# Jackson COLLEGE

## Writing Experience 1: English 131.61

## Days/Times: TR (9:30a – 12:27p)

## Location: Jackson Central Campus –WA, Rm. 116

## Semester: Fall 2019

## Instructor: Marie Anderson

**Office:** N/A
**Phone:** English Department 517-796 - 8582
**Email:** andersomariea@jccmi.edu
**Office Hours: In-class Conference Meetings**

**Course Text:** *Writing Today Fourth Edition. Authors: Johnson-Sheehan & Pain. Pearson Publishing. ISBN 13: 9780134307244.*
**This e-text in Pearson REVEL is accompanied by Pearson Writer, a student writing support application.**

| Type | Buy/Rent | Provider | Price |
|------|----------|----------|-------|
| E-text in REVEL | Buy Text Access Card | JC Bookstore | 61.00 |
| E-text in REVEL w/ loose pages | Buy Text Access Card + Loose Pages | JC Bookstore | 89.25 |

**Necessary Materials:** Revel access code, **c**omposition notebook, pocket folder, access to internet and laptop/tablet/computer. ***Optional materials:*** *Academic planner and password booklet.*

**Official 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 class 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:** I will guide and access student learning throughout the writing process for informal and formal writings. I will encourage the integration of technology to enhance learning and facilitate growth. My focus will be on building students' experiences and knowledge as they are learning new skills. This course is designated to gradually motivate learners as they improve, master their skills, and document their writing performance. Constructive feedback will be presented to the entire class during lectures or individually, on an as-needed basis.

**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 a minimum of four 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 at least 100 pages per week. Reading material will be available on Revel.
- Learners need to plan to spend at least nine [10] hours a week on the course, including assigned readings, collaborative discussions, and individualized writing.
- Learners are encouraged to participate in at least one conference meeting with the instructor via Zoom Video Conferencing. Face-to-face meetings are by appointment only.

**General Education Outcome:** The course goals and objectives incorporate a specific General Education Outcomes (GEO) established by the JCC 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. Jackson College's GEOs guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs. The GEOs and course learning objectives addressed in this class include the following:

- GEO 1: Writing Clearly, Concisely, and Intelligibly (Developing)

| Outcomes | The Student |
|---|---|
| **Process** | ● Uses parts of the recursive process in writing, which may include pre-writing, drafting, revising, editing.<br><br>● Evaluates sources when used. |
| **Rhetorical Situation:** | ● Demonstrates appropriate purpose and audience for context. |

| | |
|---|---|
| **Purpose, Audience** | |
| **Organization and Development** | ● Demonstrates functional organizational structure appropriate to genre;<br><br>● Provides examples and details that support ideas and content; appropriate to genre. |
| **Meaning/<br><br>Understanding** | ● Researches and writes for further understanding and additional knowledge.<br><br>● 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.<br><br>● Demonstrates correct documentation of sources when appropriate. |
| **Conventional Grammar and Sentence Structures** | ● Correctly uses grammar and mechanics.<br><br>● Demonstrates clear meaning. |

**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><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><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><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> |

**Grading Procedure:** The methods used to evaluate student performance is by percentage. Listed below is the breakdown of each assignment:

Essays Total Percentage: 30%; all other totals: 70% = 100%

| |
|---|
| 1st paper – Research: 10% |
| 2nd paper – Memoir: 10% |
| 3rd paper – Profile: 10% |
| Quizzes/Tests: 15% |
| Portfolio/Reflection: 35% |
| Participation/Attendance/Activities: 20% |

## ENG 131 Grading System



■ Essays   ■ Participation   ■ Quizzes/Tests   ■ Portfolio/Reflection
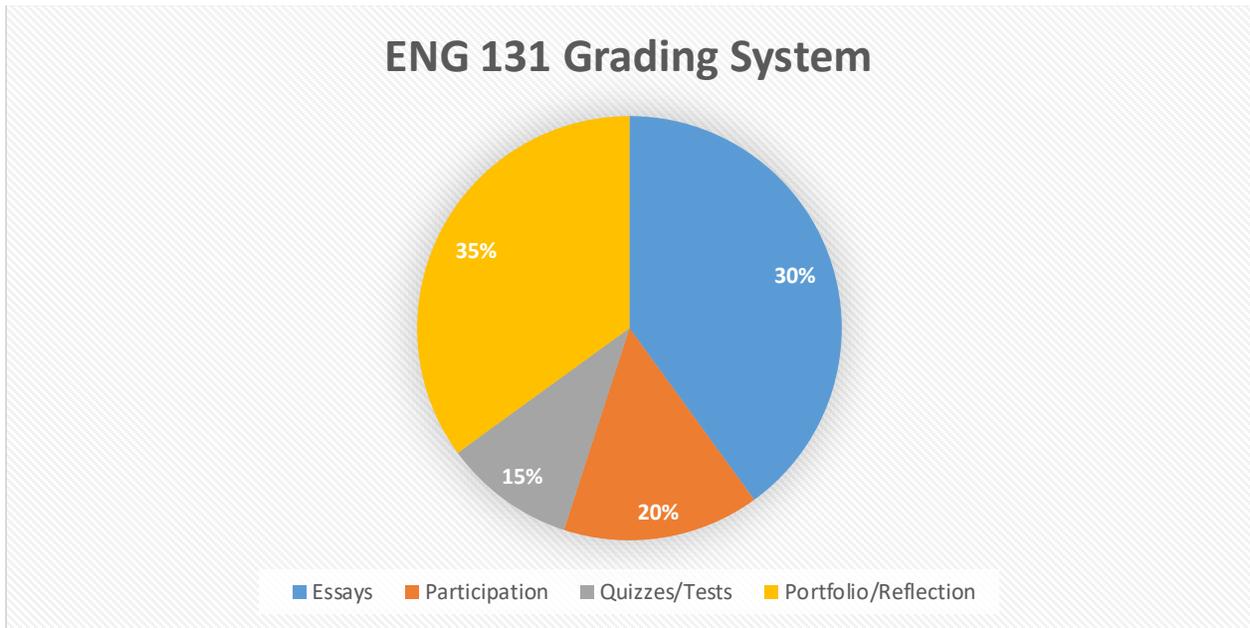
| | |
|---|---|
| **Essays:  Process, Activities in Writer's Group, and Revised Product (30%)** | **Portfolio and Reflective Letter (35%)** |
| **Participation, Attendance, In-class Activities (20%)** | **Quizzes/Tests: (15%)** |

**Grading Scale:**

4.0 = 92-100
3.5 = 86-91
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:** Students are expected to attend all class meetings. If absent, students are responsible for completing all assigned work by the due date. Contact instructor via email if you are planning to miss class. There is no make-up for in-class assignments. Frequent absences will affect your grade for participation. See additional policies below:

- **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:** Late paper assignments will receive a -10 points per day – not to exceed two days. Ex. If you scored 70%, you would receive 60%. There is no makeup for in-class activities or Revel assignments. Contact your instructor via email immediately if you have any special circumstances that would prohibit you from coming to class or completing your assignments by the due date.
- **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. The full policy can be accessed at http://www.jccmi.edu/policies/Academics/
- **Failure**: Students are encouraged to review JC's Academic Misconduct Policy on the JC website. 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.

**Course Organization:** This course is organized according to the learning objectives which is to implement technology, improve writing skills, encourage analytical thinking, and provide a positive learning environment. Students will read the assigned text and complete all assignments in Revel before class lecture begins the following week. The course assignments are listed weekly. Students are expected to read and review at least two classmates major writings and turn in a peer review response for each paper.

## Writing Help

Help with your writing is available through your instructor, the JC Writing Fellows, Smartthinking Online Tutor, and the Center for Student Success Writing Tutors.
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: Appointments will be available via Zoom Video conferencing (dates/times –TBA).
- 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/.
- **Accommodations**: If you have any special accommodations, please notify your instructor immediately.

**Caveat:** "This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change without notice. Any potential exceptions to stated policies and requirements will be addressed on an individual basis, and only for reasons that meet specific requirements. If you have any problems related to this class, please feel free to discuss them with me."

## Course Calendar

*Fall 2019*

*October 29th – December 17th, 2019*

*This Calendar is Subject to Revision*
*Any revisions will be posted in the News Forum as well as in the units involved.*

### General Terms and Guidelines

**Course Text:** *Writing Today* is an electronic course text delivered through Pearson REVEL. It contains a grammar and syntax handbook as well as information on using the Modern Language Association (MLA) style of academic writing required in this class.

**REVEL:** This term refers to the Pearson Publishing online text delivery site in which you will read *Writing Today,* engage with interactive learning objects, and take low stakes quizzes to ensure reading comprehension. To access your text, follow the directions posted in the course banner to create a Pearson Publishing account and login into the e-text with quizzes unique to this course.

**Assignments in Revel are due by 11:59 pm**. Pay attention to the deadline dates for each.

**JetNet Unit Books** contain assignments, instructor lectures, supplemental readings, process templates, and external links. Look for the book icon in each posted unit in this JetNet class.

**All group or individual discussions** will take place in class.

**Meta-cognitive Reflection:** The term 'meta-cognition' is a learning to learn tool that generally means 'thinking about thinking.' In this class, you will write and submit a meta-cognitive reflection at the end of every unit; it will focus on your learning in that unit. The goals of reflection are 1) to bolster your awareness of your strengths and weaknesses as a writer and a learner 2) support your ability to consciously change and/or develop your approaches to written communication, research, and critically thinking 3) grant you greater learner control over future learning situations.

**Writer's Group:** Each unit contains small (6-7 persons) group discussion forums called Writer's Groups. These forums are workshops in which you share your writing process and working drafts with your peers, give & receive feedback, and revise work. Peer responding guides are posted in each writer's group; you are expected to use the guides when offering feedback.

**PowerPoint lecture** links are posted in JetNet units. They provide extensions of course concepts.

# Course Schedule

**Unit 1: Introduction**

*Week 1*

*10/29 – 10/31*

*This unit lasts one week.*

*Week 1: 10/29*

Complete assigned readings posted on course calendar before start of next class and be prepared to discuss each chapter assigned. The dates listed on the calendar are suggested to help you maintain your study schedule. All writing assignments are due at beginning of class via JetNet

➢ Review Course Materials: Includes Writing Assignment, Grading Criteria
➢ Create Accounts for Google & Revel
➢ Handouts: Portfolio & Plagiarism

<u>**Essay Assignment**</u>: Introduce yourself stating where you are from, your major, educational goals/plans, and what you hope to learn in this class.

*Week 1: 10/31*

➢ Brainstorming ideas for Memoir
➢ Drafting an Outline of Memoir
➢ Review Handbook in Revel
**Memoir Draft Due:** 11/5 at beginning of class for peer reviews.

*Due 11/3 at 11:59 pm (Revel)*

➢ Read and complete quizzes in Writing Today in REVEL Chapters 6: Memoirs, 22: Narrative
➢ Review Part 8: Handbook pp. 639 -677 (No quiz)
➢ Read and complete quizzes in Writing Today in REVEL Chapter 17 (Organizing and Drafting) and selected sections of Chapter 24, "Using Peer Review."

**Unit 2 Memoir: The Literacy Narrative (1st Paper)**

**Week 2**
**11/5 – 11/7**
**This unit lasts one week.**

In this unit, you will engage the phases of the writing process, choosing a style, elements associated with writing memoirs, researching, outlining, and revising. Discussions should be engaged throughout the week in class and on Revel.

<u>Essay Assignment</u>: Write your own literacy narrative as a memoir – choose a significant incident or set of related incidents in your life that involved coming to terms with literacy. Include a central theme, dramatic plot structure, active sentences, vivid images, and an engaging title page.

**Week 2: 11/5**
- Turn in completed draft of your Memoir for peer review via JetNet (at beginning of class).
- **Peer Reviews**: follow guidelines on handout for initial and comprehensive responses
- **Lecture**: Revising and Editing

**Week 2: 11/7**
- Work on revisions
- **Conference meeting** – In-class (ask questions concerning assignment)
- Profile Essay: Assignment Sheets - Interview questions – MLA Citations

**Final Memoir Due: 11/11 by 11:59 pm**
*A revised and polished copy of your Memoir is due by 11/11 via JetNet. Papers that have not been peer reviewed, revised, or less than three pages long will receive a zero grade. Submit all essays via Word document. No PDF files or Google Docs accepted.*

**Due 11/10 at 11:59 pm (Revel)**

➢ Read and complete quizzes in Writing Today for Chapters 7: Profiles & 15: Research Papers
➢ Reference the MLA Guide to Citation & Documentation on Purdue OWL or in Chapter 28, page 446 of your text (or in Revel). Complete quiz for Chapter 28.

*Unit 3: The Profile (2nd Paper)*
*Week 3 & 4*
*11/12 – 11/21*
*This unit lasts two weeks.*

In this unit, you will engage and share identified phases of the writing process, study and apply the composition elements associated with writing profiles, conducting empirical research.

**Essay Assignment**: Write an essay profiling an intriguing person, place, or event in your community. Observe your subject closely. Your goal is to present a vivid portrait that informs and engages your readers.

*Week 3: 11/12*

- Lecture: Chapter readings
- View PowerPoint Profiling People, Places, or Events
- Create Profile Outline

*Week 3: 11/14*

- Create Profile Annotated Bibliography (at least 3 sources)
- Work on Thesis Statement and Profile draft

*Week 4: 11/19*

- Profile draft due for peer review at beginning of class
- Peer Reviews: follow posted guidelines in Revel for initial and comprehensive responses
- Report Ideas: choose a topic
- **Conference meeting** – In-class (ask questions concerning assignment)

*Week 4: 11/21*

- Research Report: Review Assignment Sheet and Sample Report
- Research Report: MLA formatting and Outline
- Create Report Annotated Bibliography (at least 3 sources)
- Work on Thesis Statement and Report draft

**Report draft due:** 12/3 at beginning of class

*Final Profile Due: 11/25 by 11:59 pm (JetNet)*

*A revised and polished copy of your Profile is due by 11/25 via JetNet. Papers that have not been peer reviewed, revised, or less than three pages long will receive a zero grade. Submit all essays via Word document.* No PDF files or Google Docs accepted.
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*Due in Revel 11/24 at 11:59 pm*

➢ Read Chapter 21: Developing Paragraphs and Sections & Chapt. 14: Formal Reports
➢ Read and complete quizzes for Chapter 25 - 27: Starting Your Research, Finding Sources…, Citing, Quoting, Paraphrasing…

## Unit 4: The Report
### Week 5 & 6
### 12/3 -12/12
### *This unit lasts two weeks.*

In this unit, learners engage the phases of the writing process, practice a new style, and apply elements associated with writing reports, researching, outlining, and revising.

**Essay Assignment:** Write a Research Report on a topic relevant to your current life and interests. This is not an argument, so if you elect a topic that is controversial, you will need to report on both sides, striving for objectivity.

### Week 5: 12/3

- Report draft due for peer review at beginning of class
- Peer Reviews: follow posted guidelines in JetNet for initial and comprehensive responses
- **Conferencing** – In-class (ask questions concerning assignment)

### Week 5: 12/5

- Create Report Annotated Bibliography (at least 3 sources)
- Work on Thesis Statement and Report draft

**Final Report due:** 12/9

### Week 6: 12/10

- Reflection Essay
- Revise completed works: Memoir, Profile, Report
- Handout: Portfolio Guidelines

### Week 6: 12/12

- Reflection Essay - Portfolio
- Revisions

**Note:** You will not have a lot of time to revise your papers for your portfolio once I return the last paper to you, so do not wait until the last minute to revise them. I encourage you to visit the Writing lab or Smartthinking.com for help on revisions of all completed work.

### *Final Report Due: 12/9*

*A revised and polished copy of your Report is due by 12/9 via JetNet. Papers that have not been peer reviewed, revised, or less than three pages long will receive a zero grade. Submit all essays via Word document only!* No PDF files or Google Docs accepted.

### Due 12/8 at 11:59 pm (REVEL)

➢ Read Chapter 5: Reflecting Critically, Starting Your Portfolio

*Unit 5: Portfolio*

*Week 7*

*12/17*

<mark>Closing dates are final.</mark>

In this unit, learners check and polish their literacy narrative, profile, and report in order to create a single portfolio document consisting of at least ten full pages of writing, not including title pages and works cited pages/annotated bibliography. The portfolio documents the writer's ability to work in a variety of genres and contains at least one paper that incorporates research. The portfolio document must be formatted in MLA style and will consist of all or a selection of the essays written this semester for this class.

Arrange the portfolio document as follows:

1. *Cover Page:* Refer to handout given to you by Instructor.

2. *Reflective Essay:* In which the writer summarizes the portfolio contents, identifies his/her growth achieved as a writer, identifies opportunities for further growth as a writer, and evaluates his/her performance in the course 2-page minimum.

3. *Memoir*: Title Page, Literacy Narrative Essay. 3 full page minimum.

4. *Profile:* Title Page, Profile Essay, and Works Cited. 3 full page minimum.

6. *Report*: Title page, Report Essay, Annotated Bibliography. 4 full page minimum.

<mark>*Portfolio Due: 12/17 at end of class*</mark>

**Due 12/17**: The portfolio consists of at least 10 pages of polished writing completed in this class and a Reflective Essay. Turn in your revised report with annotated bibliography and meta-cognitive reflection using Word document via JetNet by the end of class.

**12/17 ~last day of class~**

Portfolios due.

**End of Course Surveys.** Complete *JetNet* End of Course and College Survey sent in your email.

**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. Portfolios must contain essays completed in ENG 131 that have undergone revision and demonstrated engagement of the writing and research processes.

**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 *in this class during the current semester* that best demonstrate competency in skills and strategies defined by the course.

- A meta-cognitive reflection of at least 500 words (two pages double spaced or one page single-spaced) must accompany 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 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.

- Your instructor will evaluate your portfolio holistically and offer comments on the strengths and weaknesses of your work.

**Portfolio Requirements:**

- A cover sheet for the portfolio listing course and section number, instructor's name, and other identifying information as your instructor directs.

- Title pages for each essay. Although MLA does not require a title page, you must include a title page for each essay in the portfolio. This allows your instructor to evaluate your ability to use audience, purpose to guide your writing. It also allows for an assessment of how well you understand the role of the title in relation to audience and purpose. The title page must include:
    - Essay Title

- o   Purpose Statement
- o   Identified Audience Statement
- Conformity to MLA style:
  - o   Essays are double-spaced
  - o   12-point font
  - o    One-inch margins.
  - o   Writer's name in the upper right-hand corner of each page.
  - o   When source materials are used, MLA 2018 Guidelines for documentation and citation are required.
  - o   English 131 essays must contain 10 full pages of writing, not including cover page, title pages, and works cited page
    - ▪   English 131 essays must be minimum of 3 pages in length.
  - o   English 132 portfolios must contain 12 full pages of writing, not including cover page, title pages, and works cited pages.
    - ▪   English 132 essays must be a minimum of 3 pages in length.
  - o   Portfolios are to be submitted in a digital version to the course's JetNet Portfolio assignment file.
    - ▪   PEI portfolios must be polished and converted to digital files. If possible, the PEI portfolios must be typed.

**Meta-Cognitive Reflection Guidelines**

As mentioned above, the portfolio must be accompanied by a meta-cognitive reflection. 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.

**Address the following ideas when composing the meta-cognitive reflection:**

- The subjects of your papers.
- The angles and genres of the papers.
- The relationship of audience and purpose to your writing. How do 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; recount lessons learned in the writers group. Give credit to specific people who supported your learning.

- Discuss revision and offer evidence of revisions made on specific essays.

- Identify points of pride that you have in your writing and/or essay segments that demonstrate your growth as a writer.

- Discuss what you have accomplished as a group member, a writer, and a college student in this class. Again, point to specific exchanges, revisions, and areas of growth in support of your accomplishments.

- Address 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<br><br>Portfolio less than 8 full pages: -1.0<br><br>Portfolio containing 9 full pages: -0.5<br><br>Portfolio lacking essay variety: -0.5 | | | | | |
| Grounds for Failure<br><br>        Plagiarism | | | | | |
| Portfolio Grade | | | | | |
| Portfolio Comments | | | | | |