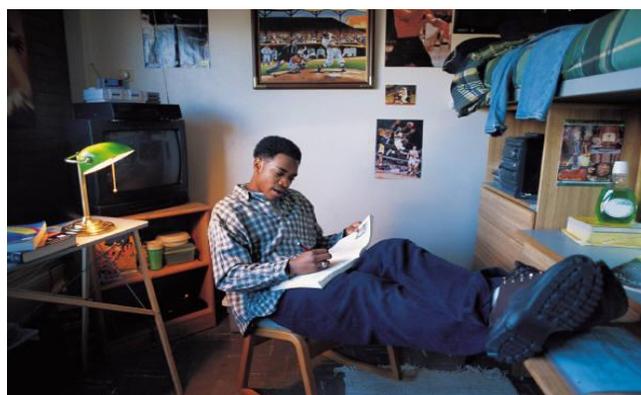


Spring 2014 Syllabus for ENG 131.51: Writing Experience I

Instructor: Professor Martha Petry
Office: BW 244 (My mailbox is located in BW 233 in the Faculty Office Area)
My Office Phone: 517-796-8530 **English Dept. Phone:** 517-796-8592
Email Address: petrymarthaj@jccmi.edu
Office Hours: Tuesdays and Thursdays, 5-6 pm, and by Appointment

ENG 131 Official Course Description: This is an intensive writing course. Narrative and descriptive modes are stressed. Basic research strategies are introduced. An end-of-the-semester portfolio is required.

Writing to learn and writing as a process (which means revising) will be the underlying themes of this course. Although writing is sometimes considered a task, writing is also a powerful tool that requires constant practice both inside and outside the classroom. Writing can also be a frustrating experience, especially when you are introduced to new ideas and concepts and then expected to explore those concepts on paper. I hope that this course can build your confidence in using writing as a tool for learning and exploring your ideas in a reflective and innovative way.



You must be prepared to write, share, and revise your writing, both **in and out of class**. Improving writing requires continual re-visioning and developing ideas. You will need to access writing that you worked on at home and in the classroom. You should save work done at home and in the classroom to a flash drive and also to your JC G-Drive. Everything you write outside of class and turn in must be word-processed. The computers here at JCC run Word, as does my computer at home. Please have your documents saved as Word docs or as RTF files. **Assignments and time management:** You will receive a calendar of readings and assignments. You are expected to read the assigned materials and complete any writings and homework *before class starts*. You should spend about 2 hours preparing for each hour of class time. (That means 12 hours per week for ENG 131, not including the 3 hours of class time when we meet each week.)

Textbook: *Writing Today Second Edition*. Authors: Johnson-Sheehan & Pain. Pearson Publishing. ISBN 13: 978-0-205-21008-4

Other Necessary Materials and Resources:

- A flash drive—you will need to access your writing outside and inside the classroom
- Access to a computer and printer outside of class
- Four two-pocket folders—one for each of the three essays (each folder will contain all invention-discovery activities, free writings, mappings, initial drafts and revisions) and a folder for the end of semester portfolio

Associate Degree Outcomes: The Board of Trustees has determined that all JCC graduates should develop or enhance certain essential skills while enrolled in the college. Several of these Associate Degree Outcomes are addressed in this class, including writing clearly, concisely, and intelligibly and working productively with others, recognizing individual contributions to group success.

[ADO #1] Writing Skills that we will work on together include:

- Process—using pre-writing, drafting, revising, editing
- Purpose and Audience—understanding how purpose and audience influence style and tone
- Organization and Development—using effective organizational structure, examples and details to support ideas and content
- Meaning/Understanding—researching and writing for further understanding and knowledge
- Use of Sources & Documentation—demonstrating appropriate documentation
- Language—attempts and practices correct grammar and mechanics

[ADO#2] Team Work Skills that we will work on together include:

- Participating—contributing fully to group work
- Making Collective Decisions—establishing procedures for consensus
- Supporting Team Members—respecting individual contributions
- Evaluating—reflecting on group processes and outcomes

Performance Objectives: Correlating with and extending ADOs 1 & 9, these outcomes refer to the actions, feelings, and thoughts learners are expected to develop as a result of the instructional process in English 131:

Critical Thinking, Reading, and Writing Processes	Rhetorical Knowledge and Conventions	Electronic Environment
<ul style="list-style-type: none"> • Practice active reading strategies • Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications born of reasoning • Offer formative feedback on others writing in peer review sessions • Use genres to navigate complex rhetorical challenges • Distinguish one's own ideas from those of others • Practice metacognitive reflection 	<ul style="list-style-type: none"> • Use genre specific strategies, voice, tone, and perspective to achieve rhetorical goals • Recognize conventions of writing distinctive to specific disciplines • Employ Modern Language Association (MLA) style in academic writing • Writing in Plain Style 	<ul style="list-style-type: none"> • Use Microsoft Word to compose, revise, and save documents • Locate research material collected from electronic sources, including library databases and other electronic networks and internet sources • Use college learning management system

Course Design:

The primary business of this class is to improve your writing skills. We write, rewrite, think about writing, read about writing, and find various uses for writing. This means we will think critically, examine words, language, communication, and meaning.

Language forms who you are and how you function in and view the world. By writing and sharing your writing you may discover and/or reveal things about yourself to others. This process can be intimidating and sometimes frightening. It can also be rewarding and sometimes exciting. Risk-taking is part of the process of improving your writing and of learning.

The classroom environment, the small community of writers that we (as a class) create, will help support you in your efforts to become a better writer. You must willingly help and support others in return.



Each class period we will discuss a topic, analyze a reading assignment, or talk about strategies and methods used in written communication. We will also explore ways to stimulate ideas, develop and organize ideas, edit, respond to peer writing, and eliminate common grammatical errors. We will practice various kinds of writing in class, and you will have time for your own writing most sessions. The atmosphere is loosely structured and informal, allowing you to progress at your own individual pace. This also allows me to observe you in the writing process and offer suggestions or help you with

specific problems.

Your Responsibilities: Your primary task is to improve your own writing. This means that you must practice, experiment, discover, and create your various voices, learn to understand how you write (the process), determine your strengths and weaknesses as a writer and overcome problem areas.

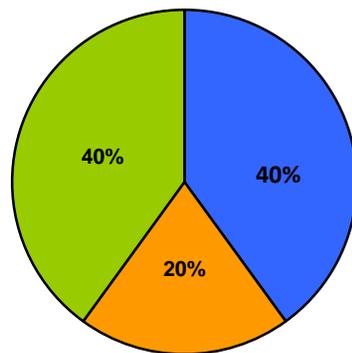
I expect you to prepare for the class—read the text and other assigned readings, hand in daily work and drafts on time, share your writing with others, respond to your classmates' writing, actively participate in class, work with me individually, and most importantly, write and revise both in and out of class.

My Responsibilities: I will do everything I can to assist you. I'll read your writing and respond to as much of your writing and your revisions as I possibly can. I will introduce concepts that may help you become a better writer, lead class discussions, form small groups, share readings and writings, help you Individually, and encourage you.

I'll provide class time for you to discuss and explore strategies for successful writing. We'll often use class time for drafting and revising. Sometimes you'll break into pairs or small groups for sharing and responding to each other's writing. Sometimes I'll informally lecture—a way to see where you're going as a group and what you need next. I'll use course materials to spark writing ideas and topics. Most of all, I'll provide opportunities for you to share ideas.

Grading: Your final grade is based on the criteria below. Your homework assignments and in-class work are equally as important as the essays you include in your Final Portfolio. You must attend regularly, and complete all assignments to be successful in this course. **Not submitting your end-of-the-course Portfolio will result in automatic course failure, no matter how much classroom assignments and essays you've completed.**

Course Work, including:	40%
<ul style="list-style-type: none"> Initial Discovery Drafts (4 essays) Process Writing (for each essay) In Class Writing Activities, Reading Responses, Quizzes 	
Peer Response/Participation/Discussion	20 %
Final Portfolio	40 %



■ Final Portfolio
■ Peer Response/Participation
■ Quizzes/Reading Responses/Short Writings

Grades are assigned using a percentage or a 4-point scale:

4.0 = *superior* work (*above and beyond* what was expected).

3.0 = work completed correctly and well

2.0 = mediocre work;

1.0 = unsatisfactory work;

Grading Scale	
Percent	Grade
92-100	4.0
86-91	3.5
80-85	3.0
75-79	2.5
70-74	2.0
65-69	1.5
60-64	1.0
0-59	0.0

Other Grade Information:

◆ **Intermediate Grading:**

To comply with college policy and federal regulations, we will assign a grade to you after approximately two weeks, five weeks, and eight weeks. The grades assigned are letters with the following meanings:

- **V:** Verifies that you are participating and your work so far has been acceptable.
- **H:** Means that you are participating, but your work shows that you may require Help in order to complete the class successfully. If you receive an H grade, you will be contacted by the center for student success and offered tutoring services.
- **Q:** means that you have effectively quit participating in the course. If you receive a Q grade, you will be automatically withdrawn from the course. I normally assign a Q grade

if we have not received work from you for four classes in a row (classwork or exams, as appropriate to the days), and you have not contacted us regarding your absences.

◆ **Special Grading Situations:**

- **Withdrawal deadline** for this semester is December 4. Although I am can withdraw you for non-participation before midterm, only you can initiate a withdrawal after midterm.
- **Incomplete Policy:** In accordance with JCC policy, an Incomplete or “I” grade is only issued to *students who have demonstrated good standing in the class and hold a passing grade at the time of an extenuating circumstance that precludes completion of the class.* Documentation validating the circumstance may be required.
- **Extra Credit Policy:** In order to foster a collegiate environment, maintain the integrity of grades, and provide for proper student placement and advancement through sequenced courses, extra credit will not be awarded.

Academic Honesty Policy: The JCC Catalog states, “Academic honesty . . . is the ethical behavior that includes producing their own work and not representing others’ work as their own, either by plagiarism, by cheating, or by helping others to do so. Faculty members who suspect a student of dishonesty may penalize the student by assigning a failing grade for the paper, project, report, exam or the course itself. The academic dean will be notified of the situation, and this information becomes a part of your academic record.

Description of Course Work (40% of Final Grade) Each daily writing and class activity is due the day it is assigned unless I extend the time and assign it as homework. The daily assignments and activities are practice pieces and ways of generating ideas. In these assignments you will plan, draft, and explore ideas that you may want to write about. These may help define your thoughts, insights, and responses to readings from the text. Occasionally, you will be asked to reflect on the class and on your experiences in your small groups. Some assignments offer an opportunity to think in writing, to experiment, and to record your observations. This work helps me better understand your writing process and your thoughts and reactions to the text, the class, and your peer writers. All essays assigned must be attended to in both draft and revision stages. They must be completed on time in order to ensure classmate and teacher feedback and to help you stay on track.

Drafting and Revision

Revision is a constant, often frustrating process. Keep in mind that revision is not the same as drafting. Drafting takes place in the initial states of a writing project. Revision takes place after your initial drafts are complete. So, we will have two or more drafts of a writing project. Then you may begin revision once the project has been complete and you step away from it a bit.

We will be writing three essays. I will give your submitted essays an **advisory grade**, a grade that lets you know where that draft stands after you have had a chance to have some peer response and to revise. However, a 2.0 in week four probably isn’t a 2.0 in week 15; your writing is expected to improve as the semester progresses. That is why this course is based on **re-vision**: every paper has the opportunity to get better every time you revise it. You may revise all essays for a better grade, but two revisions are expected for the final portfolio. I will be happy to look at revisions, but will wait for the end of the semester to give you a final grade.

In addition to writing four major essays, you will write shorter assignments, both in and out of class, which will deal with specific areas of rhetoric, writing topics, or your writing process.

NOTE: Everything you write must be saved! Don't throw any writing or even small piece of writing away until you're certain that the course is completed and you have received a final grade. You will need to save each essay draft separately. Do not save a revised draft over an old draft. For example, save as Essay 1 draft 1, Essay 2 draft 2, etc. You need every individual draft. You are responsible for all your writing and for all the work we do in and out of class including short writings, in-class essays, questions about your drafts, responses to others' drafts, process writing prompts, and your reflective writings.

The three essays for ENG 131:

Essay 1: Memoir

Essay 2: Writing Profile (including Field Research--Observation, Interviews)

Essay 3: Report



Description of Participation/Attendance (20% of Course Grade) Sitting in class is not participation. Participation demands your active presence and your readiness to discuss ideas, to work collaboratively, and to stay on task. Attendance is mandatory. If you miss a class due to an emergency, it is your responsibility to contact a classmate or the instructor before the next class meeting to *find out what you need to do to prepare for the next class*. You probably have a busy life and many things that compete for your time. Nevertheless, class attendance and schoolwork must be high priorities if you are to benefit from this course and receive credit. Attendance matters!

Small Group Work: Participation in class also includes a variety of guided small group activities. Often in class, you will be asked to complete assignments working as a team. Your ability to collaborate, communicate, and contribute effectively are critical to your success as a learner who can help foster others' learning. These skills are essential in work, community, family, and in life. Employers in our tri-county area continually ask that we help students develop critical thinking and collaborative skills. They know that developing these skills need practice and application. We will be working on both of these—critical thinking and collaboration—in our small group projects. In class group work cannot be completed outside of class as make-up work!

Here are some tips for you:

- Always come to class, and expect to work in small group often.
- Be respectful of everyone.
- Put thought and energy into your assignments, and turn them in on time.
- There is no credit for showing up! All of us expect each other to be here, engaged, committed to learning, collaborating, and practicing new strategies for staying “on course,” respectful of everyone.

Classroom Environment: We are all responsible for creating a learning environment that is productive and enjoyable.

- Beverages are allowed in class. Please discard containers in the recycle bins.
- Take restroom breaks as needed; permission is not necessary.
- Arrive early if you want to check your text messages. Once class begins, cell phones and other electronic devices need to be in sleep mode. If you need to take an important call, please put your phone on vibrate, take the call outside of class, and return quickly.
- Be aware that we all have different preferences for our “best” learning atmosphere. Some of us like background music, some like talking and interaction, some prefer quiet. We need to be respectful of our differences.
- As your instructor, I expect you to arrive on time. However, I would rather you arrive late (and safely) than miss class entirely.

The space below is provided for additional classroom guidelines that are proposed by you, and that we all agree upon.

Writing Portfolio Requirements (40% of Final Grade):

This semester, you will be assigned 4 Essays. The revised, polished, final versions of these essays are included in your Portfolio. Before you submit them in your Portfolio, you will get feedback from both your classmates and me throughout the semester.

I will work with you as you develop your essays. I will discuss your work and give you suggestions. However, I do not make written comments on essays until they are polished. Polished means the essay is complete and has met all assignment criteria. I will be talking with you in-class about your work, and I will expect to see regular progress on your essays. Before you submit your essay to me, you must complete all the discovery and invention work, and have revised your draft based on the advice you received during peer feedback. I will not be the first reader of your draft, nor will I serve as your paper’s only reader. Your submitted essays should show that you have spent significant time working on them, considering your classmates’ and my comments, clearly expressing your ideas, and then carefully organizing them for readers. Once two of your classmates have reviewed your essay, you will then revise it, based on their advice. When the new, revised draft is finished, you will consult with me about the revised draft. Then, you will create a third, polished draft and submit it in a 2-pocket folder, with all pre-writing and peer review sheets, for my written comments.

The following conditions must be met in order to include an essay in the Final Portfolio:

1. Essays are not complete unless they are at least 2 full pages long. Having at least 2 pages mean FULL pages, NOT one page plus a paragraph.
2. Essays I have not read or that were not written as part of this course cannot be included in the Portfolio—no exceptions.

Getting Help: Success is the Goal!

Education is a self-initiated, goal-directed process. You, as students, are expected to be accountable for your own learning. We, your instructors, are facilitators and resources who will assist in this process. If you recognize that you need additional help in order to be successful, you have a number of options. The most important thing about getting help is to do so as soon as you feel like you are getting lost or behind. The quicker you seek help, the more likely it is that you will be able to be successful.

- ◆ **Your Classmates:** Please make use of each other! If you are unclear about a particular assignment, talking it over with a classmate may help you sort out your confusion. Remember that together we are a community of learners—so asking each other for help is a good strategy to adopt for your success.
- ◆ **Your instructor:** Please make use of your instructors! We are here to help. We are available during our posted office hours. You are also welcome to make an appointment to see me.
- ◆ **Center for Student Success:** Located in BW 125, the center provides tutoring and other services. Please call (796-8415) or visit for more information. The staff are there to help you succeed in your studies, so please do not hesitate to make use of this free resource for any of your classes. *Students requiring special assistance (including those affected by the Americans with Disabilities Act) should contact the Center for Student Success. This is the first step in acquiring the appropriate accommodations to facilitate your learning.*
- ◆ **Writing Fellows:** Located in the Atkinson Building, breakout room 107, Writing Fellows can help you on all stages of the writing process including prewriting, drafting, revising, editing, and citing sources—no matter what JC class you are enrolled in. You may drop in during their working hours, generally 9-4 M-R, or set up an appointment in advance. You may also submit a draft for review online via the Writing Fellow link in the Student Union on JetNet. Bring or submit a copy of the assignment requirements, work you have done on the assignment so far, and questions you have.

Please let me know what I can do to help you in your learning or comfort. I am glad you are here! Welcome! Martha