Writing Experience II

English 132.I50

Winter 2020

Course Description:

This is an intensive writing course. Analytical and persuasive modes are stressed. Advanced research writing strategies are used. Database and primary research methods are emphasized. An end-of-the semester portfolio is required.

Prerequisite(s):

Pre-Requisite of ENG 131.

Textbook:

Required
- *Writing: Ten Core Concepts;* Edition: 2nd; Author Yagelsk; Publisher Cengage Learning ISBN9781305956766.
- *Cengage Guide to Research* Edition: 3rd; Author Miller-Cochran Publisher Wadsworth; ISBN: 9781305646391
- *Well Crafted Argument;* Edition: 6th; Author White Publisher: Cengage Learning ISBN: 9781305634121

Recommended
- *They Say, I Say: The Moves That Matter in Academic Writing.* Third Edition. Authors: Graff and Birkenstein. Publisher: W.W. Norton & Co.

Text Book Zero Notice: The required textbooks for this course are available in a digital format and may also be purchased in the bookstore. See the class handout regarding Cengage Unlimited if you choose to take advantage of that option.

Required Materials: Course Texts listed above. Regular access to a computer with Internet service Have a back-up plan in place! Know where you can access a computer to complete your work. Locally, JC offers computer labs on campus. For those of you living beyond the Jackson area, check the computer lab hours of your local library or nearby college campus to ensure backup access.

Course Goals: As a continuation of the writing instruction and practice begun in ENG 131, English 132 emphasizes critical thinking, academic research, and forms of writing useful to academic, professional, and personal life. Required units of study include argumentation and analysis. Learners should expect to achieve proficiency with Modern Language Association (MLA) style and conventions. The course requires participation in discussions, course activities, and guided peer review. Standard English grammar and structures are requisite skills in this course.

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:

General Education Outcome 1 (GEO1)
In collaboration with JC's General Education Committee, the composition faculty adopted writing "clearly, concisely, and intelligibly" as defined in GEO 1. With this core competency, students will "demonstrate core competency in academic, professional, and personal writing through the knowledge and use of write to learn practices, rhetorical strategies, research methodologies and genre conventions." These competencies are further articulated in the chart below:

GEO 1 Writing Clearly, Concisely and Intelligibly	
Outcomes	**The Student**
Process	● Uses parts of the recursive process in writing, which may include pre-writing, drafting, revising, editing. ● Evaluates sources when used.
Rhetorical Situation: Purpose, 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 and extending GEO 1, these outcomes refer to the actions, feelings and thoughts learners are expected to develop as a result of the instructional process in ENG 132:

Critical Thinking, Reading, and Writing Processes	Rhetorical Knowledge and Conventions	Electronic Environment
• Demonstrate and employ proficiency in active reading strategies • Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications born of reasoning • Conduct primary and secondary research ☐ Evaluate source reliability • Recognize academic writing as a social, political, and/or informative act between writer and reader • Synthesize ideas and integrate sources	• 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	• Use technology to deliver information in multi-modal forms • Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources • Demonstrate how to engage in the electronic research and composition process

Dr. Stowell's Course Learning Objectives:

Students will successfully –

1. Demonstrate confidence with standard academic modes of essay construction.
2. Produce at least four finished essays, including one longer researched essay and one shorter reflection paper.
3. Summarize, paraphrase, and quote primary and secondary sources.
4. Display critical thinking skills in analyzing and evaluating written texts.
5. Synthesize multiple sources, integrate source material effectively for a clear purpose, and document properly, using MLA format.

6. Develop a voice sensitive to and respectful of a designated audience of informed, professional readers.
7. Manage the process of collaborative reviewing and revising.

Instructor Role: I will be designer, instructor, facilitator, and evaluator for the course. I will provide lectures, lead discussions, create assignments, guide you in your writing, and evaluate your work.

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 four essays, including a reflection paper. 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 20 or more pages of reading per week, including pages from the course texts, instructor handouts, and/or online lectures.
- Learners need to plan to spend around eighteen [18] hours a week on the course, including assigned readings, collaborative discussions, and individualized writing.
- Conferences will occur at varied dates through the semester. Conference attendance is required unless otherwise noted. Missed conferences will result in a loss of attendance/participation and in-class assignment points.

Grading Procedure: Evaluation and Point Distribution

Miscellaneous Exercises: 325 points
        Practice Exercises/Forums
        Prewriting
        Draft #1
        Peer Editing
        Quizzes

Research Assignments   140 points
        Bibliography   25 points
        Annotated Bibliography 50 points
        Notes   50 points
        Outline   15 points

Draft #2 -- Papers: 175 points
        Summary Response   50 points
        Evaluation Paper   50 points
        Research Paper   75 points

Portfolio: 325 points
Total: 965

Grading Scale:

GPA	GRADE RANGE
4.0	94-100%
3.5	89-93%
3.0	84-88%
2.5	78-83%
2.0	72-77%
1.5	66-71%
1.0	60-65%
0.5	55-59%

| 0.0 | 0-54% |

Help:

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

- a copy of the assignment
- your draft or work thus far
- knowledge of specific areas with which you need help

Instructor Support: I am available online and by limited appointment for a face-to-face meeting (at the Lenawee Center ONLY). I check my email daily (except on Sundays) and will respond within 24 hours if possible (48 on weekends).

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. 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 https://www.jccmi.edu/center-for-student-success/.

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/?s=accommodations+for+students+with+disabilities

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.

Intermediate Grading:

To comply with college policy and federal regulations, instructors are required contact the college administration to report a lack of involvement at varied points during the semester.

If you have been absent for the equivalent of two weeks (seen in a lack of participation during online weeks) without medical or legal documentation stating you needed to be, you cannot pass the course. You will need to withdraw from the course. Failure to withdraw after the above noted absence will result in a final grade of 0.0.

IMPORTANT NOTE: Students own the responsibility of the effect of being dropped. Being dropped from the class may affect financial aid or housing status. If you are dropped, the drop status will NOT be changed because of its impact on a student's financial aid, housing status, etc.

IMPORTANT NOTE FOR HIGH SCHOOL STUDENTS DUAL-ENROLLED IN THIS CLASS: You cannot be dropped by the instructor. However, once you have the equivalent of four undocumented (non-medical) absences (i.e. about a week and a half of absence from the course), you will need to withdraw from the class because you cannot continue. Failure to withdraw results in an automatic 0.0 failing grade.

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

Plagiarism of any sort will result in a failure of the paper itself and potentially of the course. See the college academic honesty policy in the college handbook. JC's academic honesty policy, in essence, requires that all work must be done by the student whose name it bears. Cases of intentional plagiarism are reported to the Office of the Academic Dean.

Withdrawal: 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: Assignments are due on the date noted on the class calendar. Late work will only be accepted if a student has a documented emergency and has contacted the instructor for approval prior to the due date.

Failure: 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.

Dr. Stowell's Failure Policy: Students will fail the course if plagiarism is detected. Lack of attendance, lack of interaction, lack of effort, or lack of participation in writing assignments can all lead to failing grades.

Computer Issues: Cyberspace and computers are often problematic. However, you are responsible for all of your work. To avoid losing work, you can do the following:

- Create your documents offline in Word, then upload (or cut/paste into email or discussion boards). Do not spend long sessions creating your work in email documents or in the discussion board; you may be timed out and lose your work.

- Save documents regularly when working – label each new draft to show your progress.

- BACK UP IN A SECOND LOCATION – email the final draft to yourself, save things on a flash drive as well as your computer, use an online backup, etc.

- Give documents that you submit for grading a clear name – preferably use your last name and the assignment title (i.e. Stanford, Assignment 1-1 or Stanford, Informative Paper Draft).

- Be sure you are uploading and/or sending your emails to the correct person (whether that is me or a classmate). ☐ NEVER delete work before a class is finished.

- Contact me, Distance Learning and the Solution Center if you have a problem. Do not wait to hear back from me before you contact the Solution Center.

Dr. Stowell's Additional Information:

1. All formal assignments (essays) must be neatly typed, double-spaced, and include one inch margins on all sides. Use ten or twelve-point type style font (Times New Roman is preferred). The final draft, along with any/all prewriting and rough drafts MUST be submitted in .doc, .docx, or .rtf format. Do NOT submit in .pages or via Google Docs. You will get a failing grade if you submit in a format other than these three.

2. Points will be deducted for papers that do not meet the length requirement. The shorter papers only need to be 3 – 4 pages, so the length is not unreasonable. One half page shortages will be a half a letter grade deduction; one page shortages will be a full grade deduction.

3. Works Cited pages are a necessity. Make sure you include them and have done them correctly! The absence of a Works Cited page will lower the paper grade by one letter. This set of points **cannot** be returned.

4. We will be doing a number of substantial prewriting exercises and at least one rough draft that is substantially different from or shows significant revisions toward the final draft for each paper. These count for points, so don't skip doing them!

5. Late work will not be accepted without proper notification of a real documented emergency. Computer problems do not count as documented emergencies. Prior permission must be granted by instructor for late work to be accepted and a 10 point penalty will be assessed for each day the assignment is late.

6. All Research Assignments must be completed on time before you turn in a rough draft of the researched paper or the final draft will not be graded.

7. I will create a General Questions forum for general questions about the class. You can post questions, answer your classmates' questions, and get feedback from me on your questions in this forum. I will attempt to look at this each day, but I may need 48 hours to post a response. You can also email me if you have questions/concerns and want to remain confidential (stowelltheresal@jccmi.edu).

8. If you do not submit BOTH the first and second draft of each major paper (outside of the Reflection Paper), you CANNOT put that paper in the Portfolio.

Calendar and Caveat:

Policies and schedules on this syllabus and the class calendar are subject to change. You will be responsible for the material on the syllabus, as well as for material covered in class, including additions or changes to the syllabus or the class calendar. Readings will be assigned on a daily/weekly basis. You will find these in the class announcements for the weeks you work online. I will announce readings in class as well.

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Week	Topics
Week 1	Introduction to Class Prewriting and Writing Process MLA Format
Week 2	Using Outside Sources -- Summaries, Paraphrases, Quotes Paper #1: Textual Analysis Introduction to Research Paper: Classical Argument Research Assignment #1: Bibliography
Week 3	Paper #1: Textual Analysis Research Assignments #2 and #3: Research Annotated Bibliographies and Notes
Week 4	Paper #2: Evaluation Research Assignments #2 and #3: Research Annotated Bibliographies and Notes
Week 5	Paper #2: Evaluation Research Assignment #4: Outlines
Week 6	Paper #3: Research Paper Research Assignment #5: Draft Reflection Papers
Week 7	Portfolios