NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

This generic syllabus for WR 323 gives some idea of the types of assignments used in this course. Note: specific assignments may vary with each instructor. Focus is on stylish writing, and may or may not include more attention to the publications where such writing typically occurs.

WR 323  English Composition III: Writing with Style (3 credits) Meets Bacc Core WR II Requirement
Instructor's name: Sara Jameson
Instructor’s email: jamesosa@onid.orst.edu
Office Hours: Synchronous by phone, Skype, WebEx, etc. times TBA

LEARNING RESOURCES:
Hardware: Computer with fast internet connection and frequent time to connect; speakers/headset to listen to and contribute to webinars and audio presentations
Software: Word processing and presentation (slide) software capable of saving and sending in .doc/docx; PPT/PPTx; .and/or PDF formats. Use OSU’s free Office 365
For free versions try Zoho Notebook, Glogster or Prezi for presentations; for voice, in addition to narration in PPT, consider Slide Rocket, Audioboo.fm, etc.

Required Texts and Materials:
Zinsser, On Writing Well, 30th Anniversary Edition
Magazines: Print and online access to Atlantic, New Yorker, Salon, etc.
NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information

Course Description from Catalog:
WR 323. ENGLISH COMPOSITION (3). Is Baccalaureate Core Course
Continued practice in writing with an emphasis on the elements of style: diction, tone, precision and economy, emphasis, figurative language. (Bacc Core Course)

Course Overview:
WR 323 focuses on the ways and places where people read and write stylishly and seriously about ideas and culture. By engaged reading and response to articles from intellectual magazines, you will enter this ongoing conversation by writing articles with a heightened awareness of style and the way language is used to gracefully articulate ideas.

The course challenges you to expand your writing style, focusing on clarity, shape, tone, and details through two formal essays, a Reading Journal, and a Media Project. Workshops with classmates and conferences with me will help you revise and polish your work.

LEARNING GOALS AND OUTCOMES:
OSU Baccalaureate Core Outcomes for all Writing II Courses: Students will
• Apply multiple theories, concepts, and techniques for creating and evaluating written communication.
• Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.
• Apply critical thinking to writing and writing process, including revision.

Specific Learning Goals and Outcomes for WR 323: Students will
• Demonstrate critical thinking about ideas through reading and analytical writing
• Demonstrate effective, stylish, correct writing well aligned for specific audiences and purposes
• Demonstrate appropriate use of conventions for stylish written English at the 300-level
• Use a variety of writing processes effectively to generate ideas and compose, organize, and revise writing
• Rhetorically read and analyze a variety of written and visual genres and forms through the Media Project
• Demonstrate increased Information Literacy for effective and ethical selection, integration and utilization of source material, with works cited, especially through the Longer Article

Canvas — This course will be delivered via Canvas, our online learning community, where you will interact with your classmates and with me. Within the course site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, Canvas and otherwise, see http://ecampus.oregonstate.edu/services/technical-help.htm.

You need to have frequent access to the internet, check your ONID email and Canvas course site several different times a week to keep current.

SAMPLE ASSIGNMENT OVERVIEW (see assignment sheets for specifics).
Citations in MLA except for presentation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study 1: Media Project PPT</td>
<td>145</td>
</tr>
<tr>
<td>Case Study 2: Writer at Work</td>
<td>210</td>
</tr>
<tr>
<td>SA: Short Article</td>
<td>115</td>
</tr>
<tr>
<td>FA: Feature Article</td>
<td>290</td>
</tr>
<tr>
<td>Reading Journal 9 readings + 1 reflection</td>
<td>100</td>
</tr>
<tr>
<td>Weekly HW Discussion Board, workshop, and small assignments</td>
<td>110</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

• **Case Study 1: Media Project (Information Literacy)**
Use primary and secondary research on a particular popular magazine from the course list to report on the article’s topics and styles of writing used, and the typical readers. Report the findings in a PowerPoint presentation using modified citation style. Choose from a specific list of magazines.

• **Case Study 2: Writer at Work**
Pick a writer from a given list and read several pieces by that person to analyze and report on their topics and writing styles.

• **SA: Short Article**
Demonstrate your knowledge of the topics and writing styles typical of the magazine and the writer you have just studied in two case studies, and write a short informative creative non-fiction article on a similar topic and in a similar style.

• **FA: Feature Article**
Write a longer informative feature article for a well-educated audience and a particular magazine.

• **RJ: Reading Journal**
Complete the weekly assigned readings and respond with reflective journal posts.

• **Weekly Discussion Board Posts (HW), peer workshop, and other informal assignments.**
This helps strengthen our learning community and collaborative writing experience.

**Evaluation of student performance:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional</td>
<td>A = 1000-940;</td>
</tr>
<tr>
<td>Superior</td>
<td>B+ = 899-870;</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+ = 799-770;</td>
</tr>
<tr>
<td></td>
<td>C = 739-700.</td>
</tr>
</tbody>
</table>

**COURSE POLICIES:**

**Submitting Assignments:** Assignments are due at the date and time specified. Late assignments may not be accepted and will lose points. All assignments must be submitted in order to pass the course. Proofread. Grammar counts. Save all your document files until final grades are submitted. I recommend that you back-up your electronic files often in more than one place. Crashed computers/lost flash drives are no excuse.

**Incompletes:** An Incomplete may not be available at all or only in extreme cases and usually only if the student has turned in 80% of the points possible. If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away. Extensions may be possible, but are not automatic. Write to request one if needed.

**Statement Regarding Students with Disabilities:**

Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS) with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098. Materials can be provided using screen readers and in alternative formats.

**Expectations for Student Conduct:**

Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct: information and regulations. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies, OSU Office of Student Conduct.

**Conduct in this online classroom** — Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, or inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations.

**Academic Integrity** — Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. All information, images, facts, and direct use of sentences or parts of sentences must be cited. For further information, visit Avoiding Academic Dishonesty, or contact the office of Student Conduct and Mediation at 541-737-3656.

**COMMUNICATION:**

**Ground Rules for Online Communication & Participation:**

- **Online threaded discussions** are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class. Use the “Ask Questions Here” forum for drop in questions that anyone could answer.

- Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).

- **Observation of "Netiquette":** All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references:
  - writing online: [http://goto.intwg.com/](http://goto.intwg.com/)

This course is offered through Oregon State University Extended Campus. For more information, contact:

Web: ecampus.oregonstate.edu  Email: ecampus@oregonstate.edu  Telephone: 800-667-1465
• Please check the Announcements area and the course syllabus before you ask general course "housekeeping" questions (i.e. how do I submit assignment 3?). If you don’t see your answer there, then please contact me.

STUDENT ASSISTANCE:

Contacting the instructor — I will respond to emails no less than every 48 hours, often much sooner. Online Office Hours can be established for one or more students to conduct real-time live chat. You can use the “Ask Questions Here” forum for general questions. If I don’t reply to a post quickly, you may follow up with an email. Use my ONID address: jamesosa@onid.orst.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 or visit in the OSU Valley Library lobby if you happen to be on campus. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

• COURSE DEMO
• GETTING STARTED

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

Tutoring – For help with writing projects, you can submit work for feedback from OSU's Online Writing Lab http://cwl.oregonstate.edu/ or use NetTutor linked through Canvas.

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.

Course Evaluation – You will have an opportunity to provide feedback on the course. This includes OSU Student Evaluation of Teaching. Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions by Ecampus. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

Simplified Sample Schedule:

Weekly homework discussion board postings, reading journal posts, peer review workshop on drafts, research, etc. Some assignments may be group activity.

Week 1: Introductions to concepts, Proposal for CS 1 Media Project, HW 1, RJ 1
Week 2: Proposal for Case Study 2, HW 2, RJ 2
Week 3: 1st draft CS1 PPT & workshop, work on Case Study 2, HW 3, RJ 3
Week 4: 1st draft Case Study 2 & workshop, HW 4, RJ 4
Week 5: Final CS 1, Proposal Short Article, HW 5, RJ 5
Week 6: Final CS 2; Proposal Feature Article, HW 6, RJ 6
Week 7: 1st draft Short Article & workshop, HW 7, RJ 7
Week 8: 1st draft Feature & conferences; HW 8, RJ 8
Week 9: Final Short Article, optional 2nd draft Feature, HW 9, RJ 9
Week 10: Final Feature Article; HW 10, RJ 10

See actual syllabus for specific assignment directions and points.

REFUND POLICY INFORMATION - Please see the Ecampus website for policy information on refunds and late fees.