Writing Experience: English 131

Fall 2018

Sept 4 - Oct 28

Associate Professor Kris Pursell

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Office Hours: Tues 10-12; Wed 10 - 5

Course Text


Text Book Zero Notice: The textbook for this course is available in a digital format and may be purchased in the bookstore.
*Writing Today* is available at the *JC Bookstore*. If you choose to purchase the text elsewhere, you are responsible for having it no later than the end of the first week of class.

<table>
<thead>
<tr>
<th>Type</th>
<th>Buy/Rent</th>
<th>Provider</th>
<th>Price</th>
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<tbody>
<tr>
<td>E-text in REVEL</td>
<td>Buy Text Access Card</td>
<td>JC Bookstore</td>
<td>55.75</td>
</tr>
<tr>
<td>E-text in REVEL w/ loose pages</td>
<td>Buy Text Access Card + Loose Pages</td>
<td>JC Bookstore</td>
<td>81.50</td>
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The text may also be available through Pearson Publishing.

**Necessary Materials:** Regular access to computer with Internet service; back-up access to alternative computer with Internet access; a flash or other drive to back up your work; course text, *Writing Today* 3rd ed.

**Official 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.

**Continued Description:** The course is delivered online. Learners engage 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 studies. Each unit concludes with a formal essay in the genre accompanied by a metacognitive reflection, which is a reflection on individual learning accomplished in the unit. The course requires participation in discussion forums, 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.

**Prerequisites:** ENG 080 and ENG 090 or equivalent ACT or college entry test scores.

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

Insert your description of your role as instructor

**Learner Role:** Independent and Collaborative Learner

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. Be prepared to write, share, and revise your writing and to offer structured feedback to peers in discussion forums.

- Learners will create four essays in memoir, profile, analysis, and report genres. 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 approximately fifty pages of reading per unit—these texts include the course text, PowerPoint lectures, online lectures, reference material, and peer writing.
- Learners need to plan to spend at least nine (9) hours a week on the course, including assigned readings, collaborative discussions, and individualized writing.

*Click arrow to proceed to next page of the syllabus.*
Course Objectives and Learning Outcomes

**General Education Outcomes (GEO):** The course goals and objectives incorporate ADOs 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. ADOs guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs. The ADOs and course objectives addressed in this class include the following:

- GEO 1: Writing Clearly, Concisely, and Intelligibly

**Performance Objectives:** Correlating with GEOs 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:

<table>
<thead>
<tr>
<th>Critical Thinking, Reading, and Writing Processes</th>
<th>Rhetorical Knowledge and Conventions</th>
<th>Electronic Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice active reading strategies</td>
<td>Use genre specific strategies, voice, tone, and perspective to achieve rhetorical goals</td>
<td>Use Microsoft Word to compose, revise, and save documents</td>
</tr>
<tr>
<td>Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications born of reasoning</td>
<td>Recognize conventions of writing distinctive to specific disciplines</td>
<td>Locate research material collected from electronic sources, including library databases and other electronic networks and internet sources</td>
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<tr>
<td>Offer formative feedback on others writing in peer review sessions</td>
<td>Employ Modern Language Association (MLA) style in academic writing</td>
<td>Use college learning management system</td>
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<tr>
<td>Use genres to navigate complex rhetorical challenges</td>
<td>• Use genre specific strategies, voice, tone, and perspective to achieve rhetorical goals</td>
<td></td>
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<tr>
<td>Distinguish one’s own ideas from those of others</td>
<td>• Recognize conventions of writing distinctive to specific disciplines</td>
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</tr>
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<td>Practice metacognitive reflection</td>
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**FERPA**

This course follows the FERPA law.

FERPA protects the privacy interests of students in their education records. It generally prohibits the disclosure of a student's personally identifiable information from education records without the consent of the parent/guardian or eligible student. An eligible student is one who reaches the age of 18 years old and/or attends a postsecondary educational institution, in which case the rights of the parent/guardian transfer to the student.

The U.S. Department of Education publishes a variety of FERPA compliance materials including a helpful FAQ located at [https://www2.ed.gov/policy/gen/guid/fpco/faq.html](https://www2.ed.gov/policy/gen/guid/fpco/faq.html).
FAQ number 7 is specific to Dual Enrollment:

If a student is attending a postsecondary institution - at any age - the rights under FERPA have transferred to the student. However, in a situation where a student is enrolled in both a high school and a postsecondary institution, the two schools may exchange information on that student. If the student is under 18, the parent/guardian still retains the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school.

Withdraw: After the add/drop period, a student may withdraw from a course in accordance with the dates published in e-services. Withdrawal dates are as follows:

- REFUND/DROP NO W : 9/8
- DROP WITH W : 9/9
- WITHDRAW LAST DAY : 10/16

Instructor Withdrawal of Student. Per college policy, instructors are required to remove students who are not active in the course for a period that equates with approximately five contact hours. In an online class, this is approximately one and one half week of discussion. When a learner is removed from the course, reinstatement is not likely but may be possible after discussion with the instructor. See progress report information above.

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 have a passing grade at the time of an extenuating circumstance that precludes completion of the class. Documentation validating the circumstance may be required.

Academic Honesty Policy: JC has an academic honesty policy, which will be adhered to in this class. In essence, the policy requires that the student whose name it bears must do all work. The full policy can be accessed at http://www.jccmi.edu/policies/Academics/.

Plagiarism, the submission of someone else's writing, whether purchased, borrowed, directly copied, or paraphrased, may result in a failing grade and can be grounds for removal from class.

Self-plagiarism, otherwise known as recycling a paper or work from another course is also punishable with a failing grade. Students must submit valid evidence of writing process for each assigned formal essay.

Cases of plagiarism are dealt with by the instructor on an individual basis. All cases of plagiarism are reported to the Office of the Academic Dean.

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Your final grade reflects your participation, performance, and growth in the class as evidenced by the strengthening and extension of your writing and communication skills, preparation and timeliness regarding assignments and activities, and a marked level of responsibility and concern for positive personal and collective learning experiences. I award percentage grades (0-100) for each activity and assignment in the course.

**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

Those numbers are averaged and weighted according to the following assessment plan:

**Grade Distribution**

- Participation in whole group discussion forums 15%  
- Essays/Writing Process Activities in Writers Group Discussions 35%  
  - Memoir 5%  
  - Profile 10%  
  - Rhetorical Analysis 10%  
  - Report 10%  
- Quizzes/Tests 15%  
- Portfolio and Reflective Letter 35%
Notes on JetNet Grade Book Settings

Discussions grades are cumulative, so until all of your contributions to a discussion are graded, the grade book will show the current percent earned. For example, when a student posts his first reply to Discussion 1, he will earn 0-60 points (60%). Each reply to a peer earns him 0-20 points. As he completes his replies to peers, his cumulative score will grow to a maximum of 100 points (100%).

Essay process and product grades are cumulative as well. This means that your work in Writers Groups combines with your grade on your revised unit essay for a total score. Until your essay has been uploaded to the assignment file and graded, the score for that unit's process and product will be incomplete.

Because of the cumulative nature of these grades, the Course Total category in grade book will not accurately reflect your grade until the end of each unit, after you have received a grade on your submitted essay. If you check grades during a unit, expect to see the Course Total appear lower as partial grades are being factored into it by the system.

Course Grades

You may view your course grades in this JetNet class by clicking on Grades in the left column of the course website. Be sure that the User Report tab is selected. You will see grades earned for all areas of the class—Participation, Essays, Quizzes, and Portfolio. You can see my feedback on assignments by checking the Feedback column. If I have uploaded a document with further comments for your review, you will need to go to the Assignment file in which you uploaded your assignment to see and download the document with my comments.

Progress Reports, Midterm Grades, Final Grades in E-Services

Jackson Community College requires four formal progress and grading reports to be filed for each student in each of their classes. Referred to as HQVs, these reports are entered into your e-services transcript and serve as a record of your progress, indicate the need for interventions that can help you be more successful, and can save you from unnecessary education debt.
The dates for recording English 131 HQV grades are on or before:

- HQV 1: 9/6/2018
- HQV 2: 9/16/2018
- HQV 3: 9/30/2018

The first three reports indicate your progress in the class with a letter.

- V Verifies you are participating and passing the course
- H Indicates that you are struggling and need help; if you receive an H, a representative from the Center for Student Success will contact you to discuss how the college can help you.
- Q Reflects that you have been dropped from the class by your instructor. I drop students who are not logging into the class and participating on a weekly basis. I will not reinstate students who receive a Q.

The midterm posting will offer both a letter progress report and your midterm grade. Final grades are not accompanied by a progress report.

If you decide to withdraw from the course at any time, contact student services and formally withdraw. This is especially important after the midterm grades are posted as your instructor is no longer able to drop you from the class. If you leave the course without withdrawing, you will receive a failing grade on your transcript. Failing grades are not good for your record when transferring, graduating, or looking for employment.

A note to Dual Enrolled Students: I cannot drop dual enrolled students from the class, per agreements with their schools. When I issue a Q to a dual enrolled student, that tells the student that they must withdraw from the course. If the student does not withdraw, I will not grade or accept late work from that dual enrolled student. Late work is considered any work prior to the issuance of the Q grade.

If you have any questions about the HQV report, please feel free to ask.

Listed below is drop/add information:

- REFUND/DROP NO W : 9/8
- DROP WITH W : 9/9
- WITHDRAW LAST DAY : 10/16

Fall 2018
Sept 4 - Oct 28
This Calendar is Subject to Revision

Any revisions will be posted in the News Forum as well as in the units involved.

Successful online learners check into their classes at least every other day for a few minutes, just to see what is going on.

General Terms and Guidelines

Course Text: Writing Today is an electronic course text delivered through Pearson REVEL. It contains a grammar and syntax handbook as well as information on using the Modern Language Association (MLA) style of academic writing required in this class.

REVEL: This term refers to the Pearson Publishing online text delivery site in which you will read Writing Today, engage with interactive learning objects, and take low stakes quizzes to ensure reading comprehension. To access your text, follow the directions posted in the course banner to create a Pearson Publishing account and login into the e-text with quizzes unique to this course.

JetNet Unit Books contain assignments, instructor lectures, supplemental readings, process templates, and external links. Look for the book icon in each posted unit in this JetNet class.

Units are one to two weeks in duration. Please be sure to check the calendar and know your due dates.

Discussion forums require participation. You will post initial contributions and respond to others during the span of each discussion. You may work in discussions from the start of the unit until the discussion's close date. Discussions are assigned on a weekly basis, require initial postings no later than Thursday, and close on Sundays, per the course calendar. Closing dates assume an 11:55 p.m. deadline. Look for the discussion icons in each unit.

Discussion Threads address specific phases of the writing process.

Assignment files are where you submit revised essays and meta-cognitive reflections. Units 2 – 5 have assignment files. All due dates assume a 1:55 p.m. deadline. Look for the assignment icons in each unit.

Meta-cognitive Reflection: The term ‘meta-cognition’ is a learning to learn tool that generally means ‘thinking about thinking.’ In this class, you will write and submit a meta-cognitive reflection at the end of every unit; it will focus on your learning in that unit. The goals of reflection are 1) to bolster your awareness of your strengths and weaknesses as a writer and a learner 2) support your ability to consciously change and/or develop your approaches to written communication, research, and critically thinking 3) grant you greater learner control over future learning situations.

Writer’s Group: Each unit contains small (6-7 persons) group discussion forums called Writer’s Groups. These forums are workshops in which you share your writing process and working drafts with your peers, give & receive feedback, and revise work. Peer responding guides are posted in each writer’s group; you are expected to use the guides when offering feedback.

PowerPoint lecture links are posted in JetNet units. They provide extensions of course concepts.

Unit 1: Introduction
This unit lasts one week.

Complete assigned readings posted in the Unit 1 Online Book, engage the Scavenger Hunt Quiz, and participate in Discussions 1, 2, 3. See instructions in each discussion forum for specific posting and peer response requirements. The dates listed on the calendar are suggested to help you maintain your study schedule. Plan to complete unit work during the week it is assigned. Quizzes in REVEL, the Scavenger Hunt, and class discussions will remain open through Sunday at 11:55 pm.

Sept 2-6

- Read and complete quizzes in Writing Today in REVEL Chapters 1-3
  - Quizzes in REVEL allow 3 attempts: attempt 1 = 3 points; attempt 2 = 2 points; attempt 3=1 point.
- Review Online Unit 1 Book Course Materials: Includes Writing Assignment, Grading Criteria
- Participate Discussion 1: Introductions. Peer responses required.
- Participate Discussion 2: Instructor expectations. No peer response required.

Sept 6-9

  - Read Instructor Response to your discussion posted at the end of the unit.
  - Complete brief quiz over instructor response to your discussion within a week.
- Engage Scavenger Hunt Quiz over course materials and readings.
  - Scavenger Hunt Quiz offers unlimited attempts without penalty; this quiz closes Sept 9.

Unit 2: Memoir: The Literacy Narrative

Sept 10-16

This unit lasts one week.

In this unit, you will engage the phases of the writing process, choosing a style, elements associated with writing memoirs, researching, outlining, and revising.

The calendar allows you to work in the unit on a day-by-day basis. Due dates are to be respected.

Sept 10-12

- Read & Complete Quizzes in Writing Today Chapters 6, 16, selected section of chapter 22 “Narrative.”
  - Quizzes allow 3 attempts: First attempt = 3 points, second attempt =2 points, third attempt =1 point.
  - The quizzes closes on Sept 12 at 11:59 PM
- Read Online Unit 2 Book Course Materials
- View PowerPoint Discovery and Invention
• Participate in Unit 2 Discussion 1 through Wednesday. Follow discussion instructions.
  - Read Instructor Response to your discussion posted after discussion ends.
  - Complete brief quiz over the discussion within a week.
• Participate in Unit 2 Discussion 2 through Wednesday. Follow discussion instructions.

Sept 13-16

• Read and complete quizzes in Writing Today in REVEL Chapter 17 and selected sections of Chapters 5 and 23.
  - Quizzes allow 3 attempts: First attempt = 3 points, second attempt = 2 points, third attempt = 1 point.
  - The quizzes closes on Sept 16 at 11:59 PM
• Participate in Unit 2 Discussion 3
• Post a complete draft of your Memoir for peer review no later than Thursday
• Complete peer reviews no later than Sunday 11:55 pm. Following posted guidelines for initial and comprehensive responses.

Sept 23

• Due: A revised and polished copy of your revised Memoir with Metacognitive Reflection submitted to Unit 2 assignment file.

Unit 3: The Profile

Sept 17 - 30

This unit lasts two weeks.

In this unit, you will engage and share identified phases of the writing process, study and apply the composition elements associated with writing profiles, conducting empirical research.

You will also be revising your Memoir for submission to the Unit 2 Assignment file.

The calendar allows you to work in the unit on a day-by-day basis.

Due dates are to be respected.

Sept 17-20

• Read and complete quizzes in Writing Today chapter 7, and selected chapter sections from 16, 21, 26, 27
  - Quizzes allow 3 attempts: First attempt = 3 points, second attempt = 2 points, third attempt = 1 point.
  - The quizzes closes on Sept 20 at 11:59 PM
• Review chapter sections 3.1 and 18.1. Apply plain style guidelines in your profile.
• Review Online Unit 3 Book Course Materials: includes Writing Assignment, Grading Rubric
• View PowerPoint Profiling People, Places, or Events posted in Unit 3
• Participate in Unit 3 Discussion 1. Follow discussion instructions. Peer responses required.

Sept 20-23
- Participate in Unit 3 Discussion 2, Threads 1 & 2. Follow discussion instructions. Peer responses required.
- Begin field research - interviews and observations - for your profile.
- **Due Sept 23:** Upload your revised Memoir with Metacognitive Reflection to the Unit 2 assignment file.

**Sept 24-27**

- Continue field research – interviews and observations - for your profile.
- Participate in Unit 3 Discussion 2, Threads 3 and 4: Writers Group. Follow discussion instructions, which include planning your interview, write, and share interview questions. Peer responses required

**Sept 27-30**

- Review Chapter 23 “Using Peer Response to Improve Your Writing.” No quizzes
- Participate in Unit 3 Discussion 3
- Post a complete draft of your Profile for peer review no later than Saturday of this week.
- Conduct peer reviews Saturday and Sunday, following posted peer review guides for initial and comprehensive responses.
- Complete peer reviews no later than Sunday at 11:59 PM of this week.

**Oct 7**

- Due: A revised and polished copy of your Profile with Metacognitive Reflection in the Unit 3 assignment file.

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**Unit 4: The Report**

**Oct 1 - 21**

**This unit lasts three weeks.**

In this unit, learners engage the phases of the writing process, practice a new style, and apply elements associated with writing reports, researching, outlining, and revising.

You will revise your Rhetorical Analysis for submission to the Unit 4 Assignment File

The calendar allows you to work in the unit on a day-by-day basis.

Due dates are to be respected.

**Oct 1-4**

- Read and complete quizzes in Writing Today chapters 14 and 25.
  - Quizzes allow 3 attempts: First attempt = 3 points, second attempt = 2 points, third attempt = 1 point.
  - The quizzes closes on Oct 4 at 11:59 PM
- Review Online Unit 4 Book Course Materials: includes Writing Assignment, Process Template, and Grading Criteria
• View: PowerPoint “Writing the Research Report”
• Participate in Unit 5 Discussion 1. Follow discussion instructions. Peer responses required. Initial posts are due on Thursday.

Oct 4-7

• Read and complete quizzes in Writing Today chapters 26, 27
  o Quizzes allow 3 attempts: First attempt = 3 points, second attempt = 2 points, third attempt = 1 point.
  o The quizzes closes on Oct 7 at 11:59 PM
• Participate: Unit 4 Discussion 2 Writers Group: Thread 1, selecting your research topic. Follow discussion instructions.
  o Quizzes allow 3 attempts: First attempt = 3 points, second attempt = 2 points, third attempt = 1 point.
  o The quizzes closes on Oct 7 at 11:59 PM
• **Due Oct 7:** Your revised Rhetorical Analysis and metacognitive reflection submitted to Unit 3 assignment file no later than 11:55 pm

Oct 8-11

• Read and complete quizzes in Writing Today chapters 28, selected sections of chapter 15
• View PowerPoint: "Creating the Annotated Bibliography"
• View Webcast "How to Make a Hanging Paragraph"
• Participate: Unit 4 Discussion 2 Writers Group: Threads 2 and 3 Topics and Research Plan. Follow discussion instructions.
• Conduct Research. Create an annotated Bibliography of at least three sources.

Oct 11-14

• Read and complete quizzes Writing Today in Revel: portions of chapters 26 & 27
• Conduct Research. Create an annotated Bibliography of at least three sources.
• View PowerPoint: "Integrating Sources"
• Participate: Unit 4 Discussion 2 Writer’s group: Thread 4, submit your annotated bibliography.
• Make revisions to annotated bibliography.

Oct 15-18

• Participate: Unit 4 Discussion 3: Writers Group.
  o Post a complete draft of your Report for peer review no later than Thursday.
  o You will not have a lot of time to revise your report, so plan to submit a polished piece to the writers group for review
  o Complete revisions to the annotated bibliography; this document takes the place of a works cited page for your report. Attach it to the end of the report.

Oct 19-21

• Conduct peer reviews.
• Following posted guidelines for initial and comprehensive responses.
• Complete peer reviews no later than Sunday 11:55 pm

Oct 22-25

• Revise Report
Unit 5 Portfolio

Oct 26-28

This unit lasts 3 days.

Closing dates are final.

In this unit, learners check and polish their literacy narrative, profile, rhetorical analysis, and report in order to create a single portfolio document consisting of at least ten full pages of writing, not including title pages and works cited pages. The portfolio documents the writer’s ability to work in a variety of genres and contains at least one paper that incorporates research. The portfolio document must be formatted in MLA style and will consist of all or a selection of the essays written this semester.

Oct 26-28

- Read and complete quiz in selected portion of Writing Today chapter 5.
  - Quizzes allow 3 attempts: First attempt = 3 points, second attempt = 2 points, third attempt = 1 point.
  - The quiz closes on Oct 28 at 11:59 PM
- Review Online Unit 5 Book Course Materials: includes Portfolio Assignment, and Grading Criteria.
- View PowerPoint: The Portfolio Review
  - Revise essays from units 2-4 and construct your portfolio.
    - Arrange the portfolio document as follows:
      1. Cover Page
      2. Reflective Essay in which the writer summarizes the portfolio contents, identifies his/her growth achieved as a writer, identifies opportunities for further growth as a writer, and evaluates his/her performance in the course. 2 page minimum.
      4. Profile. Title Page, Profile Essay, and Works Cited. 3 full page minimum.

- Due Oct 28: Your Portfolio and Metacognitive Reflection to Unit 5 Assignment File no later than 11:55 PM
- End of Course Surveys. Complete JetNet End of Course and College Survey sent in your email.
- Oct 30 Portfolios returned and grades posted in JetStream.