



**Spring Semester 2022**

## **The Writing Experience I**

### **English 131. H50**

**Number of Credits:** 3

**Days Class Meets:** Wednesdays

**Meeting Times:** 6 – 8:56 pm

**Location/Venue:** Justin Whiting Hall 210 (Hybrid-Guided Learning Plus)

**Instructor:** Karl Wilhelm (preferred pronouns – he, him, his)

**Contact Phone:** (517) 927 - 0460

**Contact Email:** wilhelmkarlk@jccmi.edu

**Online Office Hours:** Wednesdays 5 – 6 pm (JW 210) or by appointment

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## **Course Description**

This is an intensive writing course. Narrative and descriptive modes are stressed. Basic research strategies are introduced. An end of semester portfolio is required.

## **Prerequisite(s)**

ENG 086 and ENG 091

## **Course Goals and Outcomes**

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:

- Employ parts of the recursive writing process--including pre- writing/discovery, planning, focusing, organizing, drafting, revising, proofreading, and evaluating sources--to achieve purpose in audience- centered communication
- Articulate and demonstrate use of rhetorical situation□purpose, audience, context□in consciously crafted, audience-focused writing
- Use genres to navigate complex rhetorical challenges and compose texts that achieve purpose and meet audience needs

- Demonstrate ability to employ narrative, descriptive, and informative strategies in consciously crafted, audience-focused writing
- Identify assumptions, point of view, and implications born of reasoning
- Identify, explain, and employ concepts clearly
- Demonstrate functional organizational structure appropriate to genre and modality
- Employ strategies for developing and supporting claims appropriate to rhetorical situation
- Employ write-to-learn methods through reflective writing and active reading strategies
- Research for further understanding and additional knowledge
- Demonstrate research skills: establish research question, define type of information needed; identify where to find information; triangulate sources; evaluate information
- Integrate, cite, and document sourced material
- Practice correct grammar and usage
- Work collaboratively Identify and assess the contributions of self and others working on a team
- Ultimately, students will demonstrate the ability to write Clearly, Cogently, and Intelligibly at a “developing” level (GEO 1)

## Textbooks

Johnson-Sheehan, *Writing Today* 4E. ISBN:9780136653738.

Handouts (digital or otherwise) as provided by the instructor

One college ruled notebook dedicated to your *Writer’s Journal*

[Learn new textbook program at JC \(click on this link\)](#)

For account billing questions, please contact the Jackson College Cashier at [jccashier@jccmi.edu](mailto:jccashier@jccmi.edu)

## Extras

It is expected that students meet the necessary hardware and software requirements to succeed in a virtual/hybrid environment

## Grading Procedure

Students will be expected to submit each of the following essays – Narrative, Profile, Research, and Analysis, as well as an End-of-Semester Portfolio with a reflection that demonstrates significant revision work. Each of the essays will constitute 10% (4 X 10% = 40%) of their overall grade. Likewise, class attendance and participation will be worth 10%. The final portfolio and ancillary material will make up the remaining 50% of the grade for the class. Extra Credit may be given at the discretion of the instructor.

## Grading Scale

GPA	GRADE RANGE
4.0	94-100%
3.5	89-93%
3.0	84-88%
2.5	78-83%

<b>GPA</b>	<b>GRADE RANGE</b>
2.0	72-77%
1.5	66-71%
1.0	60-65%
0.5	55-59%
0.0	0-54%

## **Failure**

Any student who fails to submit all required essays and the final portfolio (on time) will receive a failing grade.

## **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](mailto: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**

While it is understandable that life is unpredictable, any student wishing to withdraw, or asking for an incomplete (I), should do so in consultation with the instructor.

## **Makeup Policy**

In general, I will not accept late work. There may be exceptions given extreme (and verifiable) circumstances. Communication with your instructor in such instances is an absolute necessity.

## **Student 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.

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**Writing Fellows** is located in Bert Walker Hall, Room 148. They provide tutoring and assistance with writing assignments are stationed in BW 148 and are ready for walk-in conferences as well as appointments.

## **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/> Or call 517.990.1300 or After-Hours: 517.787.7920.

## **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/>

## **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](mailto:JCCSS@jccmi.edu) or visit the [Accommodations for Students with Disabilities](#) web page

## **Student Responsibilities**

Students are expected to complete ALL outside reading and assigned activities BEFORE they attend class. Failure to do so will result in a lowering of their "participation" grade.

## 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

*\*Calendar timelines and assignments are an approximation and could be changed. I also reserve the right to alter the syllabus according to student needs and to achieve the required student outcomes.*

Week One: January 10 – January 15

- Genres – Reading: Sheehan, pages 1 – 6.
- Narrative Exemplars: “A Good Winter Storm” from *The Road Home* by Jerry Dennis – Handout/PDF + In-class readings
- An Introduction to the “Writing Process – Reading: Sheehan, pages 297 – 306
- Assignments: “Once Upon a Time:” A Writing Sample/Brainstorming Session (in class)

Week Two: January 17 – January 21

- Narratives (cont.) – Reading: Sheehan, pages 61 – 76
- Lecture: POV
- Narrative Exemplar: “Choosing the Good” from *Education* by Tara Westover

- Essay 1 – The Personal Narrative - Assignment

### Week Three: January 24 – January 28

- Feedback on Narratives (1) – Common Errors and “Fixes”
- Grammar and Conventions (?)
- Philosophy: “Editing” vs. “Revising”/Practice
- Revisions and Decisions (portfolios)
- Readings: TBA

### Week Four: January 31 – February 4

- “Profiles, Character Sketches, and Biographies: What’s the Dif?”
- Other “Descriptive” Forms
- Showing versus Telling – Getting down to Descriptive Writing
- Reading: Sheehan, pages 80 – 92, Answer Questions 1 – 3 on p. 92.
- “Sketch for a Job-Application Blank” by Jim Harrison (A Paradigm Shift)
- Pre-Writing Session/Descriptive Essay (2) Assignment

### Week Five: February 7 – February 11

- Feedback
- “Research: What?”/Using JC Database and Resources
- Research Topics and Strategies/Prewriting
- Thesis Questions and Thesis Statements
- Logos, Ethos. And Pathos
- Voice, Tone, & Purpose – Some Short Exemplars
- Short Research Assignments ...
- Readings: TBA

Week Six: February 14 – February 18

- Research Assignments Returned/Debrief Session
- Student Driven Discussion – Questions and Individualized Readings TBA

Week Seven: February 20 – February 24

- Revisions/Portfolio Framework
- Individual Conferences
- Portfolios Due

**Important Dates:**

<b>MONDAY 03/07/2022- FRIDAY 03/11/2022</b>	<b>MID-SEMESTER BREAK-NO CLASSES</b>
<b>SUNDAY 04/30/2022</b>	<b>END OF SPRING SEMESTER</b>