



SOUTHWESTERN OREGON COMMUNITY COLLEGE
Report Writing
WR 227

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| Course Title and Number: WR 227 Report Writing | | Instructor: R. Keller | |
| Year and Term: Fall 2014 | Course Credits: 3.0 | Office Location: Randolph 11 | |
| Office Phone: 541-888-7292 | Office Hours: By appointment | Class Location: Sitkum 13 | |
| Meeting Time/Days: Wednesday, 6:00-8:50 p.m. | | Email Address: rod.keller@socc.edu | |
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| <p>Course Description <i>(as it appears in the approved College Course Outline)</i></p> | <p>Report writing will study the principles of composition applied to the writing of reports required in the technical and business professions. It includes procedures for fact gathering, organization, graphic layout, and other methods of compiling data. Students will learn to quote, paraphrase, and summarize sources correctly and effectively, and to cite those sources and list them with the aid of a style sheet. Students will write reports in their chosen disciplines.</p> |
| <p>Course Outcomes</p> | <p>Overarching Outcomes</p> <ol style="list-style-type: none"> 1. Apply Learning Model to prepare, connect, and prove/reflect. 2. Become more effective communicators and leaders. 3. Recognize the function of writing within discipline-specific contexts. 4. Demonstrate an ability to use writing principles learned in other courses, but specifically geared towards carefully developed technical communication. 5. Demonstrate an ability toward discipline-specific research employing a variety of research methodologies, including discipline-specific documentation <p>Specific Outcomes</p> <ul style="list-style-type: none"> • Be aware of different formats and types of technical writing.⁵ • Understand basic concepts of style.⁴ • Understand how to communicate knowledge of technical subjects to specified audiences.^{2,3,4,5} • Understand conventions and style sheets.⁴ • Use the library for research.⁵ • Gather primary and secondary data.⁵ • Present findings in a well-written report.^{2,5} • Cite all sources effectively and correctly.⁵ • Analyze multiple audiences and use a persuasive strategy.^{2,3} • Give instructions to a specific audience.^{1,2,3,4,5} • Work collaboratively.^{1,2} • Check for accuracy and for the ethical use of information.^{1,2,3} • Apply specific support.^{4,5} • Practice professional habits.^{1, 2, 3, 4, 5} • Conduct searches that combine keywords with Boolean operators.⁵ • Recognize the difference between keyword searches and subject heading searches.⁵ |

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| <p><i>Prove and Reflect</i></p> | <p>knowledge retention, and student application skills—when compared to more traditional models of instruction.</p> <p>Prove and Reflect: <i>Prove and Reflect</i> 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.</p> <p><i>Proving</i>, 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:</p> <ul style="list-style-type: none"> • <i>Assess competence.</i> In the absence of assessment and feedback, students don't know if they are approaching the learning outcomes or drifting from them. <i>Prove</i> invites individualized feedback that helps them make course corrections as needed and gives reassurance then they are doing well. • <i>Gain confidence.</i> Students need more than just knowledge or even ability; they also need to develop confidence in their capacity to add value wherever they go. <i>Prove</i> activities allow students to demonstrate their competence and to receive the commendation and encouragement that build their confidence as leaders. • <i>Motivate diligence.</i> 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. <i>Prove</i> 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. <p><i>Reflecting</i> involves such activities as individual and group reflection, recording learning, noting questions, seeking follow-up learning, and considering additional issues. The work <i>reflect</i> 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 <i>Reflect</i> activity may be, it should help students:</p> <ul style="list-style-type: none"> • <i>Promote retention.</i> 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. • <i>Improve thinking.</i> Reflecting also encompasses pondering on the processes involved in learning. Students who regularly engage in reflecting become better, more self-aware students, because they develop a better understanding of how they best think and learn. Such students are then in a position to better help their peers understand and learn as well. |
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| <p>Teaching Philosophy</p> | <p>Teaching Philosophy My teaching philosophy is simple and straightforward.</p> <ul style="list-style-type: none"> • Do well—do good. As a teacher, I should do the best I can in all that I do while strengthening others' lives by genuinely caring for and nurturing them. Through effective communication we do well; through compassionate leadership, we do good. • Embrace contraries. As a teacher, I should see students as smart and capable while insisting on academic standards that are high. I should show students that I am on their side while being critically-minded and look at student performance with a skeptical eye. I should show that I am still learning, still willing to look at things in new ways, still questioning and making sense of difficult things while being the content expert and gate-keeper to maintain the academic integrity and rigor of the discipline, course, and college. • Work together. As a teacher, I believe learning is a social activity that connects learners with selves, peers, instructors, disciplines, and communities. Learning becomes more effective through multiple interactions in participatory environments such as paired learning, mutual peer tutoring, small and large groups, class discussions, inquiring questions, problem-based instruction, and Socratic instruction. • Advance steadily. As a teacher, I believe gaining knowledge and practicing skills through application are processes that build upon previous foundations and lead towards steady improvement and life-long learning. Therefore, course concepts, assignments, and projects should be sequenced, inter-connected to scaffold into course goals and outcomes. |
| <p>Expectations</p> | <p>Expectations As a teacher, I expect the following of students:</p> <ul style="list-style-type: none"> • Attend class every class period. • Prepare for every class and every assignment. • Seek answers when you're uncertain or confused. • Submit your assignments on time. • Submit your best work. • Work effectively and well with others. • Do well and do good. • Succeed and complete class. <p>As students, you can expect the following of me as an instructor:</p> <ul style="list-style-type: none"> • Make every class meeting and assignment meaningful and relevant. • Scaffold assignments to build upon and into each other • Balance academic rigor with career preparation. • Provide appropriate and timely feedback on assignments. • Maintain professional and safe learning environment. • Work effectively and well with students. • Do well and do good. • Assist students to succeed and complete class. |
| <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> |

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| <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 227 has the following major assignments:</p> <ul style="list-style-type: none"> • Two formal letters • Four short reports • Major research report • Professional portfolio • Tioga Technical Conference presentation <p>Letters. The two formal letters include a letter of application and resume to a specific audience requesting an interview and a letter/proposal requesting permission and submitting justification for a research project. (100 pts. each) ^{1, 2, 3, 4}</p> <p>Short Reports. The short reports (3-5 pages) are designed to teach “the special techniques of technical communication”--essentially the rhetorical patterns of scientific writing. Although rarely will a scientific report be written following only one of these patterns, it is sound pedagogical practice to treat them separately in academic exercises. Thus each of the following is the subject of separate papers (100 pts. each): ^{1, 2, 3, 4, 5}</p> <ul style="list-style-type: none"> • Description of Mechanism Report • Description of Process Report • Definition/Classification Report • Recommendation/Feasibility Report <p>Research Report. The short papers are intended as preliminaries to the major paper, which may be based on library, field, or laboratory research or any combination of the three. The paper is ordinarily on a problem-solving topic from the students’ own majors, and in it they are expected to demonstrate all of the skills that they have been learning on the shorter papers. In fact, if they are able to fit them into the term paper, they are encouraged to use the short papers as rehearsals of actual sections of the term paper. The term paper (10-12 pages), of course, should demonstrate a quite comprehensive grasp of not only writing skills, but also of research technique, format, appropriate coordination of tables, formulae, graphs, etc. (300 pts.) ^{1,2,3,4,5}</p> <p>Professional Portfolio. Students will gather, revise, and present their best writing and major-specific projects they have completed at SWOCC. This electronic portfolio becomes a permanent document capturing students as majors and writers during their academic careers. This portfolio also</p> |

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| <p>Grading</p> | <p>becomes a marketing tool in entering careers and university programs. (200 pts.)^{1, 2, 3, 4, 5}</p> <p>Tioga Technical Conference Presentation. Students will participate in a class Tioga Technical Conference. Students present a ten to twelve minute report based on their term report. They are expected to utilize appropriate visual aids and demonstrations that will enhance the quality of their presentations. Each speaker not only receives a critique from the teacher but also receives an anonymous critique from fellow students. (100 pts.)^{1, 2, 3, 4, 5}</p> <p>Preparation Checks. The research project and professional portfolio have intermittent checks to mark progress. For instance, the research project has an outline, notes, and drafts while the professional portfolio has web design, artifacts, and postings throughout the semester. These checks are to encourage timely progress. If students do not submit and receive credit for these checks on the due dates, they cannot receive the credit retroactively once they have completed the major assignment.¹</p> <p>Mechanics Review and Quizzes Students will review principles of mechanics and punctuation to prepare them for writing and editing articles. Students will then take a quiz on each of the eight units (10 points each—80 points).^{3,4}</p> <p>Students who need reasonable accommodation should contact the instructor or call Disability Services for Students at 541-888-7405.</p> <p>Policies on Participation, Missed Exams and Late Work: Random quizzes are used to check attendance. The quizzes cannot be made up so class attendance is essential because the quizzes will not be announced. The student has the responsibility to attend class and to be prepared for class. If the student misses class, the student should contact the teacher out of courtesy via office phone-mail or email prior to class.</p> <p>This is a highly interactive course. The success of this course and your individual success depend on your regular presence and promptness, your thorough preparation for class, and your active participation within class.</p> <p>Grading Scale and Standards: 90-100% = A 80-89% = B 70-79% = C 60-69% = D 0-59% = F</p> |
| <p>Attendance and Participation</p> | <p>Class attendance and participation are essential for success in this course. This is a highly interactive course. The success of this course and your individual success depend on your regular presence and promptness, your thorough preparation for class, and your active participation within class.</p> <p>Each week students can earn up to 10 participation points (100 points per term). These points reflect students' presence and participation.</p> <p><i>Presence.</i> Students who miss class or regularly arrive late will have their class participation grade lowered.</p> <p><i>Participation.</i> Student participation is evident through active and meaningful comments that raise the overall level of discussion and set examples for</p> |

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| | <p>others; thoughtful questions that will enhance discussion and engage peers; careful listening to and engaging peers in the discussion.</p> <p>However, the following may negatively affect the participation grade: dominating class discussions, disrupting other's opportunities to listen and/or participate; making negative, offensive, and/or disrespectful comments during discussions and group work, using electronic devices such as cell phones or computers for personal or other coursework reasons during class unless instructed to do so.</p> |
| Text | <p>Text There is no required text for this course; however, required readings or assignment sheets are posted on eLearning.</p> |
| Special Components | Information Literacy III Lab required. |
| Required Materials | A free weebly.com account for the ePortfolio. |
| Accommodations | To accommodate students with special learning, physical, emotional, mental, social, or other limitations, the student must notify the teacher the first week of class. |
| Email | Students must have access to Southwestern e-mail. If students prefer other email servers, students should arrange with their carriers to forward their campus email directly to them. |
| Caveat | <p>Disclaimer Regarding Changes: The teacher reserves the right to make changes in course content and policy at any time during the term.</p> |
| Prerequisites | <p><input type="checkbox"/> NO, prerequisite for this course. <input checked="" type="checkbox"/> YES, prerequisite information:</p> <p>WR 122, 214, or 214T is a prerequisite for this course. If you did not pass with a "C" or higher, you may be administratively withdrawn from this course within the refund period. This withdrawal could affect your financial aid and/or academic standing. If you are uncertain about whether you have passed with a "C" or higher, check MyLakerLink or with your advisor within the first week of class to ensure you have met the course prerequisites.</p> |



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.