



22 Spring Semester

Writing Experience II

ENG 132.PCI1

Number of Credits: 3

Days Class Meets: See Schedule Below

Meeting Times: See Schedule Below

Location/Venue: Cotton

Instructor: Mrs. Nina Knight

Contact Phone: N/A

Contact Email: Use JPAY for contact with instructor

Online Office Hours: N/A

Course Description

This is an intensive writing course. Analytical and persuasive modes are stressed. Advanced research writing strategies are used. Database and primary research methods are emphasized. An end-of-the-semester portfolio is required.

Prerequisite(s)

ENG 131

Course Goals

As a continuation of the writing instruction and practice begun in ENG 131, English 132 emphasizes critical thinking, academic research, and forms of writing useful to academic, professional, and personal life. Required units of study include argumentation, analysis, and annotation. Learners should expect to achieve proficiency with Modern Language Association (MLA) style and conventions. The course requires participation in discussions, course activities, and guided peer review. Standard English grammar and structures are requisite skills in this course.

Course Objectives

The course goals and objectives incorporate specific General Education Outcomes (GEOs) established by the JC Board of Trustees, administration, and faculty. These goals are in concert with four-year colleges and universities and reflect input from the professional communities we serve. GEOs guarantee students

achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs. The GEOs and course objectives addressed in this class include the following:

General Education Outcome 1 (GEO1)

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General Education Outcome 1 (GEO1)

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.” These competencies are further articulated in the chart below:

GEO 1: Writing Clearly, Concisely, and Intelligibly	
Outcomes	The Student
Process	<ul style="list-style-type: none"> • Uses parts of the recursive process in writing, which may include pre-writing, drafting, revising, editing. • Evaluates sources when used.
Rhetorical Situation: Purpose, Audience	<ul style="list-style-type: none"> • Demonstrates appropriate purpose and audience for context.
Organization and Development	<ul style="list-style-type: none"> • Demonstrates functional organizational structure appropriate to genre. • Provides examples and details that support ideas and content; appropriate to genre.
Meaning/ Understanding	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Demonstrates ability to find and evaluate credible sources. • Demonstrates correct documentation of sources when appropriate.
Conventional Grammar and Sentence Structures	<ul style="list-style-type: none"> • Correctly uses grammar and mechanics. • Demonstrates clear meaning.

Learning Objectives: Correlating with and extending GEO 1, 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 	<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 fields

<ul style="list-style-type: none"> • Offer formative feedback in peer review sessions • Engage metacognitive reflection 		
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Textbook (chose appropriate options below, delete what does not apply)

- They Say/I Say by Gerald Graff and Cathy Birkenstein ISBN: 978-0-393-61743-6
- The Norton Field Guide to Writing with Reading by Bullock and Goggin ISBN: 978-0393617375

[Learn about the new textbook program at JC](#)

For account billing questions, please contact the Jackson College Cashier at jccashier@jccmi.edu

Extras

Course packet, paper, pen/pencil

Grading Procedure

Each assignment will contain a grading rubric. Questions about grading can be addressed via Jpay. Assignments will use the grading scale below

Grading Scale

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

Failure

Students who fail to turn in the complete final portfolio will automatically fail the course.

Academic Honesty Policy

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

Plagiarism

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](#).

Support

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.

Oasis Center

During a student's college experience, one might encounter situations that impact their learning environment. When these situations occur, support from the Oasis Center is available to provide short-term assistance. If the situation requires ongoing support, the Oasis Center staff can provide that level of support or will assist the individual in securing an outside agency to provide it.

For more information visit the Jackson College Oasis Center webpage <https://www.jccmi.edu/the-oasis-center/>

Health Clinic

Jackson College has partnered with Henry Ford Allegiance Health to offer healthcare to Jackson College students and employees. The Jackson College Health Clinic (JCHC) is located on Central Campus in the Justin Whiting Hall, Room 111. The caring and professional staff at the JCHC provides quality healthcare, including annual exams (physicals, program physicals and sports physicals), acute and chronic illness care and preventative health care (It's Your Life).

For more information visit the Jackson College Health Clinic webpage <https://www.jccmi.edu/health-clinic/>

Dental Clinic

Community members may utilize Jackson College Dental Hygiene Clinic, which offers dental hygiene services while helping students gain experience. Students work under the supervision of license dental hygiene instructor and dentist as they offer preventative services.

For more information visit the Jackson College Dental Clinic webpage <https://www.jccmi.edu/dental-hygiene/dental-hygiene-dental-clinic/>

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

There are no specific due dates. All students should aim to have all of their work in prior to our last in-class session.

Help

If you need help with an assignment, contact your instructor via JPAY. If you need help with anything else, please contact your navigator.

Academic Advising

Student success navigators serve not only as academic advisors but as a student's academic, financial, and total resource advocate or coach.

Students will have an assigned navigator to meet with for advising and any questions they may have. Navigators will serve as the "go-to" person to help students throughout the college experience.

It is important to know your Student Success Navigator. You may find your Navigator by visiting this website <https://www.jccmi.edu/academics/academic-advising/> and click on your pathway. You should also receive an email from your Navigator at the beginning of the semester.

Student Responsibilities

Requirements beyond scheduled classes or laboratories, e.g., clinicals, extra credit assignments, TBA sessions, field placement, special project instructions, contract learning conditions, study hours required outside class, unscheduled class meetings, attendance at concerts or other required events.

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

Calendar

Since there are so many variables that can happen, I am not assigning specific deadlines for work. Turn assignments in as the situation in your facility allows.

I retain the right to modify this syllabus and any of its terms as appropriate throughout the semester. This right, however, is limited to practical necessities (schedule, assignments, etc.) and legal or institutional requirements that supersede this syllabus as a contract. Student feedback will also be taken into consideration. Students will be notified of any change to the syllabus.

WEEK #	DATE	TOPIC	HOMEWORK
UNIT 1	February 1		UNIT 1
UNIT 2	February 8	Mrs. Knight in class	UNIT 2
UNIT 3	February 15		UNIT 3
UNIT 4	February 22	Mrs. Knight in class	UNIT 4
UNIT 5	March 1		UNIT 5
UNIT 6	March 8	No class spring break	UNIT 6
UNIT 7	March 15		UNIT 7
UNIT 8	March 22	Mrs. Knight in class	UNIT 8
UNIT 9 & 10	March 29		UNIT 9 & 10
	April 5	Mrs. Knight in class	Students who turn in all their course work and final exam on this date will receive their final grade and have all of their work returned on April 19th
	April 12		
	April 19	Mrs. Knight in class	This is the last chance to turn in work with Mrs. Knight. Students who turn in their work on this date will not receive it back. Final grades will be sent via JPAY
	April 26		A final pick up with be scheduled with MDOC. Students who did not turn in work on april 19 will need to use the drop box.

Important Dates:

MONDAY 03/07/2022- FRIDAY 03/11/2022	MID-SEMESTER BREAK-NO CLASSES
SUNDAY 04/30/2022	END OF FALL SEMESTER

Attendance- Participation Policy

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.

Each week I will be sending at least one instructor-initiated email to each student—recall, instructor-initiated emails is a critical piece of what the Department of Education used to approve our distance learning model for CEP. When I receive an email response from you, that email response will be used as verification of engagement with the course for that week. I will then proceed to Report Attendance.

If you do not receive an email response from you that week, and I have no other indication that you are still engaged with the course (no work received), I will mark you as Absent for that week only. If the pattern of no return email persists into a second week, and I receive no contrary information that you are still engaged, then I will mark the Last Date of Attendance as the current week in JetStream Final grading Tab.

Our attendance emails will be due every Wednesday by midnight and you will find the due dates below. I will send you an email with a stamp so you can complete your attendance response. Every week, for attendance, I would like you to send me the following information:

- 1) What have you turned in?
- 2) What are you currently working on?
- 3) Do you have any questions about your assignments?

Since this is a writing class, please make sure your responses are in full, complete sentences and you are using appropriate punctuation.

Attendance JPAY Due Dates:

Wednesday, February 2

Wednesday, February 9

Wednesday, February 16

Wednesday, February 23

Wednesday, March 2

Wednesday, March 9: Spring Break. No Classes. No Call-Outs

Wednesday, March 16

Wednesday, March 23

Wednesday, March 30

Wednesday, April 6

Wednesday, April 13

Wednesday, April 20

Utilizing JPAY Email Services

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

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

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

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

1. Students will communicate questions or seek clarification on course-related content only
2. Students will only share questions related to their own coursework. Other students or their work will not be discussed in JPAYs.
3. Instructors will normally respond to student JPAYs within 24 business hours.
4. Instructors may use JPAY to provide feedback to students on course assignments
5. Students are expected to use professional communication skills in their JPAYs to instructors: clear, concise writing; correct spelling and language appropriate to an academic setting.
6. Please be sure to put the instructor's last name and course information, i.e., Smith, BUA 100, in the first line of the JPAY.
7. Work cannot be submitted via JPAY. Why? Not everyone has access to a JPAY device, and some must use a kiosk with time limits. To make sure everyone has equal access and opportunities, students should not submit work via JPAY.

Student Responsibilities

- Students may contact me via Jpay through a professionally drafted e-mail. Casually drafted e-mails will be deleted without a response! (Example: hey knight when stuff is due.) Note: I will not respond to any personal inquires or comments. Jpay is strictly for questions regarding assignments. Since these stamps cost JC money, I will be very frugal about their use, and I expect you to do the same.
- **Put your name, class name/number, and my name on each single sheet of paper you turn in!** Your papers are NOT handled with care. Even if you staple or paperclip your papers, they are all separated, scanned, and emailed to us. Stacks of papers can be dropped and shuffled. If there is not a name, there is no way to know what student, class, or facility it came from.
- **Do not staple or clip your papers together.** Your papers are all separated and then scanned to us. If the CEP team must spend time looking for staples and paperclips through thousands of sheets of paper, this will delay the process and delay the possibility of receiving feedback.
- **Write clearly and carefully.** We do not receive your original work, but a photocopy of it delivered via email. The scanning process can often make your papers difficult to read. Please write as carefully as you can with dark ink, if possible.
- **Make two copies of everything!** I know this will require extra work, but sometimes work can get lost if the shuffle. It is better to have a copy ready in the event your assignment does not make it to us. This will also allow you the ability to make changes to your papers.
- There are very strict rules regarding Jpay that JC monitors closely.
 - Students and Instructors are not allowed to engage in personal conversations. Jpay correspondence must relate to course materials only.
 - Instructors are not allowed to respond to emails, phone calls, or social media posts from your family or friends. Even if the person is your sponsor, communications with any

student's family members is strictly prohibited. If your family contacts any member of JC staff, as per our policy, we must forward them to the CEP Director without a response. If your family member has questions, they must contact your navigator.

- Instructors are not allowed to answer student Jpay messages after the semester has ended, even if the question is course related. JC considers Jpay communication after the semester has ended as over familiarization. This can lead to disciplinary actions. If you have a question for an instructor after the semester has ended, you must contact your navigator.
- I am a mandated reporter. Do not tell me any information that you do not want shared with MDOC personnel.
- Do not write any sexually explicit material. Sexually explicit material will be sent to MDOC staff.
- Due to turn around times, the traditional portfolio will not be required in CEP during COVID times. In its place, the instructor will compile a portfolio of each student's essays as they are submitted, unless the student has time to revise the essay. If the student has time to submit a revised essay for any assignment to be used in lieu of the original, I will replace the first essay with the revised. Each essay from the students should be polished prior to submission to the instructor for assessment. The instructor will retain a copy of each required essays for the portfolio.