

LACC 102: Writing for Adults II (ZP1) Summer 2017

Instructor	Sara Kelm	Skype	sara.kelm
Email	skelm@georgefox.edu	Course Dates	May 1 – June 25, 2017
Date Course Site Opens	April 19, 2017	Date Course Site Closes	July 2, 2017

Textbook

Guptill, A. (2016). *Writing in college: From competence to excellence*. Open SUNY Textbooks.
Retrieved from <http://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=247>

APA Resources:

- [Purdue OWL / APA Formatting and Style Guide](#)
- [APA Style Website](#)
- [APA Style Blog](#)

Course Description:

LACC 102 is a composition course that covers the basic components of the essay, advanced composition techniques, intermediate research skills, advanced elements of prose, critical reading and thinking skills, and APA citation. We will study strategies for developing and organizing essays, and identify such elements of effective prose as purpose, audience, organization, unity, coherence, word choice, style, and voice.

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, a student 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 essays. Write focused, organized, and cohesive essays, using introductions, evidence, and conclusions in which the relation of ideas to the thesis is clear.
- 4) Develop and organize essays 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.
- 9) Evaluate source materials for authority, currency, reliability, bias, sound reasoning, and validity of evidence.
- 10) Demonstrate ability to summarize, paraphrase, and quote sources in a manner that distinguishes the writer's voice from that of his/her sources.
- 11) Appraise own writing skills and abilities, and process those of others, identifying strengths and addressing weaknesses.
- 12) Identify and cite sources appropriately using APA formatting.

Schedule of Assignments

Week	Read/View	Homework
Week 1 May 1 – 7	<ul style="list-style-type: none"> • Guptill, Chapter 1 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Grammar Check 1 • Discussion Forum 1 • Writing Assignment 1
Week 2 May 8 – 14	<ul style="list-style-type: none"> • Guptill, Chapter 2 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Grammar Check 2 • Discussion Forum 2 • Writing Assignment 2
Week 3 May 15 – 21	<ul style="list-style-type: none"> • Guptill, Chapter 3 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Grammar Check 3 • Discussion Forum 3 • Writing Assignment 3
Week 4 May 22 – 28	<ul style="list-style-type: none"> • Guptill, Chapters 6 & 9 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Grammar Check 4 • Discussion Forum 4 • Writing Assignment 3 Revision
Week 5 May 29 – June 4	<ul style="list-style-type: none"> • Guptill, Chapter 4 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Grammar Check 5 • Discussion Forum 5 • Writing Assignment 4
Week 6 June 5 – 11	<ul style="list-style-type: none"> • Guptill, Chapter 5 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Grammar Check 6 • Discussion Forum 6 • Writing Assignment 4 Revision
Week 7 June 12 – 18	<ul style="list-style-type: none"> • Guptill, Chapter 7 • Additional reading on argumentative essays (posted on FoxTALE) • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Grammar Check 7 • Discussion Forum 7 • Writing Assignment 5
Week 8 June 19 – 25	<ul style="list-style-type: none"> • Guptill, Chapter 8 • 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. 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.

Writing Assignments

(Assignments 1-3 are worth 100 points each = 300 points)

(Assignment 4 is worth 150 points)

(Assignment 5 is worth 200 points)

You will write three short formal Writing Assignments and two research-based Writing Assignment in this course. All writing assignments must adhere to proper APA format (see the APA web resources, plus 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 three of your essays (Assignment 3, 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 or the due date of the required revision.

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.

Spelling & Grammar Exercises

(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 Rubric for Papers
(100 points possible)
[x1.5 for 150 point project]
[x2 for 200 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>A post is Excellent when:</u></p> <ul style="list-style-type: none"> • The post is organized, substantive, complete • The post responds to the prompt in a way that demonstrates critical thought and reflection • The post contains clear explanations or appropriate application(s) of course concepts • The post encourages others to join in the discussion, often by directly discusses class readings or asking open-ended questions • Initial post and required responses are done on time or early so that others can engage 	<p><u>A post is Very Good when:</u></p> <ul style="list-style-type: none"> • The post is organized, substantive, complete • The post 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>A post is Good when:</u></p> <ul style="list-style-type: none"> • The post is generally well done, but the response is not well organized, substantive, or complete • The post 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>A post is Poor when:</u></p> <ul style="list-style-type: none"> • The post is disorganized, unsubstantive, off topic, or contains misspellings so severe that the message is not clear • 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 Evaluation

Discussion Forums	280
Writing Assignment #1	100
Writing Assignment #2	100
Writing Assignment #3	100
Writing Assignment #4	150
Writing Assignment #5	200
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 Policies

Attendance Policy

Students in DPS are required to attend classes or engage online in forums with their classmates each week courses are scheduled. Classes in the DPS program place a high emphasis on student interaction, collaborative learning, and team processes, which means that engagement is critical to meet the learning objectives of the program.

Student Responsibilities for Missed Sessions:

- If an absence can be planned in advance, the student is responsible for communicating with the instructor.
- If the student is absent due to an unexpected event, the student is responsible for communicating with the instructor as soon as practicable.
- Classroom students only- students who are ill and may be contagious should not attend class. If the student feels well enough, he or she should make arrangements for electronic participation so as not to miss any course work. If not, the student is responsible for communicating with the instructor as soon as practicable after the absence. The instructor will make arrangements with the student for makeup work, if appropriate.

Consequences of Missed Sessions:

Students who miss more than the following are subject to a failing grade and will be expected to repeat the course:

- **Online classes (5-, 6-, or 8-week classes): a total of 2 weeks of forum engagement any time during the course. Classes with fewer weeks: a total of 1 week of forum engagement. Attendance at the 2 days of the face-to-face intensive is required.**
- Face-to-face courses (5-, 6-, and 8-week classes): more than 8 hours of cumulative class time missed. Classes with fewer weeks: a total of 4 hours of cumulative class time missed.

If attendance becomes an ongoing problem (more than 16 hours cumulative classroom time or more than a total of four weeks of forum engagement during the cohort program), students may be required to meet with the department chair to discuss a plan of action that is in the best interests of the student and that will maintain the academic rigor and quality of the program.

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.

Academic Honesty / Plagiarism:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Academic conduct for which a student is subject to penalty includes all forms of cheating, forgery, fabrication, and plagiarism. Any work that is submitted must be your own work and new work for that course. Fabrication is defined as the falsification or invention of any information or citation in an academic exercise. Plagiarism is defined as representing the words or ideas of another as your own without proper documentation. Self-plagiarism is defined as directly quoting your previous writing without the use of quotation marks or acknowledging the source. You are not permitted to recycle your work from course to course; if you would like to quote yourself, you must use proper APA formatting for an unpublished source. Penalties for academic dishonesty include a failing grade on an individual paper, a failing grade for the course, and/or disciplinary probation, suspension, or dismissal. For more information, 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](#).

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 links in the resource section of this syllabus.

2. Please include the following APA formatting requirements in formal papers that specify "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 +)