



SOUTHWESTERN OREGON COMMUNITY COLLEGE
Paragraph Fundamentals
WR 90

Course Title and Number: WR 90 Paragraph Fundamentals		Instructor: R. Keller	
Year and Term: Winter 2014	Course Credits: 3.0	Office Location: Randolph 11	
Office Phone: 541-888-7292	Office Hours: By appointment	Class Location: Sitkum 4	
Meeting Time/Days: MWF, 1:00-1:50		Email Address: rod.keller@socc.edu	

Course Description	Paragraph Fundamentals is designed to help students write clear, correct paragraphs in standard English. A final goal is to have students organize paragraphs in an extended essay. The class will include discussion of grammar, punctuation, and conventions of style and usage.
Course Outcomes	<p>Overarching Outcomes</p> <ol style="list-style-type: none"> 1. Apply Learning Model to prepare, connect, and prove/reflect. 2. Understand and demonstrate writing as a process. 3. Compose short essays demonstrating clear focus, adequate support, precision, and coherence. 4. Correct frequently made editing errors. <p>Specific Outcomes</p> <ul style="list-style-type: none"> • Demonstrate an understanding of purpose and audience in a written paragraph or essay.^{1,2,3} • Write a paragraph with a topic sentence that meets the assignment and is the right size.^{2,3,4} • Write a paragraph in which the thesis is supported with enough specific, concrete details and examples.^{1,2,3,4} • Write a paragraph in which the examples are explained appropriately for the purpose and audience.^{1,2,3,4} • Write a well-organized paragraph.^{2,3,4} • Write at least one paragraph of each type needed in a standard academic essay: body, introduction, and conclusion.^{1,2,3,4} • Write a well-structured and supported 5-paragraph style essay with an appropriate thesis.^{1,2,3,4} • Use an effective process for drafting, revising, and editing a document. • Write clear, concise sentences in standard English with correct punctuation.^{1,2,3,4} • Edit for correctness and style.^{1,2,3,4} • Demonstrate ability to access learning resources as needed. The resources include but are not limited to the following: teacher conferences, writing center tutor conferences, online grammar and punctuation sites, text books.^{1,2,3,4}

<p>Learning Model</p> <p><i>Prepare</i></p> <p><i>Connect</i></p>	<p>The Learning Model integrates three key principles: prepare, connect, prove/reflect.</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: <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 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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>
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<p><i>Prove and Reflect</i></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.
<p>Teaching Philosophy</p>	<p>Teaching Philosophy</p> <p>My teaching philosophy is simple and straightforward.</p> <ul style="list-style-type: none"> • <i>Do well—do good.</i> 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. • <i>Embrace contraries.</i> 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

<p>Expectations</p>	<p>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.</p> <ul style="list-style-type: none"> • 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>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>
<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>

Course Assignments	<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: WR 90 has the following major assignments:</p> <ul style="list-style-type: none"> • Perseverance Unit • TED Talks Unit • Balloon Bomb Unit • Coos Bay Historical and Maritime Museum Service-Learning Project • Mechanics and Grammar <p>Perseverance Unit. (2 free form entries, 1 paragraph) 50 points ^{1,2,3,4}</p> <ul style="list-style-type: none"> • Using specific examples • Perseverance: the importance of not giving up • Evaluating the effectiveness of your resources • Divide and conquer punctuation <p>TED Talks Unit. (3 summaries, 2 paragraphs) 215 points ^{1,2,3,4}</p> <ul style="list-style-type: none"> • Meeting the assignment—how to make sure • Difference between summary and analysis • Choosing what to write and what to leave out <ul style="list-style-type: none"> ○ Summary ○ Paraphrase • Outlining something that was already written (post-fact outline) <ul style="list-style-type: none"> ○ Why ○ How • Identifying parts of a paragraph that uses development by example <ul style="list-style-type: none"> ○ Topic sentence ○ Supports ○ Explanations • Writing analysis paragraphs using development by example <ul style="list-style-type: none"> ○ Why ○ How • Plagiarism: what it is and how to avoid it • Word Choice, Sentence Fluency, Conventions <ul style="list-style-type: none"> ○ What they are ○ Why they are so important ○ How to use them well in your essays • Perseverance: the one sentence summaries of the first TED talk are very difficult to write. <p>Balloon Bomb Unit. (3 essays) 400 points ^{1,2,3,4}</p> <ul style="list-style-type: none"> • 5-paragraph essays <ul style="list-style-type: none"> ○ The generic pattern ○ Strengths and weaknesses • More analysis vs. summary • Standard essay patterns (also called modes) <ul style="list-style-type: none"> ○ What are they ○ How can they help <p>Coos Bay Historical and Maritime Museum Service-Learning Project. (100 points) ^{1,2,3,4}</p> <ul style="list-style-type: none"> • Detailed descriptions of old photos at the historical society • Complete 5 hours writing at the museum
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Prerequisites	<input type="checkbox"/> NO, prerequisite for this course. <input checked="" type="checkbox"/> YES, prerequisite information: WR 0525 with a C or better or placement test score.
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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.