



21 Fall Semester

Writing Experience I

ENG131.I14

Number of Credits: 3

Days Class Meets: N/A

Meeting Times: N/A

Location/Venue: JetNet/online

Instructor: Ms. Holly Taylor

Contact Email: taylorholly@jccmi.edu

Online Office Hours: *I am available for conferencing by appointment via telephone or Zoom/ BBB*

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.

Cont'd Description

The course is delivered online. Learners engage the writing process, study the impact of the rhetorical situation on communication choices, and are introduced to academic research strategies while completing units of memoir, profile, analysis, and report genre studies. Each unit concludes with a formal essay in the genre accompanied by a metacognitive reflection, which is a reflection on individual learning accomplished in the unit. The course requires participation in discussion forums, course activities, and guided peer review. Developing 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.

Prerequisite(s)

ENG 080 and ENG 090 or equivalent ACT or college entry test scores

Course Goals

Learner success relies on the ability to plan, prepare, study, and engage phases of the writing process, to apply global and local essay strategies, critical thinking skills, research strategies, and peer response

skills. Be prepared to write, share, and revise your writing and to offer structured feedback to peers in discussion forums.

- Learners will create four essays in memoir, profile, analysis, and report genres. Essays will be accompanied by a title page and, when sources are used, a Works Cited page. Specific page lengths are defined in essay assignments.
- Learners will apply active reading strategies to assigned course materials and can expect to encounter approximately fifty pages of reading per unit--these texts include the course text, PowerPoint lectures, online lectures, reference material, and peer writing.
- Learners need to plan to spend at least nine [9] hours a week on the course, including assigned readings, collaborative discussions, and individualized writing.

Learning in this course is scaffolded. This means you are expected to read the unit books and PowerPoints before engaging Writers Group Discussions. To enter discussions, you will need to complete the assignments that precede them. Writers Group 2 must be marked complete before you can enter Writers Group 3. Completion is measured by the number of initial posts and peer responses you give.

Course Objectives

General Education Outcomes (GEO): The course goals and objectives incorporate ADOs 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. ADOs guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs. The ADOs and course objectives addressed in this class include the following:

GEO 1: Writing Clearly, Concisely, and Intelligibly

- **Process**

Uses parts of the recursive process in writing, which may include pre-writing, drafting, revising, editing.

Evaluates sources when used.

- **Rhetorical Situation: Purpose, Audience**

Demonstrates appropriate purpose and audience for context.

- **Organization and Development**

Demonstrates functional organizational structure appropriate to genre;

Provides examples and details that support ideas and content; appropriate to genre.

- **Meaning & Understanding**

Researches and writes for further understanding and additional knowledge.

Employs write to learn methods through reflective writing and research for further understanding and additional knowledge.

- **Use of Sources and Documentation**

Demonstrates ability to find and evaluate credible sources.

Demonstrates correct documentation of sources when appropriate.

- **Conventional Grammar and Sentence Structures**

Correctly uses grammar and mechanics.

Demonstrates clear meaning.

Performance Objectives: Correlating with GEOs 1; these outcomes refer to the actions, feelings, and thoughts 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• Practice metacognitive reflection• 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	<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	<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

Textbook

REVEL for *Writing Today Fourth Edition*. Authors: Johnson-Sheehan & Pain. Pearson Publishing. ISBN 13: 9780134307244.

This e-text in Pearson REVEL is accompanied by Pearson Writer, a student writing support application.

***Writing Today* is available at the [JC Bookstore](#). If you choose to purchase the text elsewhere, you are responsible for having it no later than the end of the first week of class.**

College welcomes digital text supplier BibliU

Jackson College has partnered with BibliU, a digital eTextbook provider, to provide our students personal access to their essential digital texts and resources. The BibliU platform allows users to read online and download (through the BibliU apps) on multiple devices. Students can make notes, highlight text, search for keywords, mark their favorite most used books and use accessibility features such as Text to Speech. For texts available in digital format, students will receive an access code to access their BibliU textbooks and should go to JetNet. Once they have done this the first time, they can use the BibliU app, which offers additional functionality, accessibility and an ability to download whole texts for offline reading. Currently BibliU has approximately 90 percent of all required textbooks in a digital format. Cost to students for the digital format/or text books for the remaining 10 percent non-digital is \$50 per class (this price will not include required supplies). If students wish to have a book for a class that is available digitally, they may opt out and secure their textbook from another vendor. If a student decides to opt-out, it will apply to all classes for the entire semester.

Extras

Regular access to computer with Internet service; back-up access to alternative computer with Internet access; a flash or other drive to back up your work; course text, *Writing Today 4th ed.* in REVEL

Course Organization

The course begins with a banner.

In the banner are the HELP and NEWS forums; you can post questions about the class in HELP; check the NEWS forum for course updates and announcements; these will be automatically sent to your JC student email as well. The banner also contains instructions for accessing your course text through Pearson REVEL.

The course is organized around five units of study.

- Unit 1: Course Introduction
- Unit 2: Writing the Memoir (personal essay).
- Unit 3: Writing the Profile (informative essay).
- Unit 4: Writing a Rhetorical Analysis (analytical essay)
- Unit 5: Writing a Report (informative essay)
- Unit 6: Portfolio with Reflective Essay (the equivalent of your final exam).

Units Begin with Banners that contain Unit Number, an Interesting Image, Dates, and Unit Calendars

Learning in this course is scaffolded. This means you are expected to read the unit books and PowerPoints before engaging Writers Group Discussions. To enter discussions, you will need to complete the assignments that precede them. Writers Group 2 must be marked complete before you can enter Writers Group 3. Completion is measured by the number of initial posts and peer responses you give.

Unit calendars are posted in the banner section of each unit. These calendars repeat the information on the course calendar for distinct units. They provide due dates and time frames for when you are expected to complete assigned work.

Banners for each unit contain live links to the course text, [Writing Today in REVEL](#) and all items contained in the unit. You can navigate each unit from links the unit banner, or you can scroll to each assigned item in each unit.

Below the banner, units contain:

Electronic Book. Assignments, unit calendars, and readings are posted in a virtual 'book' that allows you to read the assignments, lectures, and other course materials. You will see an icon of a book labeled "Unit # Online Book." **Click on the link beside the book to open the file and see course assignments and**

files. Each unit book has a table of contents. You will find the table of contents on the left side of the computer screen.

PowerPoint Lectures focus on specific skills.

Quizzes over unit materials. REVEL also contains low stakes quizzes over assigned readings.

Discussion Forums. Discussions are open over a defined number of days (see the calendar for discussion closing dates). You are expected to post, read other's posts, and converse about ideas in the discussion forums. Do not post and run! Return to the discussion board at least one other time (more is better) to converse with others. When writing in discussions all learners are expected to conform to Standard English rules for spelling and grammar. Texting language and other abbreviations are not acceptable and will result in significant point deductions for discussion forum participation.

This course offers two types of discussion forums:

- Discussion 1: A whole group discussion in which you are asked to share your assigned analysis of published essays and discuss the elements of composition that writers use to achieve their goals.
- Discussions 2 and 3: The Writers Group, which consist of four or five individuals. In Writers Groups you share and respond to drafts of each other's process and papers. Writers Group discussions have multiple threads to which you are expected to post.

Each unit contains Discussion Forums 1,2, and 3.

Discussion Forum 2 in each unit will ask you to post aspects of your writing process in discussion threads. Threads simply give us a way of organizing posts. Each thread is explained in the discussion forum instructions:

Assignment Upload. This is where you submit essay assignments for final grading. Every unit requires you to submit specified aspects of your writing and research process *on a template*. As you work in process, copy and paste your work into the template. Upload the process template to the assignment folder with your revised and polished essay. You will see folder icons labeled "submit {name of work} here." Click on those icons and upload your work.

(CIQ) This is a non-graded anonymous survey that allows you to give just in time feedback to your instructor toward making improvements in the class as soon as in the next unit. CIQs are located at the end of every unit.

Please let me know how I can help you navigate this course. You can contact me through the HELP discussion board or by email at taylorholly@jccmi.edu

FERPA

This course follows the FERPA law.

FERPA protects the privacy interests of students in their education records. It generally prohibits the disclosure of a student's personally identifiable information from education records without the consent of the parent/guardian or eligible student. An eligible student is one who reaches the age of 18 years old and/or attends a postsecondary educational institution, in which case the rights of the parent/guardian transfer to the student.

The U.S. Department of Education publishes a variety of FERPA compliance materials including a helpful FAQ located at <https://www2.ed.gov/policy/gen/guid/fpco/faq.html>.

FAQ number 7 is specific to Dual Enrollment:

If a student is attending a post-secondary institution - at any age - the rights under FERPA have transferred to the student. However, in a situation where a student is enrolled in both a high school and a post-secondary institution, the two schools may exchange information on that student. If the student is under 18, the parent/guardian still retains the rights under FERPA at the high school and may inspect and review any records sent by the post-secondary institution to the high school.

Grading Procedure

Your final grade reflects your participation, performance, and growth in the class as evidenced by the strengthening and extension of your 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 award percentage grades (0-100) for each activity and assignment in the course.

Grade Distribution

- Participation in whole group discussion forums 15%
- Essays /Writing Process Activities in Writers Group Discussions 35%
 - Memoir 5%
 - Profile 10%
 - Rhetorical Analysis 10%
 - Report 10%
- Quizzes/Tests 15%
- Portfolio and Reflective Letter 35%

Notes on JetNet Grade Book Settings

- Discussions grades are cumulative, so until all of your contributions to a discussion are graded, the grade book will show the current percent earned. For example, when a student posts his first reply to Discussion 1, he will earn 0-60 points (60%). Each reply to a peer earns him 0-20 points. As he completes his replies to peers, his cumulative score will grow to a maximum of 100 points (100%).
- Essay process and product grades are cumulative as well. This means that your work in Writers Groups combines with your grade on your revised unit essay for a total score. Until your essay has been uploaded to the assignment file and graded, the score for that unit's process and product will be incomplete.
- Because of the cumulative nature of these grades, the Course Total category in grade book will not accurately reflect your grade until the end of each unit, after you have received a grade on your submitted essay. If you check grades during a unit, expect to see the Course Total appear lower as partial grades are being factored into it by the system.

Grading Scale

GPA	GRADE RANGE
4.0	92-100%
3.5	86-91%

GPA	GRADE RANGE
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%

Failure

You must complete all of the major learning units, including participation in Writers Group exercises and completion of each step of the writing process for each essay, in order to pass the course. If you do not hand in all four essays and/or your final portfolio you will not be able to pass the class.

Students who stop participating in class after the final withdrawal date will receive a failing grade on their transcript.

Evidence of plagiarism or any form of academic dishonesty or misconduct could result in a failing grade and a referral to the Dean.

Course Policies

Online Activity (Attendance)

In order to be considered an active student in the class, learners must log into and participate in weekly discussions. Logging into the class without participating does not constitute activity and may be cause for the student to be withdrawn from the class. You must log in to the online class and participate by the first week of class or you will be dropped. This is a college wide policy that ensures the school is complying with federal attendance reporting.

If an extenuating circumstance prohibits discussion involvement for one week, the learner may contact the instructor to discuss the situation and make alternative plans. This must occur before or *as soon as possible* at the time of the absence. Extreme absences may require documentation if the learner wishes to avoid withdrawal (or to achieve reinstatement).

Instructor Withdrawal of Student. Per College policy, instructors are required to remove students who are not active in the course for a period that equates with approximately five contact hours. In an online class, this is approximately one and one half week of discussion. When a learner is removed from the course, reinstatement is not likely but may be possible after discussion with the instructor. If you do not login and actively participate for the first week of class you will be dropped.

Electronic Submissions

All formal coursework must be submitted either as a Microsoft Word document (.doc or .docx) or as a Rich Text Format document (.rtf.) College computers cannot read *wpd* or *wps* and some other documents, but almost every computer can read .rtf documents. If you have never submitted in this format, ask how to do it the first day of class (you can use the HELP board).

Upload your assignments to the assignment links in each unit. *Give all uploaded documents the name of the assignment as specified on the unit assignment sheet.*

If you are working with an older version of Microsoft Word, you may not be able to read docx documents. One way to open a docx is:

- click on the document
- save it to your computer; when saving, rename the document as it's name plus .doc . For example, paper1.doc . In the file window, select "All Files."
- you should then be able to open the document.

Late and Insufficient Work

Late work hurts your ability to be fully successful in the class and is a nuisance to your peers (not to mention your instructor) who count on you to be timely.

I believe in writing as a process and have planned each unit in such a way that you should be able to work in process, conduct research, and write your drafts in a timely manner. I'm not impressed by procrastination, and I do not believe that you are studying composition theory and practice if you wait until the day before an essay is due to write it. *Therefore, if you have not engaged the process in the unit, I reserve the right to reject any essay you provide.*

Late Submissions to Whole Group Discussions (Discussion 1 of each unit): You are obligated to participate in whole group discussions within the allotted time frame. Posts that come in up to three days late will be downgraded one full point. Posts that come in later than three days will receive a 0.

Late Submissions to Writers Group Work: You are obligated to participate in the Writers Group Forums per the assigned dates.

The forums end on designated dates. You will be able to access and work in the forum; work produced has the following consequences:

- after the posted due date, initial posts will receive point reductions
- peers are under no obligation to read late submissions to group work
- late responses to on-time peer work will receive a one point deduction
- responses to peer work submitted after the due date are appreciated and will not receive deductions

What do I do if I do not receive peer responses before the due date? When peer submissions to writers groups are missing or insufficient help for revision, the writer may respond to their own post following responding guidelines. Self-responses help you put eyes on your own work while still developing revision and editing skills.

What do I do about gathering responding points if no one posts their essay draft by the due date? If peer submissions are not sufficient for an individual to offer a comprehensive response to a peer essay, that individual shall offer themselves a comprehensive response. In other words, use the peer responding guide to address your own essay. In this manner you will receive substantive points and engage the learning outcome required for the forum.

Additionally, when peer submissions to writers groups are missing or not sufficient for an individual to garner full points, the instructor will pro-rate their grade so the individual student is not penalized in any way by others lack of participation.

Writers groups are evaluated by the instructor in each unit. The instructor may re-assign individuals to other groups per their participation.

Late Polished Paper Policy

I accept late papers but I am not bound to grade them. If you submit work late, it goes to the bottom of a very large stack of other obligations and receives a full grade deduction (-10 points) for each day it is late. For instance, an essay receiving 79 points will drop to 69 points if submitted a day late. This same essay will receive a 59 for being two days late, etc.,

Exceptions to the late work policy: I may exempt you from the grade deduction if you contact me in a timely fashion and make arrangements based on legitimate need. I generally will not grant exemptions if contacted after a due date has passed. All deadline extensions that are granted must first include a brief face-to-face or telephone conference with me. You can send an email requesting to talk at any time during the units of study. You may only ask for one exception over the course of the semester.

Final thought: because you are able to submit online, you should be able to upload your papers even if you are home with the flu, your car will not start, you or your child is ill, or your dog had puppies in the swamp. So, these may not be considered legitimate reasons.

Late Quizzes

Quiz due dates are to be honored. You may request ONE re-open of a weekly quiz/quiz in REVEL during the semester.

Discussion Policies

Writers Groups are places where you practice giving and receiving peer feedback on your writing. You will revise your work based, at least in part, on what happens in writers groups. As your instructor, I do not offer responses to workshop drafts; rather, I offer group comments and/or responses to identified drafts in order to teach you all specific lessons in the writer's group. *Do not wait for me to give you feedback on your draft before revising.* Revise using peer responses and the revision guidelines provided in the course materials and by referring to the Key Features segments of the assigned Norton Writing Guide Genre chapters.

All Posts Require Use of Standard English Grammar and Structures. Discussions forums are places where academic discussions about course materials take place. Learners are expected to use Standard English. Posts containing abbreviations, slang, text language, or ignoring grammar and structures may not receive a grade and may be deleted.

Practice Netiquette: This term refers to basic politeness and professionalism while working in an online environment. If we follow these basic guidelines, we will be fine.

- When posting a response in the discussion, name the person to whom you are responding and summarize the idea to which you are responding. A simple indicator phrase like, "Sarah, you wrote that..." will help others follow your discussion thread.
- Be careful of your tone; it is carried in the words and structures you use. Readers cannot pick up inflections and do not see body language, so double up on respect.
- Address ideas not personalities. Critiques of peer works and disagreements with the writers' premises or outcomes are healthy aspects of academic discussion. However, it is not okay to judge or characterize the writer. Any critique you offer, whether positive or negative, must address ideas and be supported by evidence.
- Avoid judgmental or inflammatory language in your posts.
- Avoid stereotypes. This may require you to check some of your assumptions as you begin to discuss cultures, religions, regions, classes, and genders different from your own.
- Do not assume everyone in your class holds the same religious, political, or social values as you. Be mindful of diversity in the class.
- Use the peer responding guidelines provided in the course.
- Avoid posting messages that are no more than gratuitous replies to replies. These take up precious time and do not add to the learning of self or others.
- Respect copyright and intellectual property rules; if you borrow from someone else, even if you are quoting a peer in the class, be sure to give credit where credit is due.

- All discussions, including the Help Board, require civility. If you have a problem with an individual, including the instructor, you need to have a private discussion with the instructor. You may not criticize or complain about students, the course, or the instructor in any forum. Such posts will be deleted and the instructor may contact offenders to discuss the issue. Deans may be involved if a problem persists.

Rules for revised essays submitted to unit assignment files.

Essays submitted for a grade in this this course must have gone through assigned aspects of the writing process (Writers Group Discussions), undergone peer review (writers group discussions), and at least one post peer review revision. If an essay has not undergone peer review, it will not be graded. Do not skip peer review. Each unit essay is graded 50% on your process as demonstrated in writers groups and 50% on the revised essay submitted to the assignment file.

Essay assignments must always be accompanied by a meta-cognitive reflection in which the student will reflect upon and write about his or her writing process, work in various genres, what he or she learned, and any obstacles or questions remaining about the assigned essay.

Rules for Portfolio Submission.

In order to complete this course, students must submit a portfolio containing at least 10 pages of academic writing completed in this section of ENG 131. Please see the Portfolio Guidelines in the Unit 1 Course Materials File, and again in the Unit 6 Portfolio file.

All essays in the portfolio must have been written for this class and undergone peer review *in this class* and draft revision[s].

Failure to submit a portfolio results in failure of the course. See the portfolio guidelines in Course Materials for more details about the portfolio.

E-mail Policy

All e-mail must be conducted through the college email system or via course messaging. I do not communicate about course work via to outside e-mail accounts.

Emails must have a subject that includes the course number and the subject of the email. For example, ENG 131 Unit 4 question.

Instructor Availability Policy

My contact information is on the first page of this syllabus.

While online classes allow you to work at a variety of times, instructor availability is not 24/7. I try to respond to your questions or e-mails within 24-48 hours during the work-week (Monday – Friday). I will always respond within three days of your contact. All communications should go through email.

Unit papers will be graded within fourteen days (2 weeks) of submission. The final Unit paper will be assessed and returned within two days.

For quick help, please use the course discussion HELP board to ask questions about the class or technology.

Final Portfolio

Portfolio and Reflective Essay Information

The portfolio demonstrates your use of narrative, descriptive, and informative strategies; awareness of the rhetorical situation, ability to develop and support claims appropriate to genre, organizational skills, demonstration of research skills, documentation and citation skills, and mechanical competence.

The portfolio is comprised of at least ten pages of revised and polished academic essay writing completed in this course and a brief, one page reflective essay on your learning in the class.

Learners may not submit essays to the portfolio that were not completed in this class, essays have not received a passing grade in their respective units, or essays that have not undergone demonstrated writing process and/or revision.

Please read the following letter to students and portfolio grading criteria from the Composition Faculty at JCC:

Dear Writing Students:

JC's Department of Language, Literature and Arts has implemented the portfolio as an assessment tool for all ENG 091, 131, and 132 courses. Please read the following information about the portfolio:

- Every writing student at JC must submit a portfolio, consisting of a variety of revised papers completed this semester that best demonstrate competency in skills and strategies appropriate to the course in which you are enrolled.
- The portfolio is worth 30-50% of your total course grade. Your instructor will determine the specific percentage. See your course syllabus for this information.
- Your instructor will evaluate your portfolio and offer comments on the strengths and weaknesses of your work.
- Successful portfolios contain papers that have undergone serious revision. This portfolio is the culmination of your semester's work and should show evidence of careful revision and editing.
- Your portfolio will be evaluated holistically; your instructor will give feedback on your overall work. See the back of this sheet for departmental descriptions of good writing.

Portfolio Formatting Requirements:

- Include a cover sheet for the entire portfolio listing course and section number, instructor's name and other identifying information as your instructor directs.
- Your instructor will identify a date near the end of the semester for the submission of your portfolio. Please hand in one copy of your entire portfolio to your instructor the day the portfolios are due.
- Although MLA does not require a title page, you must include a title page for each essay in the portfolio. List the title of the essay and a brief description of your purpose or reasons for writing and the audience or intended readers you imagine for it.
- Please submit your portfolio double-spaced, using a 12 point font, with one inch margins on all sides.
- Please put your last name in the upper right hand corner of each page.
- If you use source materials, be sure to follow MLA Guidelines for documentation and citation. Specifically, you must include parenthetical citation and a Works Cited page.
- Your instructor will determine the manner in which the portfolio is to be submitted (online or hard copy).

We encourage you to devote time to the revision process throughout the semester. Successful portfolios include papers which have been revised extensively. Your instructor will make suggestions for revision throughout the semester and as you compile your portfolio at the end of the term. If you have any questions about any of the information contained here, please ask your instructor.

Sincerely, The Language, Literature and the Arts Composition Faculty

Writing Portfolio Requirements Summary

and

Standard Deductions

10 full page minimum required

Individual essays must be at least 2 full pages or longer to be considered in the page count. At least 3-page papers are encouraged since students need 10 pages of essays, not counting Purpose/Audience Cover Page, Works Cited pages, Annotated Bibliographies (nor abstracts for the research report).

Portfolio must include at least three different genres: narrative/descriptive, profile analysis, and the research report. **No argumentative essays allowed.** At least one essay must demonstrate ability to integrate and document material from at least 2 sources, using MLA parenthetical and Works Cited format.

The Portfolio Reflection Letter does not count toward the 10 pages of essay. However, some instructors drop the Portfolio Grade if the letter is not included, either a half-grade or full-grade for not including it.

Standard Deductions

· Fewer than required pages:

8 – 9 pp. = 0.5 deduction

< 8 pp. = 1.0 deduction

• Missing or disconnected Purpose/Audience Statement page:

0.5 deduction

- Incorrect source citation and

documentation:

0.5 deduction

Plagiarism results in a 0.0 grade

ENGLISH 131 Portfolio Rubric (see next page, too)

GRADES 4.0, 3.0, 2.0 SATISFY GENERAL EDUCATION OUTCOME 1 (GEO 1)

Categories	4.0 = Masterful	3.0 = Skilled	2.0 = Competent	1.0 = Unsatisfactory	0.0 = Poor
Rhetorical Situation: Topic, Purpose, Audience, Context, Angle	Audience & purpose statements demonstrate mastery of rhetorical situation conveying topic, genre, and angle to clearly inform essays	Audience and purpose statements indicate writer awareness of the relationship of stated rhetorical situations to the essays	Audience and purpose statements are too general. May be missing clear indication of genre.	Audience and purpose statements are missing clear indication of genre and are disconnected from essays	Audience and purpose statements are missing
Thesis: Main Claim Appropriate to Genre	Essays contain engaging and identifiable implied or stated thesis statements	Essays contain identifiable implied or stated thesis statements	Thesis statements, whether implied or stated, are somewhat clear	Thesis statements are unclear and/or fail to reflect attention to genre or support purpose and audience.	Writer demonstrates little or no awareness of a thesis
Evidence: Support & Development of Claims	Masterfully supplies evidence that engages readers while developing	Skillfully supplies evidence that develops significance,	Competently supplies evidence that develops	Limited development of significance and claims	Fails to develop significance and support claims

	significance, supporting claims, and maintaining appropriateness to genre	claims, and is appropriate to genre	significance, claims, and is appropriate to genre		
Structure: Introductory Lead Organization and Cohesion	Introductions successfully hook, focus, and forecast coming information and essay structure. Clearly organized with effective transitions	Most introductions successfully hook, focus and forecast coming information and essay structure. With rare exceptions, essays are clearly organized.	Most introductions successfully hook, focus and forecast coming information and essay structure. Organization needs more work in at least one essay.	Essay organization is confusing and disjointed. Paragraph structure is ineffective, and transitions are missing in many places.	Essay does not demonstrate attention to organizational strategies.
Research: Source Integration; MLA Style	When using sources: Thesis is supported with evidence from strong, credible sources. Shows proficiency in MLA style including parenthetical citations and Works Cited strategies.	When using sources: Thesis is supported with good sources. Demonstrates awareness of MLA style. Parenthetical and Works Cited strategies are employed, a few errors are apparent.	When using sources, more attention to parenthetical and Works Cited strategies are needed.	Sources are poorly chosen; source usage is weak. Lacks overall understanding of parenthetical and/or Works Cited strategies	When using sources: No attention to source citation where needed. Plagiarism may be evident.
Sentence Structure	Expresses ideas in mechanically controlled, clear, and cogent sentences. Demonstrates varied, pleasing sentence patterns.	Uses effective and varied sentences. Errors (if any) are infrequent.	Relies on formulaic or tedious sentence patterns. Shows frequent errors in sentence construction and uses non-standard syntax.	Simple sentences used excessively w/ frequent errors and little variety. Run-on sentences and fragments are common.	Multiple and serious errors of structure, e.g., fragments, run-ons, and splices. Lacks cohesiveness.
Vocabulary and Word Choice	Demonstrates exceptional vocabulary range and uses effective diction.	Uses good vocabulary range and correct diction.	Shows ordinary vocabulary range. Diction errors do not interfere with readability.	Demonstrates limited vocabulary and diction.	Poor diction. Confusing errors result in mostly awkward or meaningless communication.
Mechanics and Punctuation	Virtually free of punctuation, spelling, and capitalization errors. Syntax is appropriate.	Contains a few surface level errors.	Contains errors that interfere with meaning. More attention to	Contains numerous errors that interfere with	Frequent and serious errors hinder communication of ideas.

			editing needed.	meaning. Poorly edited.	
Portfolio Reflection Essay	Demonstrates masterful knowledge of revision strategies that develop ideas and polish essays. Shows awareness of reader review.	Demonstrates skillful knowledge of revision strategies that develop ideas and polish essays. Shows some awareness of reader review.	Competently acknowledges revision as part of process, but little detail provided. Some awareness of reader review.	Unacceptable engagement in or reflection on process. Little acknowledgment of revision and/or reader review.	Fails to acknowledge revision as part of process and/or reader review.

Participation Guidelines

Actively participate in all discussions. To do this you should create a substantive post for each of the discussion topics and reply to at least two other individuals in the forum.

Respond to any follow-up questions the instructor directs to you in the discussion area.

Rubric used assess your posts in Discussion 1 of each unit:

- Initial post addressing the discussion prompt or assignment is worth a maximum of 60 points.
- Each response is worth a maximum of 20 points.

Total points earned for Discussion 1 of each unit may not exceed 100.

Rubric used assess initial posts to whole class discussion forums (Unit Discussion 1)				
	Minimal and Non-performance	Basic	Proficient	Mastery
Criteria for Initial Post	Initial post: 0-39 points (0-1.0)	Initial post: 40-49 points (2.0-2.5)	Initial post: 50-55 points (3.0-3.5)	Initial post: 56-60 points (4.0)
Addresses discussion prompt assignment.	Fails to convey understanding of discussion prompt. Writing lacks focus, organization and development.	Reflects understanding of discussion prompt but response may lack focus, organization and development. Dwells in generalities. Essay structure is basic or	Addresses discussion prompt fully in a focused, organized, and developed piece of writing. Proficient use of essay structure.	Addresses discussion prompt assignment in a focused, organized, and developed piece of writing. Masterful use of essay structures.

Displays understanding of assigned content.	Does not explain or apply relevant course concepts, theories, or materials to task.	evidences little attention to coherence (transitions missing).	Displays clear understanding of content assigned.	Displays comprehensive understanding of content assigned.
Displays ability to work with composition concepts, theories, and/or materials correctly.	Supporting evidence is disconnected or missing.	Fails to displays clear understanding of content assigned.	Explains and applies relevant course concepts, theories, or materials correctly.	Identifies, analyzes, and explains composition concepts, theories, and/or materials correctly.
Develops claims with relevant supporting evidence.	Vocabulary, grammar, and structures fail to support meaning. Errors disrupt reading experience.	Course concepts, theories, or materials may appear, but the writing does not display full understanding of them.	Supplies sufficient examples and/or other supporting evidence for claims made.	Supplies multiple examples and/or other supporting evidence for claims made.
Vocabulary, grammar, and structures support meaning.		Supplies minimal examples and/or other supporting evidence for claims made.	Vocabulary, grammar and structures support meaning and contain few, if any, errors.	Vocabulary, grammar, and structures support meaning and are without error.
		Vocabulary, grammar and structures are basic. Errors interrupt reading for meaning.		

Rubric used to assess peer responses and subsequent discussion posts to whole class discussion forums (Unit Discussion 1)

Criteria (total points)		Basic	Proficient	Mastery
	Minimal and Non-performance	Initial post: 40-49	Initial post: 50-55	Initial post: 56-60
	Initial post: 0-39	Responses to others: 14-15	Responses to others: 16-18	Responses to others: 19-20
	Responses to others: 0-13			

<p>Engages fellow learners by relating the discussion to relevant course concepts.</p> <p>Post conform to Standard English rules for grammar and structures.</p>	<p>Does not collaborate with fellow learners.</p> <p>Responses fail to conform to Standard English rules for grammar and structures.</p>	<p>Engages fellow learners without relating discussion to the relevant course concepts, materials, or experiences.</p> <p>Responses do not evidence concern for Standard English rules for grammar and structures.</p>	<p>Engages fellow learners, relating the discussion to relevant course concepts.</p> <p>Responses reference discussion, course materials, and/or personal experiences.</p> <p>Responses are presented in Standard English, attending to rules for grammar and structures. Errors are minimal.</p>	<p>Engages fellow learners by relating the discussion to relevant course concepts and extending the dialog.</p> <p>Responses are developed with references to the discussion, course materials, and/or personal experiences.</p> <p>Responses are presented correctly using Standard English grammar and structures.</p>

Rubric used assess initial posts to process writers group discussion forum (Unit Discussion 2)

Unit Discussion Two (100 points possible)

This discussion will have multiple threads. Some initial posts will be worth 10 points, some will be worth 25 points.

		Basic	Proficient	Mastery
Criteria	Minimal or Non-performance	Initial Post 17-19 (out of 25)	Initial Response 20-22 (out of 25)	Initial Response 23-25 (out of 25)
	Initial Post 0-16 (out of 25)	Initial Response 4-5 (out of 10)	Initial Response 6-8 (out of 10)	Initial Response 9-10 (out of 10)
	Initial Post 0-3 (out of 10)	peer responses 3 (out of 5)	peer responses 4 (out of 5)	peer responses 5 (out of 5)

	peer responses and other posts 0-2 (out of 5)	Other posts and responses 3 (out of 5)	other posts/responses: 4 (out of 5)	
Collaborates with fellow learners, relating the discussion to relevant course concepts and applying balanced responding techniques.	Does not collaborate with fellow learners. Does not offer a knowledgeable response.	Collaborates with fellow learners without relating discussion to the relevant course concepts. Offers general response. Minimally supports response with ideas from the course or peer writing.	Collaborates with fellow learners, relating the discussion to relevant course concepts. Demonstrates ability to offer a balanced response. Supports responses with applicable knowledge such as references to peer writing.	Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialog. Excellent use of balanced responding techniques. Supports responses and extends discussion of genre with applicable knowledge such as references to peer writing.

Rubric used assess initial posts to essay peer review discussion forums (Unit Discussion 3)

Discussion Three (100 points possible)

Draft: 0-50 points

Comprehensive response to peer draft: 0-25

Initial Posts to all other thread assignments: 0-10

Further responses to peer posts: 0-5 points

Criteria	Posted draft: 0-29 (out of 50)	Posted draft: 30-39 (out of 50)	Posted draft: 40-45 (out of 50)	Posted draft: 46-50 (out of 50)
Draft evidences use of relevant course concepts, theories, and/or materials correctly.	Does not work with assigned genre. Rhetorical situation is poorly defined or left undefined. Research is either missing, or poorly integrated, cited and documented.	Attempts to work with assigned genre. Elements identifying genre are limited or missing. Rhetorical situation is loosely defined. Research used but problems exist with integration, documentation, and citation.	Successfully works with elements of assigned genre. Rhetorical situation is well defined. Applies relevant course concepts, theories, or materials correctly.	Excels in assigned genre. Rhetorical situation well defined. Analyzes course concepts, theories, or materials correctly, using examples or supporting evidence.
Writer supports positions with applicable knowledge and research as needed.	Does not explain relevant course concepts, theories, or materials. Does not establish relevant position. Research, when required, is either missing, or poorly integrated, cited and documented.	Explains relevant course concepts, theories, or materials. Establishes relevant position. Research, when used, exhibits problems with integration, documentation, and citation.	Supports position with applicable knowledge. Research, when used, is integrated, documented, and cited.	Validates position with applicable knowledge. Research, when used, is integrated, documented, and cited without error.
Comprehensive Responding Criteria	Comprehensive Response to peer post: 0- 16 (out of 20)	Comprehensive Response to peer post 17-19 (out of 25)	Comprehensive Response to peer post 20-22 (out of 25)	Comprehensive Response to peer post 23-25 (out of 25)
Uses peer responding guide to offer initial and comprehensive responses	Does not use peer responding guide in initial and comprehensive responses.	Attempts to offer peer responses that address elements of the assignment in initial and comprehensive responses	Clearly uses peer responding guide to direct in initial and comprehensive responses.	Skillfully employs and expands the peer response guide in initial and comprehensive responses.

Initial and Follow-up Responses	Other posts and responses 0-6	Other posts and responses 7	Other posts and responses 8	Other posts and responses 9-10
Supports responses with applicable knowledge such as references to peer writing and course materials.	Does not offer a knowledgeable response.	Minimally supports response with ideas from the course or peer writing.	Supports responses with applicable knowledge such as references to peer writing.	Supports responses and extends discussion of genre with applicable knowledge such as references to peer writing.

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

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

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 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.

Course Management

Progress Reports, Midterm Grades, Final Grades in JetStream

Jackson Community College requires attendance be recorded. Online classes automatically record engagement. Hybrid and face-to-face course instructors maintain record attendance in JetStream. If a student does not attend at the beginning of class, that student will be dropped.

If a student ceases to attend, the instructor will record the last date of attendance, and that student will be dropped when that date is recorded in JetStream. Missing the equivalent of six consecutive hours of class results in the student being dropped from the class. Missing nine non-consecutive hours of class results in the student being dropped from the class.

After being dropped, a student will not be reinstated, unless there are extenuating, documented, circumstances. To seek reinstatement the student must make an appointment to speak directly with the instructor by sending an email. This will be followed by a Zoom conference.

The midterm posting will offer both a letter progress report and your midterm grade. Final grades are not accompanied by a progress report.

If you decide to withdraw from the course at any time, contact student services and formally withdraw. This is especially important after the midterm grades are posted as your instructor is no longer able to drop you from the class. If you leave the course without withdrawing, you will receive a failing grade on your transcript. Failing grades are not good for your record when transferring, graduating, or looking for employment.

A note to Dual Enrolled Students: Instructors cannot drop dual enrolled students from the class, per agreements with their schools. When a 'date of last attendance' is issued to a dual enrolled student, that tells the student that they must withdraw from the course. If the student does not withdraw, The instructor will not grade or accept late work from that dual enrolled student. Late work is considered any work prior to the issuance of the date of last attendance.

Listed below is drop/add information:

Census Date: 9/9/2021 The census date is the last day a student can be dropped from the course without penalty.

Last date to withdraw: 12/10/2021

Final Grades Due: 12/20/2021

Makeup Policy

Withdraw: After the add/drop period, a student may withdraw from a course in accordance with the dates published in e-services. Withdrawal dates are as follows:

Census Date: 9/9/2021 The census date is the last day a student can be dropped from the course without penalty

Last date to withdraw: 12/10/2021. You will receive a "W" on your transcript.

Final Grades Due: 12/20/2021

Instructor Withdrawal of Student. Per college policy, instructors are required to remove students who are not active in the course for a period that equates with approximately five contact hours. In an online class, this is approximately one and one half week of discussion. When a learner is removed from the course, reinstatement is not likely but may be possible after discussion with the instructor. See progress report information above.

Incomplete Policy: In accordance with JCC policy, an Incomplete or "I" grade is only issued to *students who have demonstrated good standing in the class and have a passing grade at the time of an extenuating circumstance that precludes completion of the class.* Documentation validating the circumstance may be required.

Help

Writing Help: Instructor Appointment, Writing Tutors, and Writing Fellows

If you are struggling with your writing, you may always ask for an appointment with me.

If you need an appointment please contact me through email at taylorholly@jccmi.edu.

You also have the option of stopping into the Center for Student Success (CSS) or the Writing Fellows for help with your writing. If you go to the CSS or Writing Fellows, you must take with you

- 1) a copy of the assignment
- 2) your draft or work thus far

Whenever seeking help, know why you need help. For instance, if you are having trouble writing an effective thesis, ask for help with your thesis. If you are having trouble with specific aspects of organization, you can ask for help with organization.

CSS faculty and Writing Fellows are NOT PEER EDITORS and will not read and give you commentary on a draft you hand over to them. Their first question will be 'What is the assignment?' Their second question will be "What do you need help with?" If you are unable to specify your needs, you will not receive help.

- [CSS](#) is located in Bert Walker Hall Room 125. Please click the blue CSS link for more information about the Center for Student Success.
- [Writing Fellows](#) are located in Atkinson Library, Breakout room 107 (access through the main library). Look for the yellow table signs that announce "WRITING FELLOW." Please click the blue link for more information about the Writing Fellows.

Click the links below for more information and support with technology or study.

[Center for Student Success](#) offers free counseling, tutoring, and writing support

[Writing Fellows](#) offer trained writing tutors and peer-review support

[Distance Learning](#) offers JetNet support

[Solution Center](#) offers technical support

Academic Advising

It is important to contact a Center for Student Success professional 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. Please e-mail JCCSS@jccmi.edu or visit the [Accommodations for Students with Disabilities](#) web page

Attendance- Participation Policy

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 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.

Caveat

Please note: The format and timing of this course may need to change due to unforeseen circumstances. In particular: school closings, instructor illness, weather, or other situations that may arise.

If you are taking an in -person class, you will be required to complete a Reintegration Video Training course in JetNet prior to being admitted to campus.

All COVID safety protocols in place are based on current guidelines and will be enforced while students are on campus.

Calendar

Fall 2021

08/30/21-12/18/21

This Calendar is Subject to Revision

Any revisions will be posted in the News Forum as well as in the units involved.

Successful online learners check into their classes at least every other day for a few minutes, just to see what is going on.

General Terms and Guidelines

Course Text: *Writing Today* is an electronic course text delivered through Pearson REVEL. It contains a grammar and syntax handbook as well as information on using the Modern Language Association (MLA) style of academic writing required in this class.

REVEL: This term refers to the Pearson Publishing online text delivery site in which you will read *Writing Today*, engage with interactive learning objects, and take low stakes quizzes to ensure reading comprehension. To access your text, follow the directions posted in the course banner to create a Pearson Publishing account and login into the e-text with quizzes unique to this course.

JetNet Unit Books contain assignments, instructor lectures, supplemental readings, process templates, and external links. Look for the book icon in each posted unit in this JetNet class.

Discussion forums require participation. You will post initial contributions and respond to others during the span of each discussion. You may work in discussions from the start of the unit until the discussion's close date. Discussions are assigned on a weekly basis, require initial postings no later than Thursday, and close on Sundays, per the course calendar. Closing dates assume an 11:55 p.m. deadline. Look for the discussion icons in each unit

Discussion Threads address specific phases of the writing process.

Assignment files are where you submit revised essays and meta-cognitive reflections. Units 2 – 6 have assignment files. All due dates assume an 11:55 p.m. deadline. Look for the assignment icons in each unit.

Meta-cognitive Reflection: The term 'meta-cognition' is a learning to learn tool that generally means 'thinking about thinking.' In this class, you will write and submit a meta-cognitive reflection at the end of every unit; it will focus on your learning in that unit. The goals of reflection are 1) to bolster your awareness of your strengths and weaknesses as a writer and a learner 2) support your ability to consciously change and/or develop your approaches to written communication, research, and critically thinking 3) grant you greater learner control over future learning situations.

Writer's Group: Each unit contains small (6-7 persons) group discussion forums called Writer's Groups. These forums are workshops in which you share your writing process and working drafts with

your peers, give & receive feedback, and revise work. Peer responding guides are posted in each writer's group; you are expected to use the guides when offering feedback.

PowerPoint lecture links are posted in JetNet units. They provide extensions of course concepts.

Unit 1: Introduction

August 30th-September 4th

This unit lasts one week

Complete assigned readings posted in the Unit 1 Online Book, engage the Scavenger Hunt Quiz, and participate in Discussions 1, 2, 3. See instructions in each discussion forum for specific posting and peer response requirements. The dates listed on the calendar are suggested to help you maintain your study schedule. Plan to complete unit work during the week it is assigned. Read *Writing Today in REVEL* Chapters 1-3; complete chapter quizzes by 9/4. *The Scavenger Hunt, and class discussions will remain open through Sunday 11:55 pm.*

August 30th- Sep. 4th

- Read and complete quizzes in *Writing Today* in REVEL Chapters 1-3
- Review Online Unit 1 Book Course Materials: Includes Writing Assignment, Grading Criteria
- Participate Discussion 1: Introductions. Peer responses required.
- Participate Discussion 2: Instructor expectations. No peer response required.
- Participate Discussion 3: Post Essay over assigned introductory readings. Peer responses required.
- Engage Scavenger Hunt Quiz over course materials and readings.

Unit 2: Memoir: The Literacy Narrative

Sep. 5th-Sep.26th

This unit lasts three weeks

In this unit, you will engage the phases of the writing process, choosing a style, elements associated with writing memoirs, researching, outlining, and revising.

The calendar allows you to work in the unit on a week-by-week basis. Discussions close on Sundays 11:55, unless otherwise stated.

Initial discussion posts are due no later than Thursday of the week in which they are assigned. This allows time for feedback.

Discussions should be engaged throughout the week.

September 5th-September 12th

- Read & Complete Quizzes in *Writing Today* Chapters 6, 16, selected section of chapter 22 "Narrative."
- Read Online Unit 2 Book Course Materials
- View PowerPoint *Discovery and Invention*
- Participate in Unit 2 Discussion 1 through the week. Follow discussion instructions.

September 12th-September 19th

- Participate in Unit 2 Discussion 2, Threads 1, 2, 3, and 4 through the week. Follow discussion instructions.

September 19th-September 26th

- Read and complete quizzes in *Writing Today* in REVEL selected sections of Chapter 24, on Peer Review.
- Participate in Unit 2 Discussion 3
- Post a complete draft of your Memoir for peer review no later than Thursday
- Complete peer reviews no later than Sunday 11:55 pm. Following posted guidelines for initial and comprehensive responses.
- Complete Critical Incident Questionnaire.

September 30th

- A revised and polished copy of your revised Memoir should be submitted to Unit 2 assignment file.

Unit 3: The Profile

September 26th-October 24th

This unit lasts four weeks.

In this unit, you will engage and share identified phases of the writing process, study and apply the composition elements associated with writing profiles, conducting empirical research.

You will also be revising your Memoir for submission to the Unit 2 Assignment file.

Initial discussion posts are due no later than Thursday of the week in which they are assigned.

Quizzes and discussions close on Sunday at 11:55 pm of the week they are assigned, unless otherwise stated.

Discussions should be engaged throughout the week.

September 26th-October 3rd

- Read and complete quizzes in *Writing Today* chapter 7, selected sections of chapters 16,
- Review Online Unit 3 Book Course Materials: includes Writing Assignment, Grading Criteria
- View PowerPoint *Profiling People, Places, or Events* posted in Unit 3
- Participate in Unit 3 Discussion 1. Follow discussion instructions. Peer responses required.
- Participate in Unit 3 Discussion 2, Threads 1 & 2. Follow discussion instructions. Peer responses required.

September 30th: Your revised Memoir submitted to Unit 2 assignment file with a meta-cognitive reflection.

October 3rd-October 10th

Read and complete quizzes in *Writing Today* chapter 26 and 27.

Participate in Unit 3 Discussion 2, Thread 3 Writers Group Follow discussion instructions, which include planning your interview, write, and share interview questions. Peer responses required

Conduct field research – interviews and observations -- for your profile.

October 10th-October 17th

Read and complete quizzes in *Writing Today* chapters 17 and 20.

Reference the [MLA Guide to Citation and Documentation on the OWL at Purdue](#) or in Chapter 28 of your text.

Continue field research – interviews and observations -- for your profile.

Create an outline for your profile, referring to the opening segment in Chapter 6: *At a Glance*

Participate in Unit 3 Discussion 2, Thread 4 Writers Group Follow discussion instructions for posting your outline. Peer responses required.

October 17th-October 24th

Review Chapter 24 “Using Peer Response to Improve Your Writing.” No quizzes

Participate in Unit 3 Discussion 3

- Post a complete draft of your Profile for peer review no later than Thursday of this week.
- Following posted guidelines for initial and comprehensive responses, complete peer reviews no later than Sunday of this week by 11:55 pm.
- Complete Critical Incident Questionnaire.

October 29th

A revised and polished copy of your Profile is due in the Unit 3 assignment file along with a meta-cognitive reflection. This due date is also posted on Unit 4’s calendar.

Friendly Reminder: Work on revision of the Memoir for the portfolio.

Unit 4: The Rhetorical Analysis

October 24th-November 7th

This unit lasts two weeks

In this unit, you will engage the phases of the writing process, choosing a style, elements associated with writing a rhetorical analysis, researching, outlining, and revising.

The calendar allows you to work in the unit on a week-by-week basis.

Initial discussion posts are due no later than Thursday of the week in which they are assigned.

Quizzes and discussions close on Sundays 11:55 pm of the week they are assigned, unless otherwise stated.

Discussions should be engaged throughout the week.

October 24th-October 31st

Read and complete quizzes in Chapter 10 and 19 in *Writing Today*; review chapters 2 and 20

Review Online Unit 4 Book Course Materials: includes Writing Assignment, Process Template, Grading Criteria

View PowerPoint *Rhetorical Analysis*

Participate Unit 4 Discussion 1; follow discussion instructions. Peer responses required.

October 29th: Your revised Profile submitted to Unit 3 assignment file no later than 11:55 pm

October 31st-November 7th

Read and complete quizzes in selected portions of *Writing Today* in REVEL chapter 21. Review chapters 27 and 26.

Participate in Unit 4 Discussion 2 Writers Workshop: Share Writing Process as assigned.

Review Chapter 24 "Using Peer Response to Improve Your Writing." No quizzes.

Participate in Unit 4 Discussion 3 Writer's Workshop: Peer Review.

- Post a complete draft of your Rhetorical Analysis for peer review no later than Thursday of this week.
 - Following posted guidelines for initial and comprehensive responses, complete peer reviews no later than Sunday of this week.
- Complete Critical Incident Questionnaire.

November 12th : A revised and polished copy of your Analysis is due in the Unit 4 assignment file, along with a meta-cognitive reflection. This due date is also posted on Unit 4's calendar.

Friendly Reminder: Work on revisions of the Memoir and Profile for the portfolio.

Unit 5: The Report

November 7th-December 5th***This unit lasts four weeks***

In this unit, learners engage the phases of the writing process, practice a new style, and apply elements associated with writing reports, researching, outlining, and revising.

You will revise your Rhetorical Analysis for submission to the Unit 4 Assignment File

The calendar allows you to work in the unit on a week-by-week basis.

Initial discussion posts are due no later than Thursday of the week in which they are assigned.

Quizzes and discussions close on Sunday at 11:55 pm of the week they are assigned, unless otherwise stated.

Discussions should be engaged throughout the week.

Special Note: The revised paper due date is a tighter turn-around (December 8th) to allow for portfolio preparation. Please plan accordingly.

November 7th- November 14th

Read and complete quiz in *Writing Today* chapter 14

Review Online Unit 5 Book Course Materials: includes Writing Assignment, Process Template, and Grading Criteria

View: PowerPoint "Writing the Research Report"

Participate in Unit 5 Discussion 1. Follow discussion instructions. Peer responses required. Initial posts are due on Thursday.

Participate: Unit 5 Discussion 2 Writers Group: Thread 1, selecting your research topic. Follow discussion instructions. Initial posts are due on Thursday.

November 12th : Your revised Rhetorical Analysis and meta-cognitive reflection submitted to Unit 4 assignment file no later than 11:55 pm

November 14th-November 21st

Read and complete quizzes in *Writing Today* chapters 25, 26, 27, 28.

View PowerPoint: "Creating the Annotated Bibliography"

View Webcast "How to Make a Hanging Paragraph"

Participate: Unit 5 Discussion 2 Writers Group: Threads 2 and 3 Topics and Research Plan. Follow discussion instructions.

Conduct Research. Create an annotated Bibliography of at least three sources.

November 21st-November 28th

Review *Writing Today in Revel* chapters 26, 27, 28 no quizzes.

View PowerPoint: "Integrating Sources"

Participate: Unit 5 Discussion 2 Writer's group: Thread 4, submit your annotated bibliography.

November 28th – December 5th

Participate: Unit 5 Discussion 3: Writers Group.

- You will not have a lot of time to revise your report, so plan to submit a polished piece to the writers group for review. Post a complete draft of your Report for peer review no later than Thursday.
- The annotated bibliography takes the place of a works cited page.
- Following posted guidelines for initial and comprehensive responses, complete peer reviews no later than Sunday 11:55 pm

- Complete Critical Incident Questionnaire.

December 8th (accelerated due date)

Due no later than 11:55 pm in the Unit 5 Assignment File: Submit your revised report with annotated bibliography and meta-cognitive reflection to the Unit 5 Assignment File.

Friendly Reminder: Work on revisions of the Memoir, Profile, and Rhetorical Analysis for the portfolio.

Unit 6 Portfolio

December 5th -December 12th

Closing dates are final.

In this unit, learners check and polish their literacy narrative, profile, rhetorical analysis, and report in order to create a single portfolio document consisting of at least ten full pages of writing, not including title pages and works cited pages. The portfolio documents the writer's ability to work in a variety of genres and contains at least one paper that incorporates research. The portfolio document must be formatted in MLA style and will consist of all or a selection of the essays written this semester. Arrange the portfolio document as follows (a writer may choose to eliminate one of the essays):

1. Cover Page
2. Reflective Essay in which the writer summarizes the portfolio contents, identifies his/her growth achieved as a writer, identifies opportunities for further growth as a writer, and evaluates his/her performance in the course. 2 page minimum.
3. Memoir. Title Page, Literacy Narrative Essay, and Works Cited (if deemed necessary). 3 full page minimum.
4. Profile. Title Page, Profile Essay, and Works Cited. 3 full page minimum.
5. Rhetorical Analysis. Title page, Rhetorical Analysis Essay, and Works Cited. 3 full page minimum.
6. Report. Title page, Report Essay, Works Cited. 4 full page minimum.

Find full text of the portfolio assignment and grading criteria in the Online Book, posted in Unit 6

December 8th: Report with Annotated Bibliography and Meta=cognitive Reflection no later than 11:55 pm

December 5th-December 12th

Read & Write: Unit 6 Revising Days. Click on Unit 6 Electronic Book, read the portfolio assignment and rules for submission carefully. The portfolio consists of 10 pages of polished writing completed in this class and a Reflective Essay. You must upload the portfolio as one document. Revise essays from units 2-4, construct your portfolio.

Read Chapter 5 *Writing Today*.

View PowerPoint: The Portfolio Review

December 12th: Portfolio with Meta-cognitive Reflection due no later than 11:55 pm

December 5th-12th ~last week of class~

Portfolios returned by December 18th.

End of Course Surveys. Complete JetNet End of Course and College Survey sent in your email

Important Dates:

MONDAY 09/06/2021	LABOR DAY HOLIDAY-NO CLASSES
WEDNESDAY 11/24- SUNDAY 11/28/2021	THANKSGIVING HOLIDAY-NO CLASSES
SATURDAY 12/18/2021	END OF FALL SEMESTER