Eastern Promise Language Arts PLC  
**WR 121 Procedures 2014-15**  
10/11/2014

1. **Membership:** High-school teachers involved in the PLC do not need to be teaching WR 121 in the credit-by-proficiency pilot. They may be teachers interested in offering WR 121 in the future or teachers experienced at offering WR 121 who plan to continue existing dual-credit relationships but can offer expertise. Teachers offering WR 121 through the Eastern Promise must participate in the PLC.

2. **Partnering Schools:**
   - Morrow and Umatilla are attached to BMCC (Alison Timmons)
   - Crook, Grant, Scappoose, Union, and Wallowa through EOU (Nancy Knowles)

3. **Registration:**

   **BMCC:** Teachers must complete a hiring packet. Contact Connie Fellows in HR at 541-278-5837. Students must submit registration forms by March 9 and withdraw, as needed, by March 30. Jackie Bartron at the InterMountain ESD is the contact: jackie.bartron@imesd.k12.or.us.

   **EOU:** Students complete EOU forms. Nancy will hold them until the portfolio review is complete, submit forms for passing students, and shred the rest.

4. **Placement:** The goal in placement is to ensure students enrolled in WR 121 possess the skills and dedication to pass this college-level course. There is no point in providing college-level work for underprepared high-school students likely to fail. At this point, we rely on teacher recommendation.

5. **Tuition:** $10/credit

6. **Class Composition:** High-school teachers may offer WR 121 as a stand-alone course or as embedded in another course with some students aiming for WR 121 credit and others not. WR 121 work may fit into a 10-week term, a semester, or a year-long course. Work associated with WR 121 must be explicitly identified in a syllabus.

7. **Class Sizes:** College-level writing requires significant quantities of timely feedback. To ensure high-school courses meet the rigor of college-level offerings, WR 121 courses must be capped at/near 25 so that teachers have time to provide feedback. This stipulation does not mean only 25 are enrolled in WR 121 while teachers concurrently teach an additional 15 unenrolled students. It means that the class in which students take WR 121 should have roughly 25 students maximum total.

8. **Outcomes:** The following outcomes were developed by the PLC based on OWEAC outcomes, Common Core State Standards, the Framework for Success in Writing, EOU outcomes, and individual instructor outcomes.
1. Read/think critically: make inferences, acknowledge multiple perspectives, recognize bias
2. Present clear and focused ideas/content, including evidence, analysis, and synthesis
3. Organize ideas/content effectively
4. Employ appropriate voice in addressing the audience, honoring multiple perspectives and paying attention to rhetorical concerns associated with purpose and context
5. Proofread for Standard Written English, including conventions, sentence fluency and word choice
6. Integrate credible sources ethically
7. Employ writing processes including planning, revising, editing, and reflection

9. **Portfolio:** To earn credit for WR 121, students will compile an electronic portfolio. The portfolio will include:
   1. Research paper final draft: 5- to 8-pages, .doc or .rtf, not .pdf, and incorporating and citing a minimum of five credible sources, one of which is a scholarly journal article
   2. Research paper rough draft: with teacher annotations, .pdf OK
   3. Reflective essay: thesis-driven and effectively structured, addresses learning in WR 121, and analyzes specific details from papers written as part of WR 121, .doc or .rtf, not .pdf
   4. Timed writing: selected from several samples administered in class during the term, includes prompt in response to brief reading, thesis-driven with paragraphs, typed or handwritten, .pdf OK

Forms: Teachers and students will also complete
   5. A teacher form indicating that the teacher has spot-checked research sources to ensure students are using source materials ethically (quoting, paraphrasing, citing).
   6. A consent form.

Spot-checking requires accessing student sources (students can submit paper or electronic copies or accurate URLs), comparing some of the source language and its integration in the draft to ensure the student is not plagiarizing language or ideas, and checking some of the citation to ensure format and placement of citations correctly represents the source so that a reader can locate it. Spot-checking needs to occur early enough that students can revise based on instructor feedback before the portfolio is due.

All wording identifying the name and location/school/district of the student should be removed from documents prior to submission. This includes headings, headers/footers, and in-text references that would identify the student or school. This also includes document properties. To erase document properties,
   1. Right click on the file name.
   2. Click on Properties.
   3. Click on Details.
   4. Click on Remove Properties and Personal Information.
   5. Click Create Copy with All Possible Properties Removed and OK.
   6. Make sure to submit the copy.
Portfolios scored by expert instructors represent the optimal means of writing assessment because they:

- involve student writing (not multiple choice data),
- derive from an authentic context,
- involve revision over time based on feedback, and
- assess focus, organization, development of ideas, and research, as well as correctness.

Effective writing assessment also involves norming where scorers practice scoring and discuss the reasoning behind scores. Norming is an effective foundation not only of assessment but also of professional development, as teachers across institutions can discuss expectations and instructional practices.

10. **Portfolio Submission**: Students will upload portfolio materials in BMCC’s E-College site. They will be assigned random numbers with logins and passwords. Teachers will also have access to assist students and double check submission of the correct materials. After the submission deadline, students and teachers will no longer have access to student materials. Please have students name files as follows: [#][Document] (e.g. 211ResearchDraft).

11. **Portfolio Scoring**: WR 121 portfolios will be scored online using a five-point rubric based on the outcomes. Each portfolio will be read by at least two scorers, unless the first reading indicates unethical use of sources requiring failure. If one score indicates passing (a score of 3-5) and the other does not (a score of 1-2), a third reading will decide the score. This process is “blind” in that every effort will be taken to ensure that teachers, students, and scorers will not know one another’s names. Scores will be submitted using a Google form. Teachers must communicate the outcome of the portfolio process to their students.

12. **Additional Coursework**: In addition to portfolio materials, students should be writing at least three other formal papers, doing plenty of reading and informal writing, participating in peer feedback, and engaging in other instructional activities.

13. **Invitation to Submit a Portfolio**: Teachers may submit all portfolios for which they would like scores. However, to save reader time and to encourage engagement in all WR 121 activities, it is recommended that teachers determine a threshold at which students are invited to submit a portfolio. For example, students should submit all paper assignments and earn at least 69.5% of points in the WR 121 course (“C-“) in order to be eligible to submit a portfolio.

14. **College Culture**: College culture is different from high-school culture because students have not grown up together, and the teachers and environment are new. This lack of familiarity alone encourages higher expectations. In addition, WR 121 acts as a gateway to college-level thinking, reading, and writing, so teachers encourage inquiry, dialogue, multiple perspectives, readings, and paper topics that provide students with experience that will support their learning in college. Students should be encouraged to move up Bloom’s taxonomy toward analysis, synthesis, evaluation, and creation of new knowledge. They should be encouraged to address meaningful research topics rooted in scholarly discourse communities rather than general topics such as “abortion” or “legalizing marijuana.”
15. **College-Level Content**: Teachers may opt to use adult content in adult courses. Teachers planning to do so with minors should seek guardian approval prior to the beginning of the term.

16. **Research**: The WR 121 portfolio requires students incorporate and cite five credible sources, one of which is a scholarly journal article. Students should be taught to use MLA and/or APA form via a print or online handbook, as well as citation generators. Citations generated electronically should be checked for accuracy. Citations must enable the reader to locate the information cited, including page numbers of paginated courses and exact URL, DOI number, and database name, as required by the format used. Students should not treat abstracts as sources or rely on online sources requiring payment. Commercial websites are often not credible, but credibility may depend on the student’s project. Generalizations from pro-con sources unsupported by evidence are not credible. Students should also avoid expressing such as “Research says” or “many argue” without indicating which research or which experts. Students should identify information gathered through personal experience or primary research as such so that it is not viewed as plagiarized.

17. **Databases**: At the college level, information literacy involves location as well as integration of scholarly sources. To this end, high schools need access to scholarly databases like OSLIS, EBSCO, or Questia. OSLIS is available to all Oregon students. Teachers whose librarian does not know the district login information should contact the Oregon State Library: [http://www.oregon.gov/osl/pages/index.aspx](http://www.oregon.gov/osl/pages/index.aspx).

18. **Grading**: The portfolio score indicates whether the portfolio can be used to pass WR 121. The teacher then determines the course grades for WR 121 and the high-school course (which may be different) based on the coursework as a whole. If a student is registered for WR 121 but does not pass the portfolio, the person submitting grades must submit an “F.”

19. **Deadlines**:

   - March 1: Portfolios may be submitted
   - March 15: Deadline for feedback before BMCC drop deadline
   - March 30: BMCC drop deadline
   - May 15: Portfolio submission deadline

Portfolios will be accepted on a rolling basis. BMCC students whose portfolios do not pass on a first try may drop WR 121 by March 30. All students may revise and resubmit portfolios until May 15. No administration of the portfolio process will occur during Winter Term Finals and Spring Break, although PLC members can score during this time. The score following the May deadline is final.

20. **Appeals**: A teacher may request reconsideration of a failing portfolio, but materials in the portfolio cannot be revised. To initiate an appeal, the teacher should contact Nancy Knowles who will consult with college faculty and review rationale for scores with the readers of the portfolio. No considerations outside the documents in the portfolio will influence that dialogue.

21. **Meeting Dates**: Oct. 10, online norming in Jan., Jan. 30 in Pendleton, Mar. 6, May 29?