



**Writing Experience 1: English 131.H79(HYBRID)**

**Days/Times:** SAT (8:00a – 11:37a)

**Location:** Adrian Campus, LISD TECH – RM. 105

**Semester:** Fall 2019

**Instructor:** Marie Anderson

**Office:** N/A

**Phone:** English Department 517-796 - 8582

**Email:** andersomariaea@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, composition 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 assess 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
<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:</b>	<ul style="list-style-type: none"> <li>• Demonstrates appropriate purpose and audience for context.</li> </ul>

<b>Purpose, Audience</b>	Demonstrates ability to identify audience and the purpose for conducting research.
<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>

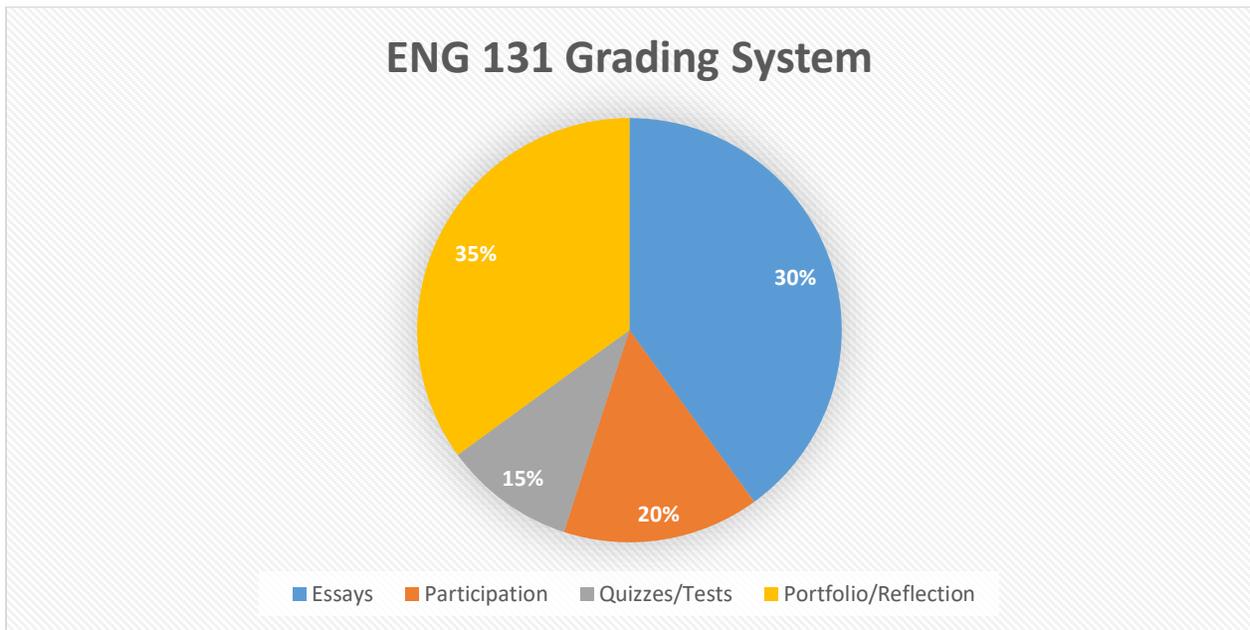
**Performance Objectives:** Correlating with and extend GEO 1 these outcomes refer to the actions, feelings, and thoughts learners are expected to develop as a result of the instructional process in English 131:

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>

**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%

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



<b>Essays: Process, Activities in Writer’s Group, and Revised Product (30%)</b>	<b>Portfolio and Reflective Letter (35%)</b>
<b>Participation, Attendance, In-class Activities (20%)</b>	<b>Quizzes/Tests: (15%)</b>

**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. There is no make-up for in-class assignments. **If you are absent 2 days or more, you will automatically be dropped from this course.**

- **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:** We will have in-class conference meetings. No outside conferences!
  - **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*

*November 2<sup>nd</sup> – December 14<sup>th</sup>, 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.

## 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

- Purpose Statement
- Identified Audience Statement
- Conformity to MLA style:
  - Essays are double-spaced
  - 12-point font
  - One-inch margins.
  - Writer's name in the upper right-hand corner of each page.
  - When source materials are used, MLA 2018 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
    - English 131 essays must be minimum of 3 pages in length.
  - 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.
  - 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.					
<b>Deductions</b>  <b>Portfolio less than 8 full pages:</b> <b>-1.0</b>  <b>Portfolio containing 9 full pages:</b> <b>-0.5</b>  <b>Portfolio lacking essay variety:</b> <b>-0.5</b>					
<b>Grounds for Failure</b>  <b>Plagiarism</b>					
Portfolio Grade					
Portfolio Comments					

## Course Schedule

*Note: course syllabus is subject to change without notice*

### WEEK 1: 11/2

#### Memoir: 1st Paper

**Essay Assignment:** Write about one experience (significant incident) that taught you an important lesson.

- Refer to "Personal Narrative Essay: A Significant Experience" handout.
- Purpose and Audience Statement
- MLA format w/title page (**Note:** MLA does not use a title page; however, it is a JC requirement).

#### Revel Assignments:

Complete all readings and quizzes in Revel by the deadline date. Late quizzes will not be accepted.

**Final Memoir Due: 11/9 by 8:30 am via JetNet. Word document only!**

### WEEK 2: 11/9

#### Research Report: 2nd Paper

**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.

- Review assignment sheet
- Choose topic
- Conduct research

#### Revel Assignments:

Complete all readings and quizzes in Revel by the deadline date. Late quizzes will not be accepted.

### WEEK 3: 11/16

#### Research Report Continues...

- Turn in draft at beginning of class for peer reviews then submit via JetNet by the end of class.
- MLA Formatting - Citations, Annotated Bibliography

#### Revel Assignments:

Complete all readings and quizzes in Revel by the deadline date. Late quizzes will not be accepted.

**Final Research Report Due: 11/23 by 8:30 am via JetNet. Word document only!**

**WEEK 4: 11/23**

**Reviews:** Movies/Celebrity (3rd paper)

**Essay Assignment:** You will have an opportunity to either write a movie review of your choice, or a celebrity review of your choice. Follow the guidelines provided.

- Select a Movie or Celebrity to review
- Research topic - find at least one quote or Website to use in essay
- Create draft
- Peer Reviews - Last 40 minutes of class

**Revel Assignments:**

Complete all readings and quizzes in Revel by the deadline date. Late quizzes will not be accepted.

**Final Review Due: 11/30 by 8:30 am via JetNet. Word document only!**

**Week 5: 11/30**

**Holiday Break: 11/27 – 12/1**

No classes today!

Work on the following:

- Review Final
- Revisions: Memoir and Research Report Essays
- Revel Assignments

**Review Final Essay due:** 11/30 via JetNet no later than 8:30 am.

Have a happy Holiday!

**WEEK 6: 12/7**

**Portfolio with Reflection Assignment**

- Work on reflective essay
- Work on final revisions: Memoir, Research, Reviews
- Work on Annotated Bibliography

**Revel Assignments:**

Complete all readings and quizzes in Revel by the deadline date. Late quizzes will not be accepted.

**Portfolio Due: 12/14 by the end of class (12:00 pm) via JetNet. Word document only! Late portfolios will receive a 0.0 grade.**

**WEEK 7: 12/14**

**Portfolio Due: 12/14 via JetNet by 12:00 pm.**

**Due 12/14:** *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 an annotated bibliography and meta-cognitive reflection essay.*

**Submit one complete Word document via JetNet by the end of class (12:00 pm).**

**Note:** Do not submit multiple files - your portfolio should contain all essays in one single file. Multiple files will not be accepted and will receive a zero grade. I will not accept late portfolios unless you submit documentation explaining why you need additional time.

**\*Surveys will be sent to you via email. Please complete them at your earliest convenience. If 85% of the class responds, I will give extra credit points for participation.**