



Writing Experience I

ENG 131.11 / ENG 131A.BC11

Fall 2018

Number of Credits: 3

Days Class Meets: Tue/Thur

Meeting Times: 2:30-3:53am

Location: WA 220

Instructor: Brandon Anderson

Office: BW 248

Contact Phone: English Dept. (517) 796 - 8582

Contact Email: andersobrandonj@jccmi.edu

Office Hours: Tuesdays 9:30-10:30 or by appt.

Online: See JetNet for announcements.

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.

Prerequisite(s)

Prerequisites: ENG 085* and ENG 090*

Course Goals

Learners study and engage phases of the writing process, the impact of the rhetorical situation on communication choices, and Modern Language Association (MLA) style and conventions as they engage studies of memoir, profile, and report genres. 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 Objectives

Instructor Role: As your instructor for English 131, I will guide students through the course by serving as a lecturer, a facilitator, and mentor throughout the writing process.

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 four main essays. Essays will be accompanied by a title page and, when sources are used, a Works Cited page. Specific page lengths will be defined in essay assignments.
- Learners will apply active reading strategies to assigned course materials and can expect to encounter anywhere from 20 – 50 pages of total 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.
- Learners will actively engage in the course beyond merely attending the class every week. Rather, students will fully participate by being involved in discussions, working in groups, and contributing to peer review workshops. Additionally, learners may will be expected to participate in any group or individual conferences scheduled during class time.

General Education Outcome: 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: Correlating with and extend GEO 1 these outcomes 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

Textbook

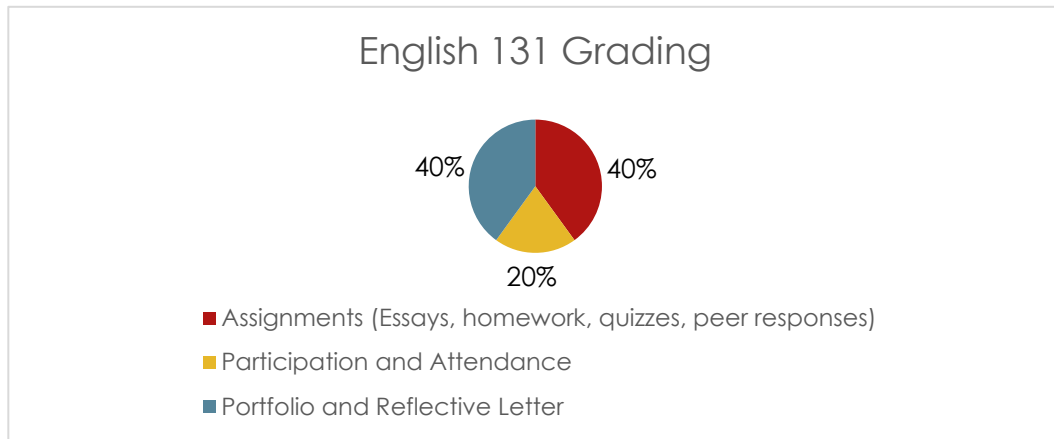
- *Writing Today* Fourth Edition. Authors: Johnson-Sheehan & Pain. Pearson Publishing; packaged with Pearson Revel. ISBN 978-0-13-477663-7

Text Book Zero! This text is available in a digital format. Please see the links posted on our class Jet Net site. This text is available to rent or purchase in digital format through the JC Bookstore.

Extras

- Access to a computer with Internet access and Microsoft Office capabilities.
- A flash drive to back up your work
- Pen/pencil and notebook for in-class work and notes
- Print access for submission of essays, portfolio, and other assignments.

Grading Procedure



Essay 1: Personal Memoir	75
Essay 2: Profile/Observation	100
Essay 3: Informative/Research	125
Peer Review/Quizzes/Homework	100
Participation	200
<u>Final Portfolio</u>	<u>400</u>

Total 1,000

Grading Scale

<u>GPA</u>	<u>GRADE RANGE</u>
4.0	94-100%
3.5	89-93%
3.0	84-88%
2.5	78-83%
2.0	72-77%
1.5	66-71%
1.0	60-65%
0.5	55-59%
0.0	0-54%

Failure

Students who miss more than three class sessions will not pass the course. (See Attendance and HQV policy on page 10 of syllabus.)

In severe instances, a student may fail the course as a result of violating Jackson College's Academic Honesty Policy, which is detailed in this syllabus.

Academic Honesty Policy

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

Plagiarism is defined as the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

Course Management

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.

Makeup Policy

Homework and in-class assignments can be turned in one week late for half credit. Peer review days cannot be made up and therefore, the peer review sheet cannot be turned in if you miss that class and any drafts submitted after the due date will receive only half credit. **Final drafts of the essays may be turned in one class session late with a 30 percent penalty assessed. Anything due the last day of class will not be accepted late.**

Help

Instructor Support: I am typically available before or after class. Students requiring more time with me beyond asking a quick question are encouraged to email me ahead of time or see me during the office hours listed at the top of the syllabus.

Writing Fellows: Located in the Bert Walker Hall, First Floor, 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.

Center for Student Success (CSS) Writing Tutors: located in Bert Walker Hall, First Floor. For more information about the CSS go to <http://www.jccmi.edu/success/>.

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

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester.

<https://www.jccmi.edu/center-for-student-success/accommodations-for-students-with-disabilities/>

English 131.11 – Fall 2018

Course Schedule

Note: Below due dates and assignments are an approximation and could be changed.

<p>Week 1</p> <p>Sept 4</p> <p>Sept 6</p>	<p><u>Class Introductions and Expectations</u></p> <p>Class introductions and expectations Diagnostic writing (in class)</p> <p>Read chapter 1 (1-8), chapter 2 (10-16), and page 371 before class. Writing and reading process Essay 1 prompt</p>
<p>Week 2</p> <p>Sept 11</p> <p>Sept 13</p>	<p><u>Personal Narrative</u></p> <p>Read Chapters 3 and 5 before class</p> <p>In class drafting and assignment</p>
<p>Week 3</p> <p>Sept 18</p> <p>Sept 20</p>	<p><u>Beginning of Unit 2 – Profile/Observation</u></p> <p>NO CLASS SEPTEMBER 18</p> <p>Peer Review – bring two copies of Essay 1 draft to class Quiz 1</p>
<p>Week 4</p> <p>Sept 25</p> <p>Sept 27</p>	<p><u>Being an Observer</u></p> <p>Essay 1 Due Read Chapter 7 (pg 80-86) before class. Observation Activity in class</p> <p>Read pages 371-373 before class. Essay 2 Prompt</p>
<p>Week 5</p> <p>Oct 2</p> <p>Oct 4</p>	<p><u>Being Descriptive</u></p> <p>Observation Assignment Read Chapter 21 before class.</p> <p>Read Chapter 17 before class. Essay 2 Outline</p>
<p>Week 6</p> <p>Oct 9</p> <p>Oct 11</p>	<p><u>Being Descriptive</u></p> <p>Drafting</p> <p>Peer Review – bring two copies of Essay 2 draft to class Quiz 2</p>

Week 7	<u>Beginning of Unit 3 – Informative/Research Paper</u>
Oct 16	Read Chapter 15 (270-286) before class. In-Class assignment
Oct 18	Essay 2 Due! Read Chapter 25 (409-416) before class. Research packet and Essay 3 prompt handed out
Week 8	<u>Brainstorming and Topic Development</u>
Oct 23	Read Chapter 26 before class.
Oct 25	Read chapter 27 (432-444) before class. Research Project
Week 9	<u>Constructing Meaning</u>
Oct 30	Review Chapters 17 and 21 before class.
Nov 1	Read Chapter 29 before class.
Week 10	<u>Structuring Research</u>
Nov 6	Review Chapters 26 and 27 before class.
Nov 8	Drafting Assignment due
Week 11	<u>Conferences</u>
Nov 13	Conferences – Annotated Bib due
Nov 15	Conferences – Annotated Bib due
Week 12	<u>Topic Presentations</u>
Nov 20	Topic Presentations delivered in class. Quiz 3
Nov 22	THANKSGIVING – NO CLASS
Week 13	<u>Research Drafts</u>
Nov 27	Peer Review Day – Bring Essay 3 Draft
Nov 29	Read Chapter 20 before class.

Week 14	<u>Criteria for Portfolio</u>
Dec 4	Essay 3 Due! Read Chapter 5 before class. Portfolio Discussion
Dec 6	Revision Project
Week 15	<u>Revision and Portfolio</u>
Dec 11	Revision Project
Dec 13	Revision conferences
Week 16	<u>Final Week</u>
Dec 18	FINAL PORTFOLIO DUE
Dec 20	Course Wrap-Up

Important Dates: Fall 2018

DATE	EVENT
SEPT. 4, 2018	DAY AND EVENING CLASSES BEGIN
SEPT. 4 – DEC. 20, 2018	SEMESTER DATES
SEPT. 18, 2018	IN-SERVICE DAY. NO CLASSES
OCT. 5, 2018	PATHWAY SHOWCASES DAY. NO CLASSES
NOV. 21 – 25, 2018	THANKSGIVING BREAK. NO CLASSES
DEC. 20, 2018	END OF FALL SEMESTER
DEC. 22, 2018	GRADES DUE

Student Responsibilities

Students are responsible for coming to class on time and prepared for the class session. The course schedule provides a general overview of each class session along with listing required reading and due dates for major assignments. Students should not make a habit out of arriving to class late. Arriving to class late will constitute a full absence (see failure section outlined previous in this document).

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct that disrupts the learning process will not be tolerated.

Attendance Policy

In compliance with Federal Title IV funding requirements, as well as college initiatives, reporting of student participation in classes will occur at three designated times each semester. Instructors will assign one of three non-transcribed letter symbols to each student during each reporting period (see below). Students identified as no longer participating will be dropped or administratively withdrawn from the class, and students identified as needing academic assistance will be contacted.

Participation/Progress Symbols

- H – The student is not doing acceptable work and needs **H**elp to be successful.
- Q – The student has not participated and the instructor believes they have unofficially withdrawn (**Q**uit). These students will be dropped/withdrawn from the class.
- V – The instructor **V**erifies that the student is participating and doing acceptable work.

Caveat

Please be advised that this syllabus (including the class schedule that follows) may be subject to change. In the event changes are made, they will be announced to the class. For changes pertaining to the schedule, please stay up to date with our JetNet course page.