

Writing Experience I

ENG 131

Spring 2021

Number of Credits: 3

Instructor: Cornelius Fortune

Meeting Times: Distance Learning

JPAY Email Address:

Course to be delivered via Distance Learning

fortunecornelia@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 086 and ENG 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 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 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

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

Grading Procedure

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%

Failure

Failure to complete all of the assigned essays or turn in the final portfolio will result in a 0 for the course.

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. For more information about Jackson College's efforts to ensure accessibility please visit contact your Student Success Navigator if you have an accessibility needs in any of your classes.

Course Management

To withdraw from a course a student must contact their Student Success Navigator. Withdrawing from a course could result in penalties affecting a student's financial aid.

Makeup Policy

Ways that students can manage their enrollment in a course for special circumstances. Includes withdrawal, and audit and incomplete grading procedures.

Academic Advising

It is important to contact your Student Success Navigator 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.

Attendance- Participation Policy

Distance Learning:

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 and take your exams 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 contact your Success Navigator immediately if you desire to drop or withdraw 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.

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, June 2

Wednesday, June 9

Wednesday, June 16

Wednesday, July 7

Wednesday, July 14

Wednesday, July 21

Wednesday, July 28

Wednesday, August 4

Wednesday, August 11

Wednesday, August 18

Utilizing JPAY Email Services

All JPays are closely monitored by the MDOC. It is expected all communication will be related to the student's education and coursework. No personal information may be shared. Personal information is considered inappropriate and will be flagged. A student may be removed from the Jackson College Corrections Education Program for violation of this policy.

JPays may not include attachments, including photos, videos or other material.

Students will use JPay to communicate with the instructor throughout the semester. The instructor will add the student to their JPay account. This communication may be used to:

The expectations for communication between instructors and students in a specific course are:

- 1) Students will communicate questions or seek clarification on course-related content only
- 2) Students will only share questions related to their own coursework. Other students or their work will not be discussed in JPays.
- 3) Instructors will normally respond to student JPays within 24 business hours.
- 4) Instructors may use JPay to provide feedback to students on course assignments
- 5) Students are expected to use professional communication skills in their JPays to instructors: clear, concise writing; correct spelling and language appropriate to an academic setting.
- 6) Please be sure to put the instructor's last name and course information, i.e. Smith, BUA 100, in the first line of the JPay.

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.

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.

WEEK #	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 (Revisions if time allows)

Important Dates:

DATE	EVENT
JUNE 1	SEMESTER BEGINS
JUNE 11	COURSEWORK COLLECTION
JUNE 25	COURSEWORK COLLECTION
JULY 9	COURSEWORK COLLECTION
JULY 23	COURSEWORK COLLECTION
AUGUST 6 & 20	COURSEWORK COLLECTION

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.

Course Schedule

The assigned readings in your textbook are listed below.

Unit 1

XXXXXX...

Chapter 1: Writing in Academic Contexts, pp. 3-9.

Chapter 4: Developing Academic Habits of Mind, pp. 45-52.

Chapter 5: Purpose, pp. 55-56.

Chapter 6: Audience, pp. 58-59.

Chapter 7: Genre, pp. 61-62.

Chapter 8: Stance, pp. 64-66.

“They Say/I Say” (TSIS): Introduction, pp.1-15

Unit 2

Chapter 12: Reporting Information, pp. 145-155.

Sample Reports, pp. 129-144; pp. 698-729.

Chapter 33: Beginning and Ending, pp. 331-343.

Chapter 34: Guiding Your Reader, pp. 344-349.

TSIS: The Art of Summarizing, pp.30-41

Annotated Bibliography (assignment)

Unit 3

Chapter 25: Processes

Writing as Inquiry, pp. 281-284.

Generating Ideas and Text, pp. 289-297.

Drafting, pp. 298-300.

Unit 4

Chapter 36: Arguing, pp. 355-373.

Sample Arguments, pp. 731-763.

TSIS: “Yes/No/Okay, But,” pp.55-67

Unit 5

Doing Research

Chapter 45: Developing a Research Plan, pp. 435-444.

Chapter 46: Finding Sources, pp. 445-468.

Rhetorical Analysis (assignment)

Unit 6

Chapter 20: Proposals, pp. 235-244.

Sample Proposals, pp. 912-938.

TSIS: “Analyze This,” pp.221-238

Unit 7

Chapter 47: Evaluating Sources, pp. 469-472.

Chapter 48: Synthesizing Ideas, pp. 473-477.

Argument Essay (assignment)

Unit 8

Chapter 49: Quoting, Paraphrasing and Summarizing, pp. 478-490.

Chapter 50: Acknowledging Sources, Avoiding Plagiarism, pp. 491-495.

TSIS: The Art of Quoting, pp.42-51

Unit 9

Chapter 51, Documentation, pp. 496-499.

Chapter 52: MLA Style, pp. 500-548.

Reflection Letter (assignment)

Unit 10

Assessing Your Own Writing, pp. 301-305.

Getting Response and Advising, pp. 306-312.

Chapter 10: Compiling a Portfolio, pp. 318-325.

Sample Self-Assessment, p. 323.

TSIS: Using the Templates to Revise, pp.139-159

