

MGOL 260 (ZP2): Personal and Professional Assessment Summer 2017

Instructor	Sara Kelm	Skype	sara.kelm
Email	skelm@georgefox.edu	Course Dates	June 26 – August 18, 2017
Date Course Site Open	June 16, 2017	Date Course Site Will Close	August 25, 2017

Textbooks:

Zinsser, W. (2006). *On writing well: The classic guide to writing nonfiction* (7th ed.). New York, NY: HarperCollins.

Department of Professional Studies Prior Learning Credit Guide (2015). (PDF online.)

Course Description:

This course is designed to help students articulate their personal and professional learning as applicable for prior learning assessment. Students will develop writing skills by practicing various writing strategies to promote analytical thinking and effective communication. Course content includes the development of lifelong learning skills.

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 this course, you should be able to:

1. Prepare and submit prior learning materials for official assessment.
2. Gain an understanding of how critical reflection stimulates learning and personal development.
3. Develop quality written expression through the practice of planning, writing, editing, and revising essays.
4. Review and use proper grammar rules to enhance clarity in writing.
5. Demonstrate the professional skills of effective small group communication, cooperation and written communication.

Schedule of Assignments

Week	Read/View	Homework
Week 1 June 26 – July 2	<ul style="list-style-type: none"> • <i>DPS PLA Credit Guide</i> p. 3-5, 10-16, 23-25 • Kolb reading (on FoxTale site) • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Discussion Forum 1 • Writing Assignment – Understanding the Kolb Model
Week 2 July 3 – July 9	<ul style="list-style-type: none"> • Zinsser chapters 1, 2, 3, 4 & 14 • Sample PLA Essay 1 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Discussion Forum 2 • Writing Assignment – Sections 1 & 2 of PLA Essay 1
Week 3 July 10 – July 16	<ul style="list-style-type: none"> • Zinsser chapters 8 & 10 • Sample PLA Essay 2 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Discussion Forum 3 • Writing Assignment – Sections 3 & 4 of PLA Essay 1
Week 4 July 17 – July 23	<ul style="list-style-type: none"> • Zinsser chapters 20, 21, & 22 • Sample PLA Essay 3 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Discussion Forum 4 • Writing Assignment – PLA Essay 1 (complete and revised)
Week 5 July 24 – July 30	<ul style="list-style-type: none"> • Zinsser chapters 6, 7, & 16 • Sample PLA Essay 4 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Discussion Forum 5 • Writing Assignment – PLA Essay 2
Week 6 July 31 – August 6	<ul style="list-style-type: none"> • Zinsser chapters 9 & 23 • Sample PLA Essay 5 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Discussion Forum 6 • Peer Review • Writing Assignment – PLA Essay 2 Revised
Week 7 August 7 – August 13	<ul style="list-style-type: none"> • Zinsser chapters 24 & 25 • Sample PLA Essay 6 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Discussion Forum 7 • Writing Assignment – PLA Essay 3
Week 8 August 14 - August 18	<ul style="list-style-type: none"> • Sample PLA Essay 7 • Other recommended reading on FoxTALE 	<ul style="list-style-type: none"> • Discussion Forum 8 • Writing Assignment – PLA Essay 3 Revised

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 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.

Writing Assignments

You will write one short introductory essay and three Prior Learning Assessment essays that may be submitted for college credit through the PLA evaluation process (which is separate from the grade you receive for the essay in class). All writing assignments must adhere to proper APA format (see the Sample APA Essay and APA Template on our FoxTALE site). Particularly key are the 12-point Times New Roman font and uploading essays in Word documents. All writing assignments are due by Sunday at midnight.

Understanding the Kolb Model essay (50 pts.): You will write one 2-3-page paper describing what you have learned about the Kolb model (the model and format in which PLA essays are written). See the assignment description on FoxTale for more information.

PLA essays (100 pts. each): You will write three 8- to 10-page papers this term; all three of these will require revision. Plan on taking 30-60 minutes per page when writing these essays, particularly at the beginning. Time management is crucial for this course! Please note that a first draft does not imply a rough draft. First drafts will be evaluated by your instructor. Be sure to follow all PLA guidelines when writing the essays. *Throughout this class (and until you complete 3/4 of the coursework within your major program, which is generally the end of your third cohort semester), you may submit technical and professional materials and essays for assessment. Faculty evaluators at George Fox will review your submissions and, assuming submissions are acceptable, assign college credit to the experience. You may earn up to 30 semester hours through prior learning work; there is no additional charge for credits earned.*

Peer Review (50 points)

You will be peer reviewing and evaluating an essay written by a classmate and discussing it with him/her verbally (via phone, video chat, or in-person). Because of this, make sure the topic of the second PLA essay you write is one you feel comfortable sharing. I will provide more details on this process.

Discussion Forums (25 points each x 8 weeks = 200 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 25 points each week: 15 points for your initial post, and 5 points for each of your responses to peers. 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 words EACH.

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	200
Understanding the Kolb Model	50
PLA Essay 1	100
PLA Essay 2	100
Peer Review	50
PLA Essay 3	100
Total	600

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)**

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 		
			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Total Points:</td> <td style="width: 50%;"></td> </tr> </table>	Total Points:	
Total Points:					

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 +)