

Writing Experience: English 132

Winter 2013

Instructor: Ms. Pursell

Online course requires JETNET login at www.jccmi.edu>online courses>ENG 132.11

Office : BW 240 Office Phone: 796-8562 English Dept 796 - 8582

Email: pursellkristind@jccmi.edu

Office Hours: By Appointment.

Texts:

The [Norton Field Guide](#) to Writing with Readings. W.W. Norton & Co. ISBN 978-0-393-93381-9 (click the Norton Link for online support from publisher)

The Little Seagull Handbook. Authors: Bullock and Weinberg. Publisher: W.W. Norton & Co. ISBN 978-0-393-91151-0

They Say, I Say: The Moves That Matter in Academic Writing. Second Edition.
Authors: Graff and Birkenstein. Publisher: W.W. Norton & Co. ISBN 978-0-393-93361-1

Necessary Materials

Regular access to a computer with Internet service

A flash (thumb) drive to back up your work

Access to a computer (with Internet access) and a printer

Have a back-up plan in place: know where you can access a computer to complete your work. Locally, JCC offers computer labs on campus. For those of you living beyond the Jackson area, check the computer lab hours of your local library or nearby college campus to ensure backup access.

Course Description

As a continuation of the writing instruction and practice begun in ENG 131, English 132 emphasizes critical thinking, information gathering, researching, and forms of writing useful to academic, professional, and personal life. Learners work collaboratively and individually as scholars, writers, and peer responders.

During this semester, learners engage the writing process and research strategies while completing units in the following genres: reflection, reporting information, analyzing a text, and arguing a position.

Instructor Role: Designer, Facilitator, and Evaluator

I am actively engaged in classroom and online discussions, offering feedback on your informal and formal writing.

The design of the course, my posts in discussions, and my written responses to formal papers are the ways in which I communicate with students and guide learning. If I ask a question, I expect a reply. I also encourage you to review my responses to your peers in the discussions; they are often of universal help. In addition, any time either you or I feel that a conference would be helpful, we will establish a meeting time, either face-to-face, via telephone, or in the course meeting room.

Student Role: Independent and Collaborative

The online environment of this course allows students to work independently with assigned lectures, essays, textbook readings, and practice of composition strategies.

The course requires collaboration through whole class discussions and peer-to-peer collaboration.

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

Plan to spend at least nine [9] hours a week on the course, including assigned readings, collaborative discussions, and individualized writing.

Scheduling individual conferences and maintaining regular communication with the instructor are recommended for success in the course. Do not allow questions to go unanswered!

Please continue to the next section of the syllabus by clicking the arrow.

Texts are available at the JCC 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.

The course is organized around six units of study.

- Unit 1: Course Introduction
- Unit 2: Reflective Essay

- Unit 3: Informative Essay
- Unit 4: Begin Research Project, Write Rhetorical Analysis Essay
- Unit 5: Argumentative Essay.
- Unit 6: Portfolio with Reflection.

Each unit contains distinct areas that you need to engage. They are:



Electronic Unit Books contain assignments, due dates, instructor lectures, supplemental readings, process templates, and external links. Look for the book icon in each unit. Unit quizzes refer to assigned readings from this resource. Click on the link provided with the book to open it and view its contents.



Discussion forums require participation. You will post initial contributions and respond to others during the span of each discussion. Each unit contains 2 distinct discussions:

- The first is a whole group discussion about assigned reading;
- The second is a writers group made up of 4-5 members in which you participate in various sub-discussions called 'threads.' These discussions count as 50% of your assigned paper grade.

In early threads, you post, review, and discuss phases of peer process with group members. Beginning unit three, you will also be asked to post drafts of your annotated bibliography.

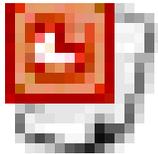
Each final thread require you to post a draft of your essay for peer review. You you will give initial feedback to all posted drafts. You will then select one peer draft to which you will offer a comprehensive response. Initial and comprehensiver responses are guided by questions posted in the unit.

All threads in the writers group discussions are considered peer review, which means that you offer critical responses to peer work, helping each other strength drafts and learn composition strategies.

All discussions and threads are required aspects ofthe class. You may work in discussions from the start of the unit until the discussion's close date. Discussion closing dates assume a 1:55 p.m. deadline. Click on the links provided with the discussion icon to open it and participate.



Assignment files are where you submit revised essays and required metacognitive reflections -- see unit books for explanations of metacognitive reflections. All due dates assume a 1:55 p.m. deadline. Look for and click on the link beside the assignment icons in each unit to submit your work for grading.



PowerPoint Lectures are posted in each unit below the unit books. Look for the PowerPoint icon[s] in each unit. Click on the links provided to view the PowerPoint lectures.



Quizzes occur in each unit. You may enter a quiz from the beginning of its unit until the quiz closing date. Closing dates assume an 11:55 p.m. deadline. All quizzes allow for one retake during the time the quiz is open. Click on the links provided beside the quiz icon to take the quizzes.

Help Board

If you have questions, especially ones that your peers might be able to help you with, use the Help Board in the Discussion Area. I check the help board daily; you can expect a reply to most posts within 24 hours.

Unit Calendars

Unit calendars are on the main course page at the start 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.

Online Unit Books

Unit reading assignments, lectures, sample essays, and worksheets are posted in 'unit books.' Unit books are clearly marked, but they need to be opened in order to access the materials. You are responsible for downloading any items you need. Look for the heading & book icon:

[Online Unit 1 Book](#)

 [Course Materials Syllabus, Calendar,](#)

Click on the link beside the book to open it.

Table of Contents

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

Documentation and Citation

Apply the *Modern Language Association Formatting and Documentation Guidelines* to all papers. Please note, MLA guidelines changed in 2009. The current guidelines are provided in the Third Edition of the *Penguin Handbook* (required course text).

I have also provided links to both [Diana Hacker's](#) and [Purdue University's online MLA guides](#). Both of these online guides present the 2009 MLA guidelines.

The Revision Process for All Essays:

1. Drafts of your essays are submitted to your writers group; you will receive feedback from your peers in the writers group. They will be following the assigned initial and comprehensive response guide
2. Draft is then revised and polished and submitted to the Unit Assignment folder with the process template.
3. Receive instructor feedback and grade.
4. Option to revise a second time and resubmit for a review and regrade. You may choose not to resubmit and simply revise toward portfolio submission.

Paper Revisions and Grading Reassessment

If you revise, I will re-assess your revised papers throughout the semester. Submit papers for reassessment within one week of receiving your graded paper. Upgrades depend upon the quality of the revision. Please let me know that you would like to revise for reassessment.

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. You do not need an appointment if you come to my office, BW 240 during my office hours.

If you need an appointment outside of office hours, please contact me through email at pursellkristind@jccmi.edu, or ask for an appointment before or after class.

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 what you need help with. 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.

JCC's Academic Honesty Policy

JCC has an academic honesty policy, which will be adhered to in this class. In essence, the policy requires that *all work must be done by the student whose name it bears*. Plagiarism, the submission of another's writing, whether directly copied or paraphrased, will result in a failing grade and may be grounds for removal from class. Plagiarism is cheating and intellectual theft. *Cases of intentional plagiarism are dealt with by the instructor on an individual basis; the instructor will make decisions regarding the student's ability to correct the problem. All cases of plagiarism are reported to the Office of the Academic Dean.*

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 its 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 Class Discussions

- Late posts receive a **10 point deduction**
- Entries posted after the unit closes will not be graded; **0 points earned**

Late Submissions to Writers Group Work: Your peers are under no obligation to read late submissions to group work. I deduct points for late work. Specifically:

- Late posts to early threads in the writers groups: **1 point deduction**
- Late drafts to writers groups: **10 point deduction** for late drafts.

Peer reviewers are not penalized if they are unable to engage late submissions. I add points to review grades if he or she is unable to find an essay to review comprehensively.

Essays submitted to the Assignment File receive a **10 point deduction**. In addition, *while I accept late work, I am not bound to grade it.* This means, I will try to read and respond to late submissions, if time permits. Like you, I have set aside certain hours for this class, my other classes, department and college meetings, professional development, family, sleep, and even recreation from time to time. Your late work means I have to cut into time I have set aside for other activities. Therefore, if you turn work in on time; I get it back to you in a timely manner. If you submit work late, it goes to the bottom of a very large stack of other obligations and receives a full grade deduction.

Exceptions to the late work policy: I may exempt you from point deductions if you contact me and make arrangements based on legitimate need.

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

You may only ask for one exception over the course of the semester.

Lost Work --Avoid this Problem!

Cyberspace and computers can make us crazy! However, you are responsible for all of your work. To avoid losing work you can:

- create your documents offline in Word, then upload (or in the case of email or discussion boards, cut/paste) into Moodle; do not spend long sessions creating your work in email documents or in the discussion board; *you may be timed out and lose your work*
- save documents regularly when working—in other words, back-up, back-up, back-up
- save to more than one place (disc/hard drive, flash drive)
- give documents a clear name reflecting the assignment; store them in a clearly marked file
- be sure you are uploading or sending your email to the correct person (students sometimes send their work to the wrong online instructor)
- *never delete work*
- contact your instructor, Distance Learning, or the Solution Center the minute you perceive a problem; Distance Learning can sometimes retrieve documents that we think we lost.

Big Brother Can Watch

The staff in Distance Learning and your online instructors can trace student time in class, the files you open, how long you have them open, and the dates and times of all submissions. The Solution Center can also verify dates and times of correspondence. They can also determine if material was ever sent to instructor e-mail. This eliminates some technical problems. Please contact me immediately if you believe your work was lost in cyberspace and resend immediately.

The Incomplete Grade

In accordance with JCC 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.

Discussion Policies

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.

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.

Syllabus Assignment

Once you have read the syllabus and reviewed the course calendar, sign into the Unit 1 Discussion "Instructor Expectations" and post your statement verifying that you have read and understand the syllabus.

Please let me know what I can do to help in your learning and comfort.

Grading & Major Assignments

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. Those numbers are averaged and weighted according to the following assessment plan.

Participation 10%

Participation refers to your work in whole class discussions in each unit

Each unit contains sample essays that model the genre of writing we are studying and lectures on writing. Students will read these materials and participate in discussions of the essays and the genres.

Quizzes 10%

Quizzes cover all assigned readings, lectures, PowerPoints, and activity materials in each unit. You have the opportunity to take each quiz twice. The best score achieved in the two attempts will be the grade recorded.

Unit Essays ~ Process and Product: 45 %

- *5% for unit 2 reflective essay and process*
- *10% for unit 3 informative essay and process*
- *10% for unit 4 analytical essay and research and writing process*

- *20% for unit 5 argumentative essay, research and writing process*

A note on your grade for each unit essay and its process: Unit assignment grades are based fifty-percent (50%) on process as posted in the Writer Group Discussions and fifty-percent (50%) on revised essays uploaded to the assignment file.

Process refers to all the preliminary work required to produce the draft you turn in for critique--discovery, focusing, planning, research (when needed) writing, and revising. As Ernest Hemingway said, "writing is rewriting." I would add that writing is sometimes messy. Even before we begin to revise a complete draft, we are collecting, assessing, sorting, outlining, rejecting, and shaping our first draft. I am deeply interested in the evidence of your writing process. Your early thinking, rejected ideas, practice leads, outlines, and drafts are vital to our conversations about writing.

To show evidence of process, post required process in each unit's Writer's Group Discussion *on time*. Process posted late to discussions may not be graded.

Drafts refer to the papers you submit to writers groups for peer review. For each of the formal essays you produce in units 2-5, you must submit a draft to a writers group to receive peer feedback. This is an important aspect of the writing process.

Peer Responses are part of the process and require you to thoughtfully respond to all required parts of your peers' process and drafts.

Writers groups are designed to help you to develop your ability to analyze and respond to drafts using the rhetorical devices of composition studies. As you hone your ability to respond to others, you will develop the ability to critically review your own writing, identifying your strengths as a writer as well as places where you need to develop skills.

Toward these goals, I have created [Peer Response Guidelines](#) which you need to use to guide your responses to peer drafts. Peer responses are graded and are considered part of your process.

As your instructor, I enter the writers' groups and offer feedback. However, I do not offer comprehensive feedback to all writers in every unit. I do model feedback on the first essays submitted for peer review and offer briefer comments to all papers submitted on time. You will benefit from reading my feedback on your peer's papers.

Submitting Process and Polished Drafts

Clearly title your documents and upload them to the unit assignment file. Papers submitted without process will not receive a passing grade, nor do they qualify for submission for portfolio assessment. All papers going into the portfolio must go through the writing and revising process.

Revising for Reassessment

Once you receive a grade for your writing, you have the option to revise and resubmit for an upgrade. Revisions should be submitted within two weeks of receiving your graded essay back. You may continue to revise up to the submission of the portfolio. In the final week of the course I will only regrade argumentation essays. Please inform me if you intend to revise a paper for reassessment.

All essays must be revised and polished for the portfolio. Essays that have not undergone revision are not eligible for portfolio submission.

Portfolio 35%

- *35% for the portfolio of formal writing accompanied by a reflective essay over your learning as a writer in this class.*

The Final Course Grade

The mid-term and final grades are translated into a 4.0 scale with 4.0 being excellent. You must achieve a 2.0 in this class to pass. Less than a 2.0 will not transfer for credit or serve as a prerequisite for another course.

Percentage Numerical/Letter Grade Equivalency

- 92 - 100% = 4.0 (A)
- 86-91% = 3.5 (B+)
- 80-85% = 3.0 (B)
- 75-79% = 2.5 (C+)
- 70-74% = 2.0 (C)
- 65-69% = 1.5 (D+)
- 60-64% = 1.0 (D)
- Below 60%= 0.0 (E)

Course Grades

You may view your course grades in this JetNet class by clicking on Grades in the left column of the course website, selecting the User Report tab, and checking the Feedback column. You can also see my comments on your submitted work by clicking "Assignments" in the same column.

People

[Participants](#)

Activities

- [Assignments](#)
- [Books](#)
- [Forums](#)
- [Questionnaires](#)
- [Quizzes](#)
- [Resources](#)

Search Forums

[Advanced search](#)

Administration

- [Grades](#)
- [Profile](#)

My courses

- [ENG131.I1.FA2011](#)
- [ENG132.H1.FA2011](#)
- [ENG132.I1.FA2011](#)
- [ENG132.I51.FA2011](#)
- [ENG132.I52.FA2011](#)
- [ENG199.50.FA2011](#)
- [Faculty Lounge](#)
- [FYS Instructors](#)
- [HUM131.I1.FA2011](#)
- [ENG132.H1.FA2010](#)
- [ENG132.H1.WN2011](#)

Weekly outline



Greetings and welcome to English 132!

I am happy to be working with you this semester. English 132 focuses on strategies and skills for academic writing and cross curricular and foster creative and critical thinking skills that the best writers and thinkers use.

As you know, this is a hybrid class. Our weekly schedule has us meeting in a 'bricks and mortar' classroom for 1.5 hours and an online discussion environment for 1.5 hours for a total of three classroom hours a week. Beyond these two classroom hours, you will complete homework in the form of assigned readings, writings, worksheets, and activities. Please plan on working in both classroom environments and schedule at least six (6) hours a week for homework. These three components (traditional classroom, and homework) are interconnected, and you really cannot succeed in one area without engaging the other.

- [Welcome Continued. Click Here](#)
- [News forum](#)
- [HELP!](#)

January 9 - January 15

Unit 1: Course Introduction

The following is a calendar overview; please see the unit calendar and the full assignment with grading criteria posted in the online unit calendar for specifics. The unit book and discussions are posted below this overview.

Aug 30. Sept 2

Unit 1 Please see the unit calendar posted in

Jackson Community College

JetNet ONLINE

You are logged in as Kristine Pursell: Student

JetNet ► ENG132.H1.WN2012 ► Grades ► View ► User report

Choose an action ... ▾

User report - Kristine Pursell

View

Overview report User report

Grade Item	Grade	Range	Percentage	Feedback
ENG132 H1.WN2012				
Participation				
U04 Discussion 1: How to Read a Rhetorical Analysis	-	0.00-100.00	-	
U01 Discussion 3: Instructor Expectations	-	0.00-100.00	-	
U01 Scavenger Hunt	-	0.00-100.00	-	
U03 Research Strategies Quiz	-	0.00-100.00	-	
U02 Discussion 1 "How to Read a Reflective Essay"	-	0.00-100.00	-	
U01 Discussion 1: Course Introductions	-	0.00-100.00	-	
U02 Discussion 2: Writers Workshop	-	0.00-100.00	-	
week 1 participation	-	0.00-100.00	-	
week 2 participation	-	0.00-100.00	-	
week 3 participation	-	0.00-100.00	-	

Progress Reports, Midterm Grades, Final Grades in E-Services

Jackson Community College requires four formal progress and grading reports to be filed for each student in each of their classes. Referred to as HQVs, these reports are entered into your e-services transcript and serve as a record of your progress, indicate the need for interventions that can help you be more successful, and can save you from unnecessary education debt.

The dates for recording English 132 HQV grades are:

9/23/2012	10/9/2012	11/7/2012	midterm grade
-----------	-----------	-----------	---------------

These three reports will indicate your progress in the class with a letter.

- V Verifies you are participating and passing the course
- H Indicates that you are struggling and need help; if you receive an H, a representative from the Center for Student Success will contact you to discuss how the college can help you.

- Q Reflects that you have been dropped from the class by your instructor. I drop students who are not logging into the class and participating on a weekly basis.

The final report is also a midterm posting and will offer 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.

If you have any questions about the HQV report, please feel free to ask.

Participation Guidelines

Actively participate in writers group 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.

Balanced feedback includes two compliments and two suggestions, questions, or requests for elaboration that lead to further thought and discussion. This model was originally conceived as a classroom observation feedback tool, but the principles can be applied to discussions as well.

The balanced feedback discussion model is based on the premise that *balanced, specific, thought provoking* feedback will stimulate and foster a rich discussion. Feedback can be 2+1, 1+2, 1+1 and so on, but should be balanced (that is, it should be both complimentary *and* extend thinking).

Balanced feedback does *not* equal two positives and two negatives. See the Tips: Giving Compliments and Suggestions section below.

Balanced Feedback Assumptions

1. Everyone is both teacher and learner.
2. Balanced feedback involves critical thinking and is as useful for the giver as it is for the receiver.
3. Balanced feedback serves to extend and enhance discussion and hone your skills in giving feedback.

4. Peer feedback can be powerful, sometimes even more powerful than instructor feedback.

Balanced Feedback Guidelines

1. The receiver of feedback is free to accept or reject it.
2. Suggestions you receive are not part of the course assessment process. Thus, there are no negative repercussions for receiving suggestions of any kind.
3. Balanced feedback is not considered evaluation. It is strictly formative in nature.

Expectations for Balanced Feedback

The following set of common expectations for all participants encourages high level discussions. Participants will

- give balanced, specific, and substantive feedback, using two compliments and two suggestions as a guide. Other combinations such as 2+1, 1+2, 1+1 are fine, as long as they reflect balanced, specific, and substantive feedback.
- participate in discussion respectful of multiple perspectives.
- share feedback in a spirit of trust, collaboration, and helpfulness.

Tips: Giving Compliments and Suggestions

Compliments are generally easy to offer. However, avoid overly positive comments in the form of "Good post!" or "I agree." Feedback that is too bland and non-specific is neither helpful nor meaningful. Take the conversation further and state *why* you agree, summarize to reinforce the concepts with which you agree, or relate an experience that confirms or extends the learner's point.

Remember that suggestions are not necessarily criticisms, because 2+2 feedback does not represent the common positive-versus-negative dichotomy. Your suggestions can take the form of:

- Additional content information.
- A life experience that is an exception to the ideas posted.
- A question regarding the content.
- Additional resources you think would be of interest to the learner.
- An alternative perspective you think would add to the range of ideas being shared.
- A request for more information if the learner did not address the discussion question or all of its elements.

When to Use Balanced Feedback in This Course

Not every response to another learner has to follow the balanced feedback format. The responses where 2+2 should be used are the learning activities that specifically request it. Other times, you may just wish to acknowledge an interesting post with a word of praise or offer other types of comments. It is also fair to apply balanced feedback in your responses to your instructor's postings.

Benefits of Balanced Feedback

Allen and Allen (1996) write:

Without feedback, there is little opportunity to improve performance. In the many tasks of life, feedback is a very uncertain process, and even when it is available it is often not presented in a way that makes it most useful or most likely to be considered. Our behavior changes most powerfully when feedback is given and received in a positive environment where trial and error is encouraged (p. 2).

The feedback model attempts to take the uncertainty out of the feedback process and focus its results. The discussions take place in a positive environment, and trial and error is encouraged. There are several advantages to using this feedback. Balanced feedback:

- Provides a template for structured feedback and encourages focused feedback.
- Encourages a broad and balanced range of feedback between the giver and the receiver.
- Conditions the giver of feedback to make constructive suggestions.
- Raises expectations in the discussion area and builds a spirit of trust among fellow learners.
- Encourages higher-quality interactions within discussions and promotes reflective and critical thinking.
- Encourages evaluation of feedback and provides perspective on feedback sources.
- Assumes presentations and discussion responses have some validity and merit, as well as the potential for improvement.
- Is transferable to other professional settings, as many learners have introduced balanced into their own schools and workplaces.
- Builds effective learning communities.

Summary

If the expectations are agreed upon and fulfilled, balanced feedback is expected to serve and enhance the course goals of valuing life experience, sharing these experiences, extending substantive discussion of ideas, fostering critical thinking, and learning from multiple perspectives.

Rubric used assess your posts in Whole Class Discussion Forums

~~ Discussion One 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.)

Whole Class Discussion Forums				
Points Possible for Initial Posts to the Discussion Forum: 0-60				
Points Possible for Responses to Peer Posts: 0-20				
Objectives & criteria used assess your posts in whole class discussions				
Criteria	Minimal and Non-performance	Basic	Proficient	Distinguished
	Initial post: 0-39 Responses to others: 0-13	Initial post: 40-49 Responses to others: 14-15	Initial post: 50-55 Responses to others: 16-18	Initial post: 56-60 Responses to others: 19-20
Objective 1: Applies relevant course concepts, theories, or materials correctly. Displays knowledge of assigned materials.	Does not explain relevant course concepts, theories, or materials.	Explains relevant course concepts, theories, or materials.	Applies relevant course concepts, theories, or materials correctly.	Analyzes course concepts, theories, or materials correctly, using examples or supporting evidence.
Objective 2 Articulates an supports position with applicable knowledge. Uses correct formatting to integrate and	Supports are missing or confusing. Does not reference or cite course materials. Plagiarism:	Supports are general. References course materials but form is flawed.	Supports are clear. References course materials correctly.	Supports are integrated, academically sound, and correctly formatted and cited.

Whole Class Discussion Forums

Points Possible for Initial Posts to the Discussion Forum: 0-60

Points Possible for Responses to Peer Posts: 0-20

Objectives & criteria used assess your posts in whole class discussions

Criteria	Minimal and Non-performance	Basic	Proficient	Distinguished
	Initial post: 0-39 Responses to others: 0-13	Initial post: 40-49 Responses to others: 14-15	Initial post: 50-55 Responses to others: 16-18	Initial post: 56-60 Responses to others: 19-20
cite paraphrased and quoted materials.	automatic 0			
Objective 3 Applies relevant professional, personal, or other real-world experiences to topics discussed.	Does not contribute professional, personal, or other real-world experiences.	Contributes professional, personal, or other real-world experiences, but lacks relevance.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences to extend the dialog.
Objective 4 Uses Standard English, grammatically correct sentences, and correct spelling.	Errors are numerous and distract from meaning. Texting or abbreviated language used.	Sentences are simple but correct. Errors are not corrected.	Sentences are correct, errors are few or absent.	Polished writing that focuses readers on ideas. Academically sound prose. Errors are absent.

Work Cited

Allen, D. B., D. W. Allen. *2+2 Equals Better Performance: Alternative*

Performance Appraisal with Feedback and Encouragement

[Unpublished manuscript]. Denver, CO: University of Denver, Old

Dominion University. (1996). Print.

Process: Because process requirements vary in each unit, please see the writers group discussion directions in each unit for specific process grading criteria.

Drafts: 0-50 points

Because genre requirements vary in each unit, please see the assignment descriptions and grading criteria in each unit for specific criteria.

Standard Requirements are:

- Drafts must include title page with Title, Audience and Purpose
- Page length and formatting criteria posted in each assignment must be followed.
- If sources are required, in-text and works cited pages are required with drafts.

Peer Responding

In our peer-response workshops, please give every member of your writers' group an initial response. Then conduct a second reading and offer a comprehensive response to one peer draft. Every person in the group should give and receive at least one comprehensive response. Please follow the guidelines for responding below.

First Response 0-5 points possible

- Identify the Main Idea: Write a sentence summarizing what you see as the main idea of the piece. If you spot a thesis sentence, include this in your response. (0-2 points)
- Identify the Purpose: Write a sentence that summarizes what you think the writer was trying to accomplish in the draft. (0-1 points)
- Identify Significance: Write a sentence that summarizes the significance of the idea the writer has presented. (0-1 point)
- Ask one question of the writer regarding the main idea, purpose, or significance. (0-1 point)

Comprehensive Reading 0-10 points possible

Select and read one of the peer drafts again. Make notes as you read. In this reading you should be concerned with the content, organization, and effectiveness of the draft. Be particularly aware of the composition strategies or elements related to the

particular mode (personal essay, informative essay, analysis, argument) that the writer is using or needs to use in the essay. As you construct your response, remember that your goal is to help the writer think more about the essay. Use the following to guide your response:

- **Introductory Lead:** Does the writer's opening paragraph/paragraphs effectively introduce the topic, engage your interest, forecast coming information, and predict organization? Show the reader where you see these elements in the introduction. Ask question about the elements if you do not understand or find the focus, the hook, or forecasting.
- **Thesis:** Is the thesis implied or stated? Let the reader know what your understanding of the thesis is and where you see it best articulated.
- **Focus:** Does the writer maintain focus on the thesis throughout the essay? Does the writer wander off on side topics? If focus is maintained, give the writer specific compliments related to the strategies he or she is using to maintain focus. If focus is weak, ask the writer a probing question about how the thesis and body supports work together. For instance, "How do you see the information in paragraph three supporting your thesis?" You may also ask clarifying questions related to facts, if needed. For instance, "where is the train station you mention in the essay?"
- **Organization:** Are the sections and paragraphs ordered effectively. Can you identify an organizational strategy? Do you note any abrupt shifts? Can you suggest a better order?
- **Completeness:** Are there places in the essay that remain underdeveloped? Where do you want to know more? Where does the writer need to offer perspective on a piece of information, tying it back to a key idea?
- **Composition Strategies:** Identify strategy or modal element in which the writer exhibits strength. Identify one strategy or modal element that the writer could further develop. Please refer to the assigned unit readings related to the type of essay assigned (reflective, informative, analytical, argumentation) for help with identifying strategies and elements.
- **Sources:** If the draft uses outside sources, are they cited accurately? If there are quotations, are they formatted correctly and worked into the body of the essay? Are there places where the writer assumes readers will intuit the significance of the quotation? Does the writer use quotations sparingly?

Once you have finished responding to the global essay structures, turn your attention to matters of audience, style, and tone.

- Who is the writer's intended audience. What does the writer assume the audience already knows or believes?
- Is the writer's style engaging? Describe the writer's voice.

- Is the tone appropriate for the purpose and audience? Is it consistent? Are there places where another word or phrase might better serve the essay?

As a peer responder, it is important that you are able to focus on key elements of academic writing. However, since you are not an 'expert,' remember it is better to take an observation and turn it into a question rather than attempting to address a problem for which you do not have the vocabulary.

Portfolio and Reflective Essay : The portfolio demonstrates your developing skills in the following areas: audience and purpose, critical thinking, research, argument, style, and mechanical competence. It contains polished copies of selected essays you completed in this class and a reflective essay discussing your growth as a writer during this class. The portfolio must contain your research project: the analytical essay and the argument essay.

In this class, the portfolio is electronic.

Upload your clearly titled portfolio to your student folder following unit instructions. Portfolios are used by the Language and Literature Department in our assessments of student learning. Please read the following letter to students and portfolio grading criteria from the Composition Faculty at JCC.

You may not submit papers to the portfolio that have not received a passing grade in their respective units.

A metacognitive essay (1-2 pgs) reflecting on your experience and growth as a writer in ENG 132 will accompany your portfolio.

Dear Writing Students:

JCC's Department of Language, Literature and Arts has implemented the portfolio as an assessment tool for all Eng 090, 131, and 132 courses. Please read the following information about the portfolio:

- Every writing student at JCC 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.
- Essays contained in the portfolio must have been written, gone through peer review, and revised in order to qualify for the portfolio.
- 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. *In this course the portfolio is worth 30%; an accompanying reflective letter is worth 5%.*

- 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.
- Your instructor will identify a date near the end of the semester for the submission of your portfolio. Please submit your entire portfolio to your instructor the day the portfolios are due.

Portfolio Formatting Requirements:

The electronic portfolio should be a single document containing the following:

- Cover sheet for the portfolio listing course and section number, instructor's name, and your name.
- Title pages for each essay are required. 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, a brief description of your purpose, and the audience you identified.
- Following MLA style, portfolio essays must be double-spaced, use 12 point font, and be set to one inch margins. Place your name in the upper right hand corner of each page.
- When source materials are used, MLA 2009 Guidelines for documentation and citation are required. This includes in-text citations and a Works Cited page.
- English 132 portfolios must present 12 full pages of academic writing, not including cover page, title pages, and works cited pages.
- Portfolios in online and hybrid English 132 course are electronic; they are submitted to the course's JetNet Portfolio and Reflective Letter assignment file.

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

Grading Criteria (*revised 8-07*)

4.0 The writing is engaging, original, clear, and focused; ideas and content are richly developed. Essays contain abundant examples, comparisons and facts that are used to expand and support ideas. Clear organization and appropriate transitions move the reader easily through the text. The voice and tone are authentic and compelling. Contains few if any errors in spelling, punctuation, or grammar. This is an **outstanding** reading experience at all levels.

3.5

3.0 The writing is generally clear, focused, and well-developed; examples and details support ideas and content where appropriate. The presentation is generally coherent, and its organizational structure is functional. The voice, tone, diction and sentence structure support meaning. May contain occasional errors. This is a **good** reading experience overall.

2.5

2.0 The writing has some focus and support; ideas and content may be developed with limited details and examples. The presentation shows some evidence of structure, but it may be artificial or only partially successful. The tone may be inappropriate or the voice uneven. Sentence structure and diction are generally correct but basic. Mechanical errors are numerous enough to distract the reader. This is an **average** reading experience.

1.5

1.0 The writing has little focus and development. Support for ideas is minimal, and at times the ideas themselves may be difficult to identify. There is little discernible shape or direction. The writing demonstrates no control over voice and tone, suggesting the writer's inability to address an idea. Errors in spelling, grammar/usage, capitalization, punctuation and/or indentation are numerous and interfere with the reader's understanding. This is a **poor** reading experience.

0 The portfolio fails to meet assignment guidelines, is plagiarized or incomplete.

Additional Requirements and Deductions Determining Grades for English 132

Most papers in the 132 portfolio should be transactive. Transactive writing is informative, persuasive, or analytical writing that presents ideas and information in letters, speeches, editorials, articles, or essays for an authentic audience. Persuasive writing, specifically, uses strategies to sway the reader to his/her viewpoint through a statement of benefits, identification of good reasons, and

addressing problems as well as offering solutions.

Page Requirement: Twelve full pages required as a minimum. Individual essays must be 3 full pages or longer to be considered in the page count. At least one paper must be at least five pages in length with a minimum of five different sources.

Deductions for less than the required pages:

- Ten or eleven full pages receive .5 deduction
- Fewer than ten full pages receive 1.0 deduction

Title pages must include audience and purpose statements.

- Missing or disconnected audience & purpose statements: receive .5 deduction

All papers must conform to MLA style. Essays requiring research must include MLA parenthetical and works cited format

- Incorrect source citation and documentation: 1.0 deduction
- Lack demonstrated research skills results in a 0.0 for the portfolio.

Plagiarism

- Plagiarism results in a 0.0 for the portfolio.

.

Support Services

Click the links below for 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

Library Link and Database Passwords

[Library Data Base Link](#)

Use your JCC user name and password to access all databases.

English 132.151

Spring 2013

May 5- August 12

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 to see what's going on and participate in discussions.

General Terms and Guidelines:

The Little Seagull Handbook is a print course text that is considered reference tool, please use it to help with individual questions you have related to writing, researching, and editing. This course requires proficiency in Modern Language Association Style (MLA) be achieved by the end of the semester. The Handbook's MLA guide is on pages 93-135. Unit quizzes refer to assigned readings from this text.

The Norton Field Guide to Writing with Readings is a print text and is one of the course texts. Pages assigned in it explain the modes of academic writing you are expected to master, identify and explain elements of these modes, and provide examples of the type of writing you will be doing. Reading and referencing this text equates with successful learning. Unit quizzes refer to assigned readings from this text.

They Say, I Say: The Moves That Matter in Academic Writing is one of the main course texts. Advertised as "the key to the academic writing club," this text helps you frame your ideas and arguments in the larger contexts in which issues and ideas are experienced. This book is consistently credited by students of English 132 as integral to their learning and improved academic writing skills. Unit quizzes refer to assigned readings from this text.

Electronic Unit Books contain assignments, due dates, instructor lectures, supplemental readings, process templates, and external links. Look for the book icon in each unit. Unit quizzes refer to assigned readings from this resource.

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. Discussion closing dates assume a 1:55 p.m. deadline. Look for the discussion icons in each unit

Assignment files are where you submit revised essays and required process. All due dates assume a 1:55 p.m. deadline. Look for the assignment icons in each unit

PowerPoint lectures are posted in each unit below the unit books. Look for the PowerPoint icon[s] in each unit.

Quizzes occur in each unit. You may enter a quiz from the beginning of its unit until the quiz closing date. Closing dates assume an 11:55 p.m. deadline. All quizzes allow for one retake during the time the quiz is open.

You will see slight overlap in the unit dates. This is because we are covering 15 weeks worth of material in 12 weeks. Please ask if you have questions.

Unit 1: Introduction

May 20-25

Participation is required in all three introductory discussions in Unit 1. See instructions in each discussion forum for specific posting and peer response requirements.

May 20-22: Complete assigned readings posted in the Online Unit Book, the Scavenger Hunt Quiz, and assignments in Discussions 1, 2, 3.

May 24: Scavenger Hunt Quiz Closes. Final Date to post to Discussions 1, 2, and 3.

Unit 2: Writing to Reflect

May 25-June 4: Active Discussions and Assignments

June 6: Revised Essay with Metacognitive Reflection Due

In this unit, we review the importance of audience and purpose, the phases of the writing process, and study the elements of reflective writing.

Specific reading and writing assignment language, grading criteria, and lectures can be found in the Online Book, posted in Unit 2.

This unit has two required discussions: 1) a whole class discussion of an assigned reading, 2) Writers Group discussion threads. To achieve full participation credit, read and follow the instructions posted in the discussions carefully.

May 25-27 Memorial Day Observed. JCC Campus Closed. Students may continue to work online if they wish but there are no required activities this day.

May 28: Complete assigned text readings posted in the Online Unit Book. Begin

working in Discussion 1 (Whole Group) & Discussion Two, Threads 1-3. Quiz Opens.

May 30: Discussion Two (Writer's Group), Thread 1 closes. Unit 2 Quiz closes.

June 1: Discussion One (Whole Class) closes. Discussion Two (Writer's Group), Thread 2 closes.

June 3: Post draft of reflective essay to Discussion Two (Writer's Group), Thread 3. Late drafts receive an automatic 10 point deduction.

June 3-5: Participate in peer review of drafts in Discussion Two, Thread 3. This discussion closes June 3.

June 6: Revised reflective essay and metacognitive reflection due (upload both documents) in the Week 2 Assignment File.

Unit 3: Writing to Inform

June 4- 16: Active Discussions and Assignments

June 19: Revised Essay with Metacognitive Reflection Due

In this unit, learners engage the the phases of the writing process, the importance of thesis and the introductory lead, and study the elements of informative writing.

Specific reading and writing assignment language, grading criteria, and lectures can be found in the Online Book, posted in Unit 3.

This unit has two required discussions: 1) a whole class discussion of an assigned reading, 2) Writers Group discussion threads. To achieve full participation credit, read and follow the instructions posted in the discussions carefully.

June 5: Complete assigned text readings posted in the Online Unit Book. Begin participating in Discussion One (Whole Class). Begin working in Discussion 1 (Whole Group) & Discussion Two, Threads 1-4. Quiz opens.

June 8: Discussion Two, Thread 1 closes. Unit 3 Quiz closes. Begin working in Discussion Two, Thread 2: post research question. Begin research; keep an annotated bibliography.

June 10: Discussion One (Whole Class) closes. Discussion Two, Thread 2 (research question) closes.

June 14: Discussion Two, Thread 3 closes. Upload a draft of your informative essay with cover and works cited pages to Discussion Two, Thread 4. Post a draft of your Annotated Bibliography to Thread 4 as well. Late drafts receive a 10 point deduction.

June 14-16: Participate in Peer Review of Drafts and Bibliographies in Thread 4.

June 16: Discussion 2, Thread 4 closes.

June 19: Revised Essay & Proof of Writing Process due; upload all documents to Unit Assignment Folder. Complete Critical Incident Survey (ungraded).

Revisions of the Reflective Essay may be submitted at any time during this unit for grade review. Upload the Revision to the Unit 2 reflective assignment folder with the subject: Post-Grade Revision.

Unit 4 : Begin Part One of Final Research Project

Unit Includes:

Conducting Research, Evaluating Sources, & Writing to Analyze a Text

June 17- July 14: Active Discussions and Assignments

This unit includes July 4th Holiday

Specific reading and writing assignment language, grading criteria, and lectures can be found in the Online Book, posted in Unit 4.

This unit has two required discussions: 1) a whole class discussion of an assigned reading, 2) Writers Group discussion threads. To achieve full credit, read and follow the instructions posted in the discussion. The writers groups have six threads; threads **1-3 are focused on planning the research project, threads 4-6 are focused on writing the rhetorical analysis**

June 18 : Complete assigned text readings posted in the Online Unit Book. Begin working in Discussion 1 (Whole Group) & Discussion Two, Threads 1-3. Quiz opens.

June 20: Discussion Two, Thread 1 **Identifying Your Research Topic** closes. Unit 4 Quiz closes.

June 23: Discussion One closes. Discussion Two, Thread 2 **Writing Your Research Question & Posting the Research Plan (use template provided in Online Unit Book which has dates provided for some parts of your process. This template is based on the plan on p 376 in the Norton Field Guide)** closes.

June 23-30: Conducting Research. Post annotated bibliography to Discussion 2, Thread 3. Three source minimum. You will continue to add to this bibliography as you continue your research in Unit 5. See the PowerPoint on creating an annotated bibliography for specific help with this document.

June 30: Discussion 2, Thread 3 **Posting Annotated Bibliography** closes. Begin

working in threads 3-6.

July 3: Discussion Two, Thread 4: **Identifying the article you intend to analyze for the three page analysis. Considering the rhetorical situation for your analysis. Decide how you will approach your analysis (pp 50-52 in the Norton Field Guide).** closes.

July 8: Discussion Two, Thread 5 **Rhetorical Analysis Thesis and Informal Outline for Rhetorical Analysis Essay** closes.

July 12-14: Discussion Two, Thread 6 **post rhetorical analysis draft** on July 12 and conduct peer review. Discussion closes July 14. A 10 point deduction will be taken for drafts posted after July 12.

July 16: Revised rhetorical analysis essay, metacognitive reflection, and updated/revised annotated bibliography are due in the assignment folder. Complete Critical Incident Survey (ungraded).

Revisions of the Informative Essay may be submitted at any time during this unit for grade review. Upload the Revision to the Unit 3 informative assignment folder with the subject: Post-Grade Revision.

Unit 5 : Writing to Argue a Position

July 15- August 4

In this unit, we apply the rhetorical situation, engage the phases of the writing process, and study the elements of informative writing.

Specific reading and writing assignment language, grading criteria, and lectures can be found in the Online Book, posted in Unit 5.

This unit has two required discussions: 1) a whole class discussion of an assigned reading, 2) Writers Group discussion threads. To achieve full credit, read and follow the instructions posted in the discussions carefully.

Continue research as needed. Build your annotated bibliography through this unit. A minimum of 5 sources is required on the bibliography.

July 16 : Complete readings and assignments Unit 5 Electronic Book. Begin working in the Writers Group Discussion 2. Quiz opens.

July 18 : Discussion Two, Thread 1 Explore your argumentation topic strategically (p 102 in Norton text) closes.

July 22: Discussion One closes. Discussion Two, Thread 2 Stating and Qualifying your argumentation thesis, acknowledging other positions (pp 103-05 in Norton text, Chpts

1, 4,5 in They Say, I Say text) closes. Unit 4 Quiz closes.

July 28: Discussion Two, Thread 3 Formal thesis and outline closes.

July 2-4: Discussion Two, Thread 4: Post draft of argument on July 2. Conduct Peer Review. Discussion 2, Thread 4 closes July 4.

July 6: Revised argument essay, metacognitive reflection, and polished annotated bibliography are due in the assignment folder. Complete Critical Incident Survey (ungraded).

Revisions of the Analysis of Article Essay may be submitted at any time during this unit for grade review. Upload the Revision to the Unit 4 analysis assignment folder with the subject: Post-Grade Revision.

Unit 6 Portfolio

August 5-12

August 5-10: Revising Days. Click on Unit 6 Online Book, read the portfolio assignments.

August 10: Portfolio and Final Reflective Letter are due in the assignment folder. Complete Course Evaluation. Last day of class.

August 12: Portfolios returned

Revisions of the Argument Essay may be submitted at any time up through August 8 for grade review. Upload the Revision to the Unit 5 argument assignment folder with the subject: Post-Grade Revision.