



Course Name: Writing Experience I

Course number and section: ENG 131.I1

Spring 2021

Number of Credits: 3

Location: Online

Days Class Meets: Assignments are due by the time deadlines on Tuesday and Thursdays

Instructor: Clarinda Flannery

Meeting Times: Big Blue Button Sessions on JetNet; schedule TBD

Contact Phone: By appointment

Contact Email: flannerclarindr@jccmi.edu

Online Office Hours: M-F 8:00 - 5:00

Caveat

In the case of instructor illness and unforeseen circumstances, such as weather emergencies, I reserve the right to make adjustments to course sessions and to scheduled assignments in order to accomplish the objectives and outcomes of this course.

If campus closes for any reason, of course, we will not be meeting as a class. As needed, I will post to JetNet any materials for what we would have covered in class, and you will be responsible for reading, viewing, and/or completing written work for those materials.

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.

Important Notice: This is a 12-week course, not a 15-week course. This does not mean it's easier because it's shorter. This means it's harder. You will be doing 1.5 times the work of a 15-week class in $\frac{3}{4}$ of the time.

Prerequisite(s)

Prerequisites: ENG 086* and ENG 091*

Course Goals

The Board of Trustees has determined that all JC graduates should develop or enhance certain essential skills while enrolled in college courses. . 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. 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:

- Process—using pre-writing, drafting, revising, editing
- Purpose and Audience—understanding how purpose and audience influence style and tone
- Organization and Development—using effective organizational structure, examples and details to support ideas and content
- Meaning/Understanding—researching and writing for further understanding and knowledge
- Use of Sources & Documentation—demonstrating appropriate documentation
- Language—attempts and practices correct grammar and mechanics

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

Electronic Environment

- 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

Jackson College Textbook Policy

Jackson College strives to make textbook purchases more affordable for students by offering digital options which we call **Text Book Zero**. This doesn't mean textbooks aren't needed. It means the textbook must be available in a digital format (less expensive than a hard copy) and may be purchased in the bookstore.

No textbook is required for this section of ENG 131.

You will not have to purchase a textbook. We will be using OER for this course. However, you will need full access to JetNet, our online course web page. You must be able to access online course materials for this class.

Important Note: Available to all JC Students: 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://www.office.com/GetOffice365)

Grading Procedure

Jackson College final grades are based on a 4.0 scale, with 4.0 being *Masterful*. You must earn a 2.0 in this class to earn credit for the class. Less than a 2.0 is considered failing. This means you will need to re-take the class and pass it before it meets pre-requisite requirements for other courses or for transfer to other colleges and universities.

Grading Scale

4.0 = 92-100%

3.5 = 86-91

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 = 54 and below

Final Grade is based on the following criteria:

Participation (Attendance), Quizzes, Homework, and In-class Assignments/Activities = 50%

Final Portfolio = 50%

If a student is on the border of two grades, and has actively participated in the course, they may be awarded the higher grade.

Incomplete Grades

In accordance with the JC policy for incomplete grades, incompletes are only granted to students who have demonstrated good standing in the class and who have a passing grade at the time of an extenuating circumstance that precludes completion of the course. Documentation validating the circumstance will be required. Incomplete grades are not intended as a free pass out of class.

Required Participation/Attendance Policy

Not participating in 3 consecutive classes (work is due on Tuesdays and Thursdays) will result in a student being dropped from the course. Participating means being active on JetNet: either submitting work via JetNet; attending a virtual class session via the Big Blue Button; or posting in the Consultation Café discussion forum. Just “looking at” JetNet is NOT participating. Additionally, students own the responsibility for the effects 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. For this class, once a student is dropped, that student will not be re-added to the class.

Important Note for Dual-Enrolled High School Students

Please note the following:

- The attendance policy stated above applies to you
- Going on vacation during high school breaks are not “excused” absences
- High school closings do not excuse students from attending scheduled JC classes
- Missing college classes for high school activities are not “excused” absences

The only excused absence is for medical reasons with medical documentation, and the policies in this syllabus determine what credit can and cannot be made-up. Once a student is dropped, they won’t be able to pass the class. While I can’t officially drop dual-enrolled students, once I inform a student’s navigator that they have been dropped, they will need to be officially withdrawn. They cannot pass the class. Failure for the student to officially withdraw will result in a final grade of 0.0.

Student Support

Wording for Preferred Name:

If you have a preferred first name and/or specific gender pronouns you would like me to use (whether the traditional pronouns of she/her/hers or he/him/his, or alternative, non-binary pronouns such as they/them/theirs, ey/em/eirs, or zie/zim/zirs), please let me know. Let me know which specific pronoun you prefer.

Center for Student Success

Located in Bert Walker Hall, Room 138, the Center provides tutoring and other services. Please call (796-8415) or visit 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.

Writing Fellows

Located in Bert Walker Hall, Room 148, the Writing Fellows provide tutoring and assistance with writing assignments are stationed in BW 148 and are ready for walk-in conferences as well as appointments.

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

Located in Whiting Hall, 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.

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

Semester Calendar Overview

Important Note: In the case of instructor illness and unforeseen circumstances, such as weather emergencies and/or campus closings, I reserve the right to make adjustments to course sessions and assignments in order to benefit students.

Week 1: Getting Started & Introduction to Long Essay #1: The Personal Narrative Essay

Week 2: How to Critically Read Academic Texts & Beginning Long Essay #1

Week 3: Developing Long Essay #1: Criteria, Student Samples, and Rubric

Week 4: Revising and Polishing Long Essay #1 & Introduction to Long Essay #2: The Profile Essay

Week 5: Effective Interview Techniques & Evaluating Websites

Week 6: Developing Long Essay #2: Criteria, Student Samples, and Rubric

Week 7: Introduction to Long Essay #3: The Documented Research Report & The JC Electronic Library

Week 8: Developing Long Essay #3: Criteria, Student Samples, and Rubric

Week 9: MLA In-text Documentation & Annotated Bibliography

Week 10: Final Submissions of Long Essays for Comments & Final Portfolio Requirements Review

Week 11: Revising Portfolios and Individual Consultations

Week 12: FINAL PORTFOLIO IS DUE