

Writing Experience II

ENG 132.PL1

Winter 2019

Number of Credits: 3

Days Class Meets: Thursday

Meeting Times: 4:30 – 7:30pm

Location: MFC

Instructor: Mr. Anderson

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.

Prerequisite(s)

Prerequisites: ENG 131

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 132, 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 three major 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.

General Education Outcome:

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 (Core Competence): Write clearly, concisely and intelligibly.

Outcome	The Student	Assignment/ Measures	Success Criteria	Student Outcomes
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. 	*Assignment process folders or activities *Annotated Bibliography, CRAAP test assignment, or other source evaluation activity	75%	___ of ___ students met the success criteria.
Rhetorical Situation: Purpose, Audience	<ul style="list-style-type: none"> • Demonstrates appropriate purpose and audience for context. 	Portfolio	75%	___ of ___ students met the success criteria.
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. 	Thesis & outline accompanied by resultant essay (part of writing process), or Portfolio	75%	___ of ___ students met the success criteria.
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 	* Assignment with three or more sources required *Portfolio reflective essay	75%	___ of ___ students met the success criteria.
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. 	*Annotated Bibliography, CRAAP test assignment, or other source evaluation activity *Assignment with three or more sources required	75%	___ of ___ students met the success criteria.
Conventional Grammar and Sentence Structures	<ul style="list-style-type: none"> • Correctly uses grammar and mechanics. • Demonstrates clear meaning. 	Portfolio	75%	___ of ___ students met the success criteria.

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 • 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"> • Understand the differences between discipline specific writing genres • 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"> • Use technology to deliver information in multi-modal forms • 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

Textbook

- *The Norton Field Guide to Writing with Readings*. 4th ed. W.W. Norton & Co. ISBN: 978-0-393-28985-5
- *They Say, I Say: The Moves That Matter in Academic Writing*. 3rd ed. Updated 2016 MLA. Authors: Graff and Birke stein. Publisher: W.W. Norton & Co. ISBN: 978-0-393-61743-6

Extras

-Pencil and notebook for in-class work, notes, and writing assignments.

Grading Procedure

Essay 1: Argumentative Response	10
Essay 2: Rhetorical Analysis	10
Essay 3: Researched Proposal	20
Homework/Other Assignments	10
Participation/In-Class Work	15
Final Portfolio	35
Total	100

Grading Scale

GPA	GRADE RANGE
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.)

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 JC 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 essays can be turned in one class period late for half credit. Peer review workshops and in-class assignments/participation activities cannot be made up. **The Final Portfolio and anything due the last day of class will not be accepted late.**

In-Class Work

As noted in the syllabus, a component of your total score comes from in-class assignments. These assignments and activities function as your participation score for the course and will include things such as in-class “pre-writing” assignments and peer review workshops.

Behavior

While students must be present in class to receive participation points, students may also lose points for issues of non-participation. Such issues include, but are not limited to: disrupting class, distracting others, sleeping, refusing to participate in group discussion/activities, being disrespectful to the instructor or classmates.

In excessive instances, a disruptive student will have to leave the class and may not be allowed to return. You are expected to be respectful to everyone in our classroom. Enrollment in a PEI class is a privilege – do your part to honor that privilege.

English 132.PL1 – Winter 2019 Course Schedule

Note: Schedule is subject to modifications as deemed necessary by instructor.
Not all assignments (such as homework assignments are listed).

<p><u>Week 1</u> Jan 17</p>	<p>Class introductions and expectations</p> <p>Introductory writing sample</p> <p>Read Chapters 1 and 2</p>
<p><u>Week 2</u> Jan 24</p>	<p>Read Chapter 3 and Chapter 6 before class</p> <p>Essay 1 discussion and outline</p> <p>Summary activity</p>
<p><u>Week 3</u> Jan 31</p>	<p>Read Chapters 13 and 8 before class</p> <p>Read Chapters 5 and 7 before class</p> <p>Peer Review Day – Essay 1 draft due</p>
<p><u>Week 4</u> Feb 7</p>	<p>Essay 1 graded draft due</p> <p>Read Chapter 11 before class</p> <p>Rhetorical Analysis discussion</p>
<p><u>Week 5</u> Feb 14</p>	<p>Read Chapters 34 and 49 before class</p> <p>Essay 2 annotation and evaluation activity</p>
<p><u>Week 6</u> Feb 21</p>	<p>Essay 2 outline</p> <p>Analyzing Advertisements assignment</p>
<p><u>Week 7</u> Feb 28</p>	<p>Peer Review Day – Essay 2 draft due</p> <p>Review Chapter 49 and <i>They Say/I Say</i> pages assigned in class</p> <p>Community Problems activity</p> <p>Essay 3 “pre-discussion”</p>
<p><u>Week 8</u> March 7</p>	<p>Essay 2 graded draft due</p> <p>Establishing a Problem and Proposing a Solution</p> <p>Read Chapters 45-48 before class</p>

<u>Week 9</u> March 14	<u>Mid-Semester Break – NO CLASS</u>
<u>Week 10</u> March 21	Engaging with Research Bring Problem/Solution worksheet and sources to class
<u>Week 11</u> March 28	Peer Review Day – Bring Essay 3 draft Annotated Bibliography due
<u>Week 12</u> April 4	Essay 3 graded draft due Read Chapter 30 before class. Drafting of Essay 4 (reflection letter)
<u>Week 13</u> April 11	Revision Project (con't) and Conferences
<u>Week 14</u> April 18	Argument presentations delivered in class FINAL PORTFOLIO DUE

Important Dates: Winter 2019

DATE	EVENT
JAN. 14, 2019	DAY AND EVENING CLASSES BEGIN
JAN. 14 – MAY 5, 2019	SEMESTER DATES
FEB. 1, 2019	IN-SERVICE DAY. NO CLASSES
MAR. 11-17, 2019	MID-SEMESTER BREAK. NO CLASSES
MAY 5, 2019	END OF WINTER SEMESTER
MAY 7, 2019	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.

Help

Instructor Support: When time allows, I will be available at the end of class to meet with students. While I will typically address and take questions from students during class, any concerns or questions about individual student writing should be asked at the end of class (or, if time allows, before the start of class).

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.