

ENGLISH 22 INTRODUCTION TO EXPOSITORY WRITING

3 Credits

MWF 8:30-9:20 in Manaleo 102; MWF 10:30-11:20 in Manaleo 101;
TR 8:15-9:30 in Manaleo 103

INSTRUCTOR: Janine Oshiro
OFFICE: Na'auao 131
OFFICE HOURS: MWF 11:30-12:30 and TR 9:30-10:30
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EFFECTIVE DATE: Fall 2009

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

ENG 22 Introduction to Expository Writing (3): A refresher course focusing on grammatical form and writing well-formed sentences and paragraphs. Use of reference materials and dictionaries is stressed. (3 hrs. lect.) *Prerequisite: Completion of ENG 021 or placement into ENG 022, or consent of instructor.*

Activities Required at Scheduled Times Other Than Class Times

1. Three library unit tests to be taken online
2. Extensive course work
3. At least two conferences

Please familiarize yourself with the library and the computers available on campus if you do not have access to a computer, printer, or Internet at home.

STUDENT LEARNING OUTCOMES

When you have completed this course, you will be able to:

1. Use a writing process to produce organized and grammatically correct papers and summaries.
2. Apply analytical, study, and life skills to course tasks.
3. Apply strategies that include finding, evaluating, and documenting information from various sources.

COURSE CONTENT

Concepts or Topics

- Main point or central thought
- Organizational structure and patterns
- Techniques to strengthen coherence in writing.
- Development of ideas
- Study skills
- Literal comprehension
- Interpretative comprehension
- Critical reading skills
- Connotations and denotations
- General versus specific
- Collaboration
- MLA style
- Rules of mechanics, grammar, punctuation
- Word choice

Skills or Competencies—Students will:

- Distinguish between general and specific items.
- Write direct statements of main idea (topic sentence) and central thought (thesis statement).
- Provide major and minor details to support the main thought.
- Use techniques to ensure coherence in writing: key words, synonyms, pronouns, and transition words.
- Use the linear outline or another form of outlining as part of the writing process.
- Use basic elements in various methods of writing.
- Distinguish among statements of fact, opinion, or both.
- Use appropriate writing style for academic writing.
- Use the steps in writing a research paper.
- Create an annotated bibliography and an outline for a research paper.
- Cite material appropriately and effectively in MLA style.
- Use the writing process techniques.

COURSE TASKS AND GRADING

Going through the writing process and producing polished, final pieces are equally important in this course. Students must pass tests on grammar and writing process and also apply knowledge of grammar and process to the paragraphs and essays. Here is the grading breakdown:

Final Portfolio 25%

The Final Portfolio will include a cover letter, five revised paragraphs, one revised essay, one revised research essay, all drafts, peer review work, reflection memos, and other course work in an organized binder.

Paragraph and Essay Process 25%

This category includes points for paragraph and essay drafts, peer review participation, and all other process work.

Fundamentals 25%

This category includes ALPS, Sentences in Context, activities in *Exploring Writing*, and other in-class work.

Tests and Exam 25%

Tests on the readings, grammar, and writing process will be included in this category, along with a final exam.

Grading and Attendance

Your final grade will be affected by absences and tardiness (If you are more than 5 minutes late, it counts as an absence. Three late days are equal to one absence.)

1-3 absences	Work due will receive half credit
4 absences	Final grade reduced by 5% and half credit for late work
5 absences	Final grade reduced by 7% and half credit for late work
6 absences	Final grade reduced by 10% and half credit for late work
7 absences	Final grade reduced by 12% and half credit for late work
8 absences	Final grade reduced by 15% and half credit for late work
9+ absences	Results in Final Grade of "F"

Grades Available

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60% (Note: You must have a C or better in order to register in ENG 100)

F = 59% or below

A note on grades: An *A* grade reflects exceptional work. I do not believe in an "easy *A*." If you earn an *A* or *B* you will have worked hard for it and your work will reflect excellence. To receive a *B* is a great accomplishment.

Please do not ask me to make special exceptions for you, unless you consider the fairness to the class as a whole. Many students persevere and succeed despite challenges and unexpected events. Policies on late work and absences are firm. If unforeseen events make it impossible for you to attend regularly, this may not be the best semester for you to take this course. In the event of an emergency, please see me as soon as possible to discuss your options.

LEARNING RESOURCES

Required text: *Exploring Writing* by John Langan

Recommended text: American Heritage College Dictionary or other college-level dictionary.

Required materials: 1) One 3-ring binder for writing assignments and class materials. 2) Pens: blue or black ink for in-class writing. 3) A monthly/weekly planner.

COURSE POLICIES AND HOUSEKEEPING

Attendance/Participation: Attendance is mandatory. I encourage enthusiastic and respectful participation. A sign-in sheet will circulate during the first 5 minutes of every class. Students are also responsible for assigning themselves points for participation, readiness, and promptness, using the ALPS. If you are absent, I expect that you will contact me, just as you would contact an employer if you had to miss work. A total of 9 absences will result in the "F" grade.

Professionalism/Participation: Take being a student seriously and behave with respect and professionalism. Familiarize yourself with the Student Regulations section of the General Catalogue, particularly the Student Conduct Code and Disruptive Behavior Policy. Silence cell phones and refrain from text messaging. Let's be mindful of the positive learning environment we

are all responsible for creating when we enter the classroom. If you are someone who often dominates a situation with questions and comments, please be considerate of others who may be shy and allow them time to work up the courage to speak. If you are someone who does not enjoy speaking up in class, I encourage you to start slowly and develop your willingness to contribute. I believe that every student has something important to offer to this class. **Your active presence and participation in this class matters.**

Bringing Materials to Class: In addition to your textbook and binder, you should bring paper and a pen to each class session.

Process Binder and Portfolio: Do not throw away any brainstorming, freewriting, peer review sheets, or process work. Organize a three ring binder to hold all class materials. You may want to include tabs for ALPS, in-class writing, each individual essay assignment and process work, handouts, and paragraphs. Keeping your materials organized will help you prepare the Final Portfolio at the end.

Meetings/Email/Calls: You are required to meet with me at least twice during the semester to discuss your paragraphs and essays. If you are unable to make office hours, I am happy to arrange a time with you. The phone is not a good way to reach me, though you may leave me messages. Talk to me before or after class or email me. Please write ENG22 Time/ Last Name/Subject in the Subject Line of your email. Do not expect an immediate response from email; I will check email at least once a day, with the exception of weekends.

Course work: It is your responsibility to keep track of work assigned on the schedule. Changes will be announced in class. As the semester progresses, I encourage you to exchange contact information with a classmate in case of questions or absences.

Exploring Writing *Assignments*

Activities in the book will be assigned, though not all will be checked. I will randomly call on students to share their answers during class or randomly check assignments and record points for that day. To make the most of your learning experience, complete all assigned activities. You may choose to write the answers directly in your book or in a separate notebook. I encourage you to label each assignment clearly in one section of your binder if you choose not to write in your book. Writing directly in the book, however, is best.

Process and Graded Portfolio Work

Paragraphs and essay process work will receive credit and comments if fully completed on time. Work will receive reduced points if shorter than the required length or lacking in effort. A fully developed paragraph will be more than half of a double-spaced page and no longer than one full page. Revised paragraphs and essays in the Final Portfolio will be formally graded with a rubric that will be made available to students.

Format for Informal Assignment

For informal handwritten assignments, label with name, date, and assignment. For example:

Cindy Leong

1/30/09

In-class freewrite: My favorite place

My favorite place is and is not the beach. I hate the way the wet sand feels on my feet, and I hate the mess it leaves in my car, but I love listening to the ocean and the sound of the wind...

Format for Formal Assignments

Include your name, my name, class, and date. Double-space the entire document and use 1" margins. Center your title. Do not use a cover sheet. Use 12 point Times New Roman font for all documents. To make a heading with your last name go to View > Header and Footer. Align on the right and type your last name and insert page number. Your last name and the current page number will automatically appear on each page.

Leong 1

Cindy Leong

Instructor Janine Oshiro

English 22

15 January 2009

Ejecting the iPod

The iPod is the most significant piece of technology that has affected my life. I can't leave home without synching my most recent playlist, and yet I sometimes

Laulima

Syllabus and handouts will be posted on Laulima. I will sometimes have extra copies in class, so please ask if you are absent. If you do not miss class or misplace your handouts, you will have no reason to go to Laulima for this class.

DISABILITIES ACCOMODATION STATEMENT

If you have a disability that could limit your ability to participate and succeed in this course, I encourage you to contact the Disability Specialist Counselor at 235-7448. You may also stop by Akoakoa 213 for more information. I am unable to make the appropriate accommodations for you without the guidance of the counselor.

FINALLY, LAST WORDS TO BEGIN...

Learning to discover and develop your ideas effectively through words is a truly exciting journey. I respect your choice to continue your education, and I will do everything I can to facilitate a positive and genuine learning experience. This is *your* education, and I am honored to be part of it. Welcome to English 22!



The English 22 ALPS

Name _____

Active Learning & Participation Schedule: Weeks 1-3

“The secret of getting ahead is getting started.” –Agatha Christie

AA ACTIVE LEARNING POINTS

Assign yourself points for each day (3 points per day) based on the following:

3= I participated enthusiastically in class; I was prepared; I arrived on time.

2= I was present, prepared, and on time.

1=I arrived to class tardy; I did not participate or complete the assignments due.

0=I arrived more than 5 minutes late or I left class early; I was absent.

Tuesday 8/25 AA 3

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
			Syllabus and Introductions
			Look at “Malcolm X: A Homemade Education,” discuss reading strategies and practice notetaking

Thursday 8/27 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Read An Introduction to Writing (2-15) <input type="checkbox"/> Activity 1 (5) <input type="checkbox"/> Activity 2 (5) (¶ Paragraph Practice Due) <input type="checkbox"/> Activity 3 (8) <input type="checkbox"/> Review Activity 1 (13-14)		Review and discuss activities Practice notetaking A few test taking tips
	<input checked="" type="checkbox"/> Email Introduction		

¶ Paragraph Practice: Select one of your strengths or weaknesses as a student and explain why you believe it to be a strength or weakness. Provide specific reasons and relevant details to help your reader understand your particular strength or weakness. Focus on making one strong point and using specific support. Here is an example of a possible topic sentence: My greatest strength as a student is my willingness to ask questions. Paragraphs should be typed in 12 point Times New Roman Font. Your paragraph will be about 200 words, or almost a page long.

✉ Email Introduction: Write me an email at jhoshiro@hawaii.edu. For this email and all others, include the class and time, your last name, and message subject. For example, your subject line may say: ENG22 9:30/ Leong/ Introduction.

Address the following in your email: How many semesters have you attended Windward? What other English classes have you taken? Tell me about a positive or challenging experience you have had in an English class. What do you hope to gain by taking ENG22? What other classes are you taking and why? How often and what do you usually read and write in your daily life? What are your hobbies and interests? Tell me something that people are often surprised to learn about you. Is English your first language? What other languages do you speak? Include anything else that you would like for me to know about your journey as a student.

Week Two Tuesday 9/1 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Review An Introduction to Writing and in-class notes		Intro to Library Research Unit
	Read “Malcolm X: A Homemade Education”		Quiz on An Introduction to Writing
	Read Writing a Summary (338-340)		Introduce Sentences in Context Worksheets
	¶ Paragraph Practices Due		

¶ Paragraph Practice: Write a one paragraph *objective* summary of the Malcolm X piece. A summary conveys the main ideas in your own words.

¶ Paragraph Practice: Write a one paragraph *subjective* response to the essay. What do you think about his ideas? Can you make a personal connection? What do you think of education and freedom?

Thursday 9/3 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Subjects and Verbs (381-385) <input type="checkbox"/> Activity 1 (382) <input type="checkbox"/> Activity 2 (384) <input type="checkbox"/> Review Test (384-385) Sentence Sense (386-388) <input type="checkbox"/> Activity 1 (387-388)		Review book activities and review parts of speech
			Introduce Time Journal Assignment

Week Three Tuesday 9/8 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Fragments (389-401) <input type="checkbox"/> Activity 1 (391) <input type="checkbox"/> Activity 2 (392) <input type="checkbox"/> Activity 3 (393-394) <input type="checkbox"/> Activity 5 (396) <input type="checkbox"/> Activity 7 (397)		Review book activities Run-ons and comma splices
	Read “A Love Affair with Books” and complete Sentences in Context Worksheet 1		Discuss reading in small groups if time permits
	¶ Paragraph Practice Due		

¶ Paragraph Practice: Write a paragraph that explains a passion in your life. Books? Music? Watching *Lost*? What is the effect of this passion on your life and who you are? Make sure to write a strong topic sentence and support it with specific and vivid details. Here is an example topic sentence: My passion for poetry has made me a more empathetic person.

Thursday 9/10 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Run-ons (402-412) <input type="checkbox"/> Activity 1 (404) <input type="checkbox"/> Activity 2 (405) <input type="checkbox"/> Activity 5 (408) <input type="checkbox"/> Activity 6 (409)		Review book activities and start preparing for Test
	Reread “A Love Affair with Books” and complete Sentences in Context Worksheet 2		

“We write to discover what we think.” –Joan Didion

 REFLECTION AND QUESTIONS

How is English 22 going so far? What is going well and what has been challenging? What study habits are working well for you? Do you need to change any study habits or practices in order to do well this semester? Do you have any questions for me?



The English 22 ALPS

Active Learning & Participation Schedule: Weeks 4-7

Name _____

“A true piece of writing is a dangerous thing. It can change your life.” –Tobias Wolff

AA ACTIVE LEARNING POINTS

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0=I arrived more than 5 minutes late or I left class early; I was absent.

Tuesday 9/15 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Study for Test		Test on subjects and verbs, fragments, run-ons, and comma splices
	Weeks 1-3 ALPS: Make sure you have assigned yourself points, checked off completed work, answered reflection questions and asked me your questions.		Discuss Time Management and Goals Prewriting and brainstorming for Goals, Time, and Interview Paragraphs
	The Writing Process (16-45) <input type="checkbox"/> Activity 1 (19) <input type="checkbox"/> Activity 2 (20) <input type="checkbox"/> Activity 3 (22) <input type="checkbox"/> Activity 4 (23) <input type="checkbox"/> Activity 5 (25)		

Thursday 9/17 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	The First and Second Steps in Writing (50-81) <input type="checkbox"/> Activity 2 (54) <input type="checkbox"/> Activity 3 (54) <input type="checkbox"/> Activity 4 (55) <input type="checkbox"/> Activity 6 (57) <input type="checkbox"/> Activity 10 (65) <input type="checkbox"/> Activity 12 (69-70)		Catch up from Tuesday if needed
			Review some book activities Discuss Point and Support

Week Five Tuesday 9/22 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	The Third and Fourth Steps in Writing (82-118) <input type="checkbox"/> Activity 1 (84) <input type="checkbox"/> Activity 2 85-86) <input type="checkbox"/> Activity 4 (89) <input type="checkbox"/> Activity 5 (90) <input type="checkbox"/> Activity 9 (98) <input type="checkbox"/> Activity 11 (101) continued...		Review some book activities Discuss methods of organization and transitions, parallelism, consistent verbs and point of view, and being concise

<input type="checkbox"/>	Activity 12 (102)		
<input type="checkbox"/>	Activity 13 (104)		
<input type="checkbox"/>	Activity 15 (106-107)		

Thursday 9/24 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	¶ Goals Paragraph (2 copies)		Catch up from Tuesday if needed
	¶ Time Paragraph (2 copies)		“Gallery Walk” Peer Review
	¶ Interview Paragraph (2 copies)		Arrange pairs for Exemplification and Compare/Contrast Paragraphs
	Time Journal (At least 14 complete days)		

Week Six Tuesday 9/29 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Study for Test		Test on the Basic Principles of Effective Writing
	Read “Thank You” (554-556)		Discuss essay and share paragraphs
	¶ Thank You Letter		Discuss tone and audience
	¶ Paragraph of Thanks		
	Reflection on Audience		

Thursday 10/1 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Read Exemplification (146-154)		Partner work with paragraphs
	¶ Exemplification Paragraph		
	Read Comparison or Contrast (175-185)		
	¶ Comparison or Contrast Paragraph		

Week Seven Tuesday 10/6 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Read “College Lectures: Is Anybody Listening?” (630-632) and complete Sentences in Context Worksheet 3		Discuss essays
	Read “In Praise of the F Word” (635-637) and complete Sentences in Context Worksheet 4		Some book activities and start comma activities
	Commonly Confused Words (499-507) <input type="checkbox"/> Fill-in-blank (499-506) <input type="checkbox"/> Activity 1 (506)		

Thursday 10/8 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Comma (481-487) <input type="checkbox"/> Activity 1 (482) <input type="checkbox"/> Activity 2 (482-483) <input type="checkbox"/> Activity 3 (484) <input type="checkbox"/> Activity 4 (485) <input type="checkbox"/> Activity 5 (486) <input type="checkbox"/> Activity 6 (487) Apostrophes (468-473) continued...		Review some book activities More comma and apostrophe activities

<input type="checkbox"/> Activity 1 (468)		
<input type="checkbox"/> Activity 2 (470)		
<input type="checkbox"/> Activity 4 (472)		
<input type="checkbox"/> Activity 5 (472-473)		

“Words can sometimes, in moments of grace, attain the quality of deeds.” –Elie Wiesel

 REFLECTION AND QUESTIONS

How confident do you feel about your writing skills at this point? Which paragraph has been the most enjoyable for you so far? What do you think you need to keep working on in order to succeed this semester? If you have not yet had a conference with me, would it be beneficial for us to meet soon? Next week is the last day to withdraw. Are you considering withdrawing due to inability to complete work or other reasons? What questions do you have for me?



The English 22 ALPS

Name _____

Active Learning & Participation Schedule: Weeks 8-10

“Music makes practically everybody fonder of life than he or she would be without it.”
–Kurt Vonnegut

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Tuesday 10/13 **AA**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Review commas, apostrophes, and commonly confused words		Test on commas, apostrophes, and commonly confused words
	Weeks 4-7 ALPS: Make sure you have assigned yourself points, checked off completed work, answered reflection questions and asked me your questions.		Effective Word Choice (508-513)

Thursday 10/15 **AA** **Last Day to Withdraw from Class**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Finish Word Choice activities		Word Choice cont.: poems
			Paragraph to Essay
			Essay Organization Activity

Week Nine Tuesday 10/20 **AA**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Introduction to Essay Development (243-255) <input type="checkbox"/> Activity 1 (245) <input type="checkbox"/> Activity 2 (246) <input type="checkbox"/> Activity 3 (247) <input type="checkbox"/> Activity 4 (249) Writing the Essay (256-264) <input type="checkbox"/> Activity 1 (258) <input type="checkbox"/> Activity 2 (259) <input type="checkbox"/> Activity 3 (259) <input type="checkbox"/> Activity 4 (260) <input type="checkbox"/> Activity 7 (262-263)		Start watching <i>Young at Heart</i>

Thursday 10/22 **AA**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Writing the Essay (264-281) <input type="checkbox"/> Activity 12 (271-273) <input type="checkbox"/> Activity 15 (276-277) <input type="checkbox"/> Review Test 1 (277-278) <input type="checkbox"/> Review Test 4 (280) <input type="checkbox"/> Review Test 5 (281)		Finish <i>Young at Heart</i>

Week Ten Tuesday 10/27 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	¶ Your choice of paragraph topics on <i>Young at Heart</i> from handout		Some book activities from Essay Development Chapters
	Your choice of prewriting technique from Essay handout		Share prewriting and ideas for essay due Friday
	Introductions, Conclusions, and Titles (286-294) <input type="checkbox"/> Activity 1 (289) <input type="checkbox"/> Activity 2 (292) <input type="checkbox"/> Activity 3 (293)		Some book activities and more

Thursday 10/29 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Words that Mattered Essay (3 copies)		Catch up from Tuesday if needed
			Peer Review

“The mind, once expanded to dimensions of bigger ideas, never returns to its original size.”
–Oliver Wendell Holmes

✋ REFLECTION AND QUESTIONS

Some of the material in the essay section asks you to apply information you already learned in the paragraph sections. Was this an easy and welcome transition from paragraphs to essays? What are the challenges of moving from paragraphs to essays? Think back to the first paragraphs you wrote in this class. How has your writing changed? What questions do you have for me?



The English 22 ALPS

Name _____

Active Learning & Participation Schedule: Weeks 11-16

“Never think of revising as fixing something that is wrong. That starts you off in a negative frame of mind. Rather think of it as an opportunity to improve something you already love.”

–Marion Dane Bauer

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Tuesday 11/3 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Weeks 8-10 ALPS: Make sure you have assigned yourself points, checked off completed work, answered reflection questions and asked me your questions.		Share Brainstorming Worksheet and look at Roosevelt Institute Handouts
	Brainstorming Worksheet		Introduce Research Assignment
	Writing a Research Paper (353-360) <input type="checkbox"/> Activity 1 (358-360)		Practice paraphrase/summary

Thursday 11/4 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	¶ Opinion Paragraph		Share Opinion Paragraph
			Questioning and more brainstorming in groups

Week Twelve Tuesday 11/10 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Bring in at least 3 sources found through EBSCO or Voyager		Look at sample Annotated Bibliography and start working on own
	Writing a Research Paper (361-365) <input type="checkbox"/> Activity 2 (364-365)		

Thursday 11/12 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Bring in at least 3 sources found through EBSCO or Voyager		Practice Double Entry Journal with source

Week Thirteen Tuesday 11/17 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	¶ Informed Assertion Paragraph		Share Informed Assertion Paragraph
	Annotated Bibliography Due		Argue for the best argument activity

Thursday 11/18 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Bring Double Entry Journals and other notes		Work on Tentative Outline
	Read Sample Research Essay (365-373)		Review Sample Research Essay
	Bring Research Essay in progress		Practice using quotes effectively

Week Fourteen Tuesday 11/24 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Research Problem/Solution Essay (3 copies)		Peer Review
	Upload to Turnitin		

Friday 11/27 Thanksgiving Holiday (Continue work on revisions for Final Portfolio)

Week Fifteen Tuesday 12/1 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
			Discuss symbolic meaning and watch <i>The Red Balloon</i>
			¶ <i>Red Balloon</i> Paragraph
			Brainstorm symbol or metaphor to represent your writing experience for Portfolio cover letter

Thursday 12/3 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Portfolio in progress due		Portfolio Peer Review and Sharing

Week Sixteen Tuesday 12/8 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
			Activities to review for the final
			Time to work on Portfolio?

Thursday 12/10 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Final Portfolio Due		Portfolio Showcase and Celebration

My final exam time is: _____.

“Everyone is entitled to his own opinions, but not his own facts.” –Daniel Patrick Moynihan

REFLECTION AND QUESTIONS

Answer questions on the Final Portfolio Handout. Place all ALPS sheets in your Portfolio.