

Writing For College Success

Course Instructor and Communications

Soden

Scott

Phone calls are an acceptable way of communicating with the teacher, but email is preferred. Voicemail will be replied to within 24 hours. My phone number will be provided after enrollment.

E-mails are the preferred method of communication. You should expect a response from me within 24 hours of sending an email.

Office Hours: I will be available to meet in person or via phone/video chat by appointment. Please contact me if you need arrange for one of these. Video chats can be scheduled with me via Skype or Google Hangouts (not Facetime).

Teacher Contact Time:

Students should feel free to contact me via email/phone and expect a response within 24 hours or less during the week (likely longer during weekends and breaks).

Student to Teacher Communications:

Students are expected to log in daily, submit assignments promptly, respond to any online correspondence, and participate in discussion posts. If at any time you need assistance, contact the instructor immediately. Assignments will typically be graded and returned within 72 hours of submission, and discussion posts and replies will be graded at the end of each week.

Student Attendance Expectations:

Attendance is based on participation in the online activities.

You will be counted as in attendance if you log in daily, participate in the required discussions each week and reply to others as directed, complete all reading/course activities by the completion date, take all assessments and quizzes, submit assignments and papers by the required date, and complete exams as directed.

Your attendance will also be measured by a timely response to my communications as follows: 24 hours response to a voicemail or email and response within the time period expected as requested by me for resubmission of work and/or other requests. This means you need to check Moodle and your email daily and reply to messages promptly. I expect to hear from you and welcome your questions and comments.

Moodle has features that allow instructors to see when students log in, which pages they visited, their activity in the course, and other details. Generally, students who have not logged in will be reminded after two days of inactivity. After one reminder with no response, the student's parents and the counselor from their home district will be notified. The district contact, the OLL course instructor, and the student will develop a plan that will help the student get back on track.

If you will be absent for any period of time, please notify me as soon as possible. Should you begin to fall behind, please contact me immediately so we can work together to get you back on track!

Withdrawal due to Non Attendance:

We are required by law to drop students if they have not been “attending” for 15 school days. For online programs, this generally means 15 school days without any activity. In online learning “attendance” is defined by engagement with course materials and assignments, and interaction with the teacher and other students in the course. Examples include: logging on, submitting assignments, verbal or written contact with the instructor, or other activities as defined by the online learning program.

Academic Support:

Academic support is available from a variety of sources. If you feel you are struggling, you can always ask me for additional support. I will initiate communication with you, and your parent/guardian, if I detect you may be struggling and will work to address any issues while they are small and easier to deal with. The next step will be to communicate my concerns to your MRVED Online Learning Site Facilitator. If you feel you need academic support beyond what I provide, contact the MRVED Online Learning Site Facilitator at your school.

Communication with Enrolling (Home) District:

Progress Reports:

Instructors will provide adequate feedback throughout the course so the student, parent, and school are kept abreast on progress. Official grades are required to be reported at mid-quarter, quarter, and semester based on our course schedule. Please note: Your grading period in your home district may not be the same as this course. Your school is aware of this and you will not be penalized if grading periods do not line up.

Final Grades and Submissions:

Final grades are reported to your local school as a letter grade. Grades will be based on the online teacher’s assessment of your work and the degree to which you have met course requirements.

Course Outline

Title: Writing for College Success	Iseek Course Number:
Pre-requisites: Grades 11-12	Credits: .5

Course Description:

In this class you will develop the writing and critical thinking skills needed to be successful in your college writing courses. You will also have the opportunity to improve on your vocabulary, grammar, and conventions of academic writing.

Course Goals and Objectives:

- Students will demonstrate their ability to write a variety of essay types that reflect typical college writing assignments. These include reflection, analysis, and argument essays.
- Students will demonstrate their ability to adhere to MLA style and the conventions of academic writing.
- Students will be introduced to college-level vocabulary and expected to incorporate it into their writing.
- Students will demonstrate their understanding of the writing process and a variety of strategies for planning, writing, and reviewing their own writing as well as that of their peers.

Topical Outline

- The Writing Process
- MLA Style
- Peer Review & Feedback
- Reflection Essay
- Analysis Essay
- Rhetorical Appeals
- Rhetorical Analysis
- Research Argument

Required books and/or educational materials:

- Reliable access Google Docs or MS Word

Graduation Requirement: English/Language Arts

Standards Addressed in Course:

11.14.1.1 Write arguments focused on discipline-specific content

11.14.2.2 Write informative/explanatory texts

1.14.4.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task, purpose, and audience

11.14.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline

11.14.6.6 Use technology to produce, publish, and update writing products

11.14.7.7 Conduct short as well as more sustained research project

Minimum Technical Requirements:

Moodle, the course management system in use by the MRVED Online Program, seems to work best in the Firefox or Chrome browser. You can download the current version of Firefox or Chrome from the links below. Apple's Safari browser is not recommended because it has compatibility issues with Moodle.

[Google Chrome](#)

[Mozilla Firefox](#)

Technical Capability Expectations:

You are expected to be competent at using the Internet, including downloading and uploading files. A valid email address is necessary for student/teacher communication, and you are expected to be able to access your e-mail account, and send/receive e-mail attachments. In addition, some courses may require that students be able to use word processing, spreadsheet, and presentation software.

Students registering for online classes should have **daily access to a computer** and a reliable Internet connection. This class will have homework, just as other classes, as not all work required for this class will likely be able to be done during one class period per day all the time. I would also suggest you have a flash drive to enable you to work on assignments in the event you are unable to access the Internet for any reason.

Hardware:

You can access MRVED Online courses from any computer that is able to run a modern browser, but at a minimum you'll want:

Operating System: Windows: 2000, XP, Vista, 10; Macintosh: OS 9.1 or OS X
Processor: Windows: Pentium 233 or higher; Macintosh: Power PC G3 or higher
Memory: 128 MB minimum; 256 MB or greater recommended
Internet connection: 56 Kbps modem minimum; broadband -- DSL or cable -- recommended
A sound card and speakers: Up-to-date sound card and speakers are recommended. Using a headset with microphone is the best way of attending a class session that requires sound if you are in public. Individual instructors may have additional requirements, depending on the content of the course. If you are unsure if your computer setup is adequate, contact the instructor of the course you wish you take before registering.

Final Exam: N/A

Assessment of Student Work: Your work in this course will be graded as follows:

Letter	Percentage		Letter	Percentage
A	93-100		C	73-76
A-	90-92		C-	70-72
B+	87-89		D+	67-69
B	83-86		D	63-66
B-	80-82		D-	60-62
C+	77-79		F	<60

Description of Assignment Types & Weights (If applicable):

Discussion Posts/Replies - 30%

Good writing does not happen in a vacuum. It is important that you are able to collaborate with other writers in order to develop and refine your ideas. Respectful, thoughtful discourse with other writers is an essential part of the writing process. Discussion posts will be evaluated based on your ability to demonstrate thoughtful reflection on the topics presented. Likewise, replies to peers should be respectful and substantial (i.e. more than a simple "I agree" or "That's cool"). To translate those expectations into a word-count, I expect at least 100 words in your initial posts and at least 50 words in your replies. Keep in mind, however, that quantity is not a substitute for quality. Make sure you say something meaningful in your posts and replies.

Vocabulary/Demonstrations of Skill - 20%

Each week you will demonstrate your understanding of vocabulary and technical skills. These will take the form of exercises that can be repeated multiple times until mastery is demonstrated.

Essays - 50%

The papers you write will comprise the largest portion of your grade. This is where you will demonstrate your ability to put into practice what you have learned in the course.

Policy for Missing/Late Assignments:

Late work will be accepted with a simple penalty of one point per calendar day (including weekends and holidays). Discussion board posts/replies entered after the week they are assigned will not be scored.

Academic Dishonesty:

Cheating/plagiarism will not be tolerated. This includes copying homework/ classwork/ test answers, allowing someone to copy your work, and trying to pass off someone else's work as your own. We will talk at length in this course about what constitutes plagiarism and how to avoid it. Cheating of any kind will result in an automatic score of zero on the assignment/test, a disciplinary referral to your building principal, and a communication with a parent/guardian. Multiple instances of cheating/plagiarism will result in a failing grade for the course.

Netiquette - Behavioral Expectations in Online Courses

Polite and respectful discourse in the classroom is expected and virtually everyone respects and observes it. During this class, we may sometimes be discussing matters about which some people hold strong opinions. It will be crucial to the success of the course that everyone is able to question and closely examine the matters we will be discussing in an atmosphere of friendliness, mutual respect, and emotional safety.

Messages which are disrespectful, rude, impolite, combative, unfriendly, or sexually/racially inappropriate will not be tolerated, whether in our classroom, or private postings between classmates. Any messages which, in the instructor's judgment, violate this policy will be immediately deleted. If anyone in class sends inappropriate or unpleasant posts, please notify me immediately so that the matter can be dealt with directly. You have every right to not respond to such posts. We should all be aware that all email messages (including those posted to the classroom and those posted privately) are, essentially public communications. Only those in our class will likely read them, but other people theoretically could read them. You may want to keep this in mind whenever you send email messages to anyone.

Anyone who posts such a message risks consequences as deemed appropriate by the instructor which, at minimum, includes: deleting the post, no credit for the assignment, suspension, removal from the class with no credit, and/or possible criminal charges, depending on the severity of the violation.

The Ten Commandments for Classroom Communications

1. Read the messages you receive carefully to make sure you understand what is being said.
2. Read your responses after you finish typing them. Look for typos, but also read with your reader's eyes. Is there any way your words could be misunderstood? If so, rewrite.
3. Humor and sarcasm are easily misunderstood. Use an emoticon to let your reader know you are smiling. 😊
4. It may be helpful to point out mistakes others make, but be gentle. You might make a mistake someday, too.
5. Limit each message to one subject only. Readers often miss the second subject in a long message.
6. DON'T TYPE A WHOLE MESSAGE IN UPPER CASE LETTERS. NOT ONLY IS UPPER CASE HARDER TO READ, BUT UPPER CASE IS THE ELECTRONIC FORM OF SHOUTING! Would you shout at your instructor or classmates in a physical classroom?
7. Avoid assuming everyone was born in the United States and has English as his/her first language. Make allowances for possible misunderstandings and unintended discourtesies.
8. Different colors and fonts can be fun and can help organize a message, but be sure your choices work for your message. **Very light colors**, very small type and **very busy fonts** are hard to read.
9. Avoid using a lot of arrows, stars, exclamation points, and the like. These can distract from your

message.

10. Remember you are writing to communicate your ideas. If your readers don't understand your ideas as you intend them to be understood, you need to rewrite.