

**Writing Experience II**

ENG 132

Winter 2021

**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. 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**

**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 132, 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 132:

<b>Critical Thinking, Reading, and Writing Processes</b>	<b>Rhetorical Knowledge and Conventions</b>	<b>Electronic Environment</b>
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<ul style="list-style-type: none"> <li>• Practice active reading strategies</li>   <li>• Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications born of reasoning</li>   <li>• Offer formative feedback on others writing in peer review sessions</li>   <li>• Use genres to navigate complex rhetorical challenges</li>   <li>• Distinguish one’s own ideas from those of others</li>   <li>• Practice metacognitive reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Use genre specific strategies, voice, tone, and perspective to achieve rhetorical goals</li>   <li>• Recognize conventions of writing distinctive to specific disciplines</li>   <li>• Employ Modern Language Association (MLA) style in academic writing</li>   <li>• Writing in Plain Style—simple and direct language</li> </ul>	<ul style="list-style-type: none"> <li>• Use Microsoft Word to compose, revise, and save documents</li>   <li>• Locate research material collected from electronic sources, including library databases and other electronic networks and internet sources</li>   <li>• Use college learning management system</li> </ul>
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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 132:

**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: Norton Field Guide 4E
- ISBN: 978-0-393-61737-5
- Author: Bullock & Goggin
- Publisher: Norton
  
- Title: They Say/I Say 3E
- ISBN: 978-0-393-93584-4
- Author: Graff and Birkenstein
- Publisher: Norton

**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**

<b>GPA</b>	<b>GRADE RANGE</b>
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 April 28.

### **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.

Our attendance emails will be due every Wednesday by midnight and you will find the due dates below. I will send you an email with a stamp so you can complete your attendance response. Every week, for attendance, I would like you to send me the following information:

- 1) What have you turned in?
- 2) What are you currently working on?
- 3) Do you have any questions about your assignments?

Since this is a writing class, please make sure your responses are in full, complete sentences and you are using appropriate punctuation.

**Attendance Jpay Due Dates:**

- Wednesday, February 3
- Wednesday, February 10
- Wednesday, February 17
- Wednesday, February 24
- Wednesday, March 3
- Wednesday, March 10
- Wednesday, March 17
- Wednesday, March 24
- Wednesday, March 31
- Wednesday, April 7
- Wednesday, April 14
- Wednesday, April 21
- Wednesday, April 28

**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**

Since there are so many variables that can happen, I am not assigning specific deadlines for work. Turn assignments in as the situation in your facility allows.

UNIT#	DATE	TOPIC	HOMEWORK
Unit 1			Course Intro and Review
Unit 2			Annotated Bibliography
Unit 3			Annotated Bibliography
Unit 4			Rhetorical Analysis
Unit 5			Rhetorical Analysis
Unit 6			Argument Essay
Unit 7			Argument Essay
Unit 8			Reflection Letter
Unit 9			Reflection Letter
Unit 10			Revisions if time allows

**Important Dates:**

DATE	EVENT
<b>FEBRUARY 1</b>	<b>SEMESTER BEGINS</b>
<b>FEBRUARY 11</b>	<b>COURSEWORK COLLECTION</b>
<b>FEBRUARY 25</b>	<b>COURSEWORK COLLECTION</b>
<b>MARCH 11</b>	<b>COURSEWORK COLLECTION</b>
<b>MARCH 25</b>	<b>COURSEWORK COLLECTION</b>
<b>APRIL 8</b>	<b>COURSEWORK COLLECTION</b>
<b>APRIL 22</b>	<b>COURSEWORK COLLECTION</b>
<b>APRIL 28</b>	<b>COURSEWORK COLLECTION</b>

**Extra: Please Read Carefully!**

- 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.
- Put your name, class name/number, and my name on each and every single sheet of paper you turn in! Your papers are NOT handled with care. Even if you staple or paperclip your papers, they are all separated, scanned, and emailed to us. Stacks of papers can be dropped and shuffled. If there is not a name, there is no way to know what student, class, or facility it came from.
- Do not staple or clip your papers together. Your papers are all separated and then scanned to us. If the CEP team must spend time looking for staples and paperclips through thousands of sheets of paper, this will delay the process and delay the possibility of receiving feedback.
- Write clearly and carefully. We do not receive your original work, but a photocopy of it delivered via email. The scanning process can often make your papers difficult to read. Please write as carefully as you can with dark ink, if possible.
- Make two copies of everything! I know this will require extra work, but sometimes work can get lost if the shuffle. It is better to have a copy ready in the event your assignment does not make it to us. This will also allow you the ability to make changes to your papers.
- There are very strict rules regarding Jpay that JC monitors closely.
  - Students and Instructors are not allowed to engage in personal conversations. Jpay correspondence must relate to course materials only.
  - Instructors are not allowed to respond to emails, phone calls, or social media posts from your family or friends. Even if the person is your sponsor, communications with any student's family members is strictly prohibited. If your family contacts any member of JC staff, as per our policy, we must forward them to the CEP Director without a response. If your family member has questions, they must contact your navigator.
  - Instructors are not allowed to answer student Jpay messages after the semester has ended, even if the question is course related. JC considers Jpay communication after the semester has ended as over familiarization. This can lead to disciplinary actions. If you have a question for an instructor after the semester has ended, you must contact your navigator.
- 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.