

Course Information

HUMANITIES DEPARTMENT

Course Title:	WR 65 Basic Writing II
Course Number:	CRN 43893
Credits:	4
Course Date:	FALL 2017 9/25/17-12/15/17
Course Meeting Times:	MW 12:45pm-2:35pm
Final Exam Time:	Wed. 12/13/17 - 1:00—3:00 p.m.
Course Location:	Madras 120
Instructor:	Jane Thielsen, MA, Email: jthielsen@cocc.edu (best contact) Office Hours: Madras 12:15-12:45 pm MW Prineville: 12:15-1:15pm TTH BEND--OCH 117 by arrangement

Course Description: Second course in a two-course series of instruction in developmental writing and reading. Students will study one long text and shorter selections from varying points of view representing the three major academic disciplines of humanities, science, and social science. Mirroring the reading and writing skills used in college, students read and write about the primary ways of thinking across the disciplines. Recommended preparation: Reading and Writing placement test scores that place the student in WR 65; or a grade of "C" or higher in WR 60.

Learning Outcomes:

Upon completion of this course, the successful student will:	One or more of the following assessments will verify these outcomes.
1. demonstrate control of the basic concepts of rhetoric, such as voice, audience, purpose, and point of view, as these apply to the creation and understanding of text.	<ul style="list-style-type: none"> Students will analyze the needs, values, and expectations of different audiences. Students' work reflects understanding of audience, purpose, and voice in their reading of class materials.
2. demonstrate control of the principles of the writing process by generating ideas, organizing, drafting, revising, and editing.	<ul style="list-style-type: none"> Students' work demonstrates use of the conventions of idea generation and means of conveying those ideas.
3. demonstrate understanding of the basic structure of an essay, including the difference between introductory/concluding paragraphs and body paragraphs, and the distinction among general ideas, specific evidence, and analysis of evidence in expository text by producing essays and critiquing the text of others.	<ul style="list-style-type: none"> Students' work demonstrates an understanding and ability to use different organization techniques. Students' work reflects understanding and ability to use the function of common essay components from a reader's perspective. Students' work demonstrates use of text structure for annotating and summarizing, note-taking, and retention strategies used to study advanced expository texts.
4. maintain focus and coherence in essays of at least 1000 words, including thesis statements and transitions.	<ul style="list-style-type: none"> Students' work, taken as a whole, will be focused, coherent, and well developed and will demonstrate clarity of thought. Students will incorporate ideas gathered from reading.
5. produce essays containing a variety of sentence lengths and structures, including some complex sentences and employing college level vocabulary.	<ul style="list-style-type: none"> Students' work exhibits a good balance between complexity and simplicity of thought. Students' work exhibits use of acceptable academic vocabulary.
6. assist other writers to revise by analyzing focus, coherence, specific development, and critical thinking.	<ul style="list-style-type: none"> Students practice critical reading, analysis, and collaborative revision strategies that exhibit responsible teamwork skills, constructive criticism, and solid writing advice.

7. demonstrate critical comprehension of text including separation of facts and opinions; making appropriate inferences; diagnosis of author purpose, tone, and bias; acknowledge denotative and connotative meanings of words; and recognition of common propaganda techniques.	<ul style="list-style-type: none"> • Students' work demonstrates effectiveness in critically reading, summarizing, analyzing, and evaluating sources. • Students' work demonstrates effectiveness in responsibly incorporating facts, opinions, judgments, and data from research in their writing.
8. achieve conformity to MLA formatting and citation requirements.	<ul style="list-style-type: none"> • Students' work conforms to MLA conventions in formatting and accurate documentation.
9. Information Literacy: Students will become familiar with basic library resources to expand background knowledge and help explore topics, and will be able to insert prepared in-text citations for instructor-provided items.	<ul style="list-style-type: none"> • Students will use such research resources as print and online encyclopedias, topic-narrowing devices as Credo, and practice source attribution by MLA documentation procedures.
10. Information Literacy: Students will be able to execute effective web searching and evaluation of web resources for critical reading, writing and thinking.	<ul style="list-style-type: none"> • Students will use research resources available through the College's library such as databases and academically acceptable web browsers and sites. • Students will evaluate print and web resources to determine their suitability for inclusion as a source in an academic essay.

Program-level Outcomes: Independent Accreditation Requirements:

Writing

- Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;
- Locate, evaluate, and ethically utilize information to communicate effectively; and
- Demonstrate appropriate reasoning in response to complex issues.

Information Literacy

- Formulate a problem statement;
- Determine the nature and extent of the information needed to address the problem;
- Access relevant information effectively and efficiently;
- Evaluate information and its source critically; and
- Understand many of the economic, legal, and social issues surrounding the use of information.

Instructional Methods: This course presents material using lecture, class discussions, small group work, project creation, and electronic discussion (email and website chat room). This is not an online class, however Blackboard may be used for certain activities. The class website <http://www.classfolios.org> will serve as the primary platform for class materials.

Course Materials

Textbook Title: *The Zookeeper's Wife* - ISBN: 13: 978-0393333060 [Electronic/Amazon Kindle version preferred.]
 Publisher: Norton
 Materials: Writing paper and pen are part of each class. **Students must have basic computer skills, regular access to a computer with current word processing software and access to the internet for class resources and assignments.**

Technology: This course will be delivered through open class website <http://www.classfolios.org> We will only use Blackboard as a backup as needed.

COURSE OUTLINE BY MAJOR TOPICS:

- Developing expository essay and effective rhetorical strategies
- Writing essays as a process
- Becoming self-aware writers
- Developing effective critical reading comprehension strategies
- Enhancing retention of information acquired through reading by practicing effective study strategies
- Developing discipline specific vocabulary by becoming familiar with effective vocabulary acquisition strategies and tools
- Developing awareness of reading and writing conventions employed in the three major academic disciplines: humanities, social science, science/technology

PRIMARY ASSIGNMENTS:

- Summary Assignment
- Literature Critique Assignment
- Rubric for web site evaluation based on requirements for a researched paper

- 2 expository thesis driven essays, one of which incorporates at least 3 outside sources and achieves at least 1000 words in length
- 1 self-reflective essay

Due Dates of major graded work (exams, essays, project provided to help students plan)

WEEK	Course Activity to Meet Outcomes
1	Introduction, course documents, Write: on background awareness of WWII-Author Notes and Chapter 1 Partner Reading Journals - voc.list
2	Partner Reading Journals on ZW ch 2-10 voc.list
3	Partner Reading Journals - Signal Phrases handout- Read ZW ch 11-22- voc.list
4	Partner Reading Journals – 2- part responses ch. ZW 23-36 voc.list
5	Quiz on ZW /voc. – summary- Notes on Essay 1- Humanities - web site evaluation rubric
6	Citing exercise – peer edit on draft – critique - grammar - conferences
7	Essay 1 packet due - Notes on Essay 2- Natural or Social Sciences
8	Research, citing- draft conferences - grammar
9	Peer edit on draft- revising - conferences
10	Essay 2 packet due - self reflective essay - prep for exam

Final Exam
Date and
Time:

Wed. 12/13/17 - 1:00—3:00 p.m.

About Coursework

In-class writing activities: At various times during class, we will complete in-class hand-written writing assignments, many of them discovery techniques (brainstorming, free-writing, etc.) to help generate ideas for essays. Others may be to explore ideas or thinking about some issue related to class discussion.

Course theme and format: This course will focus on the period of WWII through the experience of the people of Northern Europe as Nazi Germany took charge of surrounding countries, including how people helped one another. We will read texts from literature, social science and science. In class, we will use a variety of learning formats, including (but not restricted to): small and large group discussion; peer review and other workshop activities; listening and taking notes on lectures; viewing portions of films; documentaries, grammar, editing and proofreading exercises.

Reading Assignments: For each class meeting, students will have material to read, some to be done before class and some during class. The first 3 weeks will be focused on a complete reading of *The Zookeeper's Wife*, by Diana Ackerman. Written commentary on assigned readings, called “responses” are part of each reading assignment done outside of class. These responses will be used for class discussion of the reading assigned and may be collected for a rating credit. Out of class responses must be typed in MLA format.

Peer Editing: Students will be required to share a fairly complete draft of all of the major essays before the final draft is due or at any other assigned time. These drafts will be read by other students and so **must be readable and typed**. Specific editing forms will be used to guide student feed-back.

Essays Turned in: Each final draft must have a *title*, and in the top left corner of the page must be the student's name, date, course information and assignment name.. Please staple the required parts as a packet *before class with final draft on top, then the working draft, and any other required parts underneath*. (in-attention to this format will earn points off...). **Each final draft packet for a graded essay must have a *Process Writing* at the end that tracks the process/experience of writing the paper. Packets must be turned in, in a 9x12 envelope w/secure closure. Student's name course data, assignment # and heading printed clearly on the outside.**

MLA Formatting: All out of class writing tasks must be submitted using MLA format – typed, double-spaced, 12-point Times New Roman (or Arial). **See samples on the OWL web site or current handbook for a guide to this MLA-formatting**, including use of a *header* to be sure *each* page contains student's name and page number. In addition, MLA crediting of any ideas/information **other** than the student's own views/thinking will avoid plagiarism and insure academic, legal and personal integrity.

Please note: *Be sure to keep back-up files on a removable disk (cd or flash-drive) of ALL work turned in for a grade, and keep a photocopy of essay packets containing hand-written material. Please keep returned/scored work as evidence for your records.*

Grading and Assignments :

Each major graded essay will use a scoring form to indicate what values various aspects of the essay will have. The scoring forms are available to students before the due dates, to help with their final revisions. Grammatical and mechanical correctness always carry the

main weight of the final score, even as the features of each essay are also evaluated for conformity to the assignment. **Originality and independent, critical thinking are crucial to any writing for the class.**

For some course work turned in for credit, a rating scale may be used to help indicate quality of the work.

Short Assignment RATING SCALE: 5 (excellent)/ 4 (close)/ 3 (a good start) / 2 (ALERT for immediate help!)/ 1 (not-in-the-ballpark, student's success seriously at risk.)

Course Work Grading	Possible Points	%	Percentage of course grade
These details are subject to change as needed.			
Summary/Responses & in-class writing to reading assignments Wk 1-3	Avg. of all	10	85% of the final course grade
Essay #1: Documented Humanities Essay--1000wds Due Wk 6	100	30	
Essay #2: Documented Sciences Essay--1000wds Due Wk 10	100	45	
Final Examination + average of any quizzes	100		15% of the final course grade
Attendance, participation, conduct	100		
Final Portfolio-(if required) responses, notes, research, re-do of lowest paper grade	100		
(un-excused absences will cost 5pts each)			

Course Grading Scale:

A 93-100 Outstanding performance –meets the assignment goals – grammatically correct overall

A- 90-92 Superior – nearly meets the assignment goals – mostly correct overall

B+ 87-89 Excellent - meets most assignment goals – mostly correct overall

B 83-86 Very good - meets most assignment goals – some grammar/mechanical problems

B- 80-82 Good – meets most assignment goals – less correct overall

C+ 77-79 Better than satisfactory but barely meets the assignment goals – problems with mechanics

C 70-76 Satisfactory meets the basic assignment goals – problems with mechanics

D 65-69 Passing (Note: Courses in which “D” grades are earned may be limited or not used in specific certificate or degree programs)

Does not meet basic assignment goals or grammar and mechanics basics

F 0-64 Not passing – Does not demonstrate understanding of assignment or mechanical goals

Course Policies: Final Exam will be given on the date identified by the COCC generated Final Exam Schedule.

- **Final Exam Date and Time: Wed. 12/13/17 - 1:00—3:00 p.m.**
- In-class work will be either retained for student reference or turned in for scoring.
- Late Work will not be accepted without previous arrangement
- Missed Exams – Cannot be made up without previous arrangement
- Attendance/Absences – attendance is required – unexcused absences will cost 5pts each. Missing more than 15 minutes of class time will count as an absence.
- Changes to the syllabus/deadlines/assignments will be made on the class page or by email.
- Email policy: **Students must use COCC account email only, and must include the student's course number in the subject line.**

Cheating/Plagiarism will earn a failing grade and referral to college authorities.

SPECIAL WEATHER POLICIES: If weather conditions require class to be cancelled, students must keep up with class assignments on the assignments web page. If assignments are due on a cancelled class day, students can email them to jthielsen@cocc.edu **BUT ONLY THROUGH THEIR COCC MAIL ACCOUNT NOT BY PERSONAL EMAIL.** Please save a file as a doc or docx and attach to the mail.

- **COCC Policies**

- **Important Enrollment Deadlines**

The following deadlines apply to full term courses; for part-of-term courses, see individual dates or insert dates here.

First week of each term	Mandatory attendance: students not in attendance or absent with instructor permission are administratively withdrawn
5pm, Friday of second week	Last day to drop with full refund.
5pm Friday of 7 th week	Last day to drop with no grade on transcript, last day to change to an audit, instructor approval not required
6pm, Wednesday of 10 th week	Last day to drop, requires instructor approval, shows as "W" on transcript

Final Exam Policy: General Information

The Final Exam Schedule has been approved by the Vice President for Instruction, and is published on the COCC Web Site.

All full-term classes at Central Oregon Community College include some kind of graded or evaluated activity during the period set aside and scheduled for final examinations. If the activity is a final examination, it should be comprehensive -- i.e., it should cover the work of the whole quarter. Final examinations should not exceed the allotted time and the total time expected to be spent on take-home finals should not exceed the time taken on in-class finals including preparation and examination. Take home finals should be due at the end of the scheduled final examination hour.

On an individual basis, for emergencies and other special circumstances, a student may take a final examination at a time other than that scheduled, providing the student has received prior approval by petition signed by the instructor and the department chair. Approved petitions are returned to instructors, with copies sent to the Vice President for Instruction.

Americans with Disabilities Statement:

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term. Students may also wish to contact the COCC Disability Services Office in the Boyle Education Center, (541) 383-7583.

COCC Non-Discrimination Policy:

It is the policy of the Central Oregon Community College Board of Directors that there will be no discrimination or harassment on the basis of age, disability, sex, marital status, national origin, ethnicity, color, race, religion, sexual orientation, genetic information, or veteran status or any other protected classes under Federal and State statutes in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Equal Employment Officer, c/o COCC's Human Resources office, 541.383.7216.

*Those who cannot remember the past,
are condemned to repeat it.*

George Santayana