

Writing Experience I

ENG 131.POI1

Fall 2020

Number of Credits: 3

Location/Venue: Distance Learning

Days Class Meets: Distance Learning

Instructor: Mrs. Nina Knight

Meeting Times: Distance Learning

Contact Email: knightninam@jccmi.edu

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. Prerequisites: ENG 085 and ENG 090* *You may meet this prerequisite based on your course placement, ACT score or successful college coursework.

Prerequisite(s)

ENG 086 and 091

Course Goals

General Education Outcomes: The Board of Trustees has determined that all JC graduates should develop or enhance certain essential skills while enrolled in college courses. For ENG 131, GEO #1 is the required outcome:

General Education Outcome 1: Write clearly, concisely and intelligibly

At a minimum, students must demonstrate proficiency in academic, professional, and personal writing through the knowledge and use of write to learn practices; rhetorical strategies; research methodologies; and genre and writing conventions. In order to fulfill this outcome and prepare students for careers, the course will focus on the following skills:

Performance Objectives: In conjunction with GEO #1, the following outcomes refer to the specific skills that 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
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<ul style="list-style-type: none"> • Practice active reading strategies • Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications born of reasoning • Offer formative feedback on others writing in peer review sessions • Use genres to navigate complex rhetorical challenges • Distinguish one's own ideas from those of others • Practice metacognitive reflection 	<ul style="list-style-type: none"> • Use genre specific strategies, voice, tone, and perspective to achieve rhetorical goals • Recognize conventions of writing distinctive to specific disciplines • Employ Modern Language Association (MLA) style in academic writing • Writing in Plain Style—simple and direct language 	<ul style="list-style-type: none"> • Use Microsoft Word to compose, revise, and save documents • Locate research material collected from electronic sources, including library databases and other electronic networks and internet sources • Use college learning management system
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Course Objectives

The following outcomes refer to the specific skills that learners are expected to develop as a result of the instructional process in English 131:

Critical Thinking, Reading, and Writing Processes:

- Practice active reading strategies

- Identify and evaluate assumptions
- Offer formative feedback on others writing in peer review sessions
- Use genres to navigate complex rhetorical challenges
- Distinguish one's own ideas from those of others
- Practice metacognitive reflection

Rhetorical Knowledge and Conventions

- Use effective rhetorical strategies
- Recognize discipline-specific writing conventions
- Employ Modern Language Association (MLA) style in academic writing
- Writing in Plain Style—simple and direct language

Textbook (chose appropriate options below)

- Title: Writing Today 2nd Ed.
- ISBN: 9780205210084
- Author: Johnson-Sheehan
- Publisher: Pearson

Extras

Paper, pen/pencil, course pack, research pack

Grading Procedure

Each assignment will contain a grading rubric that will be discussed in class. Assignments will use the grading scale below.

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%

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

Accessibility

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. If you have an accessibility need in any of our classes please e-mail your navigator.

Course Management

If you need to withdraw from the class, please contact your navigator.

Makeup Policy

If you miss a pickup date, please send your work in as soon as possible. All work must be in by December 18.

Help

If you need help with an assignment, please contact me through Jpay.

Attendance- Participation Policy

Since I will not be receiving assignments back from you every week, we will use JPAY emails as a vehicle for verifying student engagement in your course.

Each week I will be sending at least one instructor-initiated email to each student—recall, instructor initiated emails is a critical piece of what the Department of Education used to approve our distance learning model for CEP. When I receive an email response from you, that email response will be used as verification of engagement with the course for that week. I will then proceed to Report Attendance.

If you do not receive an email response from you that week, and I have no other indication that you are still engaged with the course (no work received), I will mark you as Absent for that week only. If the pattern of no return email persists into a second week, and I receive no contrary information that you are still engaged, then I will mark the Last Date of Attendance as the current week in JetStream Final grading Tab.

Caveat

I retain the right to modify this syllabus and any of its terms as appropriate throughout the semester. This right, however, is limited to practical necessities (schedule, assignments, etc.) and legal or institutional requirements that supersede this syllabus as a contract. Student feedback will also be taken into consideration. Students will be notified of any change to the syllabus.

Calendar

**Calendar timelines and assignments are an approximation.*

UNIT#	DATE	TOPIC	HOMEWORK
Unit 1			Memoir
Unit 2			Memoir
Unit 3			Profile Essay
Unit 4			Profile Essay
Unit 5			Rhetorical Analysis
Unit 6			Rhetorical Analysis
Unit 7			Expository Essay
Unit 8			Expository Essay
Unit 9			Reflection Letter
Unit 10			Reflection Letter

Important Dates:

DATE	EVENT
September 28	Semester Begins
October 9	Coursework Collection
October 23	Coursework Collection
November 6	Coursework Collection
November 10	Coursework Collection
December 4	Coursework Collection
December 18	Coursework Collection

Extra

- Students may contact me via Jpay through a professionally drafted e-mail. Casually drafted e-mails will be deleted without a response! (Example: hey knight when is stuff due.) Note: I will not respond to any personal inquires or comments. Jpay is strictly for questions regarding assignments. Since these stamps cost JC money, I will be very frugal about their use and I expect you to do the same.
- Due to turn around times, the traditional portfolio will not be required in CEP during COVID times. In its place, the instructor will compile a portfolio of each student's essays as they are submitted, unless the student has time to revise the essay. If the student has time to submit a revised essay for any assignment to be used in lieu of the original, I will replace the first essay with the revised. Each essay from the students should be polished prior to submission to the instructor for assessment. The instructor will retain a copy of each required essays for the portfolio.