English 100: EXPOSITORY WRITING
Three Credits
Meeting Days/Times: Tuesdays and Thursdays, 9:45 a.m. to 11:00 a.m.

INSTRUCTOR: Jill Dahlman
OFFICE: Palanakila 152
OFFICE HOURS: Tuesdays and Thursdays, 1:30 p.m. to 2:30 p.m. or by appointment
EFFECTIVE DATE: Fall, 2008 (August 25, 2008 through December 19, 2008)

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

A composition course on the writing process including description, narration, exposition, and argument. Course stresses unity, development, organization, coherence, and other basic writing skills necessary for college writing. For all sections of ENG 100 designated as Computer Assisted Instruction (CAI), two (2) hours of computer lab per week are required in addition to class time.

Activities Required at Scheduled Times Other Than Class Times

• Homework, including but not limited to Comp Class discussion board postings, online quizzes, reading of short essays, and other homework that may be noted in class
• Compilation of portfolio
• Writing assignments
• Service learning project
• Library and Research Units to be completed independent of class
• Frequent checking of email and WebCT discussion board

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

ENG 100 EXPOSITORY WRITING

The student learning outcomes are:

01. Write well-reasoned compositions that reveal the complexity of the topic they have chosen to explore or argue.

02. Read for main points, perspective, and purpose; evaluate the quality of evidence, negotiate conflicting positions, and analyze the effectiveness of a text’s approach in order to integrate that knowledge into their writing.

03. Choose language, style, and organization appropriate to particular purposes and audiences.

04. Synthesize previous experience and knowledge with the ideas and information they encounter as they read and discover as they write.

05. Use sources such as libraries and the Internet to enhance their understanding of the ideas they explore or argue in their writing; analyze and evaluate their research for reliability, bias, and relevance.

06. Use readers’ responses as one source for revising writing.
07. Use standard disciplinary conventions to integrate and document sources.
08. Edit and proofread in the later stages of the writing process, especially when writing for public audiences. Control such surface features as syntax, grammar, punctuation, and spelling.

**COURSE CONTENT**

**Discussion Board Postings** will satisfy learning outcomes #1, #3, #4, and #6

*The Bedford Guide for College Writers, 8th Ed.* essay readings and discussions will satisfy learning outcome #2

*A Writer's Reference, 6th Ed.* quizzes will satisfy learning outcomes #3, #4, and #8

**Writing Assignments**, including but not limited to essays, annotated bibliography entries, and the service learning project, all of which are to be completed outside of class, will satisfy learning outcomes #1, #3, #4, #5, #6, #7, and #8

**Homework**, including quizzes, will work toward all learning outcomes

**Library Unit** must be completed independently of class in order to successfully complete this course.

**Concepts or Topics**

- Ethos, pathos, logos (and other rhetorical skills)
- Rhetoric/rhetorical situation
- The differences between audiences and how to write to be effective for each audience
- The ability to differentiate between writing for specific purposes and how to gear specific writing for a specific purpose
- An understanding of service learning and what it means to be an active member of a community outside of the college setting
- Learning to dig deeply into outside material, unpack the material, and understand its deeper meaning
- Understand the difference between summarizing, paraphrasing, and plagiarism

**Skills or Competencies**

1. Work independently in order to accomplish specific tasks, i.e., homework, research, writing, etc.
2. Successfully manage time in order to complete all tasks
3. Follow directions
4. Ask questions in order to clear up misunderstandings, clarify directions, or seek assistance on papers (if needed)
5. Understand that writing is a process that takes time in order to produce excellent work.
6. Understand the importance and necessity of multiple proofreading and revision techniques.
7. Demonstrate respect towards the professor and classmates at all times.

**COURSE TASKS**

1. Attend class daily.
2. Complete all assigned readings on time.
3. Complete all assigned informal assignments on time.
4. Utilize library resources for scholarly credibility.
5. Complete all drafts on time.
6. Complete the LRU (Sections A, B and C) by **March 1, 2008**. You must have a UH account and password in order to access the library units online.
7. Take the initiative to ask the instructor relevant questions both inside and outside of class.
8. Contribute to class discussions.
DISCUSSION BOARD POSTINGS - 100 POINTS (10%)

In order to become great writers, practice is required. To that end, we will be employing the use of discussion board postings in this class. Thirty-three (33) discussion board postings will be required. You have the option of participating in the class-chosen discussion board posting or posting under Open Forum. There should be no concern for grammar, punctuation, paragraphs, etc., as the purpose of these entries is to provide you with practice writing and debating with your fellow classmates. The most important part of an entry is the content. If you choose to respond to another student’s posting, you must be respectful when responding. There is no tolerance for name-calling, degradation, or any other form of slander against another student. In other words, attack the issue or argument, not the person. A discussion board posting must be 250 words in length (with a word count noted at the end of each posting) in order to qualify for full points. Each additional posting will earn you three points extra credit (up to 15 points extra credit).

The first two postings have been chosen for you. For the first 250-word posting, introduce yourself and tell your classmates something about you. What interests you? Why are you in school? What is the accomplishment that you are most proud of? What do you hope to get out of this class (other than an "A")?

The second posting is worth four points. In this posting, describe your first experience with books and learning to read. What do you remember? Did your mother or father (or both) read to you as a child? What was your favorite book? What was it like going to school to learn how to read? Was there one book that particularly inspired you to read more books (like The Hardy Boys series)? How did all of these experiences shape how you feel about reading today? Do you like it? Dislike it? Wish there were no more books in the world today?

NOTE: While there is no "definitive" due date for each discussion-board posting, do yourself a favor and keep current with these! The last thing you want to be doing the week of finals is writing thirty-three discussion board postings...

PORTFOLIO - 300 points (30%)
The idea behind the portfolio is to allow you, the writer, to view the progress that you have made in your writing over the course of this semester, to refine the work that you have previously submitted, and to present your "best foot forward" for your work. A reflection paper (500 word minimum) on what you learned from the first paper to the last is a required part of this grade. Each portfolio must contain two of the four major assignments, five of the nine minor assignments, five informal assignments (i.e., discussion board postings or in-class freewrites), and the reflection paper. We will be working on our Portfolios throughout the semester. Accordingly, it will be necessary for you to bring with you to each class your "Working Folder."

EXERCISES/QUIZZES - 100 points (10%)
As indicated in the week-by-week outline, selected exercises found on will be required to be completed each week. It will be based upon the information gleaned from the handbook, A Writer's Reference, 6th Ed. and from information discussed in class. You may practice quizzes from exercises located at Exercise Central (bedfordstmartins.com/exercisecentral) or from what is available through CompClass.

Option: You may choose to take the diagnostic test found on CompClass website and use the score on all of your quizzes. For example, if you scored a 92% on the Diagnostic, I will substitute 9.2 points for each quiz for the entire semester (92/100), and you will not need to take
any quizzes for the semester. *This option must be exercised by no later than September 10 in order to count.*

**NOTE:** Regardless of whether you choose to do the online quizzes or the diagnostic test, you must complete the MLA quizzes!

**ATTENDANCE - 50 points (5%)**

Daily in-class assignments are required. Time will be provided to work on these assignments. It is very difficult to work on in-class assignments if you are not in class. Please make every effort to be present in class. Points will be added for each class attended with participation. If you fall asleep, you will lose points. If you are habitually late or leave habitually early, your points will reflect this. If you are text messaging, disruptive, or otherwise not acting as a fully-functioning member of this class at any time or in any way violate the University of Hawaii Student Conduct Code, you may be asked to leave, and you will incur an unexcused absence for each occurrence.

Unless you are able to provide written documentation as to why you were not in class (an excused absence, i.e., doctor's/employer’s note), your absence will be considered unexcused. **Three unexcused absences will result in a one-letter reduction in your grade.** Please note that if you are not in class for a scheduled peer review, it will be considered a double unexcused absence. Each additional absence (over three) will cost you ten points. *If you have missed six or more classes you have failed the class—no matter how good your scores are.*

Tardiness in any way, shape, or form is not tolerated. You are expected to be at your job on time. This is your job. Your job is to be in the class before the time to start class has been reached. **Being tardy two times will be considered an unexcused absence.** Since this is a class utilizing discussion as one of its methods of teaching, you cannot expect to learn something unless you are sitting in the classroom discussing the material. You are responsible for all missed assignments.

**RESEARCH UNIT – 135 points (13.5%)**

A research unit is required in this class. The research unit consists of three components: the Library Research Unit (10 points), five Annotated Bibliography entries (25 points), and the final paper (100 points - described below) with a Works Cited page (NOTE: If this is in any way improperly done (especially after all of the workshops, all of the practice, and all of the tools available to you), you will automatically lose 10 points on the paper. You must have the proper number of primary/major and secondary/minor sources for your research paper.

**IMPORTANT!** **IF YOU DO NOT TURN IN A RESEARCH PROJECT, YOU MAY FAIL THIS CLASS. TURN THE RESEARCH PAPER IN!**

Argumentation Paper. **Due Date: 12/16 by noon in Palanakila 152** - Word Count (body of paper): 2500 words minimum; 3000 words maximum; **Handed in**

Throughout the semester, we will discuss the many facets of one section of the First Amendment to the Constitution: Freedom of the Press. By the time you get ready to write this paper, through the minor papers you will have researched and answered questions that will help you to write this final paper. Further, your synthesis paper can act as a rough draft for the final research project. For all of your minor papers, follow the guidelines found in *The Bedford Guide*
for College Writers for assistance. You will be expected to produce an annotated bibliography for this assignment (see below).

**Sources:** You must use a minimum of six printed (not Internet!) major references/sources for this assignment (defined as a source that addresses the issue you are addressing in your paper from a journal that has been peer reviewed and that has a bibliography or other type of reference list. EBSCO and other ejournals are acceptable, but they must meet the specifications noted.). You may use the Internet for secondary/minor sources (statistics, articles from your textbook, and other types of sources), but only if they are from an .edu or a .gov site. No other sites will be accepted without my express, written permission.

**Annotated Bibliography** – 25 points – Word Count (body of annotation): 250 words minimum; 400 words maximum

You will be required to produce five annotations on the dates indicated in the schedule (one per scheduled date). An annotation is broken down into a very brief summary of the author's thesis and support followed by an explanation of how this particular source will work in your research paper—how it has helped you (or not helped you) to formulate your opinion.

Purpose: The purpose of this assignment is to facilitate the writing of your research paper. By annotating your sources, you do not lose track of what you read and how it applies to your argument. This becomes essential when dealing with multiple sources. By annotating properly, you also have the opportunity to blend your annotations together to write your research paper.

A Works Cited page must be attached to your final paper. Without a Works Cited page, this paper will not be graded and you will flunk this portion of the class, and possibly the class itself. All citations must be in MLA format.

Purpose: Throughout your college career, you will be required to write research papers that explore one central theme, to argue persuasively in favor of (or against) that theme. This includes the ability to recognize opposing viewpoints and counter those viewpoints in the research paper. Arguments are not won by presenting only one point of view; therefore, it is very important that you learn to recognize the opposing arguments and counter those arguments with your own.

**SERVICE LEARNING PROJECT – DUE 11/18**

**Up to 150 points - Contracted:**

Working with a non-profit organization of your choice, investigate and write about this service community. You will need to prepare and turn in ethnographic field notes (minimum four), life-writing journal reflections (minimum four) based upon your experiences with this organization, and interviews with the leaders or other volunteers of that organization (minimum two). You must also turn in a verification of time.

Your final project shall consist of a proposal/contract wherein you advocate for your particular project, any special surveys or other instruments you propose to prepare and use, and the final reflective writing project with a word count noted (1200 word minimum) that you will prepare for a final grade.

Your proposal is due **September 18**, and must contain the following: A. What organization you plan on working with and its mission, B. What you plan on doing for that organization, the number of days you plan on visiting, the number of hours you plan on volunteering, C. Where the organization is located, D. Why you chose this organization, E. How many field notes you plan on submitting (objective observations), F. How many life-
writing notes you plan on submitting (subjective observations), G. How many interviews you plan on conducting (and with whom, if known), and H. How many words will be in your reflection paper.

Once I have approved the proposal, you may begin the project. I suggest that you begin this project as early in the semester as possible. Note what is required for the minimum (a "C" grade) and adjust your contract appropriately. Provided everything is in order and completed as per your approved contract with me, you will receive the appropriate number of points contracted for. There is a 15-point spread for each letter grade, so be certain to contract (and perform) wisely.

WRITING ASSIGNMENTS - 190 points (19%)
Assignments are described below. Four major assignments and nine minor assignments are required. Drafts and peer reviews are mandatory and are worth points. Without these drafts and peer reviews, you will lose 10% of your grade on each assignment. If you do not attend a peer review session, you will be docked two unexcused absences. Be present at these peer reviews! Good writing takes time and multiple revisions. By providing you with an opportunity to hand in a draft early in the process, you will be able to easily complete the assignment. This method not only helps you to understand the process it takes to turn in a good paper, it also provides you with ample time to complete and revise the assignment. All papers and all drafts are to be turned in through Comment, found under "Course Resources" in CompClass. Each draft that you are turning in for a grade must be submitted through Comment under the appropriate heading. The paper is due in class on the date indicated. Unless you are dead or in a documented coma, there will be NO EXCEPTIONS. For every class meeting day you are late in turning in your paper, you will be docked one full letter grade. Papers more than two class meeting days late are not eligible for points.

BASIC GUIDELINES FOR WRITTEN ASSIGNMENTS:

1. Place your name in the top left corner of the first page as noted.
2. Highlight your thesis statement (worth 2 points on the major paper/1 point minor)
3. Place a word count at the end of the document (worth 2 points on the major paper/1 point minor)
4. Post your own paper and read postings from the members of this class on Comment.
5. OPTIONAL (worth five points extra credit): Post constructive comments to at least two papers. (Additional comments on additional peer papers will garner extra credit points.) Comments should include the following: A general statement that you would write after your first quick reading, a specific statement covering what you particularly like and what you see as problematic, then finally, a question that you feel will help the writer along.

After reading comments from your classmates to your own essay, incorporate new material developed in response to the comments from your readers.

6. Reminder: ALL FINAL PAPERS ARE DUE ON THE DATE INDICATED, NO EXCEPTIONS!

Provided: You have turned the paper in on time, made the word count, and answered "the question" (followed directions), you will receive full credit on each assignment. I do not believe students should be penalized for practicing a skill. The real test of your abilities comes with the
Portfolio. With your submission of a portfolio, every single paper submitted should be polished as a fine gemstone using all of the skills that you have acquired during this semester. Treat those papers as if each paper was your entire grade—the sum total of these papers is your grade.

MAJOR ASSIGNMENTS – 25 points each
Assignment #1 – Extended Definition Paper, Due Date: 9/16 – Word Count: 1200 words minimum, 1500 words maximum
Using a dictionary, the University of Hawaii handbook, and at least one outside source, define the word plagiarism. Next, explain what you think this definition means. Next, state what the punishment is according to the UH institution or the law. Finally, state whether or not you agree with the definition and the punishment (by law or "rule"). You may choose to state here what you believe an appropriate punishment might be. An MLA Works Cited is part of the requirement of this paper.

Purpose: An extended definition will help you to understand the amount of depth that is required to produce a good research paper. Furthermore, by exploring the definition of this word in particular, you will become familiar with what plagiarism is, the consequences associated with it, and argue for or against the current punishment as it stands. This is your first introduction to argumentative writing, so persuade away!

Assignment #2 – Compare/Contrast Paper, Due Date: 10/7 - Word Count: 1200 words minimum, 1500 words maximum
We will be viewing Star Trek (Original Series) "The Naked Time" and comparing this episode with Star Trek: The Next Generation "The Naked Now." Although this is supposed to be a series about the future (and did in fact make substantial contributions to society and technology), the series is a reflection of the time period it was filmed (and aired). Of course, we will go into this in deeper detail in class; however, this assignment entails proactive learning in order to determine what was happening in the world and how that was portrayed in a particular episode and then comparing that observation with another episode with a similar story line. Being a Trekkie/Trekkie is not necessary (and certainly not expected); however, proactive learning by examining www.startrek.com for more information about the characters and the shows and examining history-based websites or books about the time period in which these episodes were filmed/aired will be necessary in order to give your paper depth. How you compare and contrast these episodes will be up to you, but it should be based upon the methodologies discussed in class.

Purpose: The purpose of this assignment is to explore how the media changes through time to reflect the society in which it exists. By examining two episodes of Star Trek that have been filmed (and aired) approximately 20 years apart, you will notice that portrayals of certain groups (or types) of people have changed (or remained stagnant). Since this paper entails a bit of "proactive" learning, you will also have an opportunity to ease into analysis and research. It also can contribute to your research paper since there are issues of censorship as to what could and could not be said (or performed) on television in both time periods.

Assignment #3 – Analysis Paper, Due Date: 10/28 - Word Count: 1200 words minimum (not including lyrics), 1500 words maximum
Using the lyrics of a song of your choice, and using the analytical skills we have been working on up to this point in class, analyze the lyrics from one song.
Purpose: Analysis of various texts is crucial through much of your college career and beyond. Does the author's claims have validity? What are the explicit (surface) and implicit (hidden) meanings behind what the author/musician has to say? By examining a piece of popular culture (song lyrics), you will come to understand the difference between an implicit message and an explicit message. In the real world, messages are not always "in your face." By sorting through the messages in a novel, you can discern what "real" message behind the outward appearance exists. This essay also helps you to learn how to synthesize information in a non-threatening, low stakes assignment.

Assignment #4 – Synthesis paper, Due Date: 11/25 – Word Count: 1200 words minimum, 1500 words maximum

Choosing three of the minor papers and two of your annotated bibliography entries that you have submitted thus far, combine (or synthesize) the material you have written into one cohesive paper. Be certain you have a central focus, a position, and a well-constructed thesis. All of your support must relate back to your thesis! Supplement these papers and bibliography entries as necessary in order to complete your paper.

Purpose: By learning early how to synthesize multiple papers, you will be well on your way to a research paper. This also provides you with the opportunity to get constructive feedback on your research paper early on in the process, and the paper itself can act as your rough draft for the research paper. Learning early on in your college career that writing small pieces of research throughout the semester will lead to a well thought-out (and constructed) research paper is the key to survival in the college classroom.

MINOR ASSIGNMENTS – 10 points each
Answer the following questions in a minor (500 words or more) paper. A Bibliography or Works Cited page must be attached to each paper (if not attached, a one point deduction will occur). Due dates are noted by each question.

Assignment One (due 9/4): Define what you think the word "censorship" means. Look this word up in a dictionary and compare your definition to the dictionary's definition. How does your definition compare? In what way? Consider the opposite of the word "censorship." What word would best describe the opposite of censorship? Define that word.

Assignment Two (due 9/11): Examine the following website: http://usinfo.state.gov/products/pubs/rightsof/press.htm Does freedom of the press mean the same thing today as it did when our founding fathers wrote this amendment? Why do you think this was an amendment to the Constitution rather than included in the Constitution outright?

Assignment Three (due 9/25): Watch one episode of the news from at least two different channels on the same day and, if possible covering the same type of news. For example, watch two episodes of local news on the same day, or watch two episodes of national news from a local station (KITV, KGMB, KHNL, etc.) on the same day. You may even choose to watch one 30-minute episode of Headline News (CNN) and one 30-minute episode of Fox Headline News from FOX News. Examine the news reports in detail. Specifically note the following:
1. the order and type of story in which the news reports are portrayed
2. the length (time) of the news report/story
3. whether video clips told the story or whether the newscaster told the story
4. whether images are involved, and if so, how long did the images last
5. where the advertisement breaks are, how long the breaks for advertisements last, and the types of advertisements shown

What can you determine from this? Explain fully.

Template for Minor Paper #3

<table>
<thead>
<tr>
<th>Story&gt;Type (Feature, Headline, etc.)</th>
<th>Advertisements? Types of product?</th>
<th>Length (Time) of Report/Advertisement</th>
<th>Video Clip? How long?</th>
<th>Notes</th>
</tr>
</thead>
</table>

HINT: Placing the order on a sheet of paper like this in the exact order of the program will help you to easily compare station "a" to station "b." Be certain to note where you took your observations from, the date, and the time. Ideally you will want to watch both shows on the same day since the lead stories may (or may not) be similar. By observing the amount of time spent on each story, you can determine what the station deems valuable.

Assignment Four (due 10/2): The press has long been known as a "watchdog" for the citizenry. Dig up a little bit of information on the Watergate affair. Then, examine the following website to learn something of the Watergate expose: http://www.publicintegrity.org/report.aspx?aid=426. By examining how two reporters uncovered the story behind the Watergate break-in, you can see not only the benefits of a free press, but also the obstacles that can be placed in the way of reporters trying to gather information. Relate what you have learned to the current climate of today's investigative reporter. How have things changed? Have they not changed?

Assignment Five (due 10/9): Shortly after the McCarthy hearings ended, a hearing convened to determine the fate of comic books. These hearings were known as the Kefauver Hearings (or the Kefauver Hearings on Juvenile Delinquency). Dig up some information on these two hearings, compare them, noting similarities and differences. What was the outcome for each? Does the final determination of the Kefauver hearing constitute censorship? A violation of the First Amendment?

Assignment Six (due 10/16): Each September, the libraries around the United States celebrate Banned Book week. (See the website http://www.ala.org/ala/oif/bannedbooksweek/bannedbooksweek.cfm for more information.) Examine one of the banned books on the list (you can choose to read it or read a summary of the book—www.sparknotes.com or any of the www.amazon.com book reviews should have this information), write a brief review of the book, and find out more information about why this book has been banned. Where has this book caused controversy? Why? Are people justified in choosing to ban this book from the school library shelves? How can we, as a nation that has the First Amendment in place, permit books to be banned from the library shelves?
Assignment Seven (due 10/23): Rent and watch one of the following two movies: *Wag the Dog* or *Shattered Glass*. After observing these movies, discuss what the movies are making an explicit and implicit meaning about with respect to the press, White House information, or the reliability of news in general.

Assignment Eight (due 10/30): In light of today's ongoing war, examine the ideas of the press as watchdog and the National Security of the United States. Should the press be banned from certain areas of a war zone? Are reporters allowed to take calculated risks in the quest for a news story? Is the reporting of this information a violation of national security? When should the press be silenced, if ever? What do you believe should be done with the press in times of war?

Assignment Nine (due 11/6): What do you think would happen if the First Amendment were to be abolished in total? Do you think this is starting to happen (or even happening) now? How? In what way? What can citizens do to insure that none of our Constitutional rights are taken away (either incrementally or in total)?

**LEARNING RESOURCES**

Students are expected to obtain and bring with them to each class meeting their "Working Folder" for portfolio workshops (announced and unannounced) and the following books: *The Bedford Guide to College Writing, 8th Ed.*, *A Writer's Reference* by Diana Hacker, and *Portfolio Keeping, 2nd Ed.* by Nedra Reynolds and Rich Rice. Additionally, students will be required to have an active hawaii.edu account in order to complete the Library Resource Unit and an Internet account to gain access to the discussion board. Although you are not required to own a computer, access to both a computer and the Internet is a "must" for this class.

**Additional Information**

A "UNIVERSITY PERFORMANCE" STANDARD - Students are expected to make a very serious academic commitment to their success in their course. This is demonstrated by maintaining the syllabus schedule as a minimum, or working ahead of it with respect to all readings and by submitting all papers on time as indicated above. It is always strongly recommended that students work slightly ahead of the syllabus whenever possible to compensate for the unexpected.

**PLAGIARISM POLICY** – The University of Hawaii system defines plagiarism as follows: Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and “dry-labbing,” which includes obtaining and using experimental data from other students without the express consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms, and fabricating data to fit the expected results (emphasis mine).
If you are caught plagiarizing in any manner that even remotely resembles the UH-system policy, you will be dealt with severely. This could include punishment from a zero on the assignment to an expulsion from the class or university. If plagiarism is suspected, the student will be expected to conference with me, producing every single piece of documentation used in the assignment, and to orally defend his/her paper. If concern is still raised, or if the student requests independent assessment, then the student shall be expected to appear before a panel of three professors with all evidence of documented sources and orally defend his/her paper. In short, don't do it.

INCOMPLETE: An Incomplete is not automatically given. An Incomplete is only considered when less than 10% of all coursework is left to complete and only under extreme circumstances. In short, don't expect it.

GRADING –

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>970-1000 points</td>
</tr>
<tr>
<td>B+</td>
<td>870-899 points</td>
</tr>
<tr>
<td>C+</td>
<td>770-799 points</td>
</tr>
<tr>
<td>D+</td>
<td>670-699 points</td>
</tr>
<tr>
<td>F</td>
<td>559 or below</td>
</tr>
</tbody>
</table>

DROP DATES:

- August 29, 2008 – No record; 100% refund
- September 14, 2008 – No record
- November 3, 2008 – Drop with a "W" on your record; Please note: it is far better to receive a "W" and repeat the course than to receive a D or an F. If you think that you are not going to pass, counsel with me prior to the drop date.

PROPOSED SCHEDULE (Note: This is not etched in stone!)

<table>
<thead>
<tr>
<th>DATE</th>
<th>To be covered in class</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK ONE</td>
<td>Syllabus and expectations</td>
<td>Read Ch 1 in Bedford</td>
</tr>
<tr>
<td>Tuesday 8/26</td>
<td></td>
<td>Read Introduction in <strong>Portfolio Keeping</strong> (p. 1-7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post Discussion Board (DB) postings: #1 - Welcome &amp; Introductions, #2 –</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Drop date 8/29 with no record and 100% refund</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read <strong>Portfolio Keeping</strong> (p. 8-11)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post draft of Extended Definition by midnight Tuesday, 9/2 on &quot;Comment&quot;</td>
</tr>
<tr>
<td>WEEK TWO</td>
<td>Draft #1 of Extended Definition due by midnight on Comment</td>
<td>Post DB postings #3 and #4 Minor paper #1 due Thursday (turn in) Quiz One due Thursday at midnight Read Portfolio Keeping (p. 11-16) Read Ch 20 in Bedford</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tuesday 9/2</td>
<td>Review readings Freewrite Assignment #2 from Portfolio Keeping TRIO talk Choose DB topics</td>
<td></td>
</tr>
<tr>
<td>Thursday 9/4</td>
<td>Minor Paper #1 due QUIZ ONE DUE Freewrite Assignment #3 from Portfolio Keeping Review readings Draw up contract parameters for service learning Field Trip to Library</td>
<td>Post 2nd draft of Extended Definition on &quot;Comment&quot; by midnight Monday 9/8 for peer review on Tuesday Read Portfolio Keeping (p. 17-19) Read Ch 22 in Bedford</td>
</tr>
<tr>
<td>WEEK THREE</td>
<td>Peer Review of 2nd draft of Extended Definition</td>
<td>Quiz Two due Thursday 9/11 Post DB postings #5 and #6 Read Portfolio Keeping (p. 20-22) Read Ch 3 in Bedford Minor Paper #2 due Thursday</td>
</tr>
<tr>
<td>Tuesday 9/9</td>
<td>Review readings Freewrite Assignment #4 from Portfolio Keeping Choose DB topics</td>
<td></td>
</tr>
<tr>
<td>Thursday 9/11</td>
<td>Minor Paper #2 due QUIZ TWO DUE Review readings Freewrite Assignment #5 from Portfolio Keeping Drop date 9/14 with no record</td>
<td>Read Chs 9 and 19 in Bedford Turn in final Extended Definition on Tuesday Read Portfolio Keeping (p. 23-27)</td>
</tr>
</tbody>
</table>
| WEEK FOUR | **FINAL EXTENDED DEFINITION DUE** | Post DB postings #7 and #8  
Read Portfolio Keeping (p. 27-30)  
Read Ch 16 in Bedford  
Quiz Three due Thursday by midnight  
Service Learning Proposal/Contract due in class on Thursday |
|---|---|---|
| Tuesday 9/16 | Freewriting Assignment #6 from Portfolio Keeping  
Review readings  
Choose DB topics  
Watch *Star Trek* "The Naked Now" | |
| Thursday 9/18 | **Service Learning Proposal/Contract due**  
**QUIZ THREE DUE**  
Freewrite Assignment #7 from Portfolio Keeping  
Review readings; application to minor papers, scholarly papers  
Watch *Star Trek* "The Naked Time" | Read Chs 7 and 18 in Bedford  
Post first draft of Compare and Contrast paper in "Comment" by midnight on Tuesday 9/23  
Read Portfolio Keeping (p. 32-36) |

| WEEK FIVE | **Draft One of Compare and Contrast** | Post Discussion Board postings #9 and #10  
Read Portfolio Keeping (p. 36-39)  
Read Ch 2 in Bedford  
Turn in Minor Paper #3 on Thursday  
Quiz Four due Thursday by midnight |
|---|---|---|
| Tuesday 9/23 | Watch *How William Shatner Changed the World*  
Freewrite Assignment #8 from Portfolio Keeping  
DB topics  
Review readings | |
| Thursday 9/25 | **Minor Paper #3 due**  
**QUIZ FOUR DUE**  
Review readings  
Freewrite Assignment #9 from Portfolio Keeping | Post 2nd draft of Compare and Contrast in "Comment" by midnight on Monday 9/29 for peer review on Tuesday  
Read Portfolio Keeping (p. 40-47)  
Read Ch 11 in Bedford |

| WEEK SIX | **Peer Review of 2nd Draft of Extended Definition** | Post Discussion Board postings #11 and #12  
Read Portfolio Keeping (p. 48-54)  
Quiz Five due Thursday 10/2  
Turn in Minor Paper #4 on Thursday  
Read Ch 13 in Bedford |
|---|---|---|
| Tuesday 9/30 | Freewriting Assignment #10 from Portfolio Keeping  
Review readings  
Choose DB topics | |
| Thursday 10/2 | **Minor Paper #4 due**  
**QUIZ FIVE DUE**  
Freewrite Assignment #11 in Portfolio Keeping  
Review readings | Turn in final Compare and Contrast paper on Tuesday 10/7  
Bring in the lyrics to a song  
Read Portfolio Keeping (p. 54-60)  
Read Ch 28 in Bedford |
| WEEK SEVEN | **Final Compare and Contrast paper due** | Post Discussion Board postings #13 and #14  
Minor Paper #5 due Thursday in class  
Library Unit due Thursday  
Quiz Six due Thursday by midnight |
|---|---|---|
| Tuesday 10/7 | Review readings  
Rhetoric of Music  
Choose DB topics |  |
| Thursday 10/9 | **LIBRARY UNIT DUE TODAY**  
**Minor Paper #5 due**  
**QUIZ SIX DUE**  
Review readings  
Discussion of annotations | Read Ch 29 in *Bedford* (pgs. 310-333)  
Post first draft of Compare/Contrast paper on "Comment" by midnight on Tuesday  
Annotated Bibliography #1 due |
| WEEK EIGHT | **Annotated Bibliography #1 due**  
**Draft One of Analysis due**  
Review readings  
Choose DB topics | Post Discussion Board postings #15 and #16  
Read Ch 30 in *Bedford*  
Minor paper #6 due Thursday in class  
Quiz Seven due by midnight  
Annotated Bibliography #2 due |
| Tuesday 10/14 |  |  |
| Thursday 10/16 | **Minor Paper #6 due**  
**Annotated Bibliography #2 due**  
**QUIZ SEVEN DUE**  
Review Readings | Read Ch 6 in *Bedford*  
Post 2nd draft of Analysis paper in Comment by Monday at midnight for peer review on Tuesday |
| WEEK NINE | **Peer Review of 2nd draft of Analysis paper**  
Review readings  
Choose DB topics | Post Discussion Board postings #17 and #18  
Read Ch 31 in *Bedford*  
Minor Paper #7 due Thursday  
Annotated Bibliography #3 due Thursday  
Quiz Eight due Thursday at midnight |
| Tuesday 10/21 |  |  |
| Thursday 10/23 | **Minor Paper #7 due**  
**Annotated Bibliography #3 due**  
**QUIZ EIGHT DUE**  
Review readings  
MLA Workshop | Read Ch 32 in *Bedford*  
Turn in final Analysis paper on Tuesday |
| WEEK TEN  
Tuesday 10/28 | **FINAL ANALYSIS PAPER DUE**  
Review readings  
Choose DB topics  
MLA Workshop | Post Discussion Board postings #19 and #20  
Read Ch 12 in *Bedford* (pgs 199-232)  
Minor Paper #8 due Thursday  
Annotated Bibliography #4 due Thursday  
Quiz Nine due by midnight |
| --- | --- | --- |
| Thursday 10/30 | **Minor Paper #8 due**  
**Annotated Bibliography #4 due**  
QUIZ NINE DUE  
Review readings  
MLA Workshop  
*Final drop date 11/3 with no record* | Read Ch 33 in *Bedford*  
Minor Paper #9 due Thursday  
Annotated Bibliography #5 due Thursday  
Quiz Ten due Thursday  
Post draft one of Synthesis paper in  
Comment by midnight on Tuesday 11/4  
Turn in Minor Paper #9 on Thursday, 11/6 |
| WEEK ELEVEN  
Tuesday 11/4 | **No School: Election Day**  
**GO VOTE!**  
Draft One of Synthesis paper due | Post Discussion Board postings #21 and #22  
Read Ch 34 in *Bedford*  
Post draft two of Analysis paper in  
Comment by midnight Wednesday, 11/12 for peer review on Thursday, 11/13 |
| Thursday 11/6 | **Minor Paper #9 due**  
**Annotated Bibliography #5 due**  
QUIZ TEN DUE  
Review readings  
Choose DB topics |  |
| WEEK TWELVE  
Tuesday 11/11 | **No School: Veteran's Day** |  |
| Thursday 11/13 | **Peer Review of 2nd draft of Synthesis paper**  
Review readings  
Choose DB topics | Read Ch 10 in *Bedford*  
Post Discussion Board postings #23 and #24  
*Service Learning Project due Tuesday* |
<table>
<thead>
<tr>
<th>WEEK</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>THIRTEEN</td>
<td>Service Learning Project</td>
<td>Post Discussion Board posting #25 and #26</td>
<td></td>
</tr>
<tr>
<td>Tuesday 11/18</td>
<td>due today</td>
<td>Review readings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Choose DB topics</td>
<td></td>
</tr>
<tr>
<td>Thursday 11/20</td>
<td>Portfolio/Research Paper</td>
<td>Final Synthesis paper due Tuesday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOURTEEN</td>
<td>Final Synthesis paper</td>
<td>Post Discussion Board posting #27 and #28</td>
<td></td>
</tr>
<tr>
<td>Tuesday 11/25</td>
<td>due today</td>
<td>Choose DB topics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Portfolio/Research Paper Workshop</td>
<td></td>
</tr>
<tr>
<td>Thursday 11/27</td>
<td>Thanksgiving</td>
<td>No School: Thanksgiving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GOBBLE, GOBBLE!</td>
<td>WADDLE, WADDLE!</td>
<td></td>
</tr>
<tr>
<td>FIFTEEN</td>
<td>Choose DB topics</td>
<td>Post Discussion Board postings #29 and #30</td>
<td></td>
</tr>
<tr>
<td>Tuesday 12/2</td>
<td>Portfolio/Research Paper</td>
<td>Post second draft of Research paper on Comment by Wednesday at midnight for peer review on Thursday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday 12/4</td>
<td>Peer Review of Research</td>
<td>Portfolio/Research Paper Workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIXTEEN</td>
<td>Portfolio/Research Paper</td>
<td>Turn in final Research Project and Portfolio Tuesday by noon in Palanakila 152</td>
<td></td>
</tr>
<tr>
<td>Tuesday 12/9</td>
<td>Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day of Final</td>
<td>FINAL PORTFOLIO DUE and</td>
<td>Turn in final Research Project and Portfolio Tuesday by noon in Palanakila 152</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FINAL RESEARCH PROJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DUE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSIGNMENT</td>
<td>GRADE</td>
<td>OUT OF POSSIBLE</td>
<td>TOTAL</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------</td>
<td>-----------------</td>
<td>-------</td>
</tr>
<tr>
<td>Discussion forum postings</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Need a Total of 33 (x 3 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance/Class Participation</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take-home quizzes</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Papers (4 at 25 points each)</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Extended Definition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Papers (9 at 10 points each)</td>
<td></td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Service Learning Project</td>
<td></td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Research Unit</td>
<td></td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>Portolio</td>
<td></td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>DEDUCTIONS FROM GRADE (unexcused absences…)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

√+ This symbol indicates the following:
- the argument is superior in content
- your thesis is excellent and your paper follows the thesis
- your introduction and conclusion are on point and the reader can easily follow your line of reasoning (paper) from start to finish
- your argument relied upon established facts rather than emotion (no name calling—sticking to the objective facts)
- you took another side into account (acknowledged counter arguments, possibly even refuted a few)
- your facts were accurate and indicated that you read outside sources for clarity (i.e., you did the homework)
- your grammar and punctuation were excellent with minimal errors
- your in-text citations and works cited/bibliography are excellent. If it is an annotated bibliography, you have written 250 words per entry.
- you have few, if any corrections to make
- **This paper would receive an A or a mid-range B in this course**

√ This symbol indicates the following:
- the argument is average in content
- your thesis is average and your paper somewhat follows the thesis
• your introduction OR conclusion are on point and the reader can somewhat follow your line of thinking (paper) from start to finish
• your argument relied upon some established facts rather than emotion
• you may not have explicitly taken another side into account, but the viewpoint conveyed in the paper is objective
• most of your facts were accurate and indicated that you read some outside sources for clarity (i.e., you did the homework)
• your grammar and punctuation were average with errors that did not get in the way of making meaning of the text
• your in-text citations and works cited/bibliography are average. If it is an annotated bibliography, you have written 250 words per entry.
• you have a few corrections to make to make this a stellar product
• **This paper would receive a low B or a mid-range C in this course**

Δ - This symbol indicates the following:
• the argument is below average in content
• your thesis is below average and your paper does not follow the thesis
• your introduction and conclusion are not on point and the reader can not easily follow your paper from start to finish—you often leave your reader wondering what is going on
• your argument relied heavily upon emotion rather than fact
• you took no other side into account
• your facts were not accurate and indicated that you had not read outside sources for clarity (i.e., you did not do the homework)
• your grammar and punctuation were below average with errors that got in the way of the making of meaning of your paper
• your in-text citations and works cited/bibliography are below average—you need serious help. If it is an annotated bibliography, you have written 250 words per entry.
• you have many corrections to make
• **This paper would receive a low C or LESS in this course**