



Writing Experience II

ENG 132 (ILP)

Fall 2021

Number of Credits: 3

Location: FCI Milan

Instructor: Dr. Anderson

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)

Prerequisites: ENG 131

Course Goals

Learners study and engage phases of the writing process, the impact of the rhetorical situation on communication choices, and Modern Language Association (MLA) style and conventions as they engage studies of memoir, profile, and report genres. The course requires participation in discussions, activities, and guided peer review. Standard English grammar and structures are requisite skills in this course and must be practiced in all informal and formal writing.

Course Objectives

Instructor Role: As your instructor for English 132, I will guide students through the course by serving as a lecturer, a facilitator, and mentor throughout the writing process.

Learner Role: Independent and Collaborative

- 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.
- Learners will create three major essays. Essays will be accompanied by a title page and, when sources are used, a Works Cited page. Specific page lengths will be defined in essay assignments.
- Learners will apply active reading strategies to assigned course materials and can expect to encounter anywhere from 20 – 50 pages of total reading per week.

General Education Outcome:

In collaboration with JC's General Education Committee, the composition faculty adopted writing "clearly, concisely, and intelligibly" as defined in GEO 1. With this core competency, students will "demonstrate core competency in academic, professional, and personal writing through the knowledge and use of write to learn practices, rhetorical strategies, research methodologies and genre conventions."

Learning Objectives: Correlating with and extending ADOs 1 & 7, these outcomes refer to the actions, feelings, and thoughts learners are expected to develop as a result of the instructional process in English 132:

Critical Thinking, Reading, and Writing Processes	Rhetorical Knowledge and Conventions	Electronic Environment
<ul style="list-style-type: none"> • Demonstrate and employ proficiency in active reading strategies • Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications born of reasoning • Conduct primary and secondary research • Evaluate source reliability • Recognize academic writing as a social, political, and/or informative act between writer and reader • Synthesize ideas and integrate sources • Offer formative feedback in peer review sessions • Engage metacognitive reflection 	<ul style="list-style-type: none"> • Understand the differences between discipline specific writing genres • Acknowledge other writers' perspectives • Recognize and employ ethos, logos, pathos and other rhetorical topoi in written communication • Modern Language Association (MLA) style in academic research and writing 	<ul style="list-style-type: none"> • Use technology to deliver information in multi-modal forms • Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources • Demonstrate how to engage in the electronic research and composition process common in particular fields

Textbook

- *The Norton Field Guide to Writing with Readings*. 4th ed. W.W. Norton & Co. ISBN: 978-0-393-28985-5
- *They Say, I Say: The Moves That Matter in Academic Writing*. 3rd ed. Updated 2016 MLA. Authors: Graff and Birke stein. Publisher: W.W. Norton & Co. ISBN: 978-0-393-61743-6

Extras

-Pencil and notebook for in-class work, notes, and writing assignments.

Grading Procedure

Essay 1: Summary/Response	10
Essay 2: Rhetorical Analysis	20
Essay 3: Researched Argument	30
Essay 4: Writer Reflection	5
Drafts and Self-Assessments	15
<u>Annotated Bibliography and Homework</u>	<u>20</u>

Total 100

Grading Scale

<u>GPA</u>	<u>GRADE RANGE</u>
4.0	94-100%
3.5	89-93%
3.0	84-88%
2.5	78-83%
2.0	72-77%
1.5	66-71%
1.0	60-65%
0.5	55-59%
0.0	0-54%

Academic Honesty Policy

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

Plagiarism is defined as the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

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

Students need to complete all modules of the course over the duration of the course. Assigned reading and assignments should be completed by the end of the in-class session for that module. Any reading or HW not finished by the end of the class session will be homework that must be turned in at the start of the next in-class session. Note: If in class sessions do not occur or are suspended due to COVID-19, work will be turned in by students via the Jackson College Drop Box at the facility. The FINAL drafts of all essays **must** be turned in by the end of Module 10.

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

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.

Failure

Students who miss more than three class sessions will not pass the course.

In severe instances, a student may fail the course as a result of violating Jackson College's Academic Honesty Policy, which is detailed in this syllabus.

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.

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.

Behavior

While students must be present in class to receive participation points, students may also lose points for issues of non-participation. Such issues include, but are not limited to: disrupting class, distracting others, sleeping, refusing to participate in group discussion/activities, being disrespectful to the instructor or classmates.

In excessive instances, a disruptive student will have to leave the class and may not be allowed to return. You are expected to be respectful to everyone in our classroom. Enrollment in a CEP class is a privilege – do your part to honor that privilege.

Student Responsibilities

Students are responsible for coming to class on time and prepared for the class session. The course schedule provides a general overview of each class session along with listing required reading and due dates for major assignments. Students should not make a habit out of arriving to class late. Arriving to class late will constitute a full absence (see failure section outlined previous in this document).

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct that disrupts the learning process will not be tolerated.

Caveat

Please be advised that this syllabus (including the class schedule) may be subject to change. In the event changes are made, students will be provided with updates.

Calendar

English 132 – Fall 2021

Individualized Learning: Tentative Schedule

<u>Module</u>	Topic/Focus	Assigned Reading	To Be Completed
Module 1	Essay 1 Introduction (handout/lecture) In-person Consultation: Date/time to be determined.	Chapter 1 Chapter 2 Chapter 3	-Module 1 HW: Essay 1 Planning -Read Essay 1 directions, select and read article for paper
Module 2	Summary Activity Outlining Summary and Response	Review Chapter 3 Chapter 5 Chapter 6 Chapter 7	-Module 2 HW: Essay 1 outline
Module 3	Formulating a Response Complete Essay 1 Full Draft Paragraph Structure In-person Consultation: Date/time to be determined.	Chapter 13 Chapter 8	-Module 3 HW -Essay 1 Rough Draft -Essay 1 self-assessment worksheet
Module 4	Rhetorical Analysis discussion Intro to Essay 2; read Essay 2 prompt In-person Consultation: Date/time to be determined.	Chapter 11	-Essay 1 Final Draft -Module 4 HW -Select article for Essay 2

Module	Topic/Focus	Assigned Reading	To Be Completed
Module 5	Logos, Ethos, Pathos Identifying Logical Fallacies	Chapter 34 Chapter 49	-Module 5 HW: Analysis Practice
Module 6	Putting Analysis Together In-person Consultation: Date/time to be determined.	Review Chapter 11 and other chapters as needed	-Module 6 HW: Essay 2 Outline -Essay 2 Rough Draft -Essay 2 self-assessment worksheet
Module 7	Making an Argument/Proposing a Solution	Chapter 20	-Essay 2 Final Draft -Module 7 HW:
Module 8	Engaging with Research	Chapter 45 and Chapter 46	-Module 8 HW: E3 outline -Annotated Bibliography
Nov. 25	Thanksgiving – No in-class session Finish Module 8/Begin Module 9		

Module	Topic/Focus	Assigned Reading	To Be Completed
Module 9	Essay 3 Review and Revision Drafting of Essay 4 (writer's reflection) In-person Consultation: Date/time to be determined.	Review Chapter 20 and other chapters as needed	-Essay 3 Rough Draft -Essay 3 peer/self-assessment worksheet
Module 10	Continue work on revising essays and finalizing portfolio.	Review textbook chapters as needed.	-Essay 3 Final Draft
	Course Wrap-Up In-person Consultation: Date/time to be determined.		-Final Portfolio due (all final essays if not previously submitted) -Essay 4 Final Draft due

