

ENGLISH 132.61 WRITING EXPERIENCE II

Syllabus

Winter Semester, 2019

Jackson College

Tuesday/Thursday 11:00 – 1:57

Room: WA 210

Instructor: Michael Martin, Ph.D.

Email: martinmichaelt03@jccmi.edu **Phone:** 734-445-7327 (for emergencies)

Office hours by appointment and through email

Textbooks and Supplies

- *The Norton Field Guide to Writing with Readings* (4th ed.) by Richard Bullock and Maureen Daly Goggin. ISBN: 978-0-393-91957-8.
- *They Say/I Say: The Moves that Matter in Academic Writing* (3rd ed.) by Gerald Graff and Cathy Birkenstein ISBN: 978-0-393-93361-1

Necessary Materials

- ✓ Access to a computer (with internet access) and a printer.
- ✓ Flash Drive
- ✓ 2 or 3 soft cover folders with pockets
- ✓ Loose leaf paper or pad, pen, pencil

Official Course Description

This is an intensive writing course. Analytical and persuasive modes are stressed. Advance research writing strategies are used Database and primary research methods are emphasized. An end-of-the semester portfolio is required.

Continued Description

This course is a continuation of the writing instruction and practice begun in ENG 131 with an emphasis on critical thinking, academic research, information gathering, and those forms of writing useful to academic and professional life. 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.

An end of the semester portfolio of informative and research writings are required (Prerequisites: Eng. 131).

English 132 is a rigorous course. Since research writing is emphasized, you will be expected to read, write and think about material that is *moderate-to-difficult* in complexity. The writing in this course emphasizes writing for academic purposes. We will be writing four major papers including in-class group projects, and individual in class writings. You will be positively challenged by the writing assignments and intellectually stretched by revising each paper. Continual revision is emphasized in English 132. Therefore **it is a standard expectation that college students study three hours outside of class for every hour they are in class.**

Instructor Role

I'll do my best to foster a sense of community here. I'll try to be accessible and explain everything clearly. But the effort here must be mutual for you to be successful in the class. We do a lot of role-

playing here at the university, just as in every other situation in life. My role is sort of reflective of my students. I'll try to be a good *facilitator* and *evaluator*, but don't always expect the action to take place in the front of the room. The class is not a lecture, but a discussion. I expect you also to get involved.

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. 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 75 pages 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.

Performance Objectives: In conjunction with GEO #1, the following outcomes refer to the specific skills that learners are expected to develop as a result of the instructional process in English 091:

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—simple and direct language 	<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

Grading Procedures

Your work is graded based on JCC standards. In this course, we evaluate your participation, performance, and growth as academics. Participate in the course, hand in work on time, work constructively with your peers, consider ideas and develop them by writing thoughtful responses, and consider the ideas of others in an academic way.

Your work will be evaluated based on the following:

- 40% 4 Papers, In-class work,
- 40% Portfolio is graded independently of the four essays.
- 20% Participation, in class discussion, quizzes, attendance points

Grading Scale

4.0	95%—100%
3.5	89%—94%
3.0	84%—88%
2.5	78%—83%
2.0	72%—77%
1.5	66%—71%
1.0	60%—65%
.5	55%—59%

Course Requirements

- **Major Writing Assignments**

There are some topics that have been discussed at great length in the media. Such topics include drunken driving, abortion, legalizing marijuana—for medicinal purposes or otherwise, capital punishment, the legal drinking age, the use/abuse of video games, for example. Please do not choose such over-discussed topics for your essays! Explore and discover narrowed topics that are meaningful to you but ones that will allow you to examine them with new lenses.

Papers

During this semester we will be examining 4 types of writing genres that incorporate research technique.

NARRATIVE: 3-4 pages

TEXTUAL ANALYSIS: 3-4 pages

ANNOTATED BIBLIOGRAPHY: 3-4 pages

ARGUMENT: 5-7 PAGES (plus bibliography)

You will be given detailed instructions about each of these assignments.

All papers (including rough drafts) must be typed, double-spaced, 12-point font (Arial or Times New Roman), and have one-inch margins. There must also be a title page which includes your name, title of essay, purpose and target audience statements, and due date. The body of the essay will begin on the first line of the first page after the title page. MLA format is required for documentation within the text of the paper and for the Works Cited page. Please note that the Works Cited page is not included in the specified page requirement.

The final edition process folder will be graded according to these criteria:

- Prewriting, purpose and audience statements, if the draft was turned in on time, length and general format requirements, and evidence of careful and thoughtful revisions. In order for the portfolio to be accepted, you must turn in a rough draft on the peer review day. Failure to be a part of the peer review process will undermine your grade.
- Grammar, punctuation, organization
- Readability (gains and retains interest; flows well)
- MLA documentation in text and Works Cited

In-class Participation and Workshop

“In-class participation” refers to any non-workshop group or individual activity in which you are asked to participate while in class. Please note that class participation points **cannot be made-up**. Failure to be present or to participate will result in a loss of participation points.

“**Workshop**” refers specifically to class sessions during which you read and comment on classmates’ papers. Failure to attend, have a typed rough draft, and/or to participate in workshop activities will result in a loss of participation points for the day.

Portfolio Submission

Your portfolio contains revised, polished drafts of your major papers. Only papers that have been submitted to me throughout the semester are eligible for portfolio submission. **The final argumentative writing assignment plus one other paper of your choice must be included in the portfolio.** The Department of Language, Literature, and the Arts has outlined guidelines and requirements for the Writing Portfolio.

The portfolio requires a minimum of twelve complete pages. Keep in mind that a substantial grade reduction is given to a portfolio that does not meet the minimum page requirements. Please consult the Department’s guidelines.

Course Reflection Essay

You will be asked to reflect on your experience over the course of the semester. Please notice the due date on the Calendar. I will give you further instructions regarding this assignment.

Attendance and Participation:

Attendance is very important in order to be successful in this class. If you do miss a class, you will find it difficult to catch up. My experience has shown me that students who don’t attend are generally not successful, and those who attend each class have the most chance at success. I do realize that life interferes with our best intentions, and it may be necessary for you to be absent. I do not keep track of whether an absence is excused or unexcused and no points will be deducted for the first two absences (it is best not to use them early or unwisely). ***Subsequent absences will each receive a .5 point deduction from your final grade.*** It is also essential that you be in class on time. If there is a serious emergency, please talk with me about it and be prepared to provide documentation. Please keep in mind that prescheduled appointments, vacations, transportation problems, babysitting issues, etc. *do not* constitute emergencies.

Late Work Policy:

All work is due at the beginning of the class period. This includes having all printing jobs completed when class begins. A problem with technology will not be accepted as an excuse.

Late work will not be accepted unless you and I have discussed the situation *before class*. Sorry—no exceptions. To make steady progress and receive good grades, you must have work done on time and be in class so that you can fully engage in class discussions and other activities.

If you must miss a class, only partial credit (10% reduction) will be given for your work for that class since you would not have been present to participate in the class discussion; you are expected to be caught up with all assignments when you return to class. ***Please do not email me and ask me what you missed in class. Get the phone number and/or email of a couple of your classmates and ask them what we covered.***

In-class assignments cannot be made up.

OTHER COURSE AND COLLEGE POLICIES:

1. Please turn off cell phones before class. All phones and personal media devices should be **put away** during class. ***Text messaging during class will not be tolerated at all.***
2. **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.
3. **Save** all of your work as a Rich Text File; with some exceptions, this allows the JCC computers to read your files; if you continue to have problems transferring work from home to school, contact the JCC Solution Center and talk to one of our technicians. You can contact them by email at jcc_solution_center@jccmi.edu or by phone at (517) 796-8639.
4. **The Incomplete Grade**, in accordance with JCC'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:** JCC 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. You may not hand in previously written essays nor may you submit any work not authored by yourself. Plagiarized work will receive a 0.0.**

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

Please note that points will be deducted from a student's final grade for any of these issues:

1. Text-messaging in class
2. Doing other things on the computers that are not this class's work
3. Habitual lateness or leaving early
4. Taking restroom breaks during class time.
5. Any other disruptions or disrespectful behavior

PLEASE NOTE: One of my primary goals is that you experience success in this course. If you are having any issues preventing you from having success, please discuss them with me and I will do what I can to work with you.

TENTATIVE SCHEDULE

WEEK ONE

Tue 1/15: Introduction to course, review of syllabus. Introductions. Rhetorical situations, *Norton Field Guide* Chapters 5-9; 25-27. Generating ideas: *Norton Field Guide* Chapter 21
ASSIGN: Project #1, narrative essay; *Norton Field Guide* Chapter 18; read "All about Alice" by Anthony Burgess (pdf available on JetNet)
Thu 1/17: In-class workshop on narrative essay.

WEEK TWO

Tue 1/22: Narrative essay due. Intro to Critical Analysis; *Norton Field Guide* Chapter 16. Watch film in class; learning to analyze a film.
Thu 1/24: Intro to summaries. In-class writing: a summary. *They Say, I Say*, Ch. 2.

WEEK THREE

Tue 1/29: In-class workshop on movie review. Revision.

Thu 1/31: Intro to the Annotated Bibliography. *Norton Field Guide* Chapters 15; *They Say, I Say* “Preface” and PART 1, chapters 1-3. Evaluating sources. *Norton Field Guide* Chapter 47; *They Say, I Say* Chapter 14, “What’s Motivating This Writer?” In-class work on AB.

WEEK FOUR

Tue 2/5: Intro to the Argument Paper. Reading an argument. *Norton Field Guide* Chapters: 13, 36; in ch. 62, read “Is Google Making Us Stupid?”

Thu 2/7: **AB DUE.** Drafting and revising an argument. In-text citation workshop.

WEEK FIVE

Tue 2/12: Drafting workshop. Discussion of process

Thu 2/14: Drafting time.

WEEK SIX

Tue 2/19: Portfolios. Metacommentary: *Norton Field Guide* Chapters 21, 32; *They Say, I Say* Chapter 10 “Don’t Get Me Wrong: The Art of Metacommentary”

Thu 2/21: In-class workshop.

WEEK SEVEN

Tue 2/25: Revision workshop. Conferencing.

Thu 2/27: PORTFOLIO AND LETTER DUE BY 11:0 A.M. via email to martinmichaelt03@jccmi.edu