informing the public about the cause championed by your nonprofit. More specifically, you will be using research to introduce the public to a specific need in your community that your nonprofit fills. For instance, if your organization is the Jackson Inter-Faith Shelter, your informative report would be on the homelessness crisis in our area.

Persuasive Research-Based Paper (15%) – For this project, you will write a research-based persuasive paper arguing for a particular solution to the problem (or some means of alleviating part of the problem) covered in your informative paper. The paper must be grounded in an opinion that needs defending then backed up with credible research. This paper will be a combination of informative, persuasive, and descriptive modes of writing. Emphasis will be on the sophisticated use of rhetorical appeal and research-based argumentation. This project will culminate in an oral presentation to a panel of leaders in our community.

Nonprofit Profile with Research (5%) – You will write an informative profile on the nonprofit organization of your choosing. You will need to conduct an interview with someone at the organization about the nonprofit and the problems they help alleviate in the community. The profile will not only be

informative, thus introducing your audience to the organization, but it will also focus on rhetorical appeal. This will be more tightly focused and organized than the profile you wrote in ENG 131. Your target audience will be the general public. Your profile also must have a clear angle.

Reflection Essay – This essay is an exercise in metacognition. You will explain your growth as a writer and reflect on your progress throughout the semester. This essay is part of your final portfolio.

To pass the course, all four papers must be submitted prior to the dropboxes closing. Additionally, all four papers must undergo the peer review process for a student to pass the course. Should a student miss a mandatory peer review day, the student has 10 days to visit the Writing Center or Writing Fellows twice in lieu of a peer review. Proof must be submitted. In the case of the last paper, the student will have until the portfolio is due to make up the peer reviews.

Remind: To receive texts or email messages reminding you when assignments are due, please text @eng132ah to the number 81010 or visit <https://www.remind.com/join/eng132ah> to sign up.

Course Schedule – Assignments Due on Specified Dates

ALL PROPOSALS, BIBLIOGRAPHIES, DRAFTS, AND FINAL PORTFOLIOS MUST BE SUBMITTED AS
PDF FILES – NO OTHER FILE TYPES WILL BE ACCEPTED
(Dates Subject to Change)

Unit 1: Annotated Bibliography

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| 9/6 | Intro to Course, WOOP, Rhetorical Situation, Finding Sources, Grammar Diagnostic, Reading Comprehension
<i>Due: Norton Chapter 1, begin finding articles</i> |
| 9/11 | Discovering What “They Say,” Vetting Sources
<i>Due: Read Norton Chapter 2 and They Say Chapter 1, Bring in Articles, Homework Quiz 1</i> |
| 9/13 | Summarizing What “They Say, Summaries
<i>Due: Read They Say Chapter 2, Norton Chapter 3 “Summarizing,” Homework Quiz 2</i> |
| 9/18 | Intro to Presenting Information, MLA Format
<i>Due: Read “Anti-Intellectualism” in Norton, They Say Chapter 11, Homework Quiz 3</i> |
| 9/20 | Intro to Revising and Editing, Diction
<i>Due: Two Annotations and Bibliographies, Homework Quiz 4</i> |
| 9/25 | Intro to Peer Review
<i>Due: Annotated Bibliography, Presentations</i> |

Unit 2: Reporting on Community Issues

9/27 The Art of Reporting, Paraphrasing
Due: Read Norton Chapter 12 and 49, Schedule Nonprofit Interview, Homework Quiz 5

10/2 The Art of Quoting, Introducing Quotes
Due: Report Proposal, read They Say Chapter 3, Homework Quiz 6

10/4 Reading for the Conversation
Due: Read They Say Chapter 14, Bring in Article, Homework Quiz 7

10/9 Acknowledging Sources, Avoid Plagiarism
Due: Read Norton Chapter 50, 51, and 52; Homework Quiz 8

10/11 Focusing on What They Say, Explaining Quotes
Due: Report Bibliography

10/16 Reviewing Your Work, Prepositional Phrases (Wordiness)
Due: Read Norton Chapters 29 and 30, Homework Quiz 9

10/18 Peer Review
Due: Report Rough Draft, presentations

Unit 3: Profiling a Nonprofit

10/23 Intro to Profiles, Rhetorical Situations
Due: Read Norton Chapter 19 and 40, Homework Quiz 10

10/25 Dialogue, Active Voice, Modifiers/Antecedents
Due: Nonprofit Profile Proposal Due, Read Norton Chapter 41, Homework Quiz 11

10/30 Conferences (Mandatory)
Due: Homework Quiz 12

11/1 Rhetorical Appeal, Building Pathos
Due: Interview, Reading TBA, Homework Quiz 13

11/6 Peer Review
Due: Nonprofit Profile Draft, presentations

Unit 3: Arguing for a Solution

11/8 Introduction to Argumentation
Due: Read Norton Chapter 13 and 36, Homework Quiz 14

11/13 Reading and Writing Arguments
Due: Research-Based Argumentative Paper Proposal, reading TBA

- 11/15 Reading and Writing Arguments (continued)
Read They Say Chapters 4 and 5, Homework Quiz 15
- 11/20 Responding To Naysayers, Lexicon
Due: Read They Say Chapters 6 and 7, Homework Quiz 16
- 11/22 Avoiding Logical Fallacies
Due: Research-Based Argumentative Paper Bibliography
- 11/27 Building an Effective Argument, Logos
Due: Read They Say Chapters 8 and 9, Homework Quiz 17
- 11/29 Troubleshooting Rhetorical Issue
Due: Research-Based Argumentative Paper Two Page Draft
- 12/4 Metacommentary and Revisions
Due: Read They Say Chapters 10 and 11, Homework 18
- 12/6 Peer Review
Due: Research-Based Argumentation Paper, Presentations

Unit 5: Mastery and Persuasion

- 12/11 Portfolio Peer Reviews
Due: 2 Drafts of the portfolio, Homework Quiz 19
- 12/13 PORTFOLIO DUE – Turn in on JetNet
REFLECTIONS AND EVALS (to be done in class)
- 12/18 FINAL PRESENTATIONS
- 12/20 FINAL PRESENTATIONS