



ENG 131.I51: The Writing Experience I (Online)

Instructor: Sarah Panuska

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Office Hours: M 9:30-10:30AM,

*****PLEASE BE ADVISED***** This is a writing intensive course that will teach you how to write in three different genres in 7 weeks. That means that you are going to be responsible for managing your time, completing activities, learning the different genres, drafting, and revising. I will, of course, be available during office hours/by appointment and via email, but you need to be on your game because falling behind in this course is a recipe for disaster. Due to its compressed nature, you can expect to spend on-average 2 hours a day on this course. Some days will be less, but that is what you can expect for an average.

It is also important that if you are struggling that let me know immediately so that we can set up a meeting. I will be available via email to read over portions of the assignments where you are struggling, etc. So take note of my email, and use it J

Textbook

The English 131 Course Text is *Writing Today* Fourth Edition, in Pearson REVEL, Access Card. Authors: Johnson-Sheehan & Pain. Pearson Publishing. ISBN-13: 978-0134188256; ISBN-10: 013418825X

Students may purchase the text through the [JCC bookstore](#) or online. There are various options for purchasing the texts through the bookstore. Some of these are are:

Option 1: JC Bookstore: \$87.50, comes with a print version of the online text

Option 2: Amazon: \$54.67.

Option 3: Pearson Direct Purchase: \$74.67

_Please make sure that you get the **4th edition**. The **4th edition** is important. But go with whatever is cheapest!Bottom of Form

Necessary Materials: Given that this class is 100% percent online, you will need access to a computer/word processing software and reliable internet access. All assignments will be uploaded to JetNET.

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:** 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. **Additional units from the course text, particularly analysis and with the exception of argumentation, may be included here by the instructor.** The course requires participation in 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/Unit Structure: We are lucky in this class to have a really good textbook that is easy to read and does a good job of explaining the steps you should take to complete each writing genre.

This is the typical cycle this class will follow through our three writing units. This class meets twice a week for about an hour and a half and I will introduce the assignment, lecture on important skills that are important for each genre we write in, we will also complete group activities, and I will answer questions or concerns that you have about our assignments.

Here is a recommended schedule for a major writing assignment.

Your first step is always to read all of the reading assignments (taking notes will be helpful here to). If you do not take notes, you need to read the material multiple times.

Look at the assignment document/rubric that I've posted

Begin the book activity (this is a short assignment to get you going and is usually located at the end of a chapter)

Look over the powerpoint lectures and take notes to make sure you understand how to incorporate the things I cover in your assignment.

Begin the discovery activity. This will serve as a go-between from the textbook, the assignment, and get you working toward an outline of your assignment. You will have needed to read the textbook readings in order to be successful on these assignments.

Once your discovery activity is complete, you should begin drafting your assignment, working off your outline in the discovery activity.

You will turn in your complete first draft to me. I will give you formative feedback on everything you write in order to give you the best shot at success possible. That said, you should expect that you might have to rewrite sections of what you have written as part of your revision process.

For all of our 2nd and 3rd units (your profiles and your analytical reports) you will be getting feedback from your peers on your writing and you will be providing feedback to them on their writing. This is not an optional process and you will be graded on the effort and quality of your recommendations.

You will have time in each unit to revise your writing. Students I've taught usually think about revision as fixing your typos, but revision actually refining your ideas, restructuring and rewriting or writing new material. This is a longer process that you've probably had in other course and I expect—no matter your writing skill—that you revise some aspect of your writing.

After you have revised, it's time to edit. That means you are going-line by line of your essay to ensure that your language and grammar are on point and that your writing is polished.

After instructor/peer feedback, revision time, and editing, its time to turn in the assignment to JetNET.

Learner/Student 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 whose final drafts 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 up to 40-50 pages of reading a week.

Learners need to plan to spend at least nine [9] hours a week on the course, including assigned readings, collaborative discussions, and individualized writing.

General Education Outcomes (GEOs) and Essential Competencies (EC)

All JCC graduates should develop or enhance certain essential skills while enrolled in the College.

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.
Rhetorical Situation:	Evaluates sources when used. <ul style="list-style-type: none"> ● Demonstrates appropriate purpose and audience for context.
Purpose, Audience Organization and Development	<ul style="list-style-type: none"> ● Demonstrates functional organizational structure appropriate to genre;
Meaning/	<ul style="list-style-type: none"> ● Provides examples and details that support ideas and content; appropriate to genre. ● Researches and writes for further understanding and additional knowledge.
Understanding	<ul style="list-style-type: none"> ● Employs write to learn methods through reflective writing and research for further understanding and additional knowledge.
Use of Sources and Documentation	<ul style="list-style-type: none"> ● Demonstrates ability to find and evaluate credible sources.
Conventional Grammar and Sentence Structures	<ul style="list-style-type: none"> ● Demonstrates correct documentation of sources when appropriate. ● Correctly uses grammar and mechanics.

- 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
Practice active reading strategies	Use genre specific strategies, voice, tone, and perspective to achieve rhetorical goals	Use Microsoft Word to compose, revise, and save documents
Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications born of reasoning	Recognize conventions of writing distinctive to specific disciplines	Locate research material collected from electronic sources, including library databases and other electronic networks and internet sources
Offer formative feedback on others writing in peer review sessions	Employ Modern Language Association (MLA) style in academic writing	Use college learning management system
Use genres to navigate complex rhetorical challenges	Writing in Plain Style	
Distinguish one's own ideas from those of others	•	
Practice metacognitive reflection		

Other Course and College Policies

Save all course work until you have received the end of the semester grade for this class. You are responsible for organizing and saving all class work. Electronic copies of your work are your responsibility; if they are lost, you will have to reproduce them for class credit.

In accordance with JCC's policy, a grade of incomplete is only issued to student 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.

Academic Honesty Policy: JCC has an academic honesty policy which will be adhered to in this class. In essence, the policy required that all work must be done by the student whose name it bears. Plagiarism, which is the submission of another's writing either directly copied or paraphrased, can result in a failing grade and can be grounds for removal from class. Plagiarism is considered cheating and clear cases of plagiarism will be reported to the Office of the Academic Dean. All work must be your own original scholarship. You may not hand in previously written essays nor may you submit any work not authored by yourself. Plagiarized work will receive a 0.0

- **Note: It is always your responsibility to talk directly with your instructor about matters relating to attendance and work**
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Email Etiquette: I realize that email is a really "old school" and outdated form of communication. Alas, it is the ONLY way that I have to get in touch with you. Please check your email daily. If you need to get ahold of me through email, please include some form of salutation ("Hi" and "Sarah," are both good choices), and include your full name at the end of the email. **Also, in the "subject heading" please put your full name and ENG 131.** This will ensure that your email receives my timely attention. Finally, this is a professional communication between instructor and student. Make sure you address your concerns or questions in a professional manner.

I, generally, do not open my Jackson Email after 8PM on weekdays and I check it once on Saturdays and Sunday mornings. Keep this in mind and plan accordingly.

Assignments and Grading

You will be responsible for completing the assessment portions of this course in their entirety.

Unit Activities: These include the end of chapter activities and our Discovery Activities

Rough Drafts: You are required to write complete drafts of every assignment. I need to see your effort in this draft. Incomplete drafts will receive a 3.0 max. Your goal is to give yourself a solid basis for revision in these drafts, and you cannot do that if you have not written your draft in accordance with the assignment instructions/directions, etc. The more effort you put into these rough drafts, the better your grade will be.

Peer Review Participation: You are required to participate in all of the class's peer review opportunities this semester. Your grade will be based on your review note that you leave each group member, but will also be influenced by how useful/helpful they found your efforts.

Final Drafts: Your final drafts will be graded in accordance with each assignment rubric. Revision is required. You will highlight the revisions you have made to the final draft from the rough draft.

Unit Reflection Letters: Due with each rough draft will be a single-spaced reflection letter where you discuss how your process for completing the assignment went, what your strengths were, what your weaknesses were, and how you fulfilled the expectations of the genre.

Final Portfolio (explained below): ENG 131 requires that you submit all of your work in a portfolio form to be evaluated in addition to a reflection letter to me describing how this course has impacted your understanding of and attitudes about the writing process and your approach to your college education. You should follow the instructions for submission and make sure that you have allotted time for further polishing/editing your graded assignments before you submit it.

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.

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 *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 2 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

Grading Breakdown

Unit Activities: 10%

Rough Drafts: 20%

Peer Review Participation: 10%

Revision Plans: 5%

Final Drafts: 20%

Unit Reflection Letters: 5%

Final Portfolios 30%

Grading Scale

100-93

3.5 92-85

3.0 84-80

2.5 79-75

2.0 74-70

1.5 69-65

1.0 64-60

Schedule for Winter 2019 (Subject to Change)

Week 1 (1/13—1/22)

Monday 1/13

Lecture: Introduce Syllabus, What is Memoir?, Introduce Memoir Assignment,

Read: Course Syllabus (!!!!), Textbook readings: p. 1-7, 9-17, 19-27, 61-77, 326-331, 371-372

Wednesday 1/15

Lecture: Parts of a Memoir, Description Tips and Strategies

Discovery Activity Due to JetNet at 11:59 PM

Sunday 1/19

Memoir Rough Draft Due to JetNet at 11:59 PM

Week 2 (1/20—1/24)

Monday 1/20

Lecture: Introduce Profile Assignment, MLA citations, Interview Tips

Wednesday 1/22

Lecture: Interview Activity, Review Revision Plan Assignment

Discovery Activity Due to JetNet at 11:59 PM

Thursday 1/23—Memoir Revision Plan Due

Sunday 1/26— Memoir Final Draft Due with Reflection Letter

Week 3 (1/27—1/31)

Monday 1/27

Lecture: Lesson on Profile Conclusions,

Tuesday 1/28: **Submit your Profile Rough Drafts to JetNet at 11:59 PM**

Bring two printed copies of your draft to class on Wednesday

Wednesday 1/29

Lecture: PEER REVIEW

Sunday 2/2: Profile Revision Plan Due

Week 4 (2/3—2/7)

Monday 2/3

Lecture: Introduce Formal Report Activity, Research Tips and Tricks

Wednesday 2/5

Lecture: How to Incorporate Your Sources in your writing

Discovery Activity Due to JetNet at 11:59 PM

Friday 2/7 Profile Final Draft Due with Reflection Letter

Week 5 (2/10—2/14)

Monday 2/10

Lecture: What is the Methodology of Your Report? Formal Language

Portfolio Refresher

Tuesday 2/11

Submit your Formal Report Rough Drafts to JetNet at 11:59 PM

Bring two printed copies of your draft to class on Wednesday

Wednesday 2/12

Lecture: PEER REVIEW

Friday 2/14

Formal Report Revision Plan Due by 11:59 PM to JetNET

Week 6 (2/17—2/21)

Monday 2/17

Lecture: Introduce Group Rhetorical Analysis Assignment

Formal Report Final Draft Due with Reflection to JetNet at 11:59 PM

Wednesday:

Lecture: In-Class Workday on Rhetorical Analysis Assignment

Sunday 2/23 ENG 131 FINAL PORTFOLIO DUE to JetNet at 11:59 PM

Week 7 (2/24—2/28)

Monday 2/24

Class Presentations

Wednesday 2/26

Class Presentations