

COURSE SCHEDULE AND ASSIGNMENT DEADLINES
ENGL 121 (12119) **Instructor: Leslie Johnson**

PSM= *Pocket Style Manual*
NWWK= *Naming What We Know*

Unless otherwise stated, assignments must be submitted by 11:59 p.m. on the day that they are due. All readings are due at class time, 2:10 p.m.

- Aug. 24: First Day of Class
- Aug. 29 Reading Due: Syllabus and Course Schedule
- Aug 31: Reading Due: NWWK "Writing Is a Social and Rhetorical Activity," pp. 17-19; "Writing Is a Knowledge-Making Activity," pp. 19-20; NWWK "Writing Mediates Activity," pp. 26-27; "Writing Is Not Natural," pp. 27-29; <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577856>.
- Sept. 5: **Assignment due: Chapter Posted to Wiki at class time, 2:10 p.m.**
Reading Due: NWWK "Writing Addresses, Invokes, and/or Creates Audiences," pp. 19-20; "Writing Expresses and Shares Meaning to Be Reconstructed by the Reader," pp. 21-23; "Writing is a Technology through which Writers Create and Recreate Meaning," pp. 32-34; <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577856>
- Sept. 7: Reading Due: NWWK "All Writers Have More to Learn," pp. 59-61; "Failure Can Be an Important Part of Writing Development," pp. 62-64; "Learning to Write Effectively Requires Different Kinds of Practice, Time, and Effort," pp. 64-65; <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577859>
- Sept. 12: **Assignment Due: Topic Proposal and Bibliography**
Reading Due: NWWK "Writers' Histories, Processes, and Identities Vary" pp. 52-54 AND "Writing Is Informed by Prior Experience," pp. 54-55, <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577858>
- Sept. 14: **Assignment Due: First draft of Essay 1 at class time, 2:10 p.m.**
- Sept. 19: **Assignment Due: Essay 1 Polished Draft**
- Sept. 21: Reading Due: NWWK "Words Get Their Meaning from Other Words," pp. 23-25; Writing Involves Making Ethical Choices," pp. 31-32; <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577856>
- Sept. 26: Reading Due: NWWK "Writing Represents the World, Events, Ideas, and Feelings," pp. 37-39, <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577857>
- Sept. 28: **Assignment due: Blog Post 1**
- Oct. 3: Reading Due: NWWK "Writing Is (Also Always) a Cognitive Activity, pp. 71-74; "Writing Is an Expression of Embodied Cognition," pp. 74-75; <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577860>
- Oct. 5: Reading Due: NWWK "Metacognition Is Not Cognition," pp. 75-76; <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577860>
- Oct. 10: **Assignment due: Blog Post 2**
- Oct. 12: Reading due: NWWK "Writing Is Linked to Identity," pp. 50-52; "Writing Provides a Representation of Identities and Ideologies," pp. 57-58, <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577858>
- Oct. 17: **Assignment due: Blog Post 3**

- Oct. 19: Reading Due: "Texts Get Their Meaning from Other Texts," pp. 44-46, <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577857>
- Oct. 24: **Essay 2 Topic Proposal and Working Bibliography**
- Oct. 26: Reading Due: NWWK "Assessing Writing Shapes Contexts and Instruction," pp. 29-31, <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577856>; "Assessment Is an Essential Component of Learning to Write," pp. 67-68, <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577859>
- Oct. 31: **Assignment Due: First draft of Essay 2 at class time, 2:10 p.m.**
- Nov. 2: **Assignment Due: Essay 2 Polished Draft at 11:59 p.m.; Research Notebook due at class time, 2:10 p.m.**
- Nov. 7: Reading Due: NWWK "Writing Is a Way of Enacting Disciplinarity," pp. 40-41, <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577857>; "Disciplinary and Professional Identities Are Constructed through Writing," pp. 55-56, <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577858>
- Nov. 9: Reading Due: NWWK "Writing Speaks to Situations through Recognizable Forms," pp. 35-37 AND "Genres Are Enacted by Writers and Readers," pp. 39-40, <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577857>
- Nov. 14: **Assignment Due: Essay 3 Topic Proposal & Primary Research Report Due**
- Nov. 16: Reading Due: NWWK "Writing Involves the Negotiation of Language Differences," pp. 68-70, <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577859>
- Nov. 21: **Assignment Due: First Draft of Essay 3 at class time, 2:10 p.m.**
- Nov. 28: **Assignment Due: Revised Draft of Essay 3 at class time, 2:10 p.m.**
- Nov. 30: **Assignment Due: Essay 3 Final Polished Draft at 11:59 p.m.; Research Notebook due at class time, 2:10 p.m.**
- Dec. 5: Reading Due: NWWK "Text Is an Object Outside of Oneself That Can Be Improved and Developed," pp 61-62; "Revision Is Central to Developing Writing," pp. 66-67, <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577859>
- Dec. 7: **Assignment Due: Revision of One Portfolio Piece at class time, 2:10 p.m.**
- Dec. 12: Reading Due: "Reflection Is Critical for Writers' Development," pp. 78-79, <https://muse-jhu-edu.lcc.idm.oclc.org/chapter/1577860>
- Dec. 14: **Assignment Due: Portfolio at class time, 2:10 p.m.**
Final In-Class Reflection during class

Composition I

ENGL 121
English Department
Lansing Community College

CRN 12119

Fall 2017

4 Credits



Incredibly Important Information: How to Contact Your Instructor

Instructor: Leslie C. Johnson

Email: farrisl@lcc.edu

Phone: 483-9731

For the fastest response time, do not use d2l course mail; instead use the internet address above. Also, you should expect a reply in 24-48 hours (unless it's the weekend).

Office Hours: Tuesday, 4:15-5 PM. & Thursday, 1-1:45 PM in 324 TLC.

I will also be on YouSeeU, available in our d2l site. And please feel free to make an appointment to see me outside of those times!

Course Materials

Computer & Internet Access

All students must have regular access to a computer with a keyboard, internet connection, and a word processing program. Students will also need access to paper and a printer.

Textbooks

Title: A Pocket Style Manual

Author: Diana Hacker & Nancy Sommers

Publisher: Bedford/St. Martin's

Edition: Seventh

ISBN: 978-1-4576-6309-3

Title: Naming What We Know

Access: <https://muse-jhu-edu.lcc.idm.oclc.org/book/40635>

Students will submit essays and some homework via the D2L course management system. We will also use online web tools to produce a variety of writing.

Meeting Times

2:10-4 PM in AS 208, Tuesday & Thursday

Description

Composition I is the study and practice of expository discourse to help students write more effectively. It emphasizes writing process, critical thinking, content development, organization, and style.

Prerequisites

Reading Level 5 and Writing Level 6.
(Formally WRIT 121)

Contact Hours

Lecture: 64

Lab: 0

Other: 0

Total: 64

Course Note: Students must attend the first week of class to avoid being dropped.

Student Learning Outcomes

What You Should Expect to Learn in ENGL 121

WRITING

- Create college-level writing in print and/or multimedia formats for various purposes and audiences.
- Support written claims with valid reasoning and relevant, sufficient, properly documented textual evidence.
- Integrate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Adhere to the conventions of writing for academic audiences.

WRITING PROCESS

- Understand that the writing process has several stages and is recursive (i.e., it repeats, sometimes many times, before a piece is finished).

READING

- Use strategies for reading and evaluating complex and college-level texts.

CRITICAL THINKING

- Analyze complex ideas and convey meaning and information clearly and accurately in written texts.

INFORMATION LITERACY

- Gather research from digital and print sources using a variety of methods.
- Holistically evaluate the relevance and utility of source material.
- Demonstrate an understanding of citation principles and practices.

COLLABORATION AND DISCUSSION

- Provide and accept feedback on writing.

Student Electronic Access to Grades

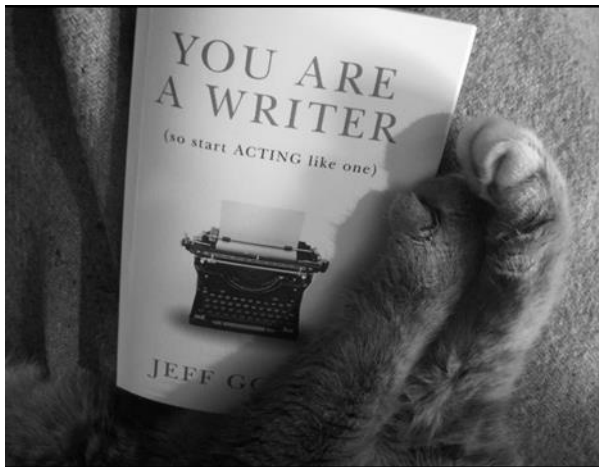
Desire2Learn (D2L) is the College's Course Management System which includes a gradebook function allowing students access to their grades in order to receive timely and meaningful feedback on their progress in the course at any time. These grades will align with the Evaluation Criteria listed in this syllabus. D2L is accessed through the MyLCC page.

Whenever practical, results for graded items should be posted electronically within 48 hours after the instructor has completed the grading process for the items, and final grades for the course should be entered no later than the specified grading day.



Evaluation Criteria: How You Will Be Graded

Type	Weight	Notes
Portfolio	30%	Your portfolio will include: <ul style="list-style-type: none"> • A revised version of essay 1 or 2 • A revised version of a blog post • Copies of your original essays • On-demand reflective essay
Process Work	20%	Topic proposals, annotated bibliographies, first drafts, polished drafts of Essays 1 and 2; topic proposal, primary research summary, first/revised draft of Essay 3.
Public Writing Assignments	20%	Keeping your own blog as assigned and contributing to our class "textbook."
Essay 3 Final	10%	Essay 3 Polished Draft
Class Preparation and Participation	20%	Students should arrive for class on time, with their "Ticket in the Door" ready to submit and stay to the end, submitting their "Exit Strategy" task before they leave. The two lowest grades will be dropped.



LCC Grading Standards

College Grading Standard	Recommended Guidelines for Student Grades
4.0--Excellent	4.0--91-100%
3.5-----	3.5--86-90%
3.0--Good	3.0--81-85%
2.5-----	2.5--76-80%
2.0--Satisfactory	2.0--71-75%
1.5-----	1.5--66-70%
1.0--Poor	1.0--60-65%
0.0-----	0.0--0-59%

Course and Instructor Policies

Writing Assignments

In this course, you will produce four public writing assignments (400-600 words minimum) by contributing to ongoing class projects by writing for our wiki and keeping your own blog; instructions and requirements will be provided for each online post. You will also write three formal academic essays (two 800-1000 word essays and one 1000-1200 word essay). All essays will include outside sources as described in the assignment.

Late in the course, you will revise one short essay and one blog post for portfolio inclusion, along with earlier drafts of that essay and a short piece written in class.

Instead of stressing that 30% of your grade is based on one assignment, try to keep in mind that you get to take all of Leslie's feedback and what you have learned this semester and apply it to receive a better grade rather than submitting one draft and receiving a final grade on it.

Course and Instructor Policies – Continued

Class Attendance

Class attendance is required. According to English Department policies, students in composition courses (because they are skill-based courses) may only miss a total of 8 hours class time. Please see the English Department Policies, available in our D2L course site, for more details. **Students can find how much class time they have missed by clicking on the "Attendance" tab in D2L.**

Attendance will be taken for all class meetings. Coming in late, leaving early, using your cell phone or computer for non-course related activities, completing work for other courses while in those class meetings will result in lost attendance time.

Writer's Workshop Days

Students will spend class time reading and responding to their peers' work. On Writer's Workshop days, students are expected to show up to class prepared with three print copies of a complete draft. They should also place on in the appropriate D2L dropbox so that Leslie can briefly respond and grade for completeness.

Points given for responding to others cannot be made up for an absence on scheduled peer review days. **Therefore, if students do not have a draft ready, they should still attend class and participate in peer review.** Some points for coming prepared with a complete first draft can be made up by visiting the Writing Center before the polished draft is due.

If you have an emergency that interferes with your ability to attend an f2f session when a first draft is due and peer review is scheduled, inform Leslie in advance at

517-483-9731 or farrisl@lcc.edu. **You can only ask for one extension on a first draft/peer review.** For first draft/peer review, each student gets ONE "Get out of Jail Free" card that can be used to make up points that would have otherwise been earned bringing a draft to class.

Copyright, Fair Use and Plagiarism

The writing, pictures, music, and other such materials created by people belong to them; it is their intellectual property. At times in this class, you will need to use the intellectual property of others in order to do your work. You need to learn the rules for using such borrowed materials.

1. Copyright gives the owner of intellectual property exclusive rights to print, distribute, and copy the work. The copyright holder must give permission for the work to be used in any of these ways. Be aware that copyright can extend for 70 years after the creator's death.
2. The doctrine of "fair use" allows people to use parts of copyrighted



Course and Instructor Policies – Continued

materials as they create their own works. Students completing work in this course have such fair use rights when working with copyrighted materials. If students use copyrighted materials, they must give credit to the copyright holder as the audience, purpose, and rhetorical situation demands. Some situations may require minimal recognition. Other situations require more formal recognition; for instance, academic essays require complete, thorough MLA documentation.

3. Plagiarism is intentionally or unintentionally representing others' work and ideas as if they were your own. Plagiarism – especially of the intentional variety – will not be tolerated in this course. Your name is on the essay, so the work better be your own.

In order to avoid plagiarism, you must learn how to properly include borrowed information.



1. The majority of the written material in an essay should be your original work.
2. In essays, you must “signal into” borrowed information to distinguish it from your own ideas.
3. All borrowed information must be properly documented internally and on the Works Cited.
4. In paraphrasing borrowed materials, changing one or two words is plagiarism; you need to make sure paraphrases represent your own wording
5. Borrowing materials exactly as it appeared in the original but not putting it in quotation marks is plagiarism; you must put exact quotes in quotation marks.

While working with drafts of your essays, most instances of mishandled borrowed information will be viewed as a learning experience: You will be warned about the problems and expected to no longer make such mistakes in future drafts. Plagiarism that results from poor source integration will result in a 0.0 if it makes its way into your portfolio.

If you intend to deceive me or by submitting work that is largely or wholly not your own (i.e. borrowing, copying, or buying an essay) or submitting work you’ve done for another course without prior approval – either in the drafting process or in portfolio submission – you will receive a 0.0 in the course and your case will be turned over the LCC's Office of Student Compliance. Please note that simply by buying, copying, or borrowing an essay, it’s clear that you’re intending to deceive someone that it’s your own work when it isn’t.

Course and Instructor Policies – Continued

Late Work & Assignments

In general, the rule is that if Leslie hasn't graded it, it's not late. In other words, you have until I have completed grading an assignment or logging attendance time to finish an assignment--even if it's past the due date.

However, as soon as grading is complete or attendance has been logged, assignments/activities cannot be submitted. A News Item will be posted in our D2L homepage indicating when grades have been finished and an assignment may no longer be submitted.

Schedule and Deadlines

For a complete list, please see the Course Schedule and Deadlines document. A

copy was provided the first day of class. You can also quickly find a copy by clicking on the "Overview" link under "Content" in our D2L site.

Extra Credit

As part of this class, you can earn extra credit by attending a 20-minute conference with Leslie outside of normal class time. If you would like to do so, please email Leslie at farrisl@lcc.edu and schedule an appointment. Doing so once, will raise your final grade by .25; in other words, a 3.2 would become a 3.5. Doing so twice, will raise your final grade by .5.

Exit Competency

Please note: You still must be writing a 2.0 level or above to receive a 2.0 or above in the course. Extra credit will not earn a passing grade if your writing itself is not passing.

Lansing Community College Institutional Policies

Transfer Potential

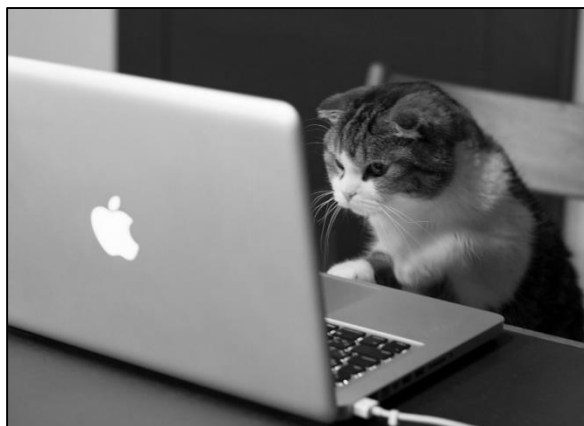
For transfer information, please consult the LCC website at <http://www.lcc.edu/transfer>.

The Michigan Transfer Agreement (MTA) and the MACRAO Transfer Agreement simplify the transfer of students from one Michigan institution to another.

MACRAO will be replaced by the MTA which is effective for students entering Fall 2014 or later. Students who started prior to Fall 2014 will be able to complete the MACRAO Transfer Agreement through Summer 2019, or they may complete the MTA requirements. The most current MTA information can be found at <http://www.lcc.edu/transfer/mta.aspx>.

The current MACRAO information is available at http://www.lcc.edu/transfer/macrao_agreement.aspx.

For additional transfer information contact the Academic Advising Center in the Gannon Building - Star Zone, (517) 483-1904.

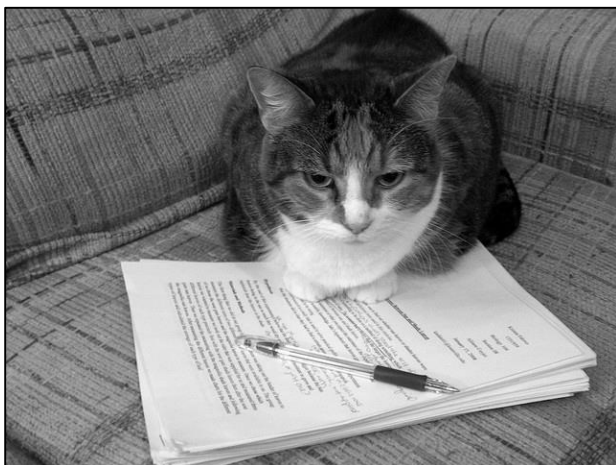


Lansing Community College Institutional Policies

Student Code of Conduct

LCC supports a positive educational environment that will benefit student success. In order to ensure this vision, the College has established the LCC Student Code of Conduct and the Student General Rules and Guidelines to ensure the protection of student rights and the health and safety of the College community, as well as to support the efficient operation of College programs. In addition, the College has established guidelines for the redress of grievances by individuals accused in such proceedings. A copy of the most current Code can be found on the College's website: http://www.lcc.edu/catalog/policies_procedures/studentrulesguidelines.aspx#code.

It is the responsibility of the student to be familiar with, and abide by, the Student Code of Conduct, as well as the General Rules and Guidelines. Furthermore, the instructor may establish reasonable guidelines within the classroom environment. Violations of the Student Code may be reported to the Office of Student Compliance.



Disability Statement

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Center for Student Access, Gannon Building, Star Zone - Campus Resources (<http://lcc.edu/odss>) or by calling (517) 483-1924 [TTY (517) 483-1207] as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Enrollment Verification

Class attendance and participation are essential to student success. Instructors will update class rosters by the 8th day after the start date of sections less than 8 weeks long, and by the 15th day after the start date of sections 8 weeks or longer to accurately reflect student enrollment in each course. Students who have not attended by these dates may be administratively dropped and responsible for any required tuition and fee charges.

LCC's Writing Center:

Peer-Led Writing Support

If you would like assistance with writing assignments, we encourage you to visit The Writing Center in Room 202 of the Arts & Sciences Building. Peer Writing Assistants are available to help you work on your writing at any stage of the writing process. You may call for an appointment at (517) 483-1907, or you may drop in during open hours (posted on the door). Online appointments are available during Writing Center open hours.

Our Classroom Ground Rules

During our first online class activities, we discussed respect and classroom behavior. These are the ground rules that we agree to abide by:

1. .



Please notice: No cats were harmed in the making of this syllabus.