Instructor: Isabelle Brock  
Email: isabelle.brock@oregonstate.edu  
Office Hours: by appointment and via email  

In addition Guide to Writing, an Open Educational Resource (OER), in this course, we will also make use of OWLs (Online Writing Labs) from Excelsior College and from Purdue University as well as a variety of other OERs.

Learning Resources Required:  
Hardware: Computer with reliable internet connection; speakers/headset to listen to audio power point presentations and other course tutorials or internet clips.  
Software: Microsoft Word processing in .doc/docx- for drafting, submitting work, and receiving feedback.  

Communication:  
Please post all course-related questions in the Questions and Answers Discussion forum so that the whole class may benefit from our conversation. Please email me for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours.

Note to prospective students:  
Please check with the OSU Bookstore for up-to-date information for the term you enroll (http://www.osubookstore.com/ or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Prerequisite:  
This course does not have any prerequisites.

Course Description:  
WR 230 is a 3-credit course that introduces students to the structure of sentences with a focus on beginning grammar. Students in WR 230 will learn the differences between clauses and phrases, how to recognize subjects and predicates, how to avoid the most common grammatical errors, and how to use punctuation correctly—and with intention. Students will complete readings, participate in discussions and group projects, and demonstrate understanding through multiple-choice and short-answer quizzes. Students will also create writing and analyze grammatical choices in a series of discourse analysis projects.

WR 230 fulfills the Baccalaureate Core requirement for the Writing II category. It does this by exploring various theories and techniques for “correct” and “incorrect” grammar, by asking students to write for diverse audiences, by asking students to demonstrate the ability to write with attention to surface-level correctness, and by requiring critical thinking in discussions, activities, and major projects. Successful completion of the Writing II category is a Second Year Skills requirement.

Baccalaureate Core Student Learning Outcomes for WR II:
1. Apply multiple theories, concepts, and techniques for creating and evaluating written communication.
2. Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.
3. Apply critical thinking to writing and writing process, including revision

**WR 230 Bacc Core WR II Outcomes Matrix**
This matrix shows how the WR II outcomes are relevant to our course and the assessment methods that will be used for each outcome.

<table>
<thead>
<tr>
<th>OSU Bacc Core Outcomes for WR II Course</th>
<th>Outcomes Relative to Course Content</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply multiple theories, concepts, and techniques for creating and evaluating written communication</td>
<td>Students identify a variety of theories regarding surface-level correctness and employ techniques and writing “moves” such as the passive voice in a range of guided low-risk activities and individual online assignments. Students identify and analyze the effects of punctuation marks, considering, for example, the differences between a semicolon and an em dash. Students practice a variety of sentence constructions.</td>
<td>Instructor assesses the quizzes, activities, and discussions that students complete to demonstrate knowledge and application of writing theories and techniques. Instructor assesses writing analysis projects in which students evaluate their own writing alongside another’s writing with a specific focus on various grammatical choices.</td>
</tr>
<tr>
<td>Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions</td>
<td>Students write for diverse audiences and with diverse rhetorical goals as they complete a variety of low-risk writing assignments and major projects over the term. Students identify appropriate standards and conventions. Students compare grammatical choices that are nonstandard to those that are, and analyze the decisions and effects of choosing one grammatical structure over another.</td>
<td>Instructor assesses low-risk writing activities that students complete to demonstrate attention to audience. Instructor assesses writing analysis projects in which students examine personal and professional writing with a focus on specific grammatical structures, standards, and conventions.</td>
</tr>
<tr>
<td>Apply critical thinking to writing and writing process, including revision</td>
<td>Students analyze the importance of drafting and revision in the writing process, and they create and submit multiple drafts of discourse analysis projects. Students evaluate writing for surface-level correctness, and present their findings in small groups. Students analyze writing choices—choices that they themselves make and choices that they notice classmates (in peer reviews) and published writers (in writing analysis projects) making.</td>
<td>Instructor assesses the critical choices that compose the writing-with-intention process. Instructor assesses critical reading by evaluating writing process and draft development.</td>
</tr>
</tbody>
</table>
Measurable Course-Specific Student Learning Outcomes:
In addition to the WR II Baccalaureate Outcomes explained above, in this course you will complete a variety of learning activities in order to demonstrate that you are able to:

1. Name grammatical constructions
2. Utilize a variety of sentence types
3. Evaluate the effects of grammatical choices
4. Revise, edit, and proofread your own writing with attention to surface-level correctness

Course Credits
This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Evaluation of Student Performance:
Your grade will be based on the following scale:
A = 93-100% A- = 90–92% B+ = 87–89% B = 83-86% B- = 80–82% C+ = 77-79% C = 73-76%
C- = 70-72% D+ = 67-69% D = 63-66% D- = 60-62% F = below 60%

**Grading**
Discussions: 20%
Quizzes: 25%
Writing Analysis Project: 20%
Punctuation Presentation: 15%
Writing Contract/Writing Journal: 20%

**Statement Regarding Students with Disabilities**
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**Statement Regarding Religious Accommodation:**
As an instructor, I am happy to provide reasonable accommodations for sincerely held religious beliefs. Please make me aware of the request as soon as possible prior to the need for the accommodation.

**Plagiarism and Academic Dishonesty:**
Academic dishonesty may result in failure of the course and further consequences as specified in university policy. Ignorance is not a valid excuse.
For this class, academic dishonesty is the act of deception in any one of the following areas:
- Cheating: use or attempted use of unauthorized materials, information or study aids
- Fabrication: falsification or invention of any information
- Assisting: helping another commit an act of academic dishonesty
- Tampering: altering or interfering with evaluation instruments and/or documents
- Plagiarism: representing the words or ideas of another person as one’s own

If you need more information on academic dishonesty, please see the Statement of Expectations for Student Conduct found by clicking on this link http://studentlife.oregonstate.edu/studentconduct/offenses-0 or contact me for more information.

**Resources/Tutoring**
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

Please email me at your own convenience to discuss your work. Those of you who are on campus can also make appointments to see me in my office hours, or visit the excellent OSU Writing Center (at 123 Waldo for those of you who are on campus). The Writing Center’s website is http://cwl.oregonstate.edu/.
Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Student Evaluation of Courses:
The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students will receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to “sign” their comments agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.