



**Writing Experience I**

ENG 131.11

Winter 2019

**Number of Credits:** 3

**Days Class Meets:** Monday and Wednesday

**Meeting Times:** 9:00 am-10:23 am

**Location:** WA 210

**Instructor:** Tiffany Lapeer M.A.

**Office:** Bert Walker Hall 2<sup>nd</sup> Flood

**Contact Phone:** 517-796-8582

**Contact Email:** [lapeertiffanyi@jccmi.edu](mailto:lapeertiffanyi@jccmi.edu)

**Office Hours:** 8:30-9:00 AM and 10:30-11:00 AM

**Online:** Jetnet, and Email

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## **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:** 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.

**Instructor Role:** My role as your instructor is to facilitate your education with writing. I will assist you with your educational goals as much as possible and explain why this class will be vital to your success as a student.

## **Student Responsibilities**

Requirements beyond scheduled classes or laboratories, e.g., clinicals, extra credit assignments, TBA sessions, field placement, special project instructions, contract learning conditions, study hours required outside class, unscheduled class meetings, attendance at concerts or other required events.

## **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 3 Essays. 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 20 pages of reading a week but no more than 50.
- Learners need to plan to spend at least nine [9] hours a week on the course, including assigned readings, collaborative discussions, and individualized writing.
- Learners will be required to attend conferences as needed based on learner's progress.

## **Prerequisite(s)**

## **ENG 085\* and ENG 090\* Course Goals**

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### Course Objectives

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 and 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: Writing Clearly, Concisely, and Intelligibly (Developing)

<b>Outcomes</b>	<b>The Student</b>
<b>Process</b>	<ul style="list-style-type: none"><li>● Uses parts of the recursive process in writing, which may include pre-writing, drafting, revising, editing.</li><li>● Evaluates sources when used.</li></ul>
<b>Rhetorical Situation: Purpose, Audience</b>	<ul style="list-style-type: none"><li>● Demonstrates appropriate purpose and audience for context.</li></ul>
<b>Organization and Development</b>	<ul style="list-style-type: none"><li>● Demonstrates functional organizational structure appropriate to genre;</li><li>● Provides examples and details that support ideas and content; appropriate to genre.</li></ul>
<b>Meaning/ Understanding</b>	<ul style="list-style-type: none"><li>● Researches and writes for further understanding and additional knowledge.</li><li>● Employs write to learn methods through reflective writing and research for further understanding and additional knowledge.</li></ul>
<b>Use of Sources and Documentation</b>	<ul style="list-style-type: none"><li>● Demonstrates ability to find and evaluate credible sources.</li><li>● Demonstrates correct documentation of sources when appropriate.</li></ul>

<b>Conventional Grammar and Sentence Structures</b>	<ul style="list-style-type: none"> <li>● Correctly uses grammar and mechanics.</li> <li>● Demonstrates clear meaning.</li> </ul>
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**Performance Objectives:** Correlating with and extend 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 131:

Critical Thinking, Reading, and Writing Processes	Rhetorical Knowledge and Conventions	Electronic Environment
<ul style="list-style-type: none"> <li>● Practice active reading strategies</li> <li>● Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications born of reasoning</li> <li>● Offer formative feedback on others writing in peer review sessions</li> <li>● Use genres to navigate complex rhetorical challenges</li> <li>● Distinguish one’s own ideas from those of others</li> <li>● Practice metacognitive reflection</li> </ul>	<ul style="list-style-type: none"> <li>● Use genre specific strategies, voice, tone, and perspective to achieve rhetorical goals</li> <li>● Recognize conventions of writing distinctive to specific disciplines</li> <li>● Employ Modern Language Association (MLA) style in academic writing</li> <li>● Writing in Plain Style</li> </ul>	<ul style="list-style-type: none"> <li>● Use Microsoft Word to compose, revise, and save documents</li> <li>● Locate research material collected from electronic sources, including library databases and other electronic networks and internet sources</li> <li>● Use college learning management system</li> </ul>

**Textbook**

**Text:** *Writing Today* Fourth Edition in REVEL. Authors: Johnson-Sheehan & Pain. Pearson Publishing. ISBN-13 9780134808048



**Text Book Zero Notice:** The textbook for this course is available in a digital format and may be purchased in the bookstore.

### Extras

Access to a computer, Google Drive, Flash Drive and general office supplies.

### Grading Procedure

Final Portfolios and paper drafts will be graded using the department Writing portfolio Grading. The drafts will be graded using a weighted version of this rubric that will take into account the writing and grammar skills that we have learned during that unit.

Each essay you turn in until the portfolio will not be graded. You will receive feedback to help

The final portfolio is graded holistically and is worth 40% of your entire grade.

- Participation/Attendance: 20%
- Essays /Writing Process Activities: 40%
- Portfolio and Reflective Letter: 40%

### *Grading Scale:*

4.0 = 94-100  
3.5 = 86-93  
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

### *Attendance Policy and Course Rules*

- Please see our class Course Policies
- **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 JCC 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.

- ❑ **Late Work and Makeup Policies:** In class participation, Freewrites, Peer Review and Revision workshops will not be allowed a make-up. If you miss class, you miss the freewrite. If you miss class on Peer Review and Revision workshop day, you miss the points.

Plagiarism, the submission of another's writing, whether directly copied or paraphrased, may result in a failing grade and can be grounds for removal from class. *Cases of plagiarism are dealt with by the instructor on an individual basis; the instructor will make decisions regarding the student's ability to correct the problem. All cases of plagiarism are reported to the Office of the Academic Dean.*

### **Academic Honesty Policy**

The full policy can be accessed at <http://www.jccmi.edu/policies/Academics/>

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**

## Withdrawal Dates

Refund/Drop No W 01/24/2019
Drop with W 01/25/2019
Withdraw last day 04/25/2019

## Makeup Policy

Ways that students can manage their enrollment in a course for special circumstances. Includes withdrawal, and audit and incomplete grading procedures.

## Help

When opting for help with your writing, bring the following:

- a copy of the assignment
  - your draft or work thus far
  - specific areas with which you need help
- 
- Instructor Support: I am available for appointments as well as my office hours. Please email me to set up an appointment.
  - Writing Fellows: Located in the Atkinson Building, breakout room 107, Writing Fellows can help you on all stages of the writing process including prewriting, drafting, revising, editing, and citing sources—no matter what JC class you are enrolled in. You may drop in during their working hours, generally 9-4 Monday through Thursday, or set up an appointment in advance. Students may also submit a draft for review online via the Writing Fellow link in the Student Union on JetNet. Bring or submit a copy of the assignment requirements, work completed on the assignment so far, and writing related questions.
  - Center for Student Success: (CSS) Writing Tutors: located in Bert Walker Hall 125. For more information about the CSS go to <http://www.jccmi.edu/success/> .

Note: 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

A partial or complete list of dates or class periods for the course. Within the calendar on specific days are: Assignments, readings, homework, exercised, performances, quizzes, topics, subject matter, skills, chapter titles, discussion topics, tests, comprehensive exams, due dates for major papers or performances. Add or remove columns as necessary to suit your course.

*\*Also include a statement that calendar timelines and assignments are an approximation and could be changed.*

WEEK #	Date	TOPIC
1	01/14/2019, 01/17/2019	Introductions, Writing Process, Revel
2	01/21/2019, 01/23/2019	Annotation, thesis statement, Introductions and conclusions
3	01/28/2019, 01/30/2019	Peer Review and revision workshop Essay 1, Chapter 6 Revel
4	02/04/2019, 02/06/2019	Essay 2, Profiles, Chapter 7
5	02/11/2019, 02/13/2019	MLA Format, Profile Examples
6	02/18/2019 02/20/2019	Brainstorming and Peer Review
7	02/25/2019 02/27/2019	Library, and Research
8	03/04/2019 03/06/2019	Essay 3
9	03/18/2019 03/20/2019	MLA Format and Essay 3
10	03/25/2019 03/27/2019	Essay 3 Peer Review and Revision workshop
11	04/01/2019 04/03/2019	Essay 3 peer Review and Revision workshop Last Day for Essays

12	04/08/2019 04/10/2019	Essay 1 and Essay 2 Review and Revision
13	04/15/2019 04/17/2019	Portfolio Work
14	04/22/2019 04/24/2019	Portfolio and Portfolio Submission
15	04/29/2019 05/01/2019	Return work

**Important Dates: Insert Semester**

Date	Event
01/14/2019	Day and evening classes begin
01/14/2019-05/06/2019	Semester Dates
02/01/2019	In-Service Day. No classes
02/15/2019	Pathway Showcases Day. No classes
03/11/2019-03/17/2019	Spring Break
05/05/2019	End of Fall Semester
05/07/2019	Grades Due

**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 **H**elp 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.

**HQV Grading Dates**

<b>01/22/2019</b>
<b>02/11/2019</b>
<b>03/18/2019</b>
<b>05/07/2019</b>

**Caveat**

The syllabus and course schedule provide a general plan for this course. I reserve the right to make changes to the syllabus and course schedule, including changes to assignments, due dates, examinations, and so forth, to accommodate the needs of the class as a whole and to fulfill the goals of the course. Any changes to the syllabus or course schedule will be communicated and made available to you if you are enrolled and actively attending class.

Students will be emailed before our class period if the class is cancelled due to instructor illness. Class may be canceled due to bad weather or other unforeseen circumstances, so students are responsible for checking JC Website to see if the college is open.

Students must check their JC Email before class and at least 3 times a week.

Calendar Jackson College  
Week 1: 01/13/2018-01/19/2018

**Monday 01/14/2019**

- Introductions
- Syllabus

Homework to be turned in to Jentet before next class unless specified:

- Read Chapter 1

**Wednesday 01/17/2018**

- Writing process
- Revel Sign up

Homework Due before next class to Jetnet unless specified

- Read Chapter 4
- Find 2 stories to write about for your Memoir paper submit this to Jetnet.

Week 2: 01/20/2019-01/26/2019

**Monday 01/21/2018**

- Annotation
- Thesis statements

Homework to be turned in to Jentet before next class unless specified:

- Read chapter 3
- Read Chapter 2

**Wednesday 01/23/2019**

- Thesis statement
- Intro and Conclusion

Homework to be turned in to Jentet before next class unless specified:

- Write your Essay 1 Thesis statement submit to Jetnet
- Write your Introduction paragraph for your Essay 1 Submit to Jetnet
- Write your conclusion paragraph for Essay 1 Submit to Jetnet
- Read “The College Hazing that Changed my Life” Page 522, “Heirloom” Page 519

Week 3: 01/27/2019-02/02/2019

**Monday 01/28/2019**

- Work with Memoir chapter 6

Homework to be turned in to Jentet before next class unless specified:

- 2 Full Copies bring to class already printed out. No time will be allowed in class to print out copies.

### Wednesday 01/30/2019

- Peer Review and Revision workshop Essay 1 In Class Worth Points

Homework to be turned in to Jentet before next class unless specified:

- Work on Essay 1

Week 4: 02/03/2019-02/09/2019

### Monday 02/04/2019

- Essay 2 information
- Profiles chapter 7 work

Homework to be turned in to Jentet before next class unless specified:

- Read chapter 7
- Annotate Essay 2 assignment bring to class with you next class time.
- In a few sentences upload to jetnet what the differences are for a biography and a profile, and explain what you are expected to write about in your Essay 2.

### Wednesday 02/06/2019

- Interview questions
- Someone in the career you want to go into
- Interview an instructor

Homework to be turned in to Jentet before next class unless specified:

- Read Chapter 16
- To Stay on track Turn in Essay 1 now Essay 1 Comments will be made and returned back to you. Turn in 1 copy to me in person and one on jetnet. If you do not turn in your Essay 1 now for feedback you can submit one essay a week until 04/01/2019 for feedback. Any essay that does not receive feedback from instructor cannot be submitted in the portfolio.**

Week 5: 02/10/2019-02/16/2019

### Monday 02/11/2019

- MLA Template
- MLA Format

Homework to be turned in to Jentet before next class unless specified:

- Read Chapter 17
- Submit to Jetnet your Thesis statement for Essay 2
- Submit to jetnet your questions for your interview

### Wednesday 02/13/2019

- Profile examples
- Paragraph structure

Homework: Due before next class to Jetnet unless specified

- 2 copies of Essay 2 Bring both copies with you to class

- Read chapter 19

Week 6: 02/17/2019-02/23/2019

**Monday 02/18/2019**

- Brainstorming
- Researching
- Brainstorm for Essay 3
- Library Research

Homework to be turned in to Jentet before next class unless specified:

- Complete Essay 2 Introduction and Conclusion paragraph upload to Jetnet
- Read chapter 25

**Wednesday 02/20/2019**

- \*\*Peer Review and Revision workshop Essay 2
- Assign Essay 3

Homework to be turned in to Jentet before next class unless specified:

- Read Chapter 26

Week 7: 02/24/2019-03/02/2019

**Monday 02/25/2019**

- Library

Homework to be turned in to Jentet before next class unless specified:

- Read chapter 27
- Annotate Essay 3 Assignment Bring to class to show.

**Wednesday 02/27/2019**

- Brainstorm for Essay 3
- Library Research
- Library Scavenger Hunt with own topic

Homework to be turned in to Jentet before next class unless specified:

- Read chapter 21
- To Stay on track Turn in Essay 2 now, Essay 2 Comments will be made and returned back to you. Turn in 1 copy to me in person and one on jetnet. If you do not turn in your Essay 1 now for feedback you can submit one essay a week until 04/01/2019 for feedback. Any essay that does not receive feedback from instructor cannot be submitted in the portfolio.**

Week 8: 03/03/2019-03/09/2019

**Monday 03/04/2019**

- Brainstorming
- Researching
- Incorporating sources into Essays

- **Must have 1 source found and Approved**

Homework to be turned in to Jentet before next class unless specified:

- Start researching essay 3 (Nothing to post to Jetnet)
- Read Chapter TBA
- Come up with a research question and post to Jetnet

### Wednesday 03/06/2019

- Incorporating sources into Essays
- TBA
- **Must have 2 sources found and approved**

Homework to be turned in to Jentet before next class unless specified:

- Read Chapter 26
- Find 3 source, upload an annotated bibliography of the source to Jetnet

Spring Break 03/10/2019-03/16/2019

Week 9: 03/17/2019-03/23/2019

### Monday 03/18/2019

- MLA Format
- Chapter 28
- **Must have 2 sources found and approved**

Homework to be turned in to Jentet before next class unless specified:

- Find 3<sup>rd</sup> source for essay 3
- Complete Thesis statement for Essay 3 Rough draft upload to Jetnet
- Start Revising Essay 2
- Chapter 15

### Wednesday 03/20/2019

- Chapter 15 work in class
- **Must have 4 sources found**

Homework to be turned in to Jentet before next class unless specified:

- Complete Essay 3 Introduction and Conclusion paragraphs Upload to Jetnet

Week 10: 03/24/2019-03/30/2019

### Monday 03/25/2019

- Essay 3 work
- Body paragraph work
- Introduction and Conclusion paragraph work
- Must have 4 Sources completed

Homework to be turned in to Jentet before next class unless specified:

- TBA

**Wednesday 03/27/2019**

- Essay 3 Peer Review and Revision workshop

Homework to be turned in to Jentet before next class unless specified:

- Read: Chapter 20

Week 11: 03/31/2019-04/06/2019

**Monday 04/01/2019**

- Assign Portfolio
- Bring in Copies of Essay 2, and 3 Revision Nitpick
- LAST DAY FOR ALL ESSAYS TO RECEIVE FEEDBACK. NO MORE ESSAYS WILL RECEIVE FEEDBACK, ANY ESSAYS RECEIVED TODAY WILL BE RETURNED IN 1-2 WEEKS.

Homework to be turned in to Jentet before next class unless specified:

- To Stay on track Turn in Essay 3 now Essay 1 Comments will be made and returned back to you. Turn in 1 copy to me in person and one on jetnet. If you do not turn in your Essay 1 now for feedback you can submit one essay a week until 04/01/2019 for feedback. Any essay that does not receive feedback from instructor cannot be submitted in the portfolio.*

**Wednesday 04/03/2019**

- Review Essay 1/Review Essay 2

Homework to be turned in to Jentet before next class unless specified:

- Start looking at Portfolio information

Week 12: 04/07/2019-04/13/2019

**Monday 04/08/2019**

- Peer Review and Revision workshop on Essay 1
- Nitpick on Essay 1

Homework to be turned in to Jentet before next class unless specified:

- TBA

**Wednesday 04/10/2019**

- Peer Review and Revision workshop On Essay 2
- Nitpick on Essay 2

Homework to be turned in to Jentet before next class unless specified:

- TBA

Week 13: 04/14/2019-04/17/2019

**Monday 04/15/2019**

- Peer Review and Revision workshop Essay 3

- Nitpick Essay 3

**Wednesday 04/17/2019**

- Portfolio Work

Week 14: 04/21/2019-04/24/2019

**Monday 04/22/2019**

- Portfolio Work

**Wednesday 04/24/2019**

**Submit portfolio online to Jetnet and also to me during class. From 9:00-10:23AM to Class room WA 210**

Week 15: 04/28/2019-05/04/2019

**Monday 04/29/2019**

**No Formal Class Grading Day**

**Wednesday 05/01/2019**

- Final Day
- Return Portfolio
- Must Attend class

**English 131 Portfolio Documents**

**Portfolio and Reflective Essay Information**

The portfolio demonstrates your use of narrative, descriptive, and informative strategies; awareness of the rhetorical situation, ability to develop and support claims appropriate to genre, organizational skills, demonstration of research skills, documentation and citation skills, and mechanical competence.

The portfolio is comprised of at least ten pages of revised and polished academic essay writing completed in this course and a brief, one page reflective essay on your learning in the class.

Learners may not submit essays to the portfolio that were not completed in this class, essays have not received a passing grade in their respective units, or essays that have not undergone demonstrated writing process and/or revision.

Please read the following letter to students and portfolio grading criteria from the Composition Faculty at JCC.

**Dear Writing Students,**

JCC's Department of Language, Literature and Arts has implemented the portfolio as an assessment tool for all ENG 091, 131, and 132 courses. Please read the following information about the portfolio:

- Every writing student at JCC must submit a portfolio, consisting of a variety of revised papers completed this semester that best demonstrate competency in skills and strategies appropriate to the course in which you are enrolled.
- A meta-cognitive reflection on your learning in this semester accompanies the portfolio. See the description of the meta-cognitive reflection below.
- The portfolio is worth 30-50% of your total course grade. Your instructor will determine the specific percentage. See your course syllabus for this information.
- Your instructor will evaluate your portfolio and offer comments on the strengths and weaknesses of your work.
- Successful portfolios contain papers written in this class that have undergone revision. The evidences thoughtful revision and editing.
- Your portfolio is evaluated holistically; your instructor will give feedback on your overall work. See the back of this sheet for departmental descriptions of good writing.

#### **Portfolio Formatting and Length Requirements:**

- Essays must have been written for this class, gone through peer review, and revised in order to qualify for the portfolio.
- The portfolio will include a cover sheet for the portfolio listing course and section number, instructor's name, and other identifying information as your instructor directs.
- Your instructor will identify a date near the end of the semester for the submission of your portfolio. Please submit your entire portfolio to your instructor the day the portfolios are due.
- Title pages for each essay are required. Although MLA does not require a title page, you must include a title page for each essay in the portfolio. The title page will include
  - Essay Title
  - Purpose Statement
  - Identified Audience for the Essay
  - Following MLA style, portfolio essays must be double-spaced, use 12-point font, and be set to one-inch margins. Place your name in the upper right hand corner of each page.
  - When source materials are used, MLA 2016 Guidelines for documentation and citation are required.
  - English 131 essays must contain 10 full pages of writing, not including cover page, title pages, and works cited page. Essays must be minimum of 2 pages in length.
  - English 132 portfolios must contain 12 full pages of writing, not including cover page, title pages, and works cited pages. Essays must be a minimum of 3 pages in length.

- Portfolios in online and hybrid English 131 course are electronic; submit them to the course's JetNet Portfolio and Reflective Letter assignment file.

### **Meta-Cognitive Reflection Guidelines**

As mentioned above, a metacognitive reflection accompanies the portfolio. This essay is a summary statement providing an overview of the essays contained in the portfolio and the writer is learning over the course of the semester. It allows the writer to reflect on his or her growth as a writer and to explain how the portfolio serves as a single, comprehensive snapshot of writer performance in English 131.

The course instructor serves as the sole audience for the portfolio and meta-cognitive reflection, so this is the student's opportunity to frame the quality of experience and learning exhibited in the final written products of the portfolio.

### **Consider addressing the following ideas when composing the meta-cognitive reflection:**

- the subjects of your papers and why you chose them
- the relationship of audience and purpose to your writing. How the essays of the portfolio demonstrate this relationship
- the phases of the writing process you engaged and how they contributed to the essays in this portfolio
- how participation in writers groups and peer review as both writer and peer reviewer strengthened skills. Offer evidence of revisions made on specific essays and recount lessons learned in the writers group. Give credit to specific people who supported our learning.
- what you feel you have accomplished as a group member, a writer, and a college student in this class
- what you have learned by completing and reviewing the metacognitive reflections written for each essay over the course of the semester

Please present a focused, well-supported, and organized reflection of yourself as writer following the same formatting rules for the portfolio.

We encourage you to devote time to the revision process throughout the semester. Successful portfolios include papers, which have been revised. Your instructor will make suggestions for revision throughout the semester and as you compile your portfolio at the end of the term. If you have any questions about any of the information contained here, please ask your instructor.

Sincerely,

**The Language, Literature and the Arts Composition Faculty**

Portfolio Feedback Form for Students					
Points	4	3	2	1	0
Rhetorical Situation: Topic, Purpose, Audience, Context, Angle					
Thesis: Main Claim Appropriate to Genre					
Evidence: Support & Development of Claims					
Structure: Introductory Lead Organization and Cohesion					
Genres: Memoir, Profile, Informative					
Research: Source Integration; MLA Style					
Sentence Structure					
Vocabulary and Word Choice					
Mechanics and Punctuation					
Reflective Essay Demonstrates awareness of writing process, audience centered communication, and peer review.					
Deductions  Portfolio less than 8 full pages: -1.0  Portfolio containing 9 full pages: -0.5  Portfolio lacking essay variety: -0.5					
Grounds for Failure  Plagiarism					
Portfolio Grade					
Portfolio Comments					

Portfolio Rubric for Instructional Reference						
<i>This is an intensive writing course in which students use genres to navigate complex rhetorical challenges and compose texts that achieve purpose and meet audience needs. Narrative and descriptive modes are stressed. Basic research strategies are introduced. Modern Language Association parenthetical and Works Cited formatting is required for essays using primary or secondary sources.</i>						
Categories	4.0 = Masterful	3.0 = Skilled	2.0 = Competent	1.0 = Unsatisfactory	0.0 = Poor	Points Awarded
GRADES 4.0, 3.0, 2.0 General Education Outcome 1 (GEO 1)  FOR ENGLISH 131	Demonstrates masterful ability to write clearly, concisely, and intelligibly (GEO 1)	Demonstrates skilled ability to write clearly, concisely, and intelligibly (GEO 1)	Demonstrates competent ability to write clearly, concisely, and intelligibly (GEO 1)	Demonstrates unsatisfactory ability to write clearly, concisely, and intelligibly (GEO 1)	Fails to demonstrate ability to write clearly, concisely, and intelligibly(GEO 1)	
Rhetorical Situation: Topic, Purpose, Audience, Context, Angle	(4) Audience & purpose statements demonstrate mastery of rhetorical situation conveying topic, genre, and angle to clearly inform essays	(3) Audience and purpose statements indicate writer awareness of the relationship of stated rhetorical situations to the essays	(2) Audience and purpose statements are too general. May be missing clear indication of genre.	(1) Audience and purpose statements are missing clear indication of genre and are disconnected from essays	(0) Audience and purpose statements are missing	
Thesis: Main Claim Appropriate to Genre	(4) Essays contain engaging and identifiable implied or stated thesis statements appropriate to assignment genre, purpose, and audience	(3) Essays contain identifiable implied or stated thesis statements appropriate to assignment genre, purpose, and audience.	(2) Thesis statements, whether implied or stated, are somewhat clear and appropriate to genre, purpose, and audience.	(1) Thesis statements are unclear and/or fail to reflect attention to genre or support purpose and audience.	(0) Writer demonstrates little or no awareness of a thesis. Lacks purpose, audience, and context.	
Evidence: Support &	(4) Masterfully supplies evidence that	(3) Skillfully supplies evidence that	(2) Competently supplies	(1) Limited development of significance and	(0) Fails to develop	

<p>Development of Claims</p>	<p>engages readers while developing significance, supporting claims, and maintaining appropriateness to genre (e.g. rich detail, descriptions, anecdotes, reasons, facts, objective findings and observations).</p> <p>Excellent, appropriate conclusions drawn from evidence.</p>	<p>develops significance, claims, and is appropriate to genre (e.g. rich detail, descriptions, anecdotes, reasons, facts, objective findings and observations).</p> <p>Good, generally appropriate conclusions drawn from evidence.</p>	<p>evidence that develops significance, claims, and is appropriate to genre (e.g. rich detail, descriptions, anecdotes, reasons, facts, objective findings and observations).</p> <p>Limited or somewhat inappropriate conclusions drawn from evidence.</p>	<p>claims. Conclusions are not offered or are inappropriate in relation to evidence supplied.</p>	<p>significance and support claims.</p>
<p>Structure: Introductory Lead Organization and Cohesion</p>	<p>(4) Introductory leads successfully hook, focus, and forecast coming information and essay structure.</p> <p>Whole essay &amp; paragraph segments demonstrate coherence, supplying claims, multiple levels of support, and clear warrants.</p>	<p>(3) Introductory leads hook, focus and forecast coming information and essay structure. Whole essay &amp; paragraph segments demonstrate coherence. Supporting evidence and warrants are skillfully presented; transitional strategies are evident.</p>	<p>(2) Essay structure offers an introduction, body, and conclusion. Ideas are supported by evidence appropriate to claims made. Transitional strategies are evident but may not be consistent throughout the essay.</p>	<p>(1) Essay organization is confusing and disjointed. Paragraph structure is ineffective and transitions are missing in many places. Little or no acknowledgement of revision suggestions. Reflects reader-based prose.</p>	<p>(0) Essay does not demonstrate attention to organizational strategies; reflects reader-based prose.</p>

	Transitions are seamless.					
Genres: Memoir, Profile, Informative	(4) Masterful use of features related to genre; masterful demonstrates flexibility in genre use to navigate complex rhetorical challenges.	(3) Skillful use of features related to genre; demonstrates flexibility in genre use to address rhetorical challenges.	(2) Limited use of features related to genre; inconsistent evidence of genre use to meet rhetorical challenges.	(1) Fails to use features related to genre to address rhetorical challenges.	(0)	
Research: Source Integration; MLA Style	(4) When using sources: Thesis is supported with evidence from strong, credible sources. Shows proficiency in MLA style including parenthetical citations and Works Cited strategies.	(3) When using sources: Thesis is supported with good sources. Demonstrates awareness of MLA style. Parenthetical and Works Cited strategies are employed, a few errors are apparent.	(2) When using sources: Attention to parenthetical and Works Cited strategies are needed.	(1) When using sources: Sources are weak and poorly chosen. Lacks overall understanding of parenthetical and/or Works Cited strategies	(0) When using sources: No attention to source citation where needed. Plagiarism may be evident.	
Sentence Structure	(4) Expresses ideas in mechanically controlled, clear, and cogent sentences. Demonstrates varied, pleasing sentence patterns.	(3) Uses effective and varied sentences. Errors (if any) are infrequent.	(2) Relies on formulaic or tedious sentence patterns. Shows frequent errors in sentence construction and uses non-standard syntax.	(1) Simple sentences used excessively w/ frequent errors and little variety. Run-on sentences and fragments are common.	(0) Multiple and serious errors of structure, e.g., fragments, run-ons, and splices. Lacks cohesiveness.	
Vocabulary and Word Choice	(4) Demonstrates exceptional vocabulary range and uses	(3) Uses good vocabulary range and correct diction.	(2) Shows ordinary vocabulary range. Diction errors do not	(1) Demonstrates limited vocabulary and diction.	(0) Poor diction. Confusing errors result in mostly awkward or meaningless communication.	

	effective diction.		interfere with readability.			
Mechanics and Punctuation	(4) Virtually free of punctuation, spelling, and capitalization errors. Syntax is appropriate.	(3) Contains a few surface level errors.	(2) Contains errors that interfere with meaning. More attention to editing needed.	(1) Contains numerous errors that interfere with meaning. Poorly edited.	(0) Frequent and serious errors hinder communication of ideas.	
Reflective Essay Demonstrates awareness of writing process, audience centered communication, and peer review.	(4) Demonstrates masterful knowledge of revision strategies that develop ideas and polish essays. Acknowledges peer and instructor feedback and references how it affects writing. Supplies clear references to and/or illustrative quotations from portfolio essays	(3) Demonstrates skillful knowledge of revision strategies that develop ideas and polish essays. Acknowledges peer and instructor feedback and references how it affects writing. Supplies some references to portfolio essays.	(2) Competently acknowledges revision as part of process. Acknowledges peer and instructor feedback.	(1) Unacceptable engagement in or reflection on process. Little acknowledgement of revision or of peer and instructor feedback.	(0) Fails to acknowledge revision as part of process and/or peer and instructor feedback in the writing process.	
Deductions	Portfolio less than 8 full pages:			-1.0		
	Portfolio containing 9 full pages:			-0.5		
	Portfolio lacking essay variety:			-0.5		
Grounds for Failure	Plagiarism			0.0		