

**ENG 131 (3 Credits)**  
**SEC H51**  
**Fall 2021**  
**Justin Whiting 109**  
**Monday/Wednesday**  
**9:00AM-10:27AM**

**INSTRUCTOR: MICHAEL THOMPSON**  
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**Textbook:** Richard Johnson-Sheehan and Charles Payne *Writing Today, 4th Edition*. Pearson Publishing, Revel. ISBN: 9780134808048 E-book

Textbook Zero! This textbook is available in digital format, and can be purchased in the school bookstore. Many of the readings may also be found on-line by google searching the title and author. I will also provide links to the readings in class.

### **Course Description and Goals:**

The JC Catalog gives this course description for ENG 131—Writing Experience: This is an intensive writing course. Narrative and descriptive modes are stressed. Basic research strategies are introduced. An end-of-semester portfolio is required.

I envision this as a workshop environment designed to improve your writing skills and help you get ready for college level writing. We will use our class time to write, talk about writing, and share the writing we have done. Essentially, we will write and talk. I will give you a lot of feedback and some formal instruction, but much of your true improvement will come from the practice you will get. We will also have reading assignments from the text fairly often and we will discuss and write about those readings. The atmosphere we will create will enable us to learn through practice and discussion to be better writers.

This is a very fast-paced 7-week course. You will have to work hard to keep up.

**General Education Outcomes** The course goals and objectives incorporate specific General Education Outcomes (GEOs) established by the JCC Board of Trustees, administration and faculty. These goals are in concert with four-year colleges, 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 GEOs and course objectives addressed in this class include the following

### **GEO #1: Writing Clearly, Concisely, and Intelligibly (Developing)**

**Writing Skills** that we will work on together include:

- 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

**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"> <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</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>

### **ATTENDANCE, PARTICIPATION AND LATE POLICY**

Attendance and participation in a writing workshop is essential. It is particularly important in this section because we only meet twice a week for a total of fifteen times. Attendance and participation will account directly for 7.5% of your grade (5 points per class earned). You are allowed to miss a total of 6 class hours without penalty (four class meetings or any hourly portion). After that, you will be penalized 50 points for every class missed (33 points per class hour). That is essentially a drop of half a grade. At six absences, you are missing 20% of the class time. If you come late or leave early, I will note the amount of minutes. I may also subtract from attendance time spent sleeping, texting, refusing to do in-class work, or non-class related computer activity. If you are going to have problems attending, you may want to find another section. I will also use the option early in the term to drop students whom miss class and from whom I do not hear. I only will make exceptions for legitimate excused absences (defined as deaths, illnesses--yours or your child's--requiring a doctor's attention, and active military service). Communication with your instructor is the key. Let me know about your situation before the absence or as soon as possible after. COVID-19 symptoms will be excused. If you are experiencing COVID-19 symptoms, please don't come to class and please get tested.

### **ACADEMIC HONESTY**

The purpose of this class is for you to become a better writer. Plagiarism, collusion, fabrication or other forms of cheating go against that purpose. Jackson College's academic honesty policy states that all work turned in must be done by the student whose name it bears. It requires that you don't aid in anyone cheating, that you acknowledge all sources, and that you do not submit another's works as your own—either directly copied or paraphrased from another published or unpublished source. Any essay, report, or other writing that is plagiarized will be given zero points (this includes paraphrasing sources too closely). Evidence of the plagiarism will be filed with the Dean. **ALWAYS CREDIT SOURCE MATERIAL!!** My rule of thumb is that if it even crosses your mind whether you should credit the source, you should. I also consider assignments written for another class at a different time to be plagiarism. No recycled assignments!

## **GENERAL BEHAVIOR AND LATE WORK POLICY**

A workshop atmosphere requires that we have times when we are talking and times when we are completely silent. You may be asked to work in groups. You may be asked to present summaries of group discussions to the whole class. In general, you need to exhibit behavior appropriate for each situation. An atmosphere of professional respect is required for us to have a workshop atmosphere and I will demand that you exhibit professional respect at all times. We will often have whole class discussions. This also applies to discussion boards. Please refrain from participating in exclusive discussions during this time.

As far as late work goes, this will apply only to out of class assignments. Deadlines will be adhered to strictly (of course, legitimate emergencies, defined earlier in this syllabus, will be excepted). Deadline time is the beginning of class on the day the assignment is due (that means 9AM for us). You are allowed one late pass. This is an opportunity for you to turn in one paper, one class period after the due date. It is an opportunity—if you choose not to turn that paper in at all, you still will have used your late pass. If you miss class when an assignment is due, **I MUST HEAR FROM YOU**. I will then be able to confirm the use of your late pass or discuss any situation (made on an individual case basis) for alternate submission. Essays should either be printed off a computer and turned in to me, or submitted on JetNet as a word document attachment (again, by 9AM on the due date). I do accept e-mailed assignments, but this should be considered an emergency option only. It is on you to make sure you receive a message of confirmation of receipt, and the essay must be properly formatted (again, word attachments are best). Please refrain from using Google Docs to send documents. If you haven't received a message within 24 hours, you must contact me. After 24 hours, the assignment will be considered late. Please remember that none of this applies to the final portfolio.

I ask that you please put cell phones on silent mode and refrain from answering them during class. I also ask that you do not text during instruction time and please limit computer use to class-related activities.

## **LEARNING SUPPORT SERVICES**

Colleges and universities must make reasonable accommodations for students with identified learning needs. If you have an identified need that may require some adjustment or adaptation in order for you to succeed in this class, please contact Learning Support Services. The phone number is 517-787-0800 ext. 8270/8553.

## **GRADING**

I use a 1000-point grading scale. I will only put point values on assignments. You can easily keep track of your progress in class by adding up your points. I will give you a projection at midterm and I am always willing to add up points for you and go over grade scenarios at any point during the term. I will also put your points on JetNet so you can follow your progress there. Here is the point breakdown:

<b>Final Portfolio</b>	<b>400</b>
<b>Process Drafts for Essays (4 total 50 pts each)</b>	<b>200</b>
<b>Exams—Midterm and Final (100 pts each)</b>	<b>200</b>
<b>Attendance and Participation (5 pts each)</b>	<b>75</b>
<b>Discussion Boards (25 pts each)</b>	<b>75</b>
<b>Research Process (50 points)</b>	<b>50</b>

Here is the grading scale I will use to determine the final grade you have earned:

920-1000	4.0
860-919	3.5
800-859	3.0
750-799	2.5
700-749	2.0
660-699	1.5
600-659	1.0
550-599	0.5
0-549	0.0

**Calendar**

August 30, September 1 and 8 (no class September 6 due to Labor Day)—Sample Writing, Introductions, syllabus, guideline sheets for essay 1, discuss readings, process talk

Readings—“When an Open Relationship Comes with a Price” Eliza Kennedy 72-75 Chapter 6  
“The College Hazing That Changed My Life” Thomas Rogers 522-524 Chapter 33 “Slapstick” Thaddeus Gunn 76 Chapter 6

Discussion Board #1 due September 8

September 13 and 15— profile discussion and practice, discuss readings, focus on description of person and place, workshop for essay 2

Readings—“Recognizing Diversity in Mental Illness” Rachel Loos 166-167 Chapter 11, “Ellen DeGeneres: Darling of Both Middle America and the Coasts” Andrew Anthony 89-91 Chapter 7

Essay 1 due September 13

Discussion Board #2 September 15

September 20 – Research talk, 20 Questions Activity

Process Draft #2 due September 20

September 22—Midterm Exam

Discussion Board #3 due September 22

September 27 and 29-- focus on first-hand research, writing up research, question due at end of class

September 29

October 4 and 6-- Works cited workshop, Guidelines for essay 4

Source Plan due Oct. 4

October 11 and 13—workshop for essay 4 and portfolio

Essay 3 due October 11

Essay 4 due October 13

October 18—Final Exam

Portfolio due Oct. 18