



Writing Experience

ENG 132.41

Winter 2019

Number of Credits: 3

Office: Maher 110

Days Class Meets: Thurs

Contact Phone: 787-0800 ext 7006

Meeting Times: 6-9:38

Contact Email: agydianam@jccmi.edu

Location: Room JNC 202

Office Hours: Tues/Thurs: 9-9:30, 11- 1:00,

Instructor: Mrs. Agy

Thurs 3-6:00, Mon 11-1:00 [Click or tap here to enter text.](#)

Peggy Maher Endowed Chair

Director Writing Fellow Program

Online: none

Director Heritage Center

Course Description

Official 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. Pre-requisite ENG 131.

Prerequisite(s)

ENG 131

Text Book Zero: This course uses OER.

Course Goals

WELCOME TO ENGLISH 132!

I'm excited to be here, and I am excited about our working together this term! In this class, you will be examining two purposes of our course. First, you will focus on using writing as a place to explore serious inquiry, and secondly, you will broaden your experiences with writing, reading, and critical thinking.

English composition 132 targets the research process. 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 (the narrative), this course helps develop your writing abilities by writing arguments, conducting field research, and considering rhetorical analysis. We will complete all three paper styles 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 will 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 or 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.

As the title of this course suggests, we are going to be looking at the different ways in which we engage the writing process and how this process helps us interact with one another. Even if we are not aware of it, we are writers in our everyday experiences. All of us participate in our communities and our workplace through writing. Whether these experiences are letters, memos, emails, directions, resumes, or the standard academic essay, we can agree that writing is an important part of our everyday lives. Some of us are comfortable communicating through writing, and some of us are not. I think some of this discomfort stems from a “mystique” that surrounds writing; we might think that some people are born writers, much like others are born singers or artists. This is not necessarily true, and this course will try to debunk some of these myths. My goal is to help you find your starting point and work with you so that you become more comfortable *with* and *in* the writing process. Since you will need to write for a variety of

courses at JC, **I want you to gain confidence in your own ability to communicate through written texts.**

It is a standard expectation that college students study two hours outside of class for every hour they are in class. This means you MUST find at least 6 hours per week (or more) for homework. Factor in job duties, children responsibilities, home life, etc... Six hours per week will be more than enough time to complete your work—but ONLY when you budget that time accordingly. I will facilitate discussions; conference with you; offer feedback; help you will 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 or 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:

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, 	<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

<p>political, and/or informative act between writer and reader</p> <ul style="list-style-type: none"> • Synthesize ideas and integrate sources • Offer formative feedback in peer review sessions • Engage metacognitive reflection 		<ul style="list-style-type: none"> • Demonstrate how to engage in the electronic research and composition process common in particular fields
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Textbook

Text Book Zero - The textbook is available in a digital format and may be purchased in the bookstore.

Pick only 1 of the following 2 choices.

Norton Field Guide to Writing with Rdgs & 2016 MLA Upd

Author: Bullock

Edition: 4th

ISBN: 9780393617375

Copyright Year: 2016

Publisher: W. W. Norton & Company, Incorporated

Norton Field Guide to Writing w/ Readings eBook (Access Code Card)

Author: Bullock

Edition: 4th

ISBN: 9780393265774

Copyright Year: 2016

Publisher: W. W. Norton & Company, Incorporated.

Extras

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Grading Procedure

Work Policy:

As a rule, *late work is not accepted and problems with technology is not an excuse. You are in a short semester ---one day a week class. This means you must do the same amount of work in*

less time. If you miss two days of this class, it is as if you missed over 1/2 month of school.

We expect all work to be completed and submitted in a timely manner. **Assigned readings and writings must be completed on time to receive full participation credit.** Note: Complete all assignments at home long before they are due. Remember, computers will not always cooperate, so it is important for you to save often to both your discs and to your hard-drive. **You must hand in all work on time, so make sure to do your assignments early and hand them in before the due date/time. This will help in case you find yourself ready to submit work and your computer crashes. Remember, no late work is accepted, so plan ahead**

Vacations, family reunions, traveling events, marriages, etc... are not excuses for missing class. Please make sure to hand in all work on time. In this modern age, you should be able to find a library or a place that has WiFi access. You must be able to complete the work.

NOTE: I cannot accept any work via email—it must be handed into the appropriate place in the Jet Net for it to Attendance is essential to success in this course and is, therefore, required. The attendance policy requires me to drop students who are not participating. I will monitor your activity in our course. If you are not participating, I will drop you from the course. Let me know if you have any questions. If you miss four classes, you will be dropped from the course. If you miss two classes in a row, you will be dropped. If you miss 3 classes at any time, you will fail the course.

COURSE WRITING:

Three Units: 300 points—these are in no particular order.

Unit I Rhetorical analysis:

Unit II: Persuasion

Unit III TBA

As we work on these, you'll complete three kinds of writing this term: **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 documents. . **NOTE: If you do not have a full draft on peer review day (partial draft), 20 points will be deducted off the overall grade.**

If you miss PR day, it will be your responsibility to meet with a peer and conduct a peer review. I will only accept Units that have all parts of the process, including peer review. Again, even though you have a PR outside of class (if you miss PR day) the points are still deducted, so be sure to come to peer review class prepared. If you miss peer review day or come without any

draft, you will not receive the 40 points. You must see a Writing Fellow to have your paper reviewed; this will not count toward the 40 points but you will be able to hand in the work in the portfolio if it is reviewed by them.

Final drafts are revisions of the rough draft. **These act as the final working copies**, and they should be the very best work you can do. They 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, you must hand in each essay unit on time. See below for how late work will affect grade. 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. I want to see lots of thinking and revising. Also, back up your work on one or more discs; lost electronic work is not an excuse; 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 of your essays. 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.

PARTICIPATION: 300 points (attendance 100 and work is 200)

As you can see, your participation grade is a substantial amount of the grade you'll get in this course.

In class work cannot be made up because of the nature of peer/group work. As a rule, late work is not accepted. 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 and handed in in a timely manner.

If you are a dual enrolled student, take note of the attendance and work policies. You will be responsible for due dates the same as non-dual enrolled students.

Grading Scale

GPA	GRADE RANGE
4.0	92-100%
3.5	88-92%
3.0	82-87%
2.5	78-81%
2.0	72-77%
1.5	68-71%
1.0	62-70%
0.5	61-58%
0.0	0-57

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

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

There is a mandatory Writing Fellow portion to this class. More later, I will also offer 2 visits to a Writing Fellow as extra credit. More later.

Next: 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/>

Calendar

Calendar (NOTE: Can be changed by instructor when needed)

WEEK OF:

2/7: WELCOME FREEWRITE---

2/14: Drafting of paper one---

2/21: Rough draft/Peer Review of paper one---

2/28: Final draft of paper one---

3/7: Drafting of paper two----

3/14: Rough Draft/Peer Review of paper two---

3/21: Final draft of paper two---

3/28: Midterm Conferences and intro to in class essay
4/4: Rough draft/Peer review of in class essay----
4/11: Final draft of in class essay---
4/18: tba
4/25: Portfolio due
5/2 final

Important Dates: Fall 2018

REGISTRATION BEGINS FOR ALL STUDENTS

NEW STUDENTS MUST CONTACT ADMISSIONS

AT 517.796.8425 PRIOR TO REGISTERING FOR CLASSES.

OCTOBER 24, 2018 Register – Winter 2019

SEMESTER DATES JAN. 14 – MAY 5, 2019

LEARNING DAYS JAN. 9 – 11, 2019

DAY AND EVENING CLASSES BEGIN JAN. 14, 2019

IN-SERVICE DAY FEB. 1, 2019 NO CLASSES

MID-SEMESTER BREAK MARCH 11-17, 2019 NO CLASSES

COMMENCEMENT MAY 4, 2019

END OF WINTER SEMESTER MAY 5, 2019

GRADES DUE MAY 7, 2019

Student Responsibilities

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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.