

Writing Experience: English 132.52
Semester: Winter
Instructor: Tiffany LaPeer

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English Department 517-796 - 8582

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Office Hours: Monday and Wednesday 1:00-1:30 Bert Walker Hall Faculty Offices and 9:00-9:30 AM at JNC (Maher Campus)

Texts:

- *The Norton Field Guide to Writing with Readings*. 4th ed. W.W. Norton & Co. ISBN 978-0-393-61737-5 (click the Norton Link for online support from publisher)
- *They Say, I Say: The Moves That Matter in Academic Writing*. Third ed. Authors: Graff and Birkenstein. Publisher: W.W. Norton & Co. ISBN-13: 978-0393935844



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

Necessary Materials:

- Computer
- Access to internet
- General office supplies
- USB Flash Drive (something else besides your computer Hard Drive at Home)
- Highlighters
- Microsoft word Program

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.

Continued Description: As a continuation of the writing instruction and practice begun in ENG 131, English 132 emphasizes critical thinking, academic research, and forms of writing useful to academic, professional, and personal life. Required units of study include argumentation and analysis. Learners should expect to achieve proficiency with Modern Language Association (MLA) style and conventions. The course requires participation in discussions, course activities, and guided peer review. Standard English grammar and structures are requisite skills in this course.

Instructor Role: My role as your instructor is to facilitate your education with writing. I will assist you with your educational goals as much as possible and explain why this class will be vital to your success as a student.

You can expect me to offer clear and specific guidelines for each assignment. I prepare and distribute detailed assignment sheets for every assignment in the class. Before we discuss the assignments in class, I will give you the assignment sheet to look over, annotate, analyze and

think about. Then, during the next class period, we will discuss what the assignment might look like. I will also provide you grading guidelines (rubrics or check-lists, depending on the assignment). These assignment sheets are lengthy because they are detailed. It is your responsibility to read and follow the directions on the assignment sheet. Everything is clearly spelled out for you. Check off items as you finish them, assess your own work against the grading guidelines and ask for clarification when needed; however, before asking questions about the assignment, I fully expect that you will consult your assignment sheet.

You can expect me to have an answer when you ask me why we do what we do in this class.

Busy work does not exist in this class. Every aspect of this class has been designed to meet the Student Learning Outcomes and to help you engage with the material. While we will not discuss point-by-point every single assignment you do for homework, I do expect that you bring these ideas you discover, uncover, and/or create to the table at the appropriate time in class. There is a reason and a logic behind every task and policy established for this class, if you have a question about why we do things the way we do, all you need to is ask.

You can expect; I will do everything I can to assist you. I'll read your writing and respond to as much of your writing and your revisions as I possibly can. I will introduce concepts that may help you become a better writer, lead class discussions, form small groups, share readings and writings, help you individually, and encourage you.

I'll provide class time for you to discuss and explore strategies for successful writing. I'll class time for drafting and revising. Sometimes you'll break into pairs or small groups for sharing and responding to each other's writing. Sometimes I'll informally lecture—a way to see where you're going as a group and what you need next. I'll use course materials to spark writing ideas and topics. Most of all, I'll provide opportunities for you to share ideas.

Learner Role: Independent and Collaborative

- Learner success relies on the ability to plan, prepare, study, and engage phases of the writing process, to apply global and local essay strategies, critical thinking skills, research strategies, and peer response skills.
- Learners will create 4 Essays. A title page and, when sources are used, a Works Cited page will accompany essays. Specific page lengths will be defined in essay assignments.
- Learners will apply active reading strategies to assigned course materials and can expect to encounter 30-50 pages of reading per week.
- Learners need to plan to spend at least nine [9] hours a week on the course, including assigned readings, collaborative discussions, and individualized writing.

General Education Outcome: 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:

General Education Outcome 1 (GEO1)

In collaboration with JC’s General Education Committee, the composition faculty adopted writing “clearly, concisely, and intelligibly” as defined in GEO 1. With this core competency, students will “demonstrate core competency in academic, professional, and personal writing through the knowledge and use of write to learn practices, rhetorical strategies, research methodologies and genre conventions.” These competencies are further articulated in the chart below:

GEO 1: Writing Clearly, Concisely, and Intelligibly	
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.

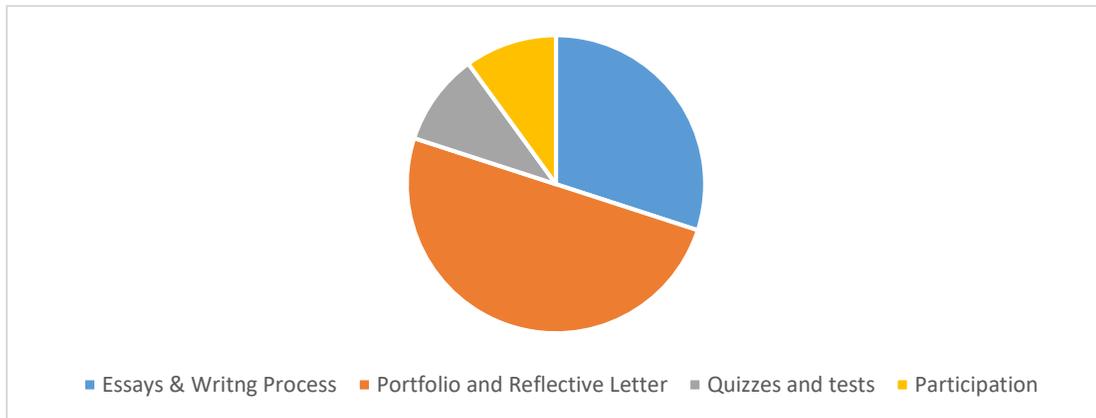
Learning Objectives: Correlating with and extending ADOs 1 & 7, these outcomes refer to the actions, feelings, and thoughts learners are expected to develop as a result of the instructional process in English 132:

Critical Thinking, Reading, and Writing Processes	Rhetorical Knowledge and Conventions	Electronic Environment
<ul style="list-style-type: none"> ● Demonstrate and employ proficiency in active reading strategies 	<ul style="list-style-type: none"> ● Understand the differences between discipline specific writing genres 	<ul style="list-style-type: none"> ● Use technology to deliver information in multi-modal forms

<ul style="list-style-type: none"> • Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications born of reasoning • Conduct primary and secondary research • Evaluate source reliability • Recognize academic writing as a social, political, and/or informative act between writer and reader • Synthesize ideas and integrate sources • Offer formative feedback in peer review sessions • Engage metacognitive reflection 	<ul style="list-style-type: none"> • Acknowledge other writers' perspectives • Recognize and employ ethos, logos, pathos and other rhetorical topoi in written communication • Modern Language Association (MLA) style in academic research and writing 	<ul style="list-style-type: none"> • Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources • Demonstrate how to engage in the electronic research and composition process common in particular fields
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Grading Procedure:

Grading System for ENG 132



<p>Essays & Writing Process 30%</p>	<p>Portfolio & Reflective Letter 50%</p>
<p>Quizzes/Tests 10%</p>	<p>Participation 10%</p>

Grading Scale:

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

HQV Grading:**Attendance Policy and Course Rules:**

ABSENCE	CONSEQUENCE*
First Absence	None
Second Absence	Lose 5 points off overall grade
Third Absence	Lose additional 5 points off overall grade and run risk of failing course
Fourth Absence	Lose 10 additional points off overall grade and run risk of failing course
Fifth Absence	Fail Course

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.

IMPORTANT NOTE: Students own the responsibility of the effect of being dropped. Being dropped from the class may affect financial aid or housing status. If you are dropped, the drop status will NOT be changed because of its impact on a student's financial aid, housing status, etc. Once Q'd, a student will not be re-added to the class.

IMPORTANT NOTE FOR HIGH SCHOOL STUDENTS DUAL-ENROLLED IN THIS CLASS: You cannot be Q'd. However, once you have 4 undocumented (non-medical) 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 during the semester is not an "excused" absence. What credit you will miss is dictated by the policies in this syllabus.

Intermediate Grading: To comply with college policy and federal regulations, instructors are required assign a participation grade to you after approximately two weeks, five weeks, and eight weeks. The grades assigned are letters with the following meanings:

- **V:** Verifies that you are participating and your work so far has been acceptable.
- **H:** Means that you are participating, but your work shows that you may require help

- in order to complete the class successfully. 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:** means that you have effectively quit participating in the course. Jackson College instructors are required to drop students who are not producing work or attending class.
 - **Withdraw:** After the add/drop period, a student may withdraw from a course in accordance with the dates published in e-services.
 - **Incomplete Policy:** In accordance with JCC policy, an Incomplete or “I” grade is only issued to *students who have demonstrated good standing in the class and hold a passing grade at the time of an extenuating circumstance that precludes completion of the class.* Documentation validating the circumstance may be required.
 - **Late Work and Makeup Policies:** Late work will only be accepted on homework. In class participation, Freewrites, Peer Review and Revision workshops will not be allowed a make-up. If you miss class you miss the freewrite. If you miss class on Peer Review and Revision workshop day, you miss the points. **A 25% grade point deduction will be applied to any work that is late. Late work will be accepted only up to 1 full calendar week late.**
 - **Academic Honesty Policy** JC has an academic honesty policy, which will be adhered to in this class. In essence, the policy requires that *all work must be done by the student whose name it bears.* The full policy can be accessed at <http://www.jccmi.edu/policies/Academics/>
 - **Failure:** Academic Honesty Policy: JC Has an academic honesty policy, which will be adhered to in this class. All work must be completed by the student whose name it bears. The full policy can be accessed at <http://www.jccmi.edu/policies/Academics/> **Course**
 - **Organization:** The course is designed to be writing intensive, with most of the focus on being on the four papers and the final portfolio. All additional assignments, readings, lessons, group work, etc. are designed to assist students in learning the skills necessary to master the GEO outcomes as listed above.
 - **Writing Help:** When opting for help with your writing, bring the following:
 - a copy of the assignment
 - your draft or work thus far
 - specific areas with which you need help
 - **Instructor Support:** For appointments please email me in advance. If you make an appointment with me I expect you to keep it.
 - **Writing Fellows:** 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.
 - When opting for help with your writing, bring the following:

- a copy of the assignment
- your draft or work thus far
- knowledge of specific areas with which you need help
- **Instructor Support:** Appointments will be available on Monday and Wednesday outside of office hours and class hours. Also Friday may be available for appointments.
- **Center for Student Success (CSS) Writing Tutors:** located in Bert Walker Hall 125. For more information about the CSS go to <http://www.jccmi.edu/success/> .

Caveat: The syllabus and course schedule provide a general plan for this course. I reserve the right to make changes to the syllabus and course schedule, including changes to assignments, due dates, examinations, and so forth, to accommodate the needs of the class as a whole and to fulfill the goals of the course. Any changes to the syllabus or course schedule will be communicated and made available to you if you are enrolled and actively attending class.

Students will be emailed before our class period if the class is cancelled due to instructor illness. Class may be canceled due to bad weather or other unforeseen circumstances, so students are responsible for checking JC Website to see if the college is open.

Students must check their JC Email before class and at least 3 times a week.

Course Breakdown:

Essays: 3 Essays

Essay 1: Informative (Annotated bibliographies as well as Essay)

Essay 2: Evaluation Essay

Essay 3: Position Essay

Quizzes: There may be quizzes on the reading to verify that you completed the homework. These quizzes may be online or in person. If you miss an in class quiz you miss the quiz entirely and will not be able to make it up.

Calendar Jackson College

Week 1: 02/04/2018-2018-02/10/2018

Monday 02/05/2018

- Introductions
- Syllabus
- Writing Process Review

Homework Due before next class to Jetnet unless specified:

- Read Chapter 5
 - Write a 250 Word Response on the chapter. Not just summarizing the chapter but responding to the chapter and what you learned? What you can take from the chapter to assist you with your essay? Upload this to Jetnet
- They Say I say Chapter “The Art of Summary” Page 30
- Complete #1 on page 40 Submit to Jetnet

Wednesday 02/07/2018

- Annotated reading
- Thesis statement
- Annotated Bibliographies

Homework Due before next class to Jetnet unless specified

- Read Chapter 6, 7
 - Write a 250 Word Response on the chapter. Not just summarizing the chapter but responding to the chapter and what you learned? What you can take from the chapter to assist you with your essay? Upload this to Jetnet
- They Say I Say Chapter 1
 - Write a 250 Word Response on the chapter. Not just summarizing the chapter but responding to the chapter and what you learned? What you can take from the chapter to assist you with your essay? Upload this to Jetnet
- Pick out a topic and start researching your topic for Essay 1

Week 2: 02/11/2018-02/17/2018

Monday 02/12/2018

- Thesis statement
- Introduction and conclusion
- Annotated Bibliographies

Homework: Due before next class to Jetnet unless specified

- Read: What is motivating this writer “They Say I Say”
 - Write a 250 Word Response on the chapter. Not just summarizing the chapter but responding to the chapter and what you learned? What you can take from the chapter to assist you with your essay? Upload this to Jetnet
- Read chapter 8 (Norton Field Guide)
 - Write a 250 Word Response on the chapter. Not just summarizing the chapter but responding to the chapter and what you learned? What you can take from the chapter to assist you with your essay? Upload this to Jetnet

Wednesday 02/14/2018

- Topic Sentences
- Research Paragraph structure
- Using annotated bibliographies

Homework: Due before next class

- Read: Analyze this from They Say I say
 - Write a 250 Word Response on the chapter. Not just summarizing the chapter but responding to the chapter and what you learned? What you can take from the chapter to assist you with your essay? Upload this to Jetnet
- Chapter 12 Norton Field Guide
 - Write a 250 Word Response on the chapter. Not just summarizing the chapter but responding to the chapter and what you learned? What you can take from the chapter to assist you with your essay? Upload this to Jetnet

Week 3: 02/18/2018-02/24/2018

Essay 1 Rough Draft #1 02/19/2018

Essay 1 Final Draft Due 02/25/2018 Sunday to Jetnet by 11:59:59 PM EST

Monday 02/19/2018

- Peer Review and Revision workshop On Essay 1 and Annotated bibliographies

Homework: Due before next class to Jetnet unless specified

- Read Chapter 15 in Norton Field Guide
 - Write a 250 Word Response on the chapter. Not just summarizing the chapter but responding to the chapter and what you learned? What you can take from the chapter to assist you with your essay? Upload this to Jetnet
- Art of quoting Pg. 42 in They Say I Say

Wednesday 02/21/2018

- Assign Essay 2
- They Say I Say #1

Homework: Due before next class to Jetnet unless specified

- Essay 1 Final Draft Due 02/25/2018 Sunday to Jetnet by 11:59:59 PM EST**
- Annotate Essay 2 Assignment
- Grammar Quiz 1
- Read 163 I take your Point (They Say I say)
 - Write a 250 Word Response on the chapter. Not just summarizing the chapter but responding to the chapter and what you learned? What you can take from the chapter to assist you with your essay? Upload this to Jetnet

Week 4: 02/25/2018-03/03/2018

Monday 02/26/2018

- Library Instruction

Homework: Due before next class to Jetnet unless specified

- Read chapter 16 Norton Field Guide
 - Write a 250 Word Response on the chapter. Not just summarizing the chapter but responding to the chapter and what you learned? What you can take from the chapter to assist you with your essay? Upload this to Jetnet
- #1 on Page 67 They Say I Say
- Complete Annotated Bibliography on Source 1

Wednesday 02/28/2018

- Research day with library

Homework: Due before next class to Jetnet unless specified

- Read Chapter 63 Norton Field Guide
 - Write a 250 Word Response on the chapter. Not just summarizing the chapter but responding to the chapter and what you learned? What you can take from the chapter to assist you with your essay? Upload this to Jetnet
- Read: And Yet Starting on Pg. 69 They Say I say
- Complete Annotated bibliography for source 2 and Source 3

Week 5: 03/04/2018-03/10/2018

Essay 1 RD #3 With revisions completed to Jetnet by 03/07/2018 by 11:59:59 PM

Essay 2 #1 Due 03/05/2018 (BRING 2 Copies to Class for Peer Review and Revision workshop)

Essay 2 #2 Due Sunday 03/18/2018 by 11:59:59 PM EST

Monday 03/05/2018

- Bring in two copies of Essay 2 to class
- Peer Review and Revision workshop Essay 2 #1

Homework: Due before next class to Jetnet unless specified

- Complete Annotated bibliography for source 4 and 5
- Grammar Quiz 2

Wednesday 03/07/2018

- Nit Pick Essay 2
- E1 to class complete #2 with Essay 1 Page 51 They say I say

Homework: Due before next class to Jetnet unless specified

- Essay 1 RD #3 to D2L Dropbox
- Essay 2 #2 Due Sunday 03/18/2018 by 11:59:59 PM EST**

03/11/2018-03/17/2018 SPRING BREAK NO CLASSES

Week 6: 03/18/2018-03/24/2018

Monday 03/19/2018

- Assign Essay 3
- MLA Format Seagull Book Assignment

Homework: Due before next class to Jetnet unless specified

- Complete MLA Format Documentation and MLA template Due 03/28/2018
- Read Chapter 45 Norton Field Guide
 - Write a 250 Word Response on the chapter. Not just summarizing the chapter but responding to the chapter and what you learned? What you can take from the chapter to assist you with your essay? Upload this to Jetnet

Wednesday 03/21/2018

- Brainstorming
- Researching
- Brainstorm for Essay 3
- Library Research

Homework: Due before next class to Jetnet unless specified

- Read Chapter 46 and 47 Norton Field Guide
 - Write a 250 Word Response on the chapter. Not just summarizing the chapter but responding to the chapter and what you learned? What you can take from the chapter to assist you with your essay? Upload this to Jetnet
- P. 77 #2 Complete this on Essay 1 and Essay 2,
- Read Planting a Naysayer They Say I Say

Week 7: 03/25/2018-03/31/2018

Monday 03/26/2018

- Brainstorm
- Research essay 3
- P. 91 #1 They Say I Say in Class

Homework: Due before next class to Jetnet unless specified

- He Say contends chapter from They Say I say
 - Write a 250 Word Response on the chapter. Not just summarizing the chapter but responding to the chapter and what you learned? What you can take from the chapter to assist you with your essay? Upload this to Jetnet
- Annotated bibliography for Source 1
- MLA Format Documentation Due: 03/28/2018

Wednesday 03/28/2018

- Revision Strategies
- Essay 2 Editing
- He Contents (They Say I Say)

Homework: Due before next class to Jetnet unless specified

- Annotated Bibliography Sources 2 and 3

- Complete #2 on Page 91 in They Say I Say with Essay 2
- Complete #1 Page 128 in They say I say with Essay 1 or Essay 2
- MLA Format Documentation Due to Jetnet

Week 8: 04/01/2018-04/07/2018

Monday 04/02/2018

- Revision 1 Body paragraph
- Revision work

Homework: Due before next class to Jetnet unless specified

- Annotated bibliographies for Source 4 and 5

Wednesday 04/04/2018

- Nitpicking an Essay (Bring copy of Essay 3 RD#1 in.

Homework: Due before next class to Jetnet unless specified

- Read Chapter 26
 - Write a 250 Word Response on the chapter. Not just summarizing the chapter but responding to the chapter and what you learned? What you can take from the

Week 9: 04/08/2018-04/14/2018

Essay 3 RD #1 Due 04/09/2018 (Bring 2 copies with you to class)

Essay 3 RD #2 Due 04/15/2018 Sunday by 11:59:59 PM EST

Monday 04/09/2018

- Essay 3 RD #1 Due before class
- Peer Review and Revision workshop on Essay 3 (Worth Points)

Homework: Due before next class to Jetnet unless specified

Work on Essays for Portfolio and Reflection letter for Portfolio

Wednesday 04/11/2018

- Peer Review and Revision on Essays 1-3 (Worth Points)

Homework: Due before next class to Jetnet unless specified

- Essay 3 RD #2 Due to Jetnet on Sunday 04/15/2018 by 11:59:59 PM EST**

Week 10: 04/15/2018-04/21/2018

Monday 04/16/2018

- Peer Review and Revision On any Essay (Worth Points)

Homework: Due before next class to Jetnet unless specified

- Revise Essays (Essays must have revisions completed to increase grade on Essays after portfolio.

Wednesday 04/18/2018

- Work on Portfolio

Homework: Due before next class to Jetnet unless specified

- Portfolio Work

Week 11: 04/22/2018-04/28/2018

Essay 3 Peer Review and Revision workshop

Homework: See Weekly Assignment list on JetNet

Monday 04/23/2018

- Work on Portfolio in class

Homework: Due before next class to Jetnet unless specified

- Portfolio

Wednesday 04/25/2018

- Submit Portfolio to me VIA JETNET and in Person. Must be submitted no later than 3:30 PM to both places.

Week 12: 04/29/2018-05/06/2018

Monday 04/30/2019

- Last day for extra credit and work

Wednesday 05/02/2018

- Portfolio Return and Final Grades
- If you would like to speak with me about your grade on your Portfolio you must send me an email, and we will meet outside of class after 1 full day.

Sunday 05/06/2018

- Last day of the semester