

**English 131 Writing Experience**  
**WINTER 2018**  
**Dr. Gary Cale**

**Office:**  
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**Office Hours: TBA**

**Text:** *Writing Today* Third Edition. Authors: Johnson-Sheehan & Pain. Pearson Publishing; packaged with Pearson Writer. ISBN 9780134272412



**Text Book Zero Notice:** The textbook for this course is available in a digital format and may be purchased in the bookstore.

**Necessary Materials:** Pens, pencils, paper—whatever you use to draft papers on. More importantly, you must have access to a computer and printer, preferably with internet access. All essays—both in draft, revised, and portfolio iterations must be printed. No handwritten papers are acceptable.

**Course Information**

Credit Hours—3 credits

Days and Hours of Class Meetings: T/R 11:00-12:23 PM

Classroom and Building Location: WA 217

JetNet Course site [www.jccmi.edu](http://www.jccmi.edu)>online courses>login with JCC user ID and

password>ENG 131.01 *Include this information if you are using the JetNet course site*

**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.

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

**Instructor Role:** My primary role is as a professional reader and responder. I will provide you with direct instruction plus expert formative and summative evaluations of your prose.

**Learner Role:** Independent and Collaborative

- Learner success relies on the ability to plan, prepare, study, and engage phases of the writing process, to apply global and local essay strategies, critical thinking skills, research strategies, and peer response skills.
- Learners will compose three major essays plus a reflective letter on work accomplished this semester. Essays will be accompanied by a title page and, when sources are used, a Works Cited page. Specific page lengths are defined in essay assignments.
- Learners will apply active reading strategies to assigned course materials and can expect to read multiple chapters from the text as well as supplemental materials and essays by peers.
- Learners need to plan to spend at least nine [9] hours a week on the course, including assigned readings, collaborative discussions, and individual writings.

**General Education Outcome:** The course goals and objectives incorporate a specific General Education Outcomes (GEO) established by the JCC Board of Trustees, administration, and faculty. These goals are in concert with four-year colleges, universities, and reflect input from the professional communities we serve. Jackson College’s GEOs guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs. The GEOs and course learning objectives addressed in this class include the following:

- GEO 1: Writing Clearly, Concisely, and Intelligibly (Developing)

| Outcomes   | The Student  |
|--|--|
| <b>Process</b>                                     | <ul style="list-style-type: none"><li>• Uses parts of the recursive process in writing, which may include pre-writing, drafting, revising, editing.</li><li>• Evaluates sources when used.</li></ul>                   |
| <b>Rhetorical Situation:<br/>Purpose, Audience</b> | <ul style="list-style-type: none"><li>• Demonstrates appropriate purpose and audience for context.</li></ul>   |
| <b>Organization and<br/>Development</b>            | <ul style="list-style-type: none"><li>• Demonstrates functional organizational structure appropriate to genre;</li><li>• Provides examples and details that support ideas and content; appropriate to genre.</li></ul> |

|   |   |
|---|---|
| <b>Meaning/<br/>Understanding</b>                   | <ul style="list-style-type: none"> <li>● Researches and writes for further understanding and additional knowledge.</li> <li>● Employs write to learn methods through reflective writing and research for further understanding and additional knowledge.</li> </ul> |
| <b>Use of Sources and Documentation</b>             | <ul style="list-style-type: none"> <li>● Demonstrates ability to find and evaluate credible sources.</li> <li>● Demonstrates correct documentation of sources when appropriate.</li> </ul>  |
| <b>Conventional Grammar and Sentence Structures</b> | <ul style="list-style-type: none"> <li>● Correctly uses grammar and mechanics.</li> <li>● Demonstrates clear meaning.</li> </ul>  |

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

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

## Grading

Students will be graded on the following assignments:

Individual Essays—45% total (15% for each essay)

Participation, including, peer critiques: 15%

Portfolio, plus reflective letter: 40%

## Grading Scale:

4.0 = 92-100

3.5 = 86-91

3.0 = 80--85

2.5 = 75-79

2.0 = 70-74

1.5 = 66-69

1.0 = 60-65

0.5 = 55-59

0.0 = 0-54

**HQV Grading:** Students will receive HQV grades as required by the College. An H grade means the instructor perceives you need extra help; a V grade means the instructor views your attendance, class participation and completed work as acceptable. A Q grade means the student has been withdrawn from the class, generally due to attendance issues. After mid-semester, the instructor cannot drop you from any class.

**Attendance Policy and Course Rules:** I expect you to attend all scheduled class sessions. Acceptable absences include illness or family emergencies with prior consultation whenever possible. After three absences, I retain the right to drop you from the class.

- **Withdraw:** After the add/drop period, a student may withdraw from a course in accordance with the dates published in e-services.
- **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.
- **Late Work and Makeup Policies:** I do not accept late work without extenuating circumstances.
- **Academic Honesty Policy** JC 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.* The full policy can be accessed at <http://www.jccmi.edu/policies/Academics/>
- **Failure:** Plagiarism, the submission of another's writing, whether directly copied or paraphrased, may result in a failing grade and can be grounds for removal from class. *Cases of 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.*

**Course Organization:** We will spend approximately four weeks on each of the three essays, reserving the last two or three weeks for portfolio revisions.

**Writing Help:** When seeking outside of class help with your writing, bring the following to the conference:

- a copy of the assignment
  - your draft or work thus far
  - specific areas with which you need help
- 
- Instructor Support: I am available on Tuesdays, Wednesdays, and Thursdays for individual conferences. Arrange the conference time during class sessions.
  - Writing Fellows: Hours and days to be announced.
  - Center for Student Success (CSS) Writing Tutors: located in Bert Walker Hall 125. For more information about the CSS go to <http://www.jccmi.edu/success/>.

**Caveat:** I reserve the right to alter the posted course schedule in case of need course adjustments. I will warn you in advance should I need to change deadlines or assignments.

**Calendar:** A calendar for major assignments will be posted on our JetNet course site.

Please let me know how I can help you help yourself learn to write more compellingly, convincingly, and concisely.

Dr. Cale

## **ENGLISH 131 GENERAL OUTLINE OF COURSE**

For specific due dates, please read the Unit Calendars and Assignment descriptions. I may add, delete or modify assignments to match what I perceive as our needs as the course evolves. I will always give you advanced notice of any changes in this general plan.  
*Warning: This calendar does NOT include ALL reading or writing assignments. Check Unit Calendars for additional reading and writing assignments.*

### **Unit One: INTRODUCTION TO THE COURSE, PEERS, AND PROFESSOR**

Week 1: Introductions and the Writing Process  
Read Chapters 1-4 in *Writing Today*.

### **Unit Two: MEMOIRS and REFLECTIVE WRITING**

Weeks 2-4  
Open and read the Memoirs Calendar and Assignment description. Begin work immediately.  
Read "Chapter 5: Memoirs" in *Writing Today*.

Read ALL the memoirs in Chapter 33 in *Writing Today*.

Read “Don’t Tell, Show!” in Unit Two.

Read (and do) the LEADS PowerPoint presentation exercises. (You only have to turn in exercise 7b when you turn in your first draft of your memoir; ignore any references to GPAW 16 hours requirements.)

### **Unit Three: PROFILES, FIELD RESEARCH, INTERVIEWING**

Weeks 5-8

Read “Chapter 6: Profiles” in *Writing Today*.

Read ALL the memoirs in Chapter 34 in *Writing Today*.

Re-read the LEADS PowerPoint presentation exercises.

Read “Interview Questions” in Profile topic area on JetNet

### **Unit Four: PROPOSALS or ANALYTICAL REPORTS**

Weeks 9-12

Open and Read the Proposals/Analytical Reports Calendar and Assignment description. Begin work immediately.

Read “Chapter 12: Proposals” and “Chapter 13: Analytical Reports” in *Writing Today*.

Read ALL the position papers in Chapter 40 and proposals in Chapter 41 in *Writing Today*.

Open, read, and post responses to the assignment in the Unit Four Whole Group Discussion forum.

### **Unit Five: EVALUATIONS (aka Reflective Letter)**

Weeks 13-14

### **Unit Six: PORTFOLIO PREPARATION**

Weeks 14-15

Read “Chapter 30: Creating a Portfolio” in *Writing Today*.

Review Portfolio Guidelines information in JetNet.