

**Syllabus: English 131.82 – Writing Experience I**

**Winter 2018**

**Instructor:** Mary L. Wolfe                      **Email:** [wolfemaryl@jccmi.edu](mailto:wolfemaryl@jccmi.edu)  
**Credit Hours:** 3                                      **English Department:** 517-796-8582  
**Class Time:** Mondays and Wednesdays, 8:00-9:44 AM  
**Class Location:** Hillsdale Center, Room 15  
**Office Hours:** Before or after class in R.15 or by appointment. Contact me via email.

**Course Description:** This is an intensive writing course. Narrative and descriptive modes are stressed. Basic research strategies are introduced. An end-of-semester portfolio is required.  
**Prerequisites:** ENG 085 and ENG 090\*

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

**Continued Description:** Students engage in the writing process, study the impact of the rhetorical situation on communication choices, and are introduced to academic research strategies while completing units of memoir, profile, analysis, and report genre. The course requires participation in discussions, course activities, and guided peer review. Developing ability to apply Modern Language Association (MLA) style and conventions to written assignments is expected. Standard English grammar and structures are requisite skills in this course.

**Text:** *Writing Today* (w/REVEL Access Card and loose pages) Authors: Johnson-Sheehan & Paine. Third edition. 2016. ISBN: 9780134272412. Text is available in print or online through REVEL. You may purchase the access code in the bookstore.

**Text Book Zero**

Jackson College strives to make textbook purchases more affordable for students by offering digital options which we call Text Book Zero. This doesn't mean textbooks aren't needed. It means the textbook is available in a digital format (less expensive than a hard copy) and may be purchased in the bookstore. The choice is up to you.

**Materials Needed:** Access to a computer with Internet service and backup source and a printer  
Four 2-pocket folders and a 3-ring binder for course handouts  
Notebook with pens/pencils

**General Education Outcome (GEO):** The Board of Trustees, has determined that all JC graduates should develop or enhance certain skills while enrolled in college courses. For ENG 131, GEO #1 is the required outcome:

- General Education Outcome 1: Writing clearly, concisely, and intelligibly  
At a minimum, students must demonstrate proficiency in academic, professional, and personal writing through the knowledge and use of write to learn practices; rhetorical strategies; research methodologies; and genre and writing conventions. In order to fulfill this outcome and prepare students for careers, the course will focus on the following skills:

**Performance Objectives:** In conjunction with GEO #1, the following outcomes refer to the specific skills that learners are expected to develop as a result of the instructional processes in English 131:

**Critical thinking, reading, and writing processes:**

- Practice active reading strategies.
- Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications of reasoning.
- Offer informative 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.

**Rhetorical knowledge and conventions:**

- 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 — simple and direct language

**Electronic Equipment:**

- Use Microsoft Word to compose, review, 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.

**Instructor Role:** Designer, Facilitator, and Evaluator

**Student Role:** Independent and Collaborative

- Student 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, an peer response skills.

- Students will apply active reading strategies to assigned course materials from the textbook and instructor handouts and can expect to encounter approximately 20 pages of reading per week.
- Students will create **three** essays. Essays must include a title page and when sources are used, a Works Cited page.
- Students will submit three formal essays consisting of **3-4 pages in length, typed in 12-font, double-spaced with one-inch margins. The cover page must have a title, audience, and purpose, as well as the author's name and date.**
- Students need to spend at least 9 hours a week on the course including assigned reading, collaborative discussions, and individualized writing.
- Regular attendance is vital to active participation in this class. Assignments and Portfolio with a reflective essay must be turned in on dates due.

**Final Grade Criteria:**

- **Attendance/Participation**                    **20%**
- **Class Assignments/Homework**            **40%**
- **Final Writing Portfolio**                    **40%**

<b>Grading Scale:</b> 92%-100% = 4.0	70%-74% = 2.0
86%-91% = 3.5	66%-69% = 1.5
80%-85% = 3.0	60%-65% = 1.0
75%-79% = 2.5	55%-59% = 0.5
	54% = 0.0

**Passing Grade** is 2.0 or above.

**Incomplete Grade** may be issued in accordance with JC's policy that states only students who have demonstrated good standing in the class and hold a passing grade at the time of an extenuating circumstance that precludes the completion of the class will be considered. Documentation validating the circumstance may be required.

**Intermediate Grading:** To comply with college policy and federal regulations, instructors are required to assign a participation grade to you after approximately 2 weeks, 5 weeks, and 8 weeks. Student progress is reported through the following **HQV** grade process:

- **H** indicates the student is not doing acceptable work and needs **Help** to be successful. If you receive an H grade, you will be contacted by the Center for Student Success and offered tutoring services. If you receive an H, your instructor can also file an "Early Retention Alert" which means your JC Navigator will be contacted, and then your Navigator will contact you.
- **Q** indicates the student has not attended and the instructor believes he/she has officially withdrawn (**Quit**). For this class, you will automatically be dropped in the event of the following:

**Note: If you have been absent for 4 classes without medical or legal documentation stating you needed to be, you will be dropped from the course and will not be re-admitted. Being dropped may affect your financial aid.**

**Important Note for High School Students dual-enrolled in this class: You cannot be Q'd. However, once you have 4 undocumented absences, you will need to withdraw from the class because you cannot continue. Failure to withdraw results in an automatic 0.0 failing grade. NO EXCEPTIONS! Also, going on vacation or missing for high school activities is not an "excused" absence.**

- V indicates the instructor **Verifies** that the student is attending and is thus far successful.

**The dates for HQV GRADES** are the following;

- February 11, 2018
- February 26, 2018
- March 26, 2018

Other important dates are:

- Refund/Drop no W by February 13, 2018
- Drop with W by February 14, 2018
- Withdraw last day by April 23, 2018

**Attendance and Tardiness Policy:**

Missing class seriously impairs your ability to learn the course material and to complete the course requirements. Come to class prepared to write, share, and revise your writing in class. We will work in small groups or with partners; therefore, it is important for you to be present and to gain credit for your participation. **Be sure to sign the sign-in sheet every day at the beginning of class. Remember Attendance is 20% of your grade.** Excessive absences result in failure of the class. If you miss a class, it is your responsibility to find out what you missed and how you can make up the work before the next class. Due dates apply whether you are in the class or not. All work must be submitted to me in person by the deadline.

**In class policies: Read Carefully!** Quizzes are given in the first 10 minutes of class. Once all quizzes have been turned in, a quiz cannot be made up by a late arrival. So be on time and there will be no issue. Assignments are also due at the beginning of class. Homework turned in late will receive half-credit.

It is important that you participate in class every day. So if you have scheduling conflicts or commuting problems, I suggest that you will want to drop this class and register for one that will accommodate your schedule.

Save all of your graded work, handwritten and typed in one of your pocket folders. In addition, be sure to back-up all your work to a flash drive.

**Courteous, respectful behavior is always expected in interacting with the instructor, classmates, or others who may be helping you.** There is zero tolerance for physically threatening and/or verbally abusive behavior, including any racist, sexual, demeaning, or hateful speech. You will be asked to leave and security will be called. See Student Code of Conduct on our Website.

All techno-devices need to be turned off and put away (out of sight) when class begins. If you need to use your phone, leave the classroom and return when you are finished.

**Academic Honesty:** This class follows JC's Academic Honesty Policy which can be found on the JC website (<http://www.jccmi.edu/policies/Academics>). Academic honesty is the ethical behavior that includes producing your own work and not representing others' ideas or work as your own, either by plagiarism, by cheating or by helping others to do so. Honesty also includes taking responsibility for your actions. All work submitted in this course must be written by student whose name it bears. Outside sources are required to be cited by MLA guidelines. There is zero-tolerance for plagiarism. Failure to credit another's words is plagiarism and will result in a failing grade and is reported to the Office of the Academic Dean.

**Course Organization:** Class time will be used to write, to talk about writing, and share the writing we have done. I may give formal instruction in brief lectures and feedback, but students will generally have the class time to engage the writing process individually and collaboratively.

### **COURSE SCHEDULE: English 131.82 - Winter 2018**

(Schedule is subject to change. Not all assignments or in-class activities are listed.)

#### **Week 1: 2/5/18 Introductions. Expectations and overview of Syllabus.**

Group Discussion: Why Write?

Assignment: Letter to Instructor due next class. Review Syllabus for Quiz.

Read Chapter 1 (pp. 1-8), Chapter 2 (pp. 10-16) & p. 392 before next class. Sign on to REVEL.

#### **2/7/18 Writing and Reading Process**

Group Discussion: Description and perception. See p. 392 in text.

Assignment: Read Chapters 3 and 5. (See examples in Chapter 33)

#### **Week 2: 2/12/18 Genre and Rhetorical Situation**

Group Discussion: Personal literacy narrative. Prompt #1.

Read Chapter 15.

2/14/18 **Emphasis on Writing Process**

Group Activity: Discovery Process: Summary of pre-writing and choice of topic

Read Chapters 16, 17 & 20.

Week 3: 2/19/18 **Drafting a Memoir**

Group Activity: Initial responses: Peer Review of opening paragraphs

Read Chapter 23.

2/21/18 **Comprehensive Peer Review**

Quiz on Memoir. Revise and finish Draft of Essay #1 for Instructor's comment.

Read Chapter 6 (See examples in Chapter 34).

Week 4: **Essay #1 due February 26.**

2/26/18 **The Profile: Primary Research of Interview and Observation**

Group Activity: Prompt 2 - Observation, sensory description and field research.

Read Chapter 21

2/28/18 **Interview Strategies and Documentation**

Group Activity: Developing interview questions

Week 5: 3/5/18 **Drafting Profile: Thesis Statement**

Class activity: Secondary Research for contextual information

3/7/18 **Use of field notes in drafting of Profile**

Class Activity: Review of grammar, structure, quotes and indirect quotes.

**Mid-Term Break: 3/12 – 3/18/18**

Week 6: 3/19/18 **Assessment of Profile**

Group Activity: Review criteria for construction of a strong profile

3/21/18 **Peer Review**

Quiz. Read Chapters 13 & 14. (See Chapter 41 examples)

Week 7: **Essay #2 due 3/26/18.**

3/26/18 **Informative/Research Paper**

Group Activity: Essay 3 prompt and Read Chapters 18, 24 & 25.

3/28/18 **Informative Writing Design/ Reports**

Week 8: 4/2/18 **Brainstorming and Topic Development**

4/4/18 **Structuring Research**

Class Activity: use of databases and other resources

Read Chapters 26 & 27.

Week 9: 4/9/18 **Annotated Bibliography**

Class Activity: Drafting time and Integrating Sources

4/11/18 Essay Analysis due. Handout Take-home Quiz

Week 10: 4/16/18 **Revision and editing:**

4/18/18 **Peer Review**

Quiz and read Chapters 19 & 30.

Week 11: **Essay #3 due 4/23.**

4/23/18 **Revision and Portfolio**

Class Activity: Revision and Conferences

4/25/18 Revision and Conferences

Week 12: 4/30/18 **Portfolio due.**

**Reflective one-page essay: To be written in class.**

5/2/18 Last day of class: Presentations

### **Writing Help:**

- **Instructor support:** I am available to meet with you before or after class. Schedule an appointment by email.
- **Center for Student Success (CSS) Writing Tutors:** Located in Bert Walker Hall, Room 1138. For information call 796-8415 or go to <http://www.jccmi.edu/success/>.