



Course Name

Course number and section ENG 132. I51, ENG 132.12, ENG 132.15,
ENG 132. I60, ENG 132.I62

Winter 2021

Number of Credits: 3

Days Class Meets: Online

Meeting Times: Online. There will be weekly BBB lectures announced in the course shell.

Location/Venue: Online

Instructor: Dr. Geri Jacobs

Contact Phone: N/A

Contact Email: jacobsgeraldii@jccmi.edu

Online Office Hours:

I will respond to e-mails within 24 hours, Monday through Friday, 9-5. I am not available on the weekends or after 5 p.m. on weekdays.

Course Description

Official 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)

ENG 131

Course Goals

This is a collaborative, student-centered course—not an independent study—in which every learner plays a part in exploring issues and questions through writing and collaborative group

discussions in the forums. Your reader-response ideas to your classmates' writings will sharpen your critical analytical skills and help your classmates in the revision process.

You will be expected to read and write about material that is moderate to difficult in complexity. In addition, you will think about your process as a writer and consider ways in which your process can be revised or enhanced.

There are four key categories of learning in this class upon which you are assessed:

1. Participation in Discussion Forums 15%

- a. Rubrics for the Discussion Forums can be found under the Banner for Week 1.
- b. Other instructions are posted in the forums.

2. Writing Process 25%

- a. This assignment is quite involved. It requires thought, time, and effort.
- b. This assignment can only be submitted once.
- c. This assignment opens and closes per the calendar dates.

3. Essays 30%

- a. This assignment can be found under the Banner for the week in question.
- b. Rubrics for this assignment are posted under the Banner for Week 1.
- c. Links for research material used must be submitted when requested.
- d. Plagiarized work receives 0.0.
- e. This assignment opens and closes per the calendar dates.

4. Portfolio 30%

- a. Rubrics and guidelines for this assignment are posted under the Banner for Week 1.
- b. All essays must follow the conventions of essay-writing.
- c. The portfolio can only be submitted once.
- d. The portfolio is due per the course calendar date.

Plan to devote at least 9 hours a week to this course working with materials and students in the class. Included in these hours is an expectation that you will log onto the course at least two times a week to work on course assignments and participate in group discussions and

BBB lectures/office hours. This is especially important during the weeks when a Discussion Forum is assigned. Several posts on the same day do not reflect a concern with discussing ideas; please plan to post your initial responses to discussion threads early in the week and then check back later in the week to talk with peers about your own and their ideas.

The readings for this class are of moderate difficulty.

Course Objectives

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 in 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.

Instructor Role: Designer, Facilitator, and Evaluator

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 three major 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 reading matter that is moderate to difficult in complexity.
- Learners need to plan to spend at least nine [9] hours a week on the course, including assigned readings, collaborative discussions, and individualized writing.

The following objectives reflect the recommendations from the WPA Outcome Statement for First Year Composition Council of Writing Program Administrators

Demonstrate CRITICAL THINKING, READING, AND WRITING PROCESSES

Students will be able to:

- Demonstrate and employ proficiency in active reading strategies
- View academic writing as a social, political, and/or informative act
- Evaluate source reliability
- Support and develop writing with appropriate evidence that fits the purpose, audience expectations, and genre conventions for particular writing tasks
- Attribute and cite accurately evidence from outside sources
- Follow conventions of punctuation, grammar, and spelling in his/her own writing
- Practices metacognitive reflection

Demonstrate RHETORICAL KNOWLEDGE AND CONVENTIONS

Students will be able to:

- Understand differences between discipline specific writing genres
- Demonstrate modes of inquiry appropriate for specific assignments/tasks (field observation, primary and secondary source research, interviews, electronic research, for example.
- Recognize and employ ethos, pathos, logos, and other rhetorical topoi in written and spoken communication
- Acknowledge other writers' perspectives

Demonstrate Ability to Engage ELECTRONIC ENVIRONMENT

Students will be able to:

- 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 common in particular fields.

Units/Topics of Instruction

- Writing Process and Strategies
 - Discovering, Focusing, Shaping, Revising, Editing
 - Style, Voice, Thesis, Organization, and Development
 - Use of Genre to Express Ideas:
 - Argumentation
 - Analysis
 - Annotated Bibliography
 - Metacognition
- Rhetorical Situation

- Audience, Purpose, Context
- Academic Research and Writing Integrated Into All Essay Assignments
 - Primary and Secondary Research
 - Defining Research Question
 - Developing a research plan
 - Finding and evaluating sources
 - Synthesizing ideas and integrating sources
 - Acknowledging sources and avoiding plagiarism
 - MLA Style, including documentation and citation
- Portfolio Building

Instructional Techniques and Procedures

- Writing as Process
- Active Learning Strategies
- Active Reading Strategies
- Collaborative Group Activities and Writing
- Peer Review
- Technology to Deliver Information in multi-modal forms
- Technology in Composition Activities
- Individual Writing

This is a General Education course. Below is Jackson College's General Education philosophy:

General education facilitates the development of an informed and educated person who recognizes and respects the diversity of communities, thinks critically, and is proficient at fundamental skills. General education engages students in active learning by providing opportunities to observe, analyze, and evaluate, and to apply these skills critically to problems. General education fosters the development of responsible, ethical human beings dedicated to improving their own lives and the lives of others through work, family life, social and political action, cultural awareness, and service to others.

Our course incorporates a specific General Education Outcome (GEO) established by the JC Board of Trustees, administration, and faculty:

GEO 1:—Write clearly, concisely, and intelligibly

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 GEO addressed in this course is GEO 1: Write clearly, concisely, and intelligibly.

Jackson College Competency-Based Education Objectives

Course: ENG 132: Writing Experience II

GEO 1: Write clearly, concisely, and intelligibly

COURSE	ENG 132	PE	WE	DM	
Students will be able to use effective recursive writing strategies that include pre-writing, drafting, revising, and editing.				x	
Students will be able to support and develop writing with appropriate evidence that fits the purpose, audience expectations, and genre conventions for particular writing tasks.				x	
Students will be able to locate, evaluate, organize, and integrate research material collected by triangulation of sources.				x	
Students will be able to attribute and cite accurately evidence from outside sources.				x	
Students will be able to recognize and employ ethos, pathos, logos, and other related rhetorical topoi in written communication.				x	
Students will be able to express ideas in mechanically controlled, clear, and cogent sentences.				x	
Students will be able to demonstrate the ability to write and think reflectively.				x	

Textbook

- *Writing 10 Core Concepts*, 2nd ed. Author: Robert P. Yagelski; ISBN: 978-1-305-95676-6; Required.
- **Text Book Zero.** This text is available in a digital format. Please see the link posted on our class Jet Net site. This text is available to rent or purchase in digital format through the JC Bookstore.
- **This course uses OER!** *Optional* resources are available in electronic format as a direct download from the publisher and/or the JetNet shell.

Follett Access

- Please [review the cost of your required materials](#) to determine the best option for you to purchase your materials.
- For more information on the Follett ACCESS Program, you can view the [view the frequently asked questions](#).

If after reviewing the costs, you choose to opt out, you may do so here: www.jccmi.edu/optout. Please note your opt out selection is for your entire semester schedule. You cannot opt out and opt in to individual courses. And you must opt out by the due date for your first class.

Class Starts On:	Opt Out Date:
January 11, 2021	January 14, 2021
February 15, 2021	February 18, 2021
March 15, 2021	March 18, 2021
March 30, 2021	April 2, 2021

If you have questions about materials, please contact the Jackson College Follett bookstore at jackson@bkstr.com. For account billing questions, please contact the Jackson College Cashier at jccashier@jccmi.edu.

Extras

Regular access to computer with internet service; a flash drive or other drive to back up your work.

Grading Procedure

Jackson College's grades are based on a 4.0 scale. Below, you will see the way in which numeric and letter grades correlate:

4.0=A

3.0 =B

2.0 =C

1.0 =D (failing grade)

Assessment

Your grade for the course will be assessed in the following ways:

1. Participation in Discussion Forums. 15%
2. The Writing Process 25%
3. Essays 30%
4. Portfolio 30%

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%

Failure

- **Plagiarism Policy:** Plagiarism, “the submission of another’s writing, whether directly copied or paraphrased, will result in a failing grade for the assignment and can be grounds for removal from the 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.”

Academic Honesty is expected of all students. It is the ethical behavior that includes producing their own work and not representing others' work as their own, either by plagiarism, by cheating or by helping others to do so.

Faculty members who suspect a student of academic dishonesty may penalize the student by taking appropriate action up to and including assigning a failing grade for the paper, project, re- port, exam, and the course itself. Instructors must document all instances of academic dishonesty beyond those of a very minor nature, in writing to the Academic Dean.

- The Office of the Academic Deans will record and track students who have been reported as having cheated. If the same student cheats in other courses, the Dean will enact sanctions appropriate to level of infraction. The sanction will be selected in consultation with the involved faculty. The Dean can administer consequences up to and including suspension
- **Plagiarized work will be assigned 0.0.**

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

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

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. For more information about Jackson College's efforts to ensure accessibility please visit the [Jackson College accessibility web page](#).

If you have an accessibility need in any of our classes please e-mail the Center for Student Success at JCCSS@jccmi.edu or visit the [Center for Student Success web page](#).

At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

Course Management

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 JC policy, the "I" grade designation is designed for students with extenuating circumstances to complete the course requirements after the semester or session has ended.

Makeup Policy

Revisions or re-submission of work is not allowed. Late work is not accepted. Accommodations regarding late work will only be considered in documented instances concerning bereavement, hospitalization, and legal or military matters.

Help

If you have questions or concerns about the course, please e-mail the instructor.

The college's online Center for Student Success is open. If you are in need of accommodations and/or you need a tutor, please use this [link](#).

Please check your JC email for updates from Student Services and the Center for Student Success.

JC's reference librarians are also available at [this link](#).

Academic Advising

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. Please e-mail JCCSS@jccmi.edu or visit the [Accommodations for Students with Disabilities](#) web page

Student Responsibilities

Please refer to me as Dr. or Mrs. Jacobs. Please do so in e-mails and all communication. Extra-credit is not available in this class.

There will be weekly BBB instructional sessions/office hours. I strongly suggest that you attend. Attendance will be recognized as participation in the class. If you are unable to attend these sessions, you will be expected to email a summary of the recorded day's lecture to the instructor by Tuesday, midnight.

I ask that all members of the class be **considerate and respectful**.

Communicate with the instructor and other classmates in a polite, professional manner. Respectful, thoughtful, and professional communication is expected at all times. This behavior should be followed in the discussion forums and in all communication with the instructor.

Please refrain from using profanity in your essays and in the discussion forums.

To avoid getting behind, please be aware of the pace of the class.

Assigned work must be submitted on time, per calendar day and time. Please be aware of due dates!

Late assignments will not be accepted.

Missed or inferior work cannot be made-up.

Inappropriate/offensive behaviors that bully, demean, insult, attack, or threaten any member of the class will not be tolerated. If such behavior happens, I will require a private conference and/or not assign points. If the behavior persists, I will inform the Academic Dean.

If you have a problem and/or concern with the class, please communicate with me, (Dr. Jacobs), in a private e-mail. Do not air your concerns in a public space. I plan to respond to e-mails Monday through Friday, 9-5. I am not available after 5:00 p.m. or on weekends.

My desire is that you are successful in the course; please let me know how I may be of help.

Attendance- Participation Policy

For online sections

Just as in a traditional classroom course, regular class participation and keeping up on the reading and assignments is strongly correlated with survival in college. It is my recommendation that you plan to do your assignments BEFORE the last day they are due. If problems occur, there is time to fix them before the deadline.

In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. It is imperative that you log in to the course and actively participate within the first couple of days of the term to validate your enrollment in the course. After that, not actively participating in class may result in you being withdrawn from the course. Being withdrawn from a course can have an impact on financial aid, billing, athletic eligibility, and housing status. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you.

Caveat

This syllabus is subject to revision.

School closing policies, instructor illness, and other procedural improbabilities may result in changes to the syllabus.

Calendar

Calendar: For Section I51 (1st 7-week semester). Subject to Change

Winter 2021

WEEK #	DATE	TOPIC	HOMEWORK
1		Introduction to the Course The Annotated Bibliography	
2		The Annotated Bibliography	Prewriting 1 for the Annotated Bibliography due January 17 at midnight Annotated Bibliography Assignment due January 17 at midnight
3			Prewriting 2 for the Cultural Diversity Reflection due January 24 at midnight Discussion Forum 1 Peer Review cut-off date January 24
4		The Cultural Diversity Reflection	The Cultural Diversity Reflection due January 31 at midnight
5			Prewriting 3 for the Position Essay Assignment due February 7 at midnight

			Discussion Forum 2 Peer Review cut-off date February 7
6		Peer Review	The Position Essay Assignment due February 14 at midnight Discussion Forum 3 Peer Review cut-off date February 17 at midnight
7		Portfolio and Reflection Letter	Portfolio and Reflection Letter due February 21 at midnight Last day of the semester February 28, 2021

Calendar: For Sections 12 and 15 (15-week semester). Subject to Change.

WEEK #	DATE	TOPIC	HOMEWORK
1		Introduction to the Course	
2		The Annotated Bibliography	
3		The Annotated Bibliography	Prewriting 1 for the Annotated Bibliography due January 24 at midnight
4			
5			Annotated Bibliography Assignment due February 7 at midnight

6		Peer Review The Cultural Diversity Reflection	Discussion Forum 1 Peer Review cut-off date February 14 at midnight Prewriting 2 for the Cultural Diversity Reflection due February 14 at midnight
7			
8			
9.		The Cultural Diversity Reflection	Cultural Diversity Reflection due March 7, at midnight
10		The Position Essay	Prewriting 3 for the Position Essay due March 14 at midnight Discussion Forum 2 Peer Review cut-off date March 14 at midnight
11			
12			Position Essay Assignment due March 28 at midnight
13			Discussion Forum 3 Peer Review cut-off date April 4 at midnight
14			
15			Portfolio and Reflection Letter due April 18 at midnight
16			Last day of semester May 1, 2021

Calendar: For Sections I60 and I62 (2nd 7-week semester). Subject to Change

WEEK #	DATE	TOPIC	HOMEWORK
1		Introduction to the Course The Annotated Bibliography	
2		The Annotated Bibliography	Prewriting 1 for the Annotated Bibliography due March 21 at midnight Annotated Bibliography due March 21 at midnight
3			Prewriting 2 for the Cultural Diversity Reflection due March 28 at midnight Discussion Forum 1 Peer Review cut-off date March 28
4		The Cultural Diversity Reflection	The Cultural Diversity Reflection due April 4 at midnight
5			Prewriting 3 for the Position Essay Assignment due April 11 at midnight Discussion Forum 2 Peer review cut-off date April 11
6		The Position Essay	The Position Essay Assignment due April 18 at midnight Discussion Forum 3 Peer Review cut-off date April 21 at midnight

7		Portfolio Guidelines Reflection	Portfolio and Reflection Letter due April 25 at midnight Last day of semester May 1, 2021
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Important Dates:

DATE	EVENT	
Semester Dates	Jan. 11 – May 1, 2021	
15 Week Session	Jan. 11 – May 1, 2021	
7 Week Session 1	Jan. 11 – Feb. 28, 2021	
5 Week Session 1	Jan. 11 – Feb. 14, 2021	
5 Week Session 2	Feb. 15 – March 29, 2021	
7 Week Session 2	March 15 – May 1, 2021	
5 Week Session 3	March 30 – May 1, 2021	
OTHER DATES		
Faculty Learning Days	Jan. 6-8, 2021	
Martin Luther King Jr. Day	Jan. 18, 2021	No classes
Mid-Semester Break	March 8-14, 2021	No classes