Writing Experience: English 131. Insert section number

Semester __
Instructor: __

Office: __
Phone: __
Email: __
Office Hours: __

English Department 517-796 - 8582


Necessary Materials: List materials required for success in your course. Suggested requirements: language Access to a computer (with Internet access) and a printer

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 engage the writing process, study the impact of the rhetorical situation on communication choices, and are introduced to academic research strategies while completing units of memoir, profile, and report genre study. Additional units from the course text, with the exception of argumentation, may be included here by the instructor. The course requires participation in discussions, course activities, and guided peer review. Developing ability to apply Modern Language Association (MLA) style and conventions to written assignments is expected. Standard English grammar and structures are requisite skills in this course.

Instructor Role: Insert a brief description of your role, for example: Designer, Facilitator, and Evaluator

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 create [insert number of essays—a minimum of three essays required]. Essays will be accompanied by a title page and, when sources are used, a Works Cited page. Specific page lengths will be defined in essay assignments.
- Learners will apply active reading strategies to assigned course materials and can expect to encounter [insert approximate number of pages per week—these texts include the course text, instructor handouts, and/or online lectures].
- Learners need to plan to spend at least nine [9] hours a week on the course, including assigned readings, collaborative discussions, and individualized writing.
- Insert conference attendance requirements and other role descriptions here
**Associate Degree Outcomes:** The course goals and objectives incorporate specific Associate Degree Outcomes (ADOs) 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. ADOs guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs. The ADOs and course objectives addressed in this class include the following:

- ADO 1: Writing Clearly, Concisely, and Intelligibly (Developing)
- ADO 9: Working in Small Groups (Developing)

  *Instructors may include an extended description of these outcomes as articulated in the ADO rubrics*

**Performance Objectives:** Correlating with and extend 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:

<table>
<thead>
<tr>
<th>Critical Thinking, Reading, and Writing Processes</th>
<th>Rhetorical Knowledge and Conventions</th>
<th>Electronic Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Practice active reading strategies</td>
<td>• Use genre specific strategies, voice, tone, and perspective to achieve rhetorical goals</td>
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<tr>
<td>• Identify and contextually evaluate assumptions, points of view, stylistic choices, and implications born of reasoning</td>
<td>• Recognize conventions of writing distinctive to specific disciplines</td>
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<tr>
<td>• Offer formative feedback on others writing in peer review sessions</td>
<td>• Employ Modern Language Association (MLA) style in academic writing</td>
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<tr>
<td>• Use genres to navigate complex rhetorical challenges</td>
<td>• Writing in Plain Style</td>
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<tr>
<td>• Distinguish one’s own ideas from those of others</td>
<td>• Use Microsoft Word to compose, revise, and save documents</td>
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<tr>
<td>• Practice metacognitive reflection</td>
<td>• Locate research material collected from electronic sources, including library databases and other electronic networks and internet sources</td>
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</tbody>
</table>

**Grading Procedure:**
Insert relative weight each evaluative tool has upon the final grade. Participation, Essays/Process Activities, Portfolio with Reflective letter are required elements. Combined Portfolio and Essays/Process must be worth at least 60% of the course grade. Participation reflects ADO 9; Essays/Process Activities and Portfolio reflects ADO 1. Quizzes are optional. The following is a sample list

- Participation 20%
- Essays/Writing Process Activities 30%
- Quizzes/Tests 20%
- Portfolio and Reflective Letter 30% (per department guidelines, the portfolio must be 30-50%)

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:

Attendance Policy and Course Rules: Insert your attendance policies here.

- **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 course. Documentation validating the circumstance may be required.
- **Late Work and Makeup Policies**: Insert your policies here
- **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/](http://www.jccmi.edu/policies/Academics/)
- **Failure**: Insert here any circumstances under which a student could be dismissed from or failed in the course that is not covered in other college publications. In pass/fail courses, a listing of minimal competencies. Recommended language: 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: Insert a description of how the course is organized.
Writing Help:

When opting for help with your writing, bring the following:

- a copy of the assignment
- your draft or work thus far
- specific areas with which you need help

- Instructor Support: Insert your availability for appointments and how students should schedule an apt. with you.
- 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 Monday through Thursday, or set up an appointment in advance. Students 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 completed on the assignment so far, and writing related questions.
- 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: Insert a statement that advises students that some revisions may be necessary during the course. School closings, instructor illness, and other procedural improbabilities can be described here.

Calendar: Include a partial or complete list of dates of class periods for the course within the calendar record: Assignments: readings, homework, exercises, performances, quizzes. Topics: subject matter chapter titles, discussion topics. Tests: Comprehensive exams, tests, due dates for major papers or projects. Note dates of college holidays, project success, and closings.