



SOUTHWESTERN OREGON COMMUNITY COLLEGE
Introduction to Expository Writing
WR 115

Course Title and Number: WR 115 Introduction to Expository Writing		Instructor: R. Keller	
Year and Term: Spring 2014	Course Credits: 3.0	Office Location: Randolph 11	
Office Phone: 541-888-7292	Office Hours: By appointment	Class Location: Fairview 2	
Meeting Time/Days: MWF, 12:00-12:50		Email Address: rod.keller@socc.edu	

Course Description	Introduction to Expository Writing presents the fundamentals and development of expository prose through frequent writing exercises. It is designed to help students learn the use of unity, clarity, coherence, and detail in the development of written ideas in the workplace.
Course Outcomes	<p>Overarching Outcomes</p> <ol style="list-style-type: none"> 1. Create and develop work-related documents or presentations that inform, instruct, or persuade a specific audience in authentic workplace situations. 2. Demonstrate successful group communication through effective communication strategies by understanding member needs, group goals, and participation and leadership to achieve cohesiveness and resolve conflict. 3. Incorporate and analyze the rhetorical situation for documents or presentations: <i>logos</i> (subject and purpose), <i>ethos</i> (author credibility), <i>pathos</i> (audience), and <i>kairos</i> (timing). 4. Create and develop an electronic professional portfolio effectively demonstrating academic, employment, leadership, accomplishment experiences, and skills. <p>Specific Outcomes</p> <ul style="list-style-type: none"> • Know the composing process: pre-writing, drafting, revision, and editing. • Know the varieties of expository prose. • Know the importance of audience and purpose of writing. • Write 3,000 words. • Show competence in concepts of rhetorical structure, such as collection of information, formulation of ideas, determination of relationships; shaping a thesis; choosing strategies of development adequate and appropriate for a given audience; using rhetorical forms, such as descriptions, comparisons/contrast, process, definition, classification and division, and cause/effect. • Show competence in developing coherent paragraphs; sequencing paragraphs for logical progression; composing effective introductions and conclusions; arranging consistent support and exemplification. • Recognize such concepts of paragraph and sentence structure as transitions, subordination, coordination and parallelism to indicate the relationship and importance of ideas; and varying length and structure appropriately for different audiences and purpose and for avoiding monotony.

	<ul style="list-style-type: none"> • Demonstrate competence in strategies for employing language for its appropriateness in different workplace contexts; varying elements of style (vocabulary, syntax, tone) for different audiences and purposes; controlling word choice to avoid clichés, jargon, loaded words, and excess figurative language. • Improve and unify writing by revising both content and form, with emphasis on rethinking and structuring. • Develop competence in correcting problems of mechanics and standard usage, as needed, in the context of student writing. • Develop awareness of the responsibility of the writer to audience. • Develop awareness that writing is a way to communicate effectively in the workplace.
<p>Learning Model</p>	<p>The Learning Model integrates three key principles: prepare, connect, prove/reflect.</p>
<p>Prepare</p>	<p>Prepare: <i>Preparation</i> is the first step in the learning process for the students. Before students can achieve deep learning, or effectively teach one another, they must qualify themselves through appropriate preparation. Student preparation work is designed by the instructor, but the impetus for actually doing the work is on the student. Students rely on the help of the instructor to show them how to successfully prepare. The instructor defines the questions framing the assignment, provides support materials like worksheets, reading questions, or the like, and the instructor defines both the way in which students are expected to engage the new material and how it will be assessed.</p> <p>This approach shifts the student effort so that introductory or foundational knowledge is studied before the class meeting. Class time is then used for activities designed to deepen the level of understanding from simple recall to comprehension and application.</p> <p>To develop a class culture of preparation, we will incorporate four key principles:</p> <ul style="list-style-type: none"> • Explain why. Understand how student investment in preparation can pay large dividends in learning for themselves and their peers. • Show how. Show how class sessions build upon preparation to deepen student learning or bridge and develop ideas from one class to another. • Keep preparation relevant. Preparation should be necessary to understand classroom activities. • Always be accountable. Build incentives into the course structure for student preparation and have consequences for the lack thereof.
<p>Connect</p>	<p>Connect: <i>Connection</i> is the means by which students step beyond what they know, feel, and do to contribute to and share responsibility for their learning in a collaborative setting. Connection activities help students act for themselves, both individually and as a class by requiring them to “own” a larger portion of the success or failure of their learning and the learning of their peers. Moreover, when students actively build their own knowledge structures, their ability to retain, apply, and synthesize their learning increases.</p> <p>To enable students to connect implies finding opportunities for prepared students to actively interact in a teaching and learning context. The connection process is not without risk. It will not work if students are</p>

Prove and Reflect

unprepared or fail to participate. Moreover, because students are not experts, there is the risk that in the absence of good oversight and appropriate intervention, what is being taught is incorrect or misguided. These risks can be managed, however, through careful coordination of the process. Key instructor roles for successful connections include:

- Specifying learning outcomes
- Designing and insuring appropriate preparation
- Carefully selecting and structuring problems and activities
- Monitoring progress generally and individually
- Intervening as necessary to correct and clarify
- Providing structured and timely feedback

Quality research from multiple disciplines shows that carefully structuring collaborative learning improves learning results—information acquisition, knowledge retention, and student application skills—when compared to more traditional models of instruction.

Prove and Reflect: *Prove and Reflect* is the times for students to deepen, consolidate, and gain confidence in what has been learned and to prepare for additional instruction. By internalizing the learning through reflection, and then externalizing it in a prove context, lasting insights are gained.

Proving, or the externalization of learning, involves trying out ideas, teaching others what has been just learned, providing and requesting feedback, verifying that new knowledge fits with pre-existing understanding, demonstrating competence, and standing accountable for what has been learned and taught. Prove activities serve at least three purposes:

- *Assess competence.* In the absence of assessment and feedback, students don't know if they are approaching the learning outcomes or drifting from them. *Prove* invites individualized feedback that helps them make course corrections as needed and gives reassurance then they are doing well.
- *Gain confidence.* Students need more than just knowledge or even ability; they also need to develop confidence in their capacity to add value wherever they go. *Prove* activities allow students to demonstrate their competence and to receive the commendation and encouragement that build their confidence as leaders.
- *Motivate diligence.* There are no shortcuts to becoming educated. Generally speaking, students are more motivated to complete the hard work of learning when they know they'll be held accountable. *Prove* activities (such as writing assignments) provide opportunities for students to give an accounting for their learning. Anticipating such occasions helps students commit more fully to prepare for them.

Reflecting involves such activities as individual and group reflection, recording learning, noting questions, seeking follow-up learning, and considering additional issues. The work *reflect* simply refers to pondering, internalization and personalization of knowledge. Consider the educational benefits to reviewing information, articulating key ideas, questions, answers, personal feelings, and examples relating to the course material. Whatever the particular *Reflect* activity may be, it should help students:

- *Promote retention.* Instructional research suggests that students enhance their understanding and are most motivated when they consider their learning in light of personal experience, related knowledge, and potential application. This process of reviewing, organizing, and applying knowledge to new contexts moves the knowledge from the processing memory into long-term memory.
- *Improve thinking.* Reflecting also encompasses pondering on the

<p>Collaborative Writing</p>	<p>This course emphasizes collaborative writing. Teamwork is essential for success within the world of work. Being a part of a writing team is a major responsibility in a world where each employee is connected to co-workers and managers as well as customers in the worldwide marketplace of the Internet. Collaboration is networking, and collaborative writing is a vital part of the global network in which individuals depend on each other's expertise, experience and viewpoints.</p>
<p>Teacher Conferencing</p>	<p>Most student questions and concerns are handled in the classroom through class or individual discussion. Students may schedule an appointment with the teacher for more extended conferencing. Rarely will the teacher read an entire document during a conference but rather will assist the student in identifying the writing frustration and in developing options to solve the communication problems.</p> <p>Students who wish to conference with the teacher about a graded paper must meet the following two conditions (there are no rewrite options to improve a graded assignment):</p> <ol style="list-style-type: none"> 1. Wait 24 hours before making an appointment with the teacher. 2. Come to the appointment with a list of suggestions to improve the paper. The teacher will discuss those options with the student.
<p>Course Assignments</p>	<p>Course Assignments: WR 115 has the following major assignments:</p> <ul style="list-style-type: none"> • Job Application Materials. Students will present a cover letter and chronological or functional resume to a specific audience requesting an interview (100 pts). • Short Reports. The short reports (500-750 words) are designed to teach the special techniques of workplace communication. Each of the following is the subject of separate papers (100 pts. each). <ul style="list-style-type: none"> ○ Description of Mechanism Report ○ Description of Process Report ○ Definition/Classification Report ○ Recommendation/Feasibility Report • Oral Presentation. Students will present a ten to twelve minute report based on one of their reports in class. They are expected to utilize all appropriate visual aids and demonstrations that will enhance the quality of their presentations. Each speaker will receive a critique from the teacher and an anonymous critique from fellow students. (100 pts.) • Professional ePortfolio. Students will gather, revise, and present artifacts of their academic, employment, leadership, and career-specific projects include those completed at Southwestern or through experience (200 pts). <p>Mechanics and Grammar</p> <ul style="list-style-type: none"> • Review principles of mechanics and punctuation to prepare for writing and editing essays. • Take quizzes (10) to demonstrate competency (100 pts.)



SYLLABUS TEMPLATE

SOUTHWESTERN OREGON COMMUNITY COLLEGE

Policies and Guidelines

Please note that components marked with asterisk () require specific language.*

Cell Phone Use Policy

Given the disruptive potential posed by cell phones, students are required to keep cell phones off during class lectures. Use of cell phones during laboratory exercises are permissible, but please consider those around you.

*** Children in the Classroom**

Children represent a disruptive element for the classroom. They also increase the risk of accidents occurring in the laboratory. For those reasons, children should not be brought to either the classroom or the laboratory.

***Academic Honesty: Plagiarism And Cheating**

Cheating, plagiarism, and other acts of academic dishonesty are regarded as serious offenses. Instructors have the responsibility to submit, in a written report to the Dean of Students any such incident that cannot be resolved between the instructor and student. The policy of the Board of Education of Southwestern Oregon Community College on Student Rights, Student Code of Conduct, and Student Grievance Procedure outlines penalties ranging from admonition to expulsion from the class or college. In the policy, academic plagiarism is defined as: "The intentional submission for evaluation to a college instructor or administrator of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of the material's true source." Academic cheating is defined as "The intentional submission for evaluation to a college instructor or administrator of material based, in part, on a source or sources forbidden by generally accepted standards or by regulation established by the evaluator and disclosed in a reasonable manner." The complete policy, student rights and responsibilities, penalties, and recourse through the Grievance Procedure can be found located in the Southwestern Oregon Student Handbook.

***Academic Ethics and Confidentiality**

It is the responsibility of everyone engaged in the learning experience to respect the rights and feelings of their fellow learners. Information gathered in the classroom and from on-line discussions and exercises is to be considered confidential. At the same time, students must recognize that the instructor and the College cannot guarantee the confidentiality of what the student may choose to disclose. Students must use their own discretion when engaging in classroom discussion.

***Classroom Behavior**

Instructors have the responsibility to set and maintain standards of classroom behavior appropriate to the discipline and method of teaching. Students may not engage in any activity which the instructor deems disruptive or counterproductive to the goals of the class. Students are required to keep cell phones, beepers, and pagers off during class lectures, unless there is permission in advance from the instructor. Instructors have the right to remove offending students from class. Repetition of the offense may result in expulsion from the course.

***Student Conduct**

Students must read and be familiar with the Code of Conduct as published in the Student Handbook, policies and procedures as outlined in campus publications, Southwestern Oregon policies.

***Americans with Disability Act – Disability Accommodation Statement**

SWOCC recognizes the contribution that a diverse student body brings to the educational experience. If you have a documented disability that may require assistance, you will need to contact the Disability Services Office for coordination of your academic accommodations. The Disability Services Office is located on the Southwestern campus in Student Support Services, Stensland Hall. Please call the following number for more information 888-7405.

***Equal Opportunity**

It is the policy of the College that no one shall be excluded from participation, denied benefits, or be subjected to discrimination or harassment in any activity of the College community because of race, religion, color, sex, national origin, political affiliation, marital status, parental status, veteran status, disability, age or sexual orientation. Equal educational opportunity includes: admission, recruitment, extra-curricular programs and activities, housing, facilities, access to course offerings, counseling and testing, financial assistance, employment, health and insurance services, and athletics. Inquiries these regulations should be directed to the College's Equal Opportunity Officer and/or Title IX Coordinator:

Linda Kridelbaugh, AA, EO Officer

Email: lkridelbaugh@socc.edu Phone: (541) 888-7402

Tim Dailey, Title IX Coordinator

Email: tdailey@socc.edu Phone: (541) 888-7439

***Affirmative Action**

Inquiries regarding application of these and other regulations should be directed to the College's Affirmative Action Officer and/or Title IX Coordinator:

Linda Kridelbaugh, AA, EO Officer

Email: lkridelbaugh@socc.edu Phone: (541) 888-7402

Tim Dailey, Title IX Coordinator

Email: tdailey@socc.edu Phone: (541) 888-7439

***Discrimination/Harassment Policy**

It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Vice President of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Vice President of Administrative Services for referral to the appropriate administrator.

Class Cancellations

Notices of course cancellations at SWOCC are made through an automated system called RAVE. Notices of course cancellations will be sent to through the following messaging devices: voicemail – text to cell phone – email. To receive these important notices, please update your cell phone, telephone and email contact information through the front page of the SWOCC website or by logging into WebAdvisor, navigating to the User Account, choosing Address Change.