



Writing Experience I

ENG-131-SI9

Winter 2021

Number of Credits: 3

Office: JetNet using Big Blue Button (BBB)

Days Class Meets: Tuesday & Thursday

Contact Email: dahlbenjamij@jccmi.edu

Meeting Times: 9:00 AM – 10:53 AM

Office Hours: By appointment. [Email me to schedule a meeting in BBB on JetNet.](#)

Location: JetNet Online Classes on jccmi.edu

Instructor: Benjamin Dahl

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: This class is structured to be a “workshop” of writers sharing information and insight into the writing process. Learners engage the writing process with three long essays (Memoir, Profile, and Research Paper) and one short essay (Reflective letter to accompany Final Portfolio) after a student has completed substantial revision work on the three previous essays. The course also requires participation in online activities and guided peer reviews. Developing the ability to apply Modern Language Association (MLA) style and conventions to written assignments is expected. Standard English grammar and structures are requisite skills in this course.

Final Portfolio: As you progress through your writing this semester, you will compile a portfolio to demonstrate your growth as writers. Only those essays that have been taken through the entire writing process in this class are acceptable submissions for your portfolio; **these papers must be reviewed by me and at least one other student in class and represent ongoing revisions and editing to the best of your ability. Your portfolio will contain the final drafts of your Research essay plus the final draft of at least one of your other polished essays (Memoir and/or Profile) each with their own purpose and audience statements on the title pages, equal to ten printed pages (2500 words) minimum. This minimum amount**

does not include title pages or Works Cited pages to accompany the portfolio. Your portfolio serves as a final exam for English 131 and should demonstrate both the strength of your writing skills and an awareness of the audience you wish to reach.

Throughout the course of the semester, you will be assigned various other assignments. These writings will support and provide additional writing practice for the units and portfolio. **Hold on to any and all assignments until the end of this course.**

Course Goals & 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. GEO's guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs. For ENG 131, GEO #1 (see below) is the required outcome.

General Education Outcome 1: Write clearly, concisely, and intelligibly.

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
<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. 	<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

<ul style="list-style-type: none"> Practice metacognitive reflection 		
---	--	--

Textbook

Richard Johnson-Sheehan & Charles Paine. *Writing Today, 4th Edition* in REVEL.

ISBN 13: 978-0-13-480804-8 or ISBN 10: 0-13-480804-5

Copyright Year: 2019 **Publisher:** Pearson Education

This e-text, housed on an interactive learning platform (REVEL) hosted by Pearson Publishing, will be used in this section of English 131. **To access your copy of Revel *Writing Today, 4e*, go to:** <https://console.pearson.com/enrollment/vlfgil>.

Helpful reminders: **Bookmark** <https://console.pearson.com> to easily access your materials.

Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.

Follett Access! Please review the cost of your required materials at the following link to determine the best option for you to purchase your materials:

<https://www.bkstr.com/jacksonstore>

For more information on the Follett ACCESS Program, you can view the frequently asked questions here: <https://www.jccmi.edu/bookstore/student-services-follett-access/>.

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. (See <https://www.jccmi.edu/registration-records/canceled-classes-drops-and-withdrawals/> for more info.)

Class Starts On:	Final Opt Out Date:
Feb. 1, 2021	April 22, 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.

Required Materials

1. Internet access to participate in class.

2. Access to a word processor to type and save documents. Backing up your work on a flash drive and cloud drive (e.g. Microsoft OneDrive) is highly recommended.

Available to all JC Students FOR FREE: *Get a complete version of the latest Microsoft Office (Word, Excel, and PPT) to use as long as you are a student here. You must use your JC Student Account user name and password for this. Go to: [Office.com/GetOffice365](https://office.com/GetOffice365)*

NO ESSAYS SAVED AS GOOGLE DOCS WILL BE ACCEPTED! [Save essays as Word Docs!](#)

Grading Procedure

20% of your class grade is derived from **Participation**.

40% is derived from **Class Assignments & Homework** including completed essay drafts & quizzes.

40% is derived from your **Final Writing Portfolio**. Portfolios are required in order to receive a passing grade in the course, and count as the final exam for this course. Your portfolio should include 2,500 words of your best writing that has been through multiple revisions and a metacognitive reflective letter. All work in your portfolio must have been read by me and at least one other student prior to inclusion in your portfolio.

Grading Scale

GPA	GRADE RANGE
4.0	94-100%
3.5	86-93%
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%

Your class grade reflects your participation, performance, and growth in the class as evidenced by the strengthening and extension of writing and communication skills, preparation and timeliness regarding assignments and activities, and a marked level of responsibility and concern for positive personal and collective learning experiences. I grade on a 4.0 scale with 4.0 being excellent. You must achieve a 2.0 in this class to pass. Less than a 2.0 will not transfer for credit or serve as a prerequisite for another course. **High grades are given for quality work, not simply turning something in; grades are based on quality.**

The Incomplete Grade: In accordance with JC 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.

Failure and Academic Honesty Policy

A student can be dismissed from this course and fail it if he or she violates the academic honesty policy elaborated below.

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

If you commit plagiarism in any of your essay drafts, it will result a 0 for those assignments.

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.

Attendance and Participation Policy

In compliance with Federal Title IV funding requirements, as well as college initiatives, reporting of student participation in classes is required each semester. 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. 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.

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.

- If it is clear to me that you are participating, but your work shows that you require help in order to complete the class successfully, I will file an “Early Retention Alert” for you, which means your JC Navigator will be contacted, and then your Navigator will contact you.

Help

Center for Student Success The Center provides tutoring and other services. Call (517-796-8415) or visit the college website for more information. The staff are there to help you succeed in your studies, so please do not hesitate to make use of this free resource for any of your classes.

It is important to contact the Center for Student Success prior to the start of the semester in order to receive 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/center-for-student-success/accommodations-for-students-with-disabilities/>

Writing Fellows Located in Bert Walker Hall, Room 148, the Writing Fellows provide tutoring and assistance with writing assignments. More information is available here:

<https://www.jccmi.edu/english/writing-fellows/>

Students with Disabilities Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the office of Learning Support Services at 787-0800, extension 8270/8553 as soon as possible to ensure that such accommodations are implemented in a timely fashion. You must have written authorization to receive accommodations.

The Oasis Center The Oasis Center provides counseling and a variety of mental health and substance abuse resources. Call 517.990.1300 or After-Hours: 517.787.7920. More information is available here:

<https://www.jccmi.edu/the-oasis-center/>

Checking Your Progress You can always check your progress by accessing *JetNet*. You can access this from the JC Website. Midterm and final grades (0.0 - 4.0) are posted to your student account on *JETSTREAM*, accessible from the JC website. Any discussion of grades must be done one on one with me in Big Blue Button or during my office hour time or via school email.

Tentative Calendar with Agenda & Assignments

**Calendar timelines and assignments are subject to change by the instructor.*

WEEK #	DATE	TOPIC	HOMEWORK
1.1	Feb. 2	Intro. icebreaker & syllabus overview; genres & writing process (Ch. 1); writing models (excerpt from Benjamin Franklin). Structural foundation of writing: Using a	Complete “Textbook Access Verification” forum on JetNet.

		keyword outline (KWO) for Talking It Out.	
1.2	Feb. 4	Taking and summarizing notes with a Keyword outline (KWO) & verbalizing with it; The rhetorical situation (Chs. 2-3; TAPAC); Sentences vs. fragments (Handbook 1A / pp. 639-42).	Write 3 ¶ summary of “Effects of Music on Plants.” Sentence vs. Fragment exercise.
2.1	Feb. 9	Introduce Clincher & Title relationship. Essay 1 Assignment. MLA headings. Story Sequence KWO; the Memoir genre and narrative pattern (Ch. 6); summarizing narrative stories with a SS KWO.	<ol style="list-style-type: none"> 1. Read excerpt from <i>Narrative of the Life of Frederick Douglas</i> (Ch 6.4 “Microgenre”) & “Book War” (JetNet); 2. Write a story sequence keyword outline of either <i>Frederick Douglas</i> or “Book War”.
2.2	Feb. 11	Inventing Ideas (Ch. 16.1 “Brainstorming” –“Where I’m From” poem). Style Dress-Ups (PDF on JetNet.); Comma splice error, fixing with semicolons (Handbook 5B); Description & Writing Descriptively with Figures & Tropes (Ch. 22.2); Important places for description: beginning & climax;	Using your SS KWO of <i>Frederick Douglas</i> or “Book War”, write a 3 ¶ summary with your title from your clincher.
3.1	Feb. 16	Purpose & Audience Statements (cf. student sample, assignment guidelines, Chs. 2-3). Establishing Voice/Tone (Ch. 18.2); quotation marks (Handbook 5F / p. 669 & handout). Sketching Your Paper with your own SS KWO, “Talking It Out” & writing it out (cf. 17.2); the run-on sentence error; Preview Revising & Editing (Ch. 20) for Peer Review 1 next class.	Drop your completed Essay 1 rough draft with Purpose & Audience Statement Title page in the activity box on Jet Net. Also, email me a copy for Peer Review 1.

3.2	Feb. 18	<p>Essay 1 Rubric overview (JetNet); Revision = seeing again, getting insight from another set of eyes. 4 Levels of Editing (Chapter 20); Peer Review 1. Transitions (Ch. 21.1).</p>	<p>Finish Peer Review and send to peer and instructor. Begin to revise your rough draft of Essay 1 after it's peer reviewed.</p>
4.1	Feb. 23	<p>The Profile Genre (Chapter 7 -Two Writing Strategies to Profile Genre: Anecdotes & Narrative); Essay 2 Assignment Guidelines. Examining the student example on JetNet; View Profile Activities Powerpoint file on JetNet through slide 8 & complete <u>Profile invention activity</u> forum on JetNet for today's class participation.</p>	<p>None.</p>
4.2	Feb. 25	<p>Preview Interview questions (26.5.1); See Ch. 26.5 "Using Empirical Sources" – Interviewing People. 1-5. Sentence Openers (another form of Style Dress-up). Making a SS KWO of a sample profile.</p>	<ol style="list-style-type: none"> 1. Draft & email me 10-12 of your own Interview Questions (3-4 factual; 7-9 open-ended). Label factual questions F and open-ended questions O. 2. Read profiles on William Kurelek & Ike McKinnon. Then PICK ONE & Make a SS KWO and 3 paragraph summary. Use each of the new style dress up Sentence Openers in your summary.
5.1	March 2	<p>Discuss profile samples; continue Profile Activities Powerpoint (JetNet, Activities 2-4, slides 8-33). Review 4 rules of Punctuation for Dialogue (PDF on Jet); see Handbook 5F & 5K on Quotations & Italics; complete "Quotation Marks & Italics" activity (Word file on JetNet).</p>	<ol style="list-style-type: none"> 1. Read Chapter 37.3 & do "A Closer Look at 'After Own Victory, Counselor Helps Others Beat Heroin'" on JetNet. 2. Conduct & record interview. Use interview to draft profile. (Remember to use each of the new style dress up Sentence Openers in your rough draft).

5.2	March 4	View and discuss JetNet PDF “Presenting Info from Interviews” & Word file “Tips for Writing a Profile Thesis, Intro & Conclusion.” The personal sketch lead (cf. 17.2); Drafting conclusions (17.4).	Complete 1st draft of Essay 2 for Peer Review on March 16. MIDSEMESTER BREAK 3/8-3/12 .
6.1	March 16	Essay 2 Peer Review today .	Revise draft of Essay 2 for Final Portfolio.
6.2	March 18	Ch. 14 - Formal Reports, At - A - Glance & student sample on JetNet; Read Essay 3 Assignment Guidelines for the Research Report .	Read Chapter 14.1, 15.1 & formal report by Nicholas Freudenberg et al., “Food Insecurity at CUNY: Results from a Survey of CUNY Undergraduate Students” (second essay in Ch. 14.7); respond in an email to A Closer Look at “Food Insecurity at CUNY” #1.
7.1	March 23	14.1 Inventing Content; 25.1.(Brainstorm Research Questions) & 1.2. Ch. 15 - Research Papers, At - A - Glance – 1 st pattern; 15.1 Inventing... Review Using Empirical Sources (26.5), then table groups discuss “A Closer Look” at “Food Insecurity at CUNY” #'s 1. and 2. Next, make a survey addressing a social problem on our campus (14.8, “Ideas for Writing” #1).	Brainstorm 3-4 topics, and 3-4 corresponding research questions. Make a mock survey with all 4 kinds of survey questions, addressed to JC students, on one of these topics.
7.2	March 25	Starting Research: Ch. 25.1 – develop your own research process. 25.2, 26.2-26.4. Finding & Evaluating Credible Online & Print Sources; 25.3 managing research process.	Draft a research plan and email it to me before next class (see Ch. 14.8 Try This Out #2). Find and post links to two credible sources on JetNet forum; explain why these sources meet all 5 standards for reliability (see Ch.

			25.2 Evaluating Your Sources: A Checklist).
8.1	March 30	Citing, Quoting, Paraphrasing, & Summarizing Sources (Ch. 27); Using MLA Style (Ch. 28); More on integration of quotes (4 ways handout); MLA formatting of Works Cited page (Ch. 28.2-28.3). Annotating a bibliography (end of Ch. 15, pp. 284-85). Other basic rhetorical patterns for use in informative report essays: Definition & Classification, Cause & Effect, Comparison & Contrast (Chapter 22 / pp. 373-80)	Over this week, compile your MLA formatted Works Cited page. Complete and submit your written summary of an article or paraphrase of a section of an article next class. Annotate your Works Cited page.
8.2	Apr. 1	Organizing, Drafting Report (14.2); Choosing Appropriate Style (14.3); Subject-verb agreement (Handbook 2D); the colon & the dash (pp. 667-68).	Draft body section of your research report, i.e. methodology, results and discussion sections of your essay. Draft introduction and conclusion sections of your research report.
9.1	Apr. 6	Parenthesis, Brackets, Ellipsis (Handbook 5G). Organizing a Section & Using Headings (Ch 14.4 & 21.3).	Write Headings (that are Specific, Meaningful & Consistent) for the 1 st 5 sections of Essay 3 Report.
9.2	Apr. 8	Plain style guidelines (18.1); Conciseness of style (Handbook 4A / pp. 660-61). Comma punctuation.	Bring in 2 complete drafts of Essay 3 for Peer Review next class.
10.1	Apr. 13	Essay 3 Peer Review; instructor aural review of drafts; turn in peer reviews at end of this class or as homework. Schedule individual conferences over Essays 1 & 2 drafts	Revise draft of Essay 3, schedule aural review conference with instructor to revise draft (required in order to submit in Final Portfolio).
10.2	Apr. 15	Reflect on your Essay 3 writing process for first half hour of class;	TBA

		Individual conferences over drafts of Essays 1 & 2 scheduled for remainder of class.	
11.1	Apr. 20	Looking to Final Portfolio (Ch. 5); Reflective letter assignment for Final Portfolio.	Write an outline of reflective letter
11.2	Apr. 22	Structure & style revising; Getting Paragraphs to Flow, a.k.a. Cohesion (21.2 / pp. 364-65); Essay 3 individual conferences in class.	Revise drafts for Final Portfolio, draft Reflective letter.
12.1	Apr. 27	In-class revision work for Final Portfolio.	Turn in completed Final Portfolio
12.2	Apr. 29	Turn in completed Final Portfolio no later than end of today's class	Turn in completed Final Portfolio no later than end of today's class

Caveat

Revisions to the calendar above may be necessary during the semester due to unforeseen events, such as, but not limited to, school closings, instructor illness, other emergencies, etc.

Important Dates: WINTER 2021

DATE	EVENT
FEB. 9 -10 / APRIL 22	CENSUS DATE - DROP WITH W / LAST DAY TO DROP
MAY 3	END OF WINTER SEMESTER. GRADES DUE

Student Responsibilities

When not turning in complete drafts, students must be prepared to write, share, and review their writings **in class**. Revising continually is required for improving writing. As a result, students must be able to access their electronic work and share it with me in a format that I can edit. **Please do not save any work as a PDF file. Save your drafts and other assignments as Word documents only. If an assignment cannot be submitted in a drop box on JetNet, simply email it to me in an attachment as a Word document.**

Any work not turned in on-time, can still be submitted, but it will receive a deduction of 50%.

Attendance and Participation Policy

In compliance with Federal Title IV funding requirements, as well as college initiatives, reporting of student participation in classes will occur at designated times each semester. 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.

- When a student is not doing acceptable work and needs help to be successful, he/she should visit the Center for Student Success and take advantage of the tutoring services available there. If it is clear to me that you are participating, but your work shows that you may require help in order to complete the class successfully, I will file a “Retention Alert” for you, which means your JC Navigator will be contacted, and then your Navigator will contact you.
- When students have not participated and the instructor believes they have unofficially withdrawn, these students will be dropped/withdrawn from the class. Just showing up doesn’t count. For this class, students will automatically be dropped in the event of the following: **If you have been absent for 5 classes without medical or legal documentation stating you needed to be, you will be dropped from the course and will not be re-admitted.**
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. Once dropped, a student will not be re-added to the class.

It is expected that students will participate in class discussions, peer review pairs and group discussions. Everyone will receive more out of the class if I am not the only one discussing the subject. Class participation makes our time together more interesting and valuable to everyone.