

LACC 101 (ZP2): Writing for Adults I Spring 2016

Instructor	Sara Kelm	Skype	sara.kelm
Email	skelm@georgefox.edu	Course Dates	March 7 – April 29, 2016
Date Course Site Open	February 22, 2016	Date Course Site Will Close	May 6, 2016

Textbooks:

Arlov, P. (2016). *Wordsmith: A guide to paragraphs and short essays* (6th ed.). Boston, MA: Pearson.

Bullock, R., Brody, M., & Weinberg, F. (2014). *The little seagull handbook* (2nd ed.). New York, NY: Norton.

Course Description:

LACC 101 is a course designed to teach the basic components of the sentence and composition techniques, critical reading and thinking skills, grammar and editing, basic research skills, and introduction to APA.

George Fox University's Mission:

George Fox University, a Christ-centered community, prepares students spiritually, academically, and professionally to think with clarity, act with integrity, and serve with passion.

Learning Outcomes:

Upon successful completion of the course, you should be able to:

- 1) Practice active reading of college-level texts, including annotation, cultivation/development of vocabulary, objective summary, and identification and analysis of the thesis and main ideas of source material.
- 2) Use a writer's handbook and/or other resource for style, grammar, and citations.
- 3) Try more than one organizational strategy in composition drafts. Write focused, organized, and clear paragraphs.
- 4) Develop and organize ideas using evidence that includes examples, illustration, and research.
- 5) Identify the roles played by purpose and audience in directing a writer's choices, and make appropriate choices of tone, voice, and level of formality.
- 6) Assess knowledge, expectations, and biases of audiences.
- 7) Anticipate questions an audience is likely to have and supply appropriate information.
- 8) Format final drafts with appropriate headings, titles, spacing, and margins, demonstrating an understanding of APA citation style.

Schedule of Assignments

Week	Read/View	Homework
Week 1 March 7 – March 13	<ul style="list-style-type: none"> • Arlov Chapters 1, 2, 12, 13, 14 • Arlov p. 470 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Introduction Forum • Discussion Forum 1 • Grammar Check 1
Week 2 March 14 – March 20	<ul style="list-style-type: none"> • Arlov Chapters 3, 4, 15, 16, 17 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Discussion Forum 2 • Grammar Check 2 • Writing Assignment 1
Week 3 March 21 – March 27	<ul style="list-style-type: none"> • Arlov Chapters 5, 23, 24, 25 • Recommended: Arlov pp.480-484 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Discussion Forum 3 • Grammar Check 3 • Writing Assignment 2
Week 4 March 28 – April 3	<ul style="list-style-type: none"> • Arlov Chapters 6, 26, 27 • Recommended: Arlov pp. 485-488 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Discussion Forum 4 • Grammar Check 4 • Writing Assignment 3
Week 5 April 4 – April 10	<ul style="list-style-type: none"> • Arlov Chapters 7, 28, 29 • Recommended: Arlov pp. 489-492 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Discussion Forum 5 • Grammar Check 5 • Writing Assignment 4
Week 6 April 11 – April 17	<ul style="list-style-type: none"> • Arlov Chapters 8, 9, 18, 19, 20 • Recommended: Arlov pp. 499-502, review Chapter 6 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Discussion Forum 6 • Grammar Check 6 • Writing Assignment 4 - Revision
Week 7 April 18 – April 24	<ul style="list-style-type: none"> • Arlov Chapters 10, 11, 21, 22 • Recommended: Arlov pp. 504-508 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Discussion Forum 7 • Grammar Check 7 • Writing Assignment 5
Week 8 April 25 – April 29	<ul style="list-style-type: none"> • Recommended: Arlov pp. 510-513, 463-468 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Discussion Forum 8 • Writing Assignment 5 - Revision

Assignment Descriptions

Reading Assignments

Each assigned chapter contains concepts about writing and reading that are key to this course and to your development as a collegiate level writer. Each sample essay in the text will furnish examples of specific rhetorical techniques that you will learn to apply to your own writing. You are expected to do the assigned readings and respond in writing as required. In addition to your textbook reading, there may be PDFs, articles, and videos posted each week that will be essential to your overall knowledge.

Practice Exercises: I highly recommend you complete the practice exercises that coincide with the weekly reading. These exercises are not required, but they will help you develop your grammar knowledge and better prepare you for the Grammar Check assignments.

Writing Assignments

(Assignments 1-4 are worth 100 points each = 400 points)

(Assignment 5 is worth 250 points)

You will write four short formal Writing Assignments and one final longer Writing Assignment in this course. All writing assignments must adhere to proper APA format (see pp. 222-225 in Arlov, pp. 158-191 in Bullock et al. and the Sample APA Essay and APA Template on our FoxTALE site). All writing assignments are due by Sunday at midnight, uploaded to FoxTALE in a Word document.

Revisions: You will be revising two of your essays (Assignments 4 and 5) as part of the course. You also have the option of revising any writing assignment once the final grade has been given except for Assignment 5. Revision must involve a significant improvement of some major aspect of the writing assignment. For example, you might change your focus and organization, add or delete sources or examples, etc. A revision must consist of more than just a few new sentences and commas or it will not be considered. A well-revised writing assignment will improve your original writing assignment's grade by up to one letter. A poorly revised writing assignment will have no effect on your original grade. Revisions must be submitted by midnight the Sunday following the original due date.

Discussion Forums

(35 points each x 8 weeks = 280 points)

You are expected to participate in a class Discussion Forum each week. Your initial post will be due by midnight on Wednesday of each week, and your responses to two peers will be due by midnight on Saturday of each week. Your posts will be worth 35 points each week: 25 points for your initial post, and 5 points each for your responses to peers or myself. Please be sure to edit your posts carefully, and be thoughtful about how you voice your ideas in an online format. Your initial posts should be a minimum of 300 words and your two other posts must be a minimum of 100 or more words EACH.

Grammar Checks

(10 points each x 7 exercises = 70 points)

We will have short grammar and/or spelling exercises each week to help you gauge your understanding of basic grammar and spelling concepts.

Class Participation

You are expected to complete all required readings and writing assignments and participate in all discussion forums by the posted deadlines. At a minimum, please plan to check your GFU email and sign in to our course every 24-48 hours during this course.

Course Evaluation

Discussion Forums	280
Writing Assignment #1	100
Writing Assignment #2	100
Writing Assignment #3	100
Writing Assignment #4	100
Writing Assignment #5	250
Grammar Checks	70
Total	1,000

Grading Scale

Grade	Range	Points
A	100 – 93%	930 – 1,000
A-	92 – 90%	900 – 929
B+	89 – 88%	880 – 899
B	87 – 83%	830 – 879
B-	82 – 80%	800 – 829
C+	79 – 78%	780 – 799
C	77 – 73%	730 – 779
C-	72 – 70%	700 – 729
D+	69 – 68%	680 – 699
D	67 – 63%	630 – 679
F	Under 63%	0 – 629

Course Rubric for Papers
(100 points possible)
[x2.5 for 250 point project]

Your Points	Criteria	Excellent (90-100%)	Good (80 – 89%)	Adequate (70 – 79%)	Poor (0-69%)
	Assignment is Complete (30%)	Meets all required elements	Omits one major element	Omits more than one major element	Did not follow assignment instructions
	Possible Points	27-30	26-24	21-23	0-20
	Demonstrates understanding of course concepts through use, description, or application (30%)	Course concepts are well understood as demonstrated by their appropriate and varied use, description, or application throughout the paper	Course concepts are described sporadically through the paper, but one description or application is incorrect or lacks depth.	Student makes an effort to use, describe, or apply course concepts, but more than one explanation lacks depth or is incorrect.	An understanding of course concepts is not demonstrated in the paper.
	Possible Points	27-30	26-24	21-23	0-20
	Quality of work (30%)	Excellent Work: The paper is well written with clear and complete explanations or applications that are easily understood. The paper is well organized, with a clear introduction, paragraph transitions that flow throughout the paper and a logical conclusion. Paper is polished and professional.	Good Work: Most of the paper is well written with good explanations, descriptions, or applications. The paper is organized with a good introduction, paragraph transitions that flow throughout the paper and a good conclusion.	Adequate Work: The paper is not easy to follow in two or more of the following ways: 1. The paragraphs do not flow from the introduction. 2. The paragraph transitions are difficult to follow. 3. A conclusion is missing or does not flow with the rest of the paper. 4. The explanations or applications are unclear or incorrect.	Poor Work: The paper fails to meet expectations in the following ways: weak, incorrect, or missing explanations, descriptions, or applications. Poorly written; illogical paragraph flows; missing or unrelated introduction or conclusion
	Possible Points	27-30	26-24	21-23	0-20
	Mechanics: Grammar, punctuation, Spelling Word use APA citations (10%)	Few errors or requires only light editing, but the message is clear.	Moderate number of errors or requires moderate level of editing, but the message is clear	Significant number of errors or requires significant editing; message is interrupted in places because of errors.	Errors so severe that the paper requires heavy editing; the message is unclear due to the errors
	Possible Points	9-10	8	7	0-6
Comments:				Total Points:	

Posting Rubric

Initial posts due by Wednesday at midnight

Minimum of two substantive responses due by Saturday at midnight

Excellent (25 points)	Very Good (23-24 points)	Good (18-22 points)	Poor (0-17 points)
<p><u>Excellent posts:</u></p> <ul style="list-style-type: none"> • Are organized, substantive, complete • Respond to the prompt with a post that demonstrates critical thought and reflection • Contain clear explanations or appropriate application(s) of course concepts, and • Encourage others to join in the discussion, often by asking open-ended questions or routinely responding to those who respond to respond to you • Initial post and required responses are done on time or early so that others can engage 	<p><u>Posts are Very Good when:</u></p> <ul style="list-style-type: none"> • It is organized, substantive, complete • The response demonstrates understanding by including appropriate and accurate explanations, or appropriate application(s) • No effort to extend the discussion by asking questions or responding to those who respond to you is made • The initial post and required responses are done on time 	<p><u>Posts are Good when:</u></p> <ul style="list-style-type: none"> • The posts are generally well done, but the response is either not well organized, substantive, or complete so that it doesn't meet the standards for more points, or • It does not include clear explanations or applications to demonstrate understanding, or • One post (initial or response) is missing or not completed on time. 	<p><u>Posts are Poor when:</u></p> <ul style="list-style-type: none"> • They are disorganized, unsubstantive, off topic, or contain misspellings so severe that the message is not clear, or • Two or more posts due in the week are missing or not completed on time. • Posts containing offensive or inappropriate language or comments will receive 0 points and will be removed
			<p>Total Points:</p>

Course Policies

Missed Sessions

Regular weekly participation and communication via FoxTALE throughout the program is mandatory. Points will be awarded on a weekly basis for engagement in forum postings, and students who do not participate during a given week will lose the points. Ongoing low or non-participation will be reflected in course grades and could lead to disciplinary actions as specified in DPS policies.

The Internet is widely available throughout the world, even in underdeveloped regions. When students are traveling, they should conduct the necessary research and planning to assure they can meet their participation obligations. Students planning travel to remote areas without Internet access should schedule such trips during the weeks when the program is out of session. If a week must be missed, the student is responsible for contacting their instructor in advance of the missed week to discuss the situation. Alternative work assignments may be offered to make up lost participation points

Late Assignments

Late assignments are penalized at 10% point reduction per day past due date unless arrangements are made prior to the due date of the missed assignment. No papers will be accepted after midnight the day the final paper is due.

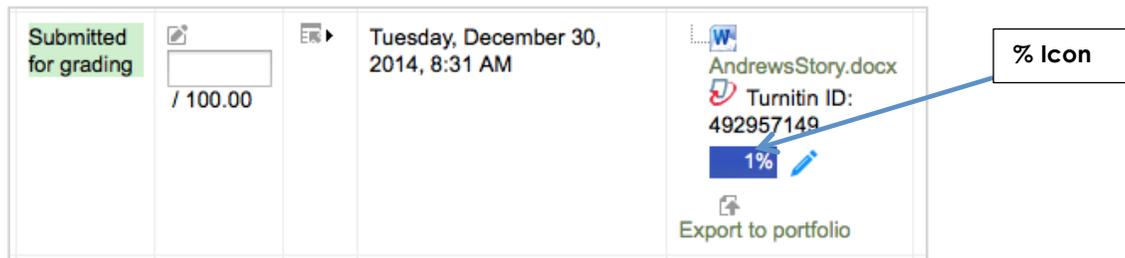
Integrity Policy

George Fox University students are expected to conduct themselves according to the highest standards of academic honesty and Christian behavior. Academic misconduct for which a student is subject to penalty includes all forms of cheating, forgery, or plagiarism. The penalties for academic misconduct are severe and will be enforced. For specific information on the policies and penalties relating to academic misconduct, see the DPS Student Policies and Information Guide.

Turnitin

Turnitin is a cloud-based service for originality checking, online grading, and peer review. George Fox University has obtained a license to use Turnitin's integrated services through our FoxTale online learning system. When using the Turnitin settings in an assignment, forum, or workshop activity, your work will be instantly checked for potential citation issues. An originality report will be generated in a matter of seconds that can guide you in how to create proper citations. When you submit a final draft of a paper, your overall Turnitin score must be below 10% or risk a failing grade. You can learn more about Turnitin by going to the Student Quick Guides in FoxTALE or by clicking [here](#).

Using Turnitin: When Turnitin is activated by your instructor for an assignment, your submission will be automatically scanned when you post your paper. After the scan, Turnitin displays an icon that contains the percentage of your paper that is the same as the sources against which it was scanned (example of the icon below). You will click on the icon, review the report and make decisions about any updates needed, and then submit your final paper for grading. Your first scan with Turnitin should take minutes but can take as long as two hours, but subsequent scans can take up to 48 hours. To avoid late papers, proof your papers carefully and use Turnitin as a final review. If you have any questions, contact your instructor.



George Fox University Policy of Students with Disabilities: If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs can be appropriately met. For more information, go to ds.georgefox.edu or contact Rick Muthiah, Director of Learning Support Services (503-554-2314 or rmuthiah@georgefox.edu).

The Writing Center (WC), located in the Portland Center Library, is available for face-to-face and distance (email or telephone) writing consultations. Graduate and Department of Professional Studies (DPS) students from any George Fox site are invited to contact the WC for feedback on writing projects, citation assistance, or other writing-related issues. Check wc.georgefox.edu for additional information, including hours of operation. To schedule an appointment, go to the online schedule at arcschedule.georgefox.edu, email the Writing Center at wc@georgefox.edu, or call 503-554-6055. Contact Jennie Harrop (jharrop@georgefox.edu, 503-554-6024) if you have questions about the Portland Writing Center.

APA Formatting and Citation Requirements

Please use the following APA requirements for this course. These requirements are standard in DPS, although your instructor's requirements always supersede these standards.

1. Whenever you refer to someone else's work in your posts, papers, or projects, you must give them credit. You give them credit by providing a citation. When you cite others' work, please format your citations according to APA requirements. If you have any questions about APA, please refer to the APA reference books you received at the beginning of the program, or to the Purdue Writing Lab <http://owl.english.purdue.edu/owl/resource/560/01>
2. Please include the following APA formatting requirements in formal papers that specific "Requires APA Formatting"
 - Running head
 - Page numbers
 - Double-spaced 12 point Times New Roman font
 - 1 inch margins
 - An abstract (not indented and on a separate page)
 - Title page Indented paragraph style (not block)
 - Headings and subsection headings as needed and in proper format
 - Quotations in proper format (short vs. long form)
 - Writing numbers APA style (write out numbers one to nine; use numerals for 10 +)