COURSE: Advanced Composition

NAME: ENG 201.01
Semester: Winter 2019

Number of Credits: 3
Days Class Meets: Mon
Meeting Times: 1-3:52
Location: WA 210
Instructor: Mrs. Agy
Peggy Maher Endowed Chair
Director: JC Writing Fellow Program
Director: JC Heritage Center

Office: Maher 110
Contact Phone: 787-0800 ext 7006
Contact Email: agydianam@jccmi.edu
Office Hours: Tues/Thurs: 9-9:30, 11-1:00, Thurs 3-6:00, Mon 11-1:00
Online: none

Course Description
An advanced course offering. Selected students practice peer tutoring and research writing. Emphasis is placed on student writing conferences, process writing, and standard research methods. End of the semester portfolio of research papers and 16 hours of writing activities and workshops are required. Additionally, all students enrolled in this course work as tutors in the Writing Center. Prereq. ENG 131 and instructor approval

Prerequisite(s)
ENG 131 and instructor approval.

Course Goals
WELCOME TO ENGLISH 201!
Congratulations! You have been nominated and have been selected for a position in the Jackson College Writing Fellow Program! This is an honor, and I am excited about our working together this term.

Advanced Composition targets the research process and writing theory. This means we will learn how to consider the ideas and experiences of others as we frame our research into an academic essay. While earlier composition classes strengthened your communication skills by highlighting your own experiences and ideas, this course broadens those skills by practicing field research, literary analysis, and persuasive pieces. All three paper styles are practiced in this course. I want you to gain confidence in your own ability to communicate through written texts. My goal is for you to succeed at your writing prowess.

THIS CLASS IS A WORKSHOP
What I mean by “workshop” is that it is a cooperative venture. I will help guide, but you and your work will drive the course. This will require your full mental and physical participation every day. We will work on activities, collect evidence from a variety of sources, discuss topics, analyze readings or films, and practice various writing strategies. You will be expected to work in groups, both inside and outside of the classroom, and you will learn how to give constructive feedback to your peers. It is a standard expectation that college students study two hours outside of class for every hour they are in class. This will be more than enough time to complete your work. I will facilitate discussions; conference with you; offer feedback; help you with prewriting, peer review, and editing skills; and prepare you for the portfolio assessment at the end of the semester. I will come to class prepared, supportive, and energetic; I’ll expect you to do the same.

Most importantly, I want you to better understand the reasons why you make the choices you do when you write. This will require active reflection-- places where you consider what you wrote, how you wrote, why you made the changes you did, and how these changes influence your purpose or your audience. Understanding the whys will help you organize your thoughts and think more critically. These are great skills to develop.

Course Objectives
Jackson College General Education Outcomes (GEOs) and Learning Outcomes

The course goals and objectives incorporate specific General Education Outcomes (GEOs) established by the JC 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:

- GEO 1 (Core Competence): Write clearly, concisely and intelligibly.
Process:
- Uses parts of the recursive process in writing, which may include prewriting, drafting, revising, editing
- Evaluates sources when used.

Rhetorical Situation:
- Demonstrates appropriate purpose and audience
- Demonstrates appropriate purpose and audience for context

Organization and Development:
- Demonstrates functional organizational structure appropriate to genre
- Provides examples and details that support ideas and content; appropriate to genre

Meaning/Understanding:
- 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:
- Demonstrates ability to find and evaluate credible sources
- Demonstrates correct documentation of sources when appropriate

Conventional Grammar and Sentence Structures:
- Correctly uses grammar and mechanics
- Demonstrates clear meaning

Learning Objectives: Correlating with 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 132:

<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>Demonstrate and employ proficiency in active reading strategies</td>
<td>Understand the differences between discipline specific writing genres</td>
<td>Use technology to deliver information in multi-modal forms</td>
</tr>
<tr>
<td>Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications born of reasoning</td>
<td>Acknowledge other writers’ perspectives</td>
<td>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</td>
</tr>
<tr>
<td>Conduct primary and secondary research</td>
<td>Recognize and employ ethos, logos, pathos and other rhetorical topoi in written communication</td>
<td></td>
</tr>
<tr>
<td>Evaluate source reliability</td>
<td>Modern Language Association (MLA) style in academic research and writing</td>
<td></td>
</tr>
</tbody>
</table>
political, and/or informative act between writer and reader

- Synthesize ideas and integrate sources
- Offer formative feedback in peer review sessions
- Engage metacognitive reflection

- Demonstrate how to engage in the electronic research and composition process common in particular fields

Textbook
Text Book Zero does not apply in ENG 201 since we are not using either hard copy or e books. We will be using database articles and other sources from the library.

Extras
Must have access to a computer

Grading Procedure
COURSE WRITING:

Three Units: 300 points
You will complete three papers. As we work on these, you’ll complete three kinds of writing for each paper: **Prewriting** and class work are intended to be pieces of the long essays that you’ll develop in the midst of each unit. Sometimes we will work on these in class; sometimes, you’ll start the assignment one day and return them the next. They are places where you can generate ideas (and text) that you can use in the long essay. Here, you will explore your wonderful ideas. **Rough draft essays are the best drafts that you can develop** stemming from the short prewriting exercises. Do not let the term “rough draft” confuse you--these should be wonderful examples of the assignment given. You will practice peer review with these, and return them in a two pocket folder revised from peer’s comments.

NOTE: If you miss peer review day, or come to PR day without a full draft, 20 points will be deducted off the overall grade.

Each draft should be the very best work you can do and will reflect where you are in terms of the course. But, remember that these will be submitted to me, resubmitted to your peers and myself at the end of the semester, and revised a final time for your portfolio. They will be very cool when finished!!!
To receive full credit, I must see the writing process, and I do not accept papers without these stages complete. The prewriting, rough drafts, and peer review receive 50 points, and the final draft receives 50 points. Remember, when you are working with a computer, you will be revising on the spot; this means that you must save your work often and label it "draft 1", "draft 2", etc… You must submit these in the two pocket folder. I want to see lots of thinking and revising. Also, back up your work on one or more memory devices; lost electronic work is not an excuse for not doing the work; work must be recreated if lost. NOTE: only those essays I have graded and you have handed in on time will be allowed in the final portfolio.

PORTFOLIO: 400 points
Our work will culminate in a portfolio; this packet will act as your final exam. As both a writer and a teacher, I understand that the more one writes, reflects, and rewrites the better a writer he/she becomes. Also, I understand that it is difficult to let others read our work and give us constructive criticism. But, I have learned how very helpful it is to read other peoples’ work, as well as to have them read mine. I grow as a writer and thinker every time I read your work, and nothing makes my heart smile better than to see your ideas and writing expand! To help you better engage in this writing process, we’ll use portfolio grading in this class. At the end of the term, you’ll revise all three of your essays and place them in a two-pocket folder. These must reflect your very best work and show your understand of writing, genre, and purpose. These must also include reflection pieces (again, we will discuss these later). Each essay MUST have gone through the writing stages, all checked and reviewed by myself and your peers. If they have not, then they do not qualify for the portfolio.

JOURNAL/WRITER’S NOTEBOOK--WRITING EXTENSIONS: 100 points
Again, the more we write, the more we gain confidence in our voice and ideas. Therefore, you will be completing a writing notebook. I will give you topics or assignments, and you will add these to your journal. You will keep class notes here, and reflect on those notes (talk to yourself in this journal). These will include an online portion of the class related to the Service Learning portion of the course.

PARTICIPATION: 200 points
As you can see, your participation grade is a substantial amount of the grade you’ll get in this course. If you are not here, you won’t earn this full credit; your grade in the course will thus decline. Of course, attendance is part of the participation, and you have to be here to participate. Sometimes, I understand that life interferes with one’s best intentions, but because of the workshop atmosphere, it is very important that you are present in each and every class. If you do miss a class, you must still follow the schedule and deadlines. I expect you to be on time and to stay for the entire period. Excessive tardiness will count as an absence (first I will talk with you about why this is occurring, and we can try to find a solution, and then I will issue a warning about how the missed time is adding up, thus becoming an absence). In-class work is issued points, and these cannot be made up.

Attendance is essential to success in this course and is, therefore, required. If you miss 2 consecutive classes or 3 non-consecutive classes, I will drop you from the course (if before the
midterm drop date) or you will fail the course. If you need to be absent from class, you must contact me via email. **I will excuse one absences due to illness or other emergencies (funeral). These must be backed up with documentation.** If you miss a number of classes due to serious illness, you will need to produce a doctor’s excuse stating there was an emergency. I will then take the situation under advisement of the department head and the Dean. **Do not make appointments during the time of this class.** If you have a prescheduled appointment that will take you out of this class this semester, you need to see me the first week of class for it to be excused--this does not include regular dr. visits, dental checkups, or vacation plans; schedule these at different times than class periods. You receive credit for class participation and attendance. You will not receive full participation credit if you arrive late or leave early.

**Work Policy:** If you do miss a class, it is your responsibility to find out what you missed and how you can make the work up before the next class period. **In class work cannot be made up because of the nature of peer/group work.** NOTE: If I accept the late work, it will be because of a rare and/or an unavoidable emergency, and it must be documented. I expect all work to be completed in a timely manner. **Consistent work, babysitting, or car problems are not emergencies; neither are vacation plans.** NOTE: I cannot accept any late work.

**Assigned readings and writings must be completed on time to receive full participation credit.** **Always bring a hard copy of your work to class;** this is the copy that I will accept and grade. **Please do not bring in a disc and hand it in as your work.** Do not expect to come to class and print them up during class time; all work is due the moment you walk in. Remember that computers will not always cooperate, so it is important for you to save often, and bring all work to class in a hard copy form.

**GRADING:**
Your work is graded based on JC standards. In this course, we evaluate your participation, performance, and growth as writers. Come to class, hand in work on time, work constructively with your peers, consider ideas and develop them by writing and revising multiple drafts, and talk with us about your writing and your work. Your work will be evaluated based on the following:

**200 points: Class participation**
Attendance, class discussions, group workshops, midterm project, responses to texts and discussions, and final presentation (multi-genre project)

**100 points: Journal/Writer’s notebook**
Class work, reflections, etc….

**300 points: Unit draft folders**
All prewriting, rough drafts, peer reviews, and polished final draft X three units.
Points:
50 points for early work and prewriting, reviews, and revision
50 points for final draft
100 points X 3 units = 300 points

**400 points: Portfolio** (see yellow criteria handout for further information)
Your portfolio will contain at least the minimum # of pages as set forth by the portfolio committee for 201 work. This should be the best work you have produced and had graded in this class.

Note: “A 2.0 or ‘C’ is a passing grade. Only courses with passing grades count toward graduation. Other colleges transfer in only courses with passing grades. Many financial aid sources, including most employers, require passing grades. Additionally, earning less than a 2.0 in a class results in being unable to participate in the next level of courses in a discipline which requires this course as a re-requisite. Registering for the next course sequence without passing the pre-requisite course may result in you being dropped from that class.”

**Grading Scale**

<table>
<thead>
<tr>
<th>GPA</th>
<th>GRADE RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>92-100%</td>
</tr>
<tr>
<td>3.5</td>
<td>88-92%</td>
</tr>
<tr>
<td>3.0</td>
<td>82-87%</td>
</tr>
<tr>
<td>2.5</td>
<td>78-81%</td>
</tr>
<tr>
<td>2.0</td>
<td>72-77%</td>
</tr>
<tr>
<td>1.5</td>
<td>68-71%</td>
</tr>
<tr>
<td>1.0</td>
<td>62-70%</td>
</tr>
<tr>
<td>0.5</td>
<td>61-58%</td>
</tr>
<tr>
<td>0.0</td>
<td>0-57</td>
</tr>
</tbody>
</table>

**Failure**

Remember, you must attend class and you must hand in your work on time.
**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**

Please review the last day to withdraw from courses; please meet with your academic advisor for information.

**OTHER COURSE AND COLLEGE POLICIES:**

1. Save all course work until you have received the end of the semester grade for this class. You are responsible for organizing and saving all class work. Electronic copies of your work are your responsibility; if they are lost, you will have to reproduce them for class credit.

2. Save all of your work as a Rich Text File; with some exceptions, this allows the JC computers to read your files; 2) if you continue to have problems transferring work from home to school contact the JC Solution Center and talk to one of our technicians. You can contact them by email at [JC_solution_center@jccmi.edu](mailto:JC_solution_center@jccmi.edu)

3. Writer’s group and peer workshops are a required part of the course. You will
often work with peers in your writer’s group. Drafts of your papers will be produced and shared. You will respond to the work of others in thoughtful, clear written prose. Forty percent of your paper grade is based on a process that includes drafting, peer review, and revision. Individuals who do not exhibit responsibility to their writer’s group may be dropped from that group and lose the ability to receive points for peer reviews.

4. **The Incomplete Grade**, in accordance with JC’s policy, 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.

5. **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. Plagiarism, which is the submission of another’s writing either directly copied or paraphrased, can result in a failing grade and can be grounds for removal from class. Plagiarism is considered cheating and clear cases of plagiarism will be reported to the Office of the Academic Dean.

All work must be your original authorship.

**Note**: It is always your responsibility to talk directly with your instructors about matters relating to attendance and missed work.

**Makeup Policy**
There are no Incomplete grades given for this course

**Help**
See me immediately if you need help at any time. Please see your senior Writing Fellow often!

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/](https://www.jccmi.edu/center-for-student-success/accommodations-for-students-with-disabilities/)

**Calendar**
*Calendar timelines and assignments are an approximation and can be changed, based on instructor’s decision.*
<table>
<thead>
<tr>
<th>WEEK #</th>
<th>TOPIC</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK # 1</td>
<td>Intro and Annotation</td>
<td></td>
</tr>
<tr>
<td>WEEK # 2</td>
<td>Annotation cont. and Drafting</td>
<td></td>
</tr>
<tr>
<td>Week #3</td>
<td>Peer Review and Revision/FD 1</td>
<td></td>
</tr>
<tr>
<td>WEEK # 4</td>
<td>Ethnography</td>
<td></td>
</tr>
<tr>
<td>WEEK # 5</td>
<td>Survey/research and drafting</td>
<td></td>
</tr>
<tr>
<td>WEEK # 6</td>
<td>Midterm</td>
<td></td>
</tr>
<tr>
<td>WEEK # 7</td>
<td>Rough draft/ peer review #2</td>
<td></td>
</tr>
<tr>
<td>WEEK # 8</td>
<td>Final Draft / in class essay</td>
<td></td>
</tr>
<tr>
<td>WEEK # 9</td>
<td>In class essay exam</td>
<td></td>
</tr>
<tr>
<td>WEEK # 10</td>
<td>Sourcing Chicago, MLA, APA</td>
<td></td>
</tr>
<tr>
<td>WEEK # 11</td>
<td>Writing Theory / talking about writing</td>
<td></td>
</tr>
<tr>
<td>WEEK # 12</td>
<td>Portfolio work</td>
<td></td>
</tr>
<tr>
<td>WEEK # 13</td>
<td>Portfolio due</td>
<td></td>
</tr>
<tr>
<td>WEEK # 14</td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>WEEK # 15</td>
<td>Final exam work</td>
<td></td>
</tr>
</tbody>
</table>
Important Dates:

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>WINTER 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>REGISTRATION BEGINS FOR ALL STUDENTS</td>
<td>OCTOBER 24, 2018</td>
</tr>
<tr>
<td></td>
<td>NEW STUDENTS MUST CONTACT ADMISSIONS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AT 517.796.8425 PRIOR TO REGISTERING FOR CLASSES.</td>
<td>Register –</td>
</tr>
<tr>
<td></td>
<td>SEMESTER DATES</td>
<td>JAN. 14 – MAY 5, 2019</td>
</tr>
<tr>
<td></td>
<td>LEARNING DAYS</td>
<td>JAN. 9 – 11, 2019</td>
</tr>
<tr>
<td></td>
<td>DAY AND EVENING CLASSES BEGIN</td>
<td>JAN. 14, 2019</td>
</tr>
<tr>
<td></td>
<td>IN-SERVICE DAY</td>
<td>FEB. 1, 2019</td>
</tr>
<tr>
<td></td>
<td>MID-SEMESTER BREAK</td>
<td>MARCH 11-17, 2019</td>
</tr>
<tr>
<td></td>
<td>COMMENCEMENT</td>
<td>MAY 4, 2019</td>
</tr>
<tr>
<td></td>
<td>END OF WINTER SEMESTER</td>
<td>MAY 5, 2019</td>
</tr>
<tr>
<td></td>
<td>GRADES DUE</td>
<td>MAY 7, 2019</td>
</tr>
</tbody>
</table>

Student Responsibilities
As a student in the Writing Fellow Program, you are required to attend your WF scheduled times in the WF Center. You are to represent the WF Program at the highest degree. Integrity, dedication, kindness, and academic curiosity are required traits---you all have these or you would not be in this prestigious program. Adhere to all policies. If you do not participate in the tutoring aspect, we will address that as per your contract. Please let me know if you are having difficulties or if your life schedule has changed---I will work with you when possible. Mrs. Agy

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

Caveat
Revisions may be necessary during the course. School closing policies, instructor illness and other procedural improbabilities will be addressed via email as needed.