Windward Community College – Language Arts Division

English 100: EXPOSITORY WRITING
Course Syllabus - Fall, 2009
Three Credits
Meeting Days/Times:

(62043) Tuesdays and Thursdays
8:15 a.m. to 9:30 a.m. (Noeau 123)

(62046) Tuesdays and Thursdays
9:45 a.m. to 11:00 a.m. (Noeau 124)

INSTRUCTOR: Jill Dahlman, Instructor
dahlman@hawaii.edu
OFFICE: Na’auao 124; Telephone Number: 236-9224 (or ext. 224)
OFFICE HOURS: Tuesdays 11:15 a.m. to 1:15 p.m. or by appointment
EFFECTIVE DATE: Fall, 2009 (August 24, 2009 through December 18, 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
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 CompClass discussion board postings, online quizzes, reading of short essays, and other homework that may be noted in class
• Compilation of portfolio
• Writing assignments
• Library Resource Unit to be completed independent of class
• Frequent checking of email and CompClass discussion board

STUDENT LEARNING OUTCOMES
Upon successful completion of English 100, students should be able to complete the following as independent learners. The student learning outcomes for the course 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, most of which are to be completed outside of class (see course schedule for specific details), will satisfy learning outcomes #1, #3, #4, #5, #6, #7, and #8
Homework, including quizzes, will work toward all learning outcomes
Library Resource 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
• 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

LIBRARY RESOURCE UNIT
Complete the Library Resource Unit with a passing grade (72%) by October 13, 2009. You must have a UH account and password in order to access the Library Resource Unit units online. The exam will be available in Laulima. You may take the examination twice on your own. If you score less than a 72%, then you must be tutored by a librarian before taking the exam a third time. If you do not take and pass this examination, you do not pass this class. TAKE AND PASS THIS EXAMINATION.
<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>GRADE</th>
<th>OUT OF POSSIBLE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion forum postings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need a total of 28 (x 3 points)</td>
<td></td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Summary-Responses</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Need a total of 8 (x 5 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance / Class Participation</td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Open-book grammar quizzes (6) x 10 points each</td>
<td></td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Quizzes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary Sentences (9 sets at 5 pts each)</td>
<td></td>
<td>45</td>
<td>90</td>
</tr>
<tr>
<td>Vocabulary Quizzes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary Quizzes (9 quizzes at 10 pts each)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identity Unit</td>
<td></td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>Identi-kit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Unit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Paper (mandatory)</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Minor Paper</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Reflection Paper</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Star Trek Unit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Paper (mandatory)</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Minor Paper</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Reflection Paper</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Comic Book Unit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper option(s)</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Science Fiction Unit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Paper (mandatory)</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Minor Paper</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Reflection Paper</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Research Paper (all components mandatory)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Dialogue in the Margins (4 x 5 points)</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Organization Challenge</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Ben Franklin’s Exercise for Style (2 x 10 points)</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Drafts and Peer Review</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Research Paper (2500 words)</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Works Cited</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Reflection Paper</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Service Learning Project (optional)</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td></td>
<td>200</td>
<td></td>
</tr>
</tbody>
</table>
This course uses popular culture as a means of teaching rhetoric and rhetorical strategies. Popular Culture can encompass many different aspects of everyday life, and how we look at popular culture (or the lens through which we look at it) can be very revealing. By examining the various means by which popular culture manages to persuade society of what is considered normal or abnormal, writers learn subtle (and not so subtle) ways of writing about and critiquing such normalizations. By incorporating traditional genre writing with the examination of multiple techniques, we can envision possibilities within our own writing.

COURSE TASKS
1. Attend each class meeting.
2. Complete all assigned readings on time.
3. Complete all assignments on time.
4. Utilize library resources for scholarly credibility.
5. Take the initiative to ask the instructor relevant questions both inside and outside of class.
6. Contribute to class discussions.

ASSIGNMENTS

DISCUSSION BOARD POSTINGS - 85 POINTS (8.5%)

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. Twenty-eight (28) discussion board postings will be required (two will be due each week). 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 twenty-eight discussion board postings... And as an added incentive for keeping current, I award ten points extra credit at the end of the semester if you have kept current!

SUMMARY-RESPONSES – 45 points (4.5%)

Effective summarizing of articles, papers, and books (among other things) is a very important component to writing good research papers. To help you in this effort, you will be required to write nine summary-responses to nine short stories found in the
science fiction anthology *New Skies*. You will need to choose nine short stories to write a 500-word summary-response. The first 250 words should be a brief summary of the story you have read. The second 250 words should be your response to the short story itself. Consider the following questions when responding (note: you are not limited to these questions!):

- Did you like or dislike this story? Why or why not? What was appealing? What made you dislike the story? (Consider setting, character, plot, or other literary elements.)
- What message (implicit or explicit) do you think the author is trying to make about the present or the future?
- What character did you connect the most with? The least? Why did you make such a connection?
- Can you see parallels between today’s society and the future society?

**DUE DATE:** There is no specific due date for these postings; however, like the discussion board postings, you will want to keep current with the suggested due dates in order to insure that you are not scrambling the week of finals to get these summary-responses in.

More importantly, these are learning exercises designed give you practice in helping you to write your research paper (summaries and responses are required in good research papers). You will be unprepared to write both your research paper and the final mandatory major paper if you do not practice the skills required. Please be certain to post under the appropriate heading!

---

**VOCABULARY – 135 points (13.5%)**

Words play an important role in writing. Oftentimes, there is a precise way of conveying a thought, and only a particular word will do. Other times, an individual may have heard a word before, but was uncertain how to best use that word in context. To aid in this, we will be tackling fifteen new words every ten days. There are two segments to earning the full 90 points in this portion of the class.

1. Vocabulary sentences. To help you study, under the Communication tab is the discussion forum topic, “Vocabulary Sentences!” You will need to write one sentence for each word. This will help you to think about the word in context, and it will give you an opportunity to learn the word in preparation for the nine vocabulary quizzes. Each set of sentences (nine sets) is worth 5 points for a total of 45 points.

2. Weekly quizzes. As noted on the schedule, a vocabulary quiz will begin our class. You will have 30 minutes to complete each quiz. Each quiz (nine) is worth 5 points for a total of 45 points.

3. Extra credit can be earned if you use properly **and highlight** each word that you use in your writing. I will award .5 points per one time correct use of a word up to a total of 15 points (30 words).

4. Extra credit can also be earned by combining ten or more words in a single sentence (at the end of your sentences). I will award up to five points for this.

**EXERCISES/QUIZZES - 60 points (10%)**

Six diagnostic quizzes can be found on CompClass. Each diagnostic quiz will be available to take TWICE. If you like the score on the first diagnostic, keep it! If you don’t like it, you will need to follow the study plan suggested by the diagnostic and refer to your handbook, *A Writer's Reference, 6th Ed.* When you have completed the study plan, take the diagnostic again. The higher of the two scores is the score you will receive. Each diagnostic is worth 10 points.
ATTENDANCE - 50 points (5%)  

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. And as an added incentive for perfect attendance, I award ten points extra credit at the end of the semester if you have no absences—excused or unexcused.

**Please note: Class participation points can and may be gleaned from “pop” quizzes based on your readings from the textbook.** These points will either add or detract from your grade, so be aware of this if you choose to blow off your reading! A few points here and there may not seem like much, but they add up and can make the difference between passing with “grade a” versus passing (or failing) with “grade b.”

WRITING ASSIGNMENTS - 430 points (43%)  

Assignments are described below. Three major assignments, five minor assignments, and one research paper 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 or conduct an online peer review session, you will be docked two unexcused absences. Conduct a peer review!

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 the Writing Tab found on CompClass by **11:55 p.m. unless otherwise noted on the schedule.** Each draft that you are turning in for a grade must be submitted through the Writing Tab under the appropriate heading. If, for whatever reason, you cannot upload your document by the due date and time, email the paper to me that night and turn in the paper copy at **the beginning of the next regularly scheduled class meeting.** If it isn’t there before the class starts, it is late and definitely not eligible for full points.

The paper is due on the date indicated. Unless you are dead or in a documented coma, there will be NO EXCEPTIONS.
**BASIC GUIDELINES FOR WRITTEN ASSIGNMENTS:**

**IF YOU FOLLOW ALL OF THE DIRECTIONS AS INDICATED, YOU WILL EARN TWO EXTRA CREDIT POINTS ON EACH MAJOR PAPER AND ONE EXTRA CREDIT POINT ON EACH MINOR/OPTION ASSIGNMENT.** If you don’t follow instructions, you will be docked points as noted.

1. Place your name in the top left corner of the first page as noted.
2. Highlight your thesis statement (worth 4 points on the major paper/1 point minor/option) in one color.
3. Highlight each in-text citation in another color (worth 2 points on the major paper/1 point on the minor/option paper).
4. Place a word count at the end of the document (worth 4 points on the major paper/1 point minor/option).
5. For major papers only: Post your own paper and read postings from the members of this class on Comment.
6. **A Bibliography or Works Cited page** must be attached to each paper (if not attached, a 4 point deduction on the major paper/1 point deduction on the minor/option paper will occur).
7. OPTIONAL (worth five points extra credit): Post constructive comments to someone’s paper (not necessarily in your peer review group) during the week of Peer Review (up to two days before the due date). 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.
8. **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, answered "the question" (followed directions), and made progress of your paper, you will receive full credit on each assignment. (Exceptions to this rule are noted above.) I do not believe students should be penalized for practicing a skill. The real test of your abilities comes with the Portfolio.

**REFLECTION PAPER**

This is a **required element** for every major paper submitted, including the research paper. In an informal essay, answer the following questions:

1. What is this paper about? What is the central claim?
2. What is the argument? What examples or evidence are used? (Don’t re-write the entire essay; just provide a very quick synopsis.)
3. What is the “so what” or “who cares” clause? Why does this claim matter? Who should care about this issue? Who gets harmed if no one pays attention to this issue?
4. Identify where you experienced problems and where you had success. Tell me where you believe the problem areas are located and where the good areas are located. Be as specific as possible.
5. Identify how I can help you most in response to this paper (i.e., I am having problems with organization, evaluation, etc.) Identify the areas you are concerned about or where you are uncertain if the material you are trying to convey is coming across clearly.

6. Provide a statement of difficulty: present and explain the question and show me that it’s difficult. Why is this problem complex and not simple? How can this problem be broken down into its constituent parts? What can you learn from breaking down the problem in this way? How can you accurately gauge the severity or accuracy of the problems? In short, dwell on difficulty.

We will be exploring five units in this course. Each unit is assessed a specific point value, the bulk of which will be achieved by the completion of a mandatory major paper. NOTE: If you do not complete the mandatory paper, I will not count more than 20 points towards the unit’s value. In other words, you will only be eligible to earn 20 out of the 55 points. The remainder of your points for that unit will be determined by you from several options available in each unit. All of the suggested due dates are printed on the calendar (attached). On the last day of each unit, every single assignment for that unit will be due. There will be no exceptions to this.

IDENTITY UNIT – 35 points (can go up to 45 points)

Identi-Kit – 25 points (Size: one 8-1/2” x 11” visual depiction of yourself)

Using the prompts below, find visual representations of yourself and put these together in a visual representation of you. You may use magazine cut-outs, drawings, or any other visual modality in order to create this Identi-Kit. This is not to be a complete self-portrait, but rather you should focus on one aspect of your identity. Post all images on one piece of 8-1/2” x 11” (no bigger!) card stock or posterboard. You may also choose to be creative with the shape of your identi-kit. Do not make "scrapbooks" of multiple pages. Title your final identi-kit. These prompts will help to give definition and purpose to your Identi-Kit.

Questions/Prompts to help you construct your Identi-Kit:

A. List 10 adjectives your closest friends would use to describe you.
B. List six items that you almost never leave the house without.
C. List five activities that you love.
D. List at least 15 different identity labels that currently apply to you (i.e., sister, brother, parent, student, fan of "x" tv show, etc.).
E. Use a copy of a picture of your face (and body). This should be the central focus/theme around which all other parts are formed.

Hand in with the Identi-Kit the answers to the following four questions in essay form:

a. Why did you choose these particular symbols or details to construct your Identi-kit?
   How do the items included in your Identi-kit represent particular cultural values or messages? How do they help others to identify or label you?

b. How do these cultural markers, taken together, form an image of your identity for other people?

c. To what extent is identity something that we perform or "put on" and "take off"?

d. If you had to choose a song to accompany this image of yourself, what song would you choose and why?
Minor Paper Options:

1. Answer the following questions in a Minor Paper (500 words or more) – 10 points
   In the graphic novel Gentleman Jim, discuss how identity plays a role in Jim’s life. Initially, do a little bit of digging and find out who Gentleman Jim was (there are many people/animals who bore this name). Consider why the author of this graphic novel would have chosen this name for this character and how it bears in with this character’s identity and dilemma with identity. Next, write about Jim’s search for an identity and what seems to be his problem with changing his identity. Compare that with reality. Can humans really change their identity? If so, how? If not, why not?

2. Answer the following questions in a Minor Paper (500 words or more) – 10 points
   Focusing on such tactics as wardrobe, stagecraft, and body language, examine how different claims about American identity and American values get transmitted wordlessly.

3. Answer the following questions in a Minor Paper (500 words or more) – 10 points
   Looking into the rise of personal webcam technology and YouTube postings, examine the ways we (society) are taught in our culture to display ourselves as objects for the visual inspection of others. In this case, the focus is on the shifting definitions between public and private. To what extent have we come to treat visual access to each other’s personal lives as an unexamined norm? What are the consequences of doing so? How does this display of “the self” tie into notions of a “created” identity? Do not discount how celebrity lives are on display and to what extent that display affects our own choices and behaviors.

4. Answer the following questions in a Minor Paper (500 words or more) – 10 points
   Think about the friends you associate with today versus those whom you associated with in high school. Are similar students naturally drawn to each other to form groups, or do people reshape (or re-make) themselves to conform to an existing group’s expectations? To what extent do people’s physical identity and personal choice determine their eligibility for different groups? Could the overweight girl or the boy with a neurological disorder, for example, ever hope to enmesh themselves with “the popular crowd”? Does being “physically well proportioned” insulate a student from “loner status”? Can the football quarterback successfully choose to reposition himself as a “theater kid”?

5. Answer the following questions in a Minor Paper (500 words or more) – 10 points
   Masks are a common element of almost every culture. Because they obscure the face, they allow the wearer to hide his or her identity or temporarily assume the identity of someone (or something) else. The anonymity that masks provide generally fosters a sense of freedom and emboldens wearers to behave in ways that social conventions normally prohibit or at least discourage. Consider your own MySpace or Facebook mask in terms of these conventions and discuss how your MySpace or Facebook space is different from your “real” identity. That is, look at how your identity is different online versus the identity you carry at home, at school, at church, or with your friends.
RESEARCH UNIT – 195 points (19.5%)

A research unit is required in this class. The research unit consists of multiple components outlined below.

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

If you do not complete the Library Resource Unit by 10/12, you WILL NOT PASS THIS COURSE. Complete this!

Argumentation/Research Paper – 100 points Word Count (body of paper): 2500 words minimum; 3000 words maximum; **Handed in**

Choosing any one of the minor/short papers on this syllabus, expand the question to which you are either arguing for a specific issue or against it.

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.

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, ebrary 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.

Proposal – 10 points

A project proposal is an integral part of this project. The proposal you turn in must include the subject matter of your paper and an explanation of why this issue is important (even if it is just because you are curious about it). Include the following information:

1. The subject matter you will be exploring
2. A list of proposed sources (all must be from peer reviewed journals). Aim to have at least eight peer-reviewed sources on this list
3. An explanation of why this subject intrigues you, why it is important, and who should care about this subject
4. A paragraph that addresses the problems you anticipate and how you plan on overcoming those problems

The purpose of this component of the research project is to have you begin thinking out your project. This paper is worth a sizable chunk of your grade, and the earlier you start on it, the easier it will be to achieve success on this paper. Good research papers take time to develop. This one is no exception. Furthermore, oftentimes in the "real world," businesses and funding agencies require proposals in order to authorize work on a project (or fund a project). This proposal, although very small in stature by comparison, will help you to begin thinking of this
type of writing so that you will know how to write such a document if it becomes part of your job requirement.

Dialogue in the Margins – 4 sets – 20 points

Using articles you are working for your research paper, produce a Dialogue in the Margins (often requires first photocopying the article to create large margins). Good critical reading entails keeping all three academic questions in the air at once:

- The summarizing question: “What, exactly, am I being told?”
- The synthesizing question: “How does what I’m being told relate to other things I know or have been told?”
- The critiquing question: “Should I, in the end, believe what I’m being told?”
  - On the article you have chosen to “dialogue with,” note every critical reaction you have along the way.
  - Note how many kinds of reactions appear in the margins.
  - Answer the following questions:
    - What else would have to be true if this claim were true?

Other questions you should consider answering when preparing this dialogue in the margins include:
1. What did you learn from this source? (in general terms). How does this connect to your thesis?
2. What is the author’s thesis or claim? Is there a perspective or slant that you can identify?
3. Does this source acknowledge opposing viewpoints? Does it do so fairly?
4. Is this piece intended as an argument? Is it an effective one?
5. How does this information connect to or contradict other sources you are reading on this topic?
6. Are there sources cited in this reading that you would find useful? That you would distrust?
7. Who is the author(s) and what is his/her expertise in the subject? (Note: If your source is written anonymously, what might that suggest? If it is a government document, what does that mean?)
8. What do you think is the motive or purpose of the author?
9. Who do you think is the intended readership/audience for this source? How does that affect its content and language?
10. How does the writer try to persuade readers (ethos? pathos? logos?).
11. What kinds of fallacies can the author be guilty of? (For a complete list, look at your ebook.)

Organization Challenge – 10 points

Using your notes from the Dialogue in the Margins entries, prepare a stack of notecards (you can create these using a “table” in your word processor; be sure to include BLANK notecards to help you determine what is missing). Organize your notecards in three different ways such that you have three possibilities of writing your paper. Turn in these three different organizations and your notecard template. Be sure to include some sort of notation that indicates what information is missing.
Ben Franklin’s Exercise for Style – 20 points

Using two sources that you have not already dialogued with and which you will be using to fill in the missing pieces to your research paper, complete this exercise. Turn in the notecards and your summary.

- Day One: Reduce the passage to a set of notes, using index cards (or your journal)
  - Every fact and every idea found in the passage should appear on a separate note card.
  - Every note should be written in your own words, not the words of the published original
  - Shuffle the note cards and put them away.

- Day Two: Look through your note cards
  - Write the best passage that you can, based on your notes. Only after you have written your own passage should you pull out the published original again and compare the two.
  - On a separate sheet of paper, write a brief appraisal of your passage compared with the original. In what respects is the original a more effective piece of writing? In what respects is your passage more effective? What details of organization or style seem to account for these differences?

A Works Cited page must be attached to your final paper (25 points). 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.

MUSIC UNIT – 55 points (can go up to 65 points)

Mandatory Major Paper – Analysis - Word Count: 1200 words minimum (not including lyrics), 1500 words maximum – 40 points;
Reflection Paper – 5 points

Due Dates for Analysis Paper: Rough Draft #1: Due Date: 2/10; Peer Review/Rough Draft #2: Due Date: 2/17; Final due date: 2/24

Using the lyrics of a song of your choice, and using the analytical skills we have been working on, 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.
MUSIC UNIT (cont’d)

Minor Paper Options:

1. Answer the following questions in a Minor Paper (500 words or more) – 15 points
   Read Plato’s The Cave (found on CompClass under the Course Materials tab ➔ Readings ➔ *The Allegory of the Cave*). In what way can music be viewed as dangerous for those living both inside and outside of the cave? Support your answer with specific text found in *The Allegory of the Cave*.

2. Answer the following questions in a Minor Paper (500 words or more) – 10 points
   Study the work of a contemporary female rapper, and analyze the extent to which her work “bring[s] wreck to the stereotypes and marginalization that inhibit [black women’s] interaction in the larger public sphere.” (For more information, you might want to look at Gwendolyn Pough’s Women, Rap, Wreck from which this quote is taken.)

3. Answer the following questions in a Minor Paper (500 words or more) – 10 points
   Compare and contrast a male rap video and a female rap video. What gender roles do you see in each video, and what is the viewer’s likely response?

4. Answer the following questions in a Minor Paper (500 words or more) – 10 points
   Many music celebrities insist that they have no choice in how their image is constructed and presented to fans. Although this may be so, the audience does have a choice in how it responds to that image. While it may be impossible to separate the music from the publicity, each is not able to be separated from the other. While individuals have a choice of avoiding listening to a specific type of music or watching a video of a song, anybody who shops for groceries is bombarded with magazine headlines at the checkout counter. Some might argue that the success of the celebrity (or musician) is hinged upon the success that individual gets from publicity stunts and personal choices that have kept individuals in the spotlight. To which statement do you identify or agree with the most? Explore why you feel the way you do in this paper.

5. Answer the following questions in a Minor Paper (500 words or more) – 10 points
   Take a walk around campus one day (no specific day) and take a count of how many people are either listening to their iPod (or MP3 player) or are at least tuned in to something (they have earbuds in). Describe your own encounter with an iPod or MP3 player, and consider how many people (including yourself) are listening to music (or other material) around campus. What do you suppose is an unintended consequence of the design of this technology? Are there specific assumptions or biases built into the design or any other aspect of technology? How do your professors react when they see students with iPods? Are there specific rules in your classes against iPod use? Why do you suppose this is? Do you think that this technology reflects or reinforces specific cultural values or biases? Age or gender differences? Educational differences?

6. Answer the following questions in a Minor Paper (500 words or more) – 10 points
   As rap and hip-hop gain mainstream acceptance, more white performers are adopting their styles and rhythms. Compare the history of rap and hip-hop with that of rock ‘n’ roll. To what extent do you think that history will repeat itself?

7. Answer the following questions in a Minor Paper (500 words or more) – 10 points
   Brainstorm a list of artists whom you consider icons. Study your list, and research each pop star’s list of commercial endorsements. Who have they sung for? What company plays his/her song as part of its advertisement? Have these brands become
“genderized” or “race-related” as a result of this branding? Who is the advertisement aimed at (men or women)? How do you know this? What does the song have to do with the product, if anything? Has this changed your view of the artist? The song? Why or why not? (You can also research this in reverse order—look at the song in the commercial and work your way back to the artist.

**STAR TREK UNIT** – 55 points (can go up to 65 points)

Mandatory Major Paper: Compare/Contrast - Word Count: 1200 words minimum, 1500 words maximum – 40 points; Reflection Paper – 5 points

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 storyline. Being a Trekkie/Trekker 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. Additional episodes of the original series can be viewed on www.cbs.com.

**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 deeper analysis and research, necessary for your final research paper.

**Minor Paper Options (Points as Noted)**

1. Answer the following questions in a Minor Paper (500 words or more) – 15 points
   Read the Katie Roiphe article posted under “Instructor-Added Course Materials” (Profiles Encouraged). Roiphe’s purpose with this essay is to dispute the assumption that entertainment is just for fun, by assessing the cultural meanings of one popular form of entertainment. Although she seems to accept the assumption that entertaining is simply a reflection of culture (she writes in paragraph two that the journalists who produce celebrity profiles are “giving the magazine or the reader or the movie publicists what they want—and nothing more”), Roiphe also suggests that the ritual sameness of the profiles is a by-product of efforts to promote new movies. Fans want to read the same article over and over, she implies, because that’s what they’ve been conditioned to expect. To what extent is this true of Star Trek? To what extent is this not true of Star Trek? Incorporating the article into your paper to answer these questions is a “MUST.”
2. Answer the following questions in a Minor Paper (500 words or more) – 15 points

   Early Star Trek fans began writing what has now popularly become known as *fanzines*. These fanzines contained creative short stories of the character’s lives, and in some cases even altered the reality of the characters (consider, for example, how the Gaylaxians, a group of homosexual fans, have either lobbied for a homosexual character or have insisted that characters are homosexual). Many times, the details of the characters’ lives have been included in the history of the show, and the show has altered to reflect the fans vision of what the show should be. Examine the following websites and come to your own conclusion: how much of *Star Trek* is fan driven, and how much of *Star Trek* is writer driven? The purpose of this piece is to examine how much influence the fans of a television show have over the content of a television show, so examining fan sites beyond these mentioned is very important.

   - http://startrekdom.blogspot.com/
   - www.startrek.com

3. Answer the following questions in a Minor Paper (500 words or more) – 15 points

   Examine the history of a single movie or look at one subcategory of the current Motion Picture Association of America (MPAA) rating system guidelines, such as nudity, violence, drug use, and the like. Ask questions about the rating system as you research it. Why did the system emerge? What was the political context behind this rating system? How has the voluntary system influenced the practice of filmmaking? How has it changed the economics of motion-picture production? Be sure you have a strong thesis with a strong position on this paper, and be certain to use research to support that position.

4. Answer the following questions in a Minor Paper (500 words or more) – 10 points

   Critics and censors have gone after shows they consider indecent because, theoretically, their content poses a risk to children’s innocence. Underpinning this logic is the idea that because children cannot be prevented from seeing or hearing publicly broadcast programs, we must protect them from the possibility of being exposed to anything that might harm them. If entertainment were truly a matter of personal choice, this risk would be of no concern. Note, too, that FCC enforcement is triggered by audience response. Rather than expect listeners and viewers to ignore programs they find offensive or inappropriate, the government officially encourages the public to respond by filing complaints. Consider your own position on this. Is it society’s responsibility to regulate the industry, or should the individual take more responsibility for what either he/she or his/her child(ren) sees on television? More importantly, address the issue of whose value system is determining what is seen (or not seen) on television.

5. Answer the following questions in a Minor Paper (500 words or more) – 10 points

   Analyze a show such as *Saturday Night Live*, *Mad TV*, *South Park*, or *Family Guy* and identify (and write about) an explicit political or cultural critique embedded in the program’s humor. What are the uses of humor to make an argument? How are these forms of argument effective or not effective? Most importantly, you must address the
STAR TREK UNIT (cont’d)
issue of intertextuality. How do you know that a specific critique of a specific event is being made? How do you know what you know?
6. Answer the following questions in a Minor Paper (500 words or more) – 10 points
What messages does television entertainment convey about modern American life? Who is conveying the messages? Are the ideas behind the messages mainstream? Or do they somehow counter mainstream ideas? In what way does television reflect cultural values and attitudes or assumptions about race, class, or gender? In what ways does television challenge or question cultural attitudes about race, class, or gender? Be certain to cite specific examples when answering this question.
7. Answer the following questions in a Minor Paper (500 words or more) – 10 points
Which forms of entertainment most saturate our culture right now? Why do you think this is the case? What messages do these forms of entertainment convey? How have these particular forms of entertainment become a part of the American popular imagination or consciousness? What causes artists and celebrities to respond to criticism of their work with the response, “If you don’t like it, you don’t have to watch/listen to it”? Is that a viable response? Why or why not? Are we truly free of the impact of entertainment, even if we don’t choose to engage in it?

COMIC BOOK UNIT – 25 points (can go up to 35 points)
Mix and Match the following assignments to add up to 25 points:
1. Answer the following questions in a paper of 1000 words or more – 25 points:
Choosing any tool or method that we have explored thus far, write a paper on The Salon. You can consider images, what is written in the gutter, implicit/explicit messages, and gender or class issues (among many others).
2. Answer the following questions in a minor paper (500 words or more) – 15 points:
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?
3. Answer the following questions in a Minor Paper (500 words or more) – 15 points
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?
4. Answer the following questions in a paper of 500 words or more – 10 points
Why are there so few superheroes who are not Caucasian? (Consider the ratio of African-Americans, Asians, gay/lesbian/transgender superheroes to the number of
COMIC BOOK UNIT (cont’d)

Caucasian superheroes.) How are minorities represented in graphic novels (superhero or otherwise)? Examine the representation of minorities from the 1940s to the present day. What is their relationship to or with Caucasians? Have things changed? Remained the same? Why do you suppose this is so? Has stereotyping of minorities occurred? If so, in what way? Next, look at The Salon. What types of discrimination or stereotyping of minorities have occurred?

5. Answer the following questions in a paper of 500 words or more – 10 points

Why are there so few superheroes who are women? (Consider the ratio of women superheroes to the number of male superheroes.) How are women represented in graphic novels (superhero or otherwise)? Examine the representation of women from the 1940s to the present day. What is their relationship to or with males? Have things changed? Remained the same? Why do you suppose this is so? Has stereotyping of women occurred? If so, in what way? Consider any of the women in The Salon. Why would a contemporary author/artist choose to represent these women in this way? Has any stereotyping occurred here? What is it? What purpose does it serve?

SCIENCE FICTION UNIT - 55 points (can go up to 70 points)

Argument Paper, Due Date: 4/23 - Word Count: 1200 words minimum, 1500 words maximum – 40 points

Each of the stories in New Skies critiques something specific about Western (or American) culture. With your teammate, identify a critique of that culture from one of the stories in the online anthology and argue either for or against that critique. Does the critique bear out? Why or why not? Consider themes such as technology, identity, racism, social class, gender, sexuality/morality issues, homelessness (or homes that are less than ideal), war, politics (think of leadership, citizenship, and the like), mortality/immortality, sacrifice, or colonialism. You can (and perhaps should) use some of the tools we have been studying in class: defining what you are critiquing, analyzing the text itself, comparing and contrasting our culture with that of another.

Remember that this is an argument paper. You and your teammate will need write together. You both will need to take the same position and use evidence from the book and at least three outside sources and three discussion forum posts to support your position (or to use as a counterargument). These sources can be from newspapers, books, or ebrary sources. You may also use .gov or .edu sources.

How you choose to split the work will be solely up to you and your teammate, but remember that this assignment is worth 55 points and due dates will be strictly adhered to (no extensions!). If your teammate is not being helpful and this is outlined in your reflection paper, I will award you extra credit points that will be pulled from your teammate’s points.
SCIENCE FICTION UNIT (cont’d)

<table>
<thead>
<tr>
<th>TASK</th>
<th>DUE DATE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rough Draft (500 words)</td>
<td>11/16</td>
<td>3</td>
</tr>
<tr>
<td>Substantive Peer Responses on first draft (2 required)</td>
<td>11/23</td>
<td>6</td>
</tr>
<tr>
<td>Second Draft (750 words)</td>
<td>11/25</td>
<td>3</td>
</tr>
<tr>
<td>Substantive Peer Responses on second draft (2 required)</td>
<td>12/4</td>
<td>6</td>
</tr>
<tr>
<td>1000-word paper (final copy)</td>
<td>12/7</td>
<td>25</td>
</tr>
<tr>
<td>350 to 500-word reflection paper on what work you contributed to the project, what worked, what didn’t work, how you would overcome these problems in the future, how you would grade your teammate, what you learned, and any other commentary you think would be helpful for me to know.</td>
<td>12/7</td>
<td>5</td>
</tr>
</tbody>
</table>

Option Assignments – Minor Papers and more! (Points as Noted)

1. Answer the following questions in a 750-word (or more) paper – 20 points
   Read E.M. Forster’s “The Machine Stops” (a link can be found under “Instructor-Added Course Materials”). In a paper, draw as many parallels to the current global world as possible. Discuss the implications of these parallels in light of the ending of this story. Could the world as we know it be in store for such an ending? Why or why not?

2. Answer the following questions in a Minor Paper (500 words or more) – 15 points
   Consider how assumptions surrounding technology color American attitudes towards space exploration. Examine either one of the short stories found in your anthology or a science fiction film or television show in which space travel figures prominently, answer the implied question: Why do Americans remain so enamored of the space program? Technological advancements aside, what have we gained from it, and what do we expect to gain in the future? Although you will need to only write about one movie or one story, you should view several examples of the genre before you select the focus for your paper. You should notice similar themes, conflicts, and plotlines through many of them, which should prompt you to question what those themes reveal. If you opt for the film version of this question, you should include at least one movie or television show from the Cold War era (1945-1989) and one from the 1990s or later, looking for evidence of how shifting cultural contexts affects the story’s themes. Consider the Alien or Star Trek films or even the original 1950s version and the contemporary version of The Day the Earth Stood Still. (A full list of possibilities is included in the “Instructor-Added Course Materials” section of CompClass.)

3. Answer the following questions in a Minor Paper (500 words or more) – 10 points
   This unit underscores the role our culture’s verbal scripts play in dictating what we are not allowed to say. When we look at the rules and norms governing permissible speech, we are always confronting at the same time what gets censored as well. What are the implications of adhering to this script? What forms of expression are we required to muzzle? Why not come out and say it? What prevents things (like critiques) from being said? Is adhering to society’s standards of what is acceptable speech worth the price?
SCIENCE FICTION UNIT (cont’d)

4. Answer the following questions in a Minor Paper (500 words or more) – 10 points
   What makes a person—or a culture—American, Hawaiian, or even Local? Exploring only one of these cultures, brainstorm a list of qualities that you think of as distinctly “American,” distinctly “Hawaiian,” or distinctly “Local.” Why is it so difficult to define what either of these cultures are? Who gets to decide what is “American,” “Hawaiian,” or “Local”? What happens to a person who isn’t (American, Hawaiian, Local) enough? Many historians have argued that whole cultures are being destroyed by pressures to assimilate, and individual identities are being compromised in the process. To what extent is that true of each of these “categories” of people?

5. Answer the following questions in a Minor Paper (500 words or more) – 10 points
   Consider how schools demand Standard English be spoken in most classes. Is this denial to use a specific language a denial of who the person is? Or, does a resistance to diversity weaken American culture as a whole? Consider how negotiating multiple identities that are tied to language, for example, how linguistic choices can pose social, economic, and political barriers for members of minority cultures.

6. Answer the following questions in a Minor Paper (500 words or more) – 10 points
   Examine the themes of aging or immortality that are present in any of the science fiction stories in your anthology or in a science-fiction film (clear the film with me, first!). Is there a cautionary tale about the ironic aspects of endless youth or immortality? Craft an argument about the story’s (or film’s) intent and its message. Consider how assumptions about nature are reflected or refuted in the story.

PORTFOLIO - 200 points (20%) – due 5/7

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. 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 each paper that you submit in your portfolio as if each individual paper was your entire grade—the sum total of these papers is your grade.

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 minor/option assignments, five informal assignments (i.e., discussion board postings, summary-responses, 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." A rubric for this assignment can be found under “Instructor-Added Course Materials.” You will need to print out this rubric and include it with your Portfolio.

SERVICE LEARNING PROJECT (Optional) – 100 points (10%) – due 11/12
Note: This CANNOT be used solely for extra credit!

In lieu of the option papers, you may choose to do a Service Learning project. The components and points of the project are broken down as follows:

A 250-word proposal for the service learning project (10 points) Sept 10, 2009
Four Field Notes (explained below) at 250 words per (20 points) Nov 12, 2009
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—one per visit), life-writing journal reflections (minimum four—one per visit) 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 proposal is due September 10, 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 (minimum four; extra days will earn you extra credit points), the number of hours you plan on volunteering, (C.) Where the organization is located, (D.) Why you chose this organization.

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. Provided everything is in order and completed as per your approved contract with me, you will receive the appropriate number of points contracted for.

The final project will consist of the work noted above. You will be required to meet with me to demonstrate your work at least once during your service-learning project.

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: A Writer's Reference by Diana Hacker, and Portfolio Keeping, 2nd Ed. by Nedra Reynolds and Rich Rice. You should also bring New Skies with you in the event that time permits in class for you to work on this assignment. Additionally, students will be required to have an active hawaii.edu account in order to complete the Library Resource Unit Resource Unit and an Internet account to gain access to the discussion board on CompClass. Although you are not required to own a computer, access to both a computer and the Internet is a "must" for this class.

EXTRA CREDIT

Extra credit is exactly that: extra. It is to be used to fill in gaps in your score or to boost you a minimal amount of percentage points to the next level. It is not intended to replace assignments or to insure that your grade jumps multiple letter grades. Extra credit is encouraged in this class, and multiple opportunities exist for you to take advantage of this. There is a cap of 40 points of extra credit available beyond the amount needed to fill in for a missing assignment. In other words, you may not earn greater than 104% in this class, and in any case, I will be using my discretion in determining your final grade.

Additional Information

A "UNIVERSITY PERFORMANCE" STANDARD - Students are expected to make a very serious academic commitment to their success in this 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.

N-Grade: An N-Grade is not automatically given. In order to earn an “N” grade, you need to have made demonstrable academic progress throughout the semester. Not turning work in is not making demonstrable academic progress. Plagiarizing will also insure that you do not get an “N” grade (and may even insure an “F” grade). Do not expect an “N” grade—expect to receive the grade you have earned this semester.

Research Disclosure
All works in all media produced by students as part of their course participation at Windward Community College may be used for research and educational purposes. It is understood by the student that registration for and continued enrollment in a course where such use of student works is announced constitute permission by the student unless specifically set forth in writing. After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work's creator/originators(s); or (2) the creator/originator(s)' written permission will be secured.

Grading –
A = 900-1000 points
B = 800-899 points
C = 700-799 points
D = 600-699 points
F = 599 or below

Drop Dates:
August 28, 2009 – No record; 100% refund
September 14, 2009 – No record; 50% refund
October 27, 2009 – 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>
</table>
| **WEEK ONE**  
**TUESDAY**  
**8/25**   | Syllabus and expectations                                                               | Bring registration card to class Thursday                                 |
|            |                                                                                       | Download Vocabulary words from CompClass                                  |
| **THURSDAY**  
**8/27**   | General overview of CompClass Freewrite Assignment #1 from Portfolio Keeping in your blog | Post Discussion Board postings                                            |
|            | Drop date 8/28 with no record and 100% refund                                           | Post Summary Response                                                    |
| **WEEK TWO**  
**TUESDAY**  
**9/1**   | **LIBRARY EXCURSION DAY – MANDATORY ATTENDANCE**                                        | Vocabulary Quiz #1 Thursday                                               |
|            |                                                                                       | Identi-Kit due Thursday                                                   |
|            |                                                                                       | Minor paper from Identity unit due online by 11:55 p.m. Thursday         |
| **THURSDAY**  
**9/3**   | **VOCABULARY QUIZ ONE**                                                                 | Download Vocabulary words (#2) from CompClass                              |
|            | Identi-Kit due in class                                                                 | Post Discussion Board postings                                            |
|            | Minor paper due online                                                                  | Post Summary Response                                                    |
|            | Choose DB topics                                                                        | Research project proposal due Tuesday                                     |
|            | Freewrite Assignment #2 from Portfolio Keeping                                          | at 11:55 p.m. on CompClass                                                |
| **WEEK THREE**  
**TUESDAY**  
**9/8**   | **RESEARCH PROJECT PROPOSAL DUE TONIGHT (Online)**                                      | Bring in lyrics to a song on Thursday                                     |
|            |                                                                                       | Choose DB topics                                                          |
|            |                                                                                       | Freewrite Assignment #3 from Portfolio Keeping                           |
| **THURSDAY**  
**9/10**  | Music Lecture                                                                           | Post Discussion Board postings                                            |
<p>|            | <em>Drop date 9/14 with no record and 50% refund</em>                                          | Post Summary Response                                                    |
|            |                                                                                       | Vocabulary Quiz #2 due Tuesday                                             |
|            |                                                                                       | Rough Draft #1 of Analysis paper due Tuesday                               |
|            |                                                                                       | at 11:55 p.m. on CompClass                                                |</p>
<table>
<thead>
<tr>
<th>Week Four</th>
<th>Tuesday 9/15</th>
<th>Vocabulary Quiz Two</th>
<th>Rough Draft #1 of Analysis paper due tonight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Choose DB topics</td>
<td>Freewrite Assignment #4 from Portfolio Keeping</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Download Vocabulary words (#3) from CompClass</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dialogue in the Margins #1 due in class Thursday</td>
<td></td>
</tr>
<tr>
<td>Thursday 9/17</td>
<td>Dialogue in the Margins #1 due today IN CLASS</td>
<td>Freewrite Assignment #5 from Portfolio Keeping</td>
<td></td>
</tr>
<tr>
<td>Week Five</td>
<td>Tuesday 9/22</td>
<td>Dialogue in the Margins #2 due today IN CLASS</td>
<td>Rough Draft #2 of Analysis paper due tonight</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Choose DB topics</td>
<td>Freewriting Assignment #6 from Portfolio Keeping</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch Star Trek “The Naked Time”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocab Quizzes #3 on Thursday</td>
<td>Peer Review Analysis paper by 9/27 at 11:55 p.m.</td>
</tr>
<tr>
<td>Thursday 9/24</td>
<td>Vocabulary Quiz Three</td>
<td>Peer Review Analysis paper by 9/27 at 11:55 p.m.</td>
<td>Download Vocabulary words (#4) from CompClass</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post Discussion Board postings</td>
<td>Post Summary Response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer Review Analysis paper by 9/27 at 11:55 p.m.</td>
<td>All Music Papers due Tuesday, 9/29, by 11:55 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dialogue in the Margins #3 due Tuesday in class</td>
<td></td>
</tr>
<tr>
<td>Week Six</td>
<td>Dialogue in the Margins #3 due today in class</td>
<td>Rough Draft of <em>Star Trek</em> paper due Thursday at 11:55 p.m.</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>All Music Unit papers due tonight by 11:55 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/29</td>
<td>Choose DB topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Watch <em>Star Trek: The Next Generation</em> “The Naked Now”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Rough Draft #1 of <em>Star Trek</em> paper due tonight by 11:55 p.m.</td>
<td>Post Discussion Board postings</td>
<td></td>
</tr>
<tr>
<td>10/1</td>
<td>Watch <em>How William Shatner Changed the World</em></td>
<td>Post Summary Response</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary Quiz #4 on Tuesday</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dialogue in the Margins #4 due in class on Tuesday</td>
<td></td>
</tr>
<tr>
<td>WEEK EIGHT</td>
<td>LIBRARY RESOURCE UNIT DUE TODAY</td>
<td>Vocabulary Quiz #5 on Thursday All Star Trek unit papers due Thursday by 11:55 p.m. on CompClass</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>TUESDAY</td>
<td>ORGANIZATION CHALLENGE due today in class PEER REVIEW OF STAR TREK paper due tonight by 11:55 p.m. Choose DB topics Freewrite Assignment #10 from Portfolio Keeping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THURSDAY</td>
<td>VOCABULARY QUIZ FIVE</td>
<td>Download Vocabulary words (#6) from CompClass Post Discussion Board postings Post Summary Response</td>
<td></td>
</tr>
<tr>
<td>10/15</td>
<td>ALL STAR TREK UNIT PAPERS DUE TONIGHT ON COMCLASS Freewrite Assignment #11 in Portfolio Keeping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK NINE</td>
<td>Comic Book lecture</td>
<td>Ben Franklin’s Exercise for Style #1 due in class on Thursday</td>
<td></td>
</tr>
<tr>
<td>TUESDAY</td>
<td>Choose DB topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THURSDAY</td>
<td>EXERCISE FOR STYLE #1 due in class</td>
<td>Post Discussion Board postings Post Summary Response Vocabulary Quiz #6 on Tuesday</td>
<td></td>
</tr>
<tr>
<td>10/22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK TEN</td>
<td>VOCABULARY QUIZ SIX</td>
<td>Download Vocabulary words (#7) from CompClass Ben Franklin’s Exercise for Style #2 due in class on Thursday</td>
<td></td>
</tr>
<tr>
<td>TUESDAY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/27</td>
<td>EXERCISE FOR STYLE #2 due in class</td>
<td>Post Discussion Board postings Post Summary Response if not already completed Vocabulary Quiz #7 on Tuesday</td>
<td></td>
</tr>
<tr>
<td>THURSDAY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK ELEVEN</td>
<td>VOCABULARY QUIZ SEVEN</td>
<td>Download Vocabulary words (#8) from CompClass Comic book unit due Thursday</td>
<td></td>
</tr>
<tr>
<td>TUESDAY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THURSDAY</td>
<td>ALL COMIC BOOK UNIT PAPERS DUE TONIGHT</td>
<td>Post Discussion Board postings Post Summary Response if not already completed Draft #1 of Research Paper due Tuesday</td>
<td></td>
</tr>
<tr>
<td>11/5</td>
<td>Discussion of SF Team Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK TWELVE TUESDAY 11/10</td>
<td>ROUGH DRAFT #1 RESEARCH PAPER DUE TONIGHT AT 11:55 p.m.</td>
<td>Vocabulary Quiz #8 on Thursday Rough Draft #1 of Science Fiction team paper due Thursday</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose DB topics In-class conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THURSDAY 11/12</td>
<td>VOCABULARY QUIZ EIGHT ROUGH DRAFT #1 OF SF TEAM PAPER DUE TONIGHT</td>
<td>Download Vocabulary words (#9) from CompClass Post Discussion Board postings Post Summary Response if not already completed Rough Draft #2 of Research Paper due Thursday</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK THIRTEEN TUESDAY 11/17</td>
<td>ROUGH DRAFT #2 RESEARCH PAPER DUE TONIGHT AT 11:55 p.m.</td>
<td>Final Vocabulary Quiz on Thursday Peer Review #1 (DO TWO!) due Thursday by 11:55 p.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose DB topics In-class conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THURSDAY 11/19</td>
<td>VOCABULARY QUIZ NINE PEER REVIEW #1 OF SF TEAM PAPER (do two!) due tonight In-class conferences</td>
<td>Post Discussion Board postings Post Summary Response if not already completed Peer Review of Research Paper due by Tuesday at 11:55 p.m. Rough Draft #2 of SF Team Paper due by Wed, 11/25 at 11:55 p.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK FOURTEEN TUESDAY 11/24</td>
<td>PEER REVIEW OF RESEARCH PAPER DUE TONIGHT ROUGH DRAFT #1 OF SF TEAM PAPER DUE Wed night</td>
<td>Rough Draft #2 of SF Team Paper due by Wed, 11/25 at 11:55 p.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose DB topics In-class conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THURSDAY 11/26</td>
<td>HAPPY THANKSGIVING! Go forth and give thanks! Eat well! Don’t get sick! 😊</td>
<td>Post Discussion Board postings Post Summary Response if not already completed Final Research paper due in class on Tuesday Peer Review #2 of SF Team paper due Tuesday by 11:55 p.m.</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Event</td>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fifteen</td>
<td>Final Research Paper due in class</td>
<td>12/1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer Review #2 of SF Team Paper (do two!) due tonight</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>TBA</td>
<td>12/3</td>
<td>Final SF Team Paper due Tuesday by 11:55 p.m.</td>
</tr>
<tr>
<td>Sixteen</td>
<td>Final SF Team Paper due tonight by 11:55 p.m.</td>
<td>12/8</td>
<td>Portfolio due Thursday</td>
</tr>
<tr>
<td></td>
<td>Final Portfolio due</td>
<td>12/10</td>
<td>Go forth and have a wonderful holiday!</td>
</tr>
</tbody>
</table>

Go forth and have a wonderful holiday!
**GENERAL RUBRIC FOR ALL PAPERS** (include with your paper if you want specific feedback!)

<table>
<thead>
<tr>
<th><strong>ITEM</strong></th>
<th>“A” – “B” - √+</th>
<th>“B” – “C-“ - √</th>
<th>“C” – “D” - √-</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Argument</strong></td>
<td>the argument is superior in content</td>
<td>the argument is average in content</td>
<td>the argument is below average in content</td>
</tr>
<tr>
<td><strong>Thesis</strong></td>
<td>your thesis is excellent and your paper follows the thesis</td>
<td>your thesis is average and your paper somewhat follows the thesis</td>
<td>your thesis is below average and your paper does not follow the thesis</td>
</tr>
<tr>
<td><strong>Introduction and Conclusion</strong></td>
<td>your introduction and conclusion are on point and the reader can easily follow your line of reasoning (paper) from start to finish</td>
<td>your introduction OR conclusion are on point and the reader can somewhat follow your line of thinking (paper) from start to finish</td>
<td>your introduction and conclusion are not on point and the reader can not easily follow your paper from start to finish</td>
</tr>
<tr>
<td><strong>Argument</strong></td>
<td>your argument relied upon established facts rather than emotion (no name calling—sticking to the objective facts)</td>
<td>your argument relied upon some established facts rather than emotion</td>
<td>your argument relied heavily upon emotion rather than fact — you often leave your reader wondering what is going on</td>
</tr>
<tr>
<td><strong>Counterargument</strong></td>
<td>you took another side into account (acknowledged counter arguments, possibly even refuted a few)</td>
<td>you may not have explicitly taken another side into account, but the viewpoint conveyed in the paper is objective</td>
<td>you took no other side into account</td>
</tr>
<tr>
<td><strong>Facts</strong></td>
<td>your facts were accurate and indicated that you read outside sources for clarity (i.e., you did the homework)</td>
<td>most of your facts were accurate and indicated that you read some outside sources for clarity (i.e., you did the homework)</td>
<td>your facts were not accurate and indicated that you had not read outside sources for clarity (i.e., you did not do the homework)</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation</strong></td>
<td>your grammar and punctuation were excellent with minimal errors</td>
<td>your grammar and punctuation were average with errors that did not get in the way of making meaning of the text</td>
<td>your grammar and punctuation were below average with errors that got in the way of the making of meaning of your paper</td>
</tr>
<tr>
<td><strong>In-text citations</strong></td>
<td>your in-text citations and works cited/bibliography are excellent</td>
<td>your in-text citations and works cited/bibliography are average</td>
<td>your in-text citations and works cited/bibliography are below average—you need serious help.</td>
</tr>
<tr>
<td><strong>Proofreading</strong></td>
<td>you have few, if any corrections to make</td>
<td>you have a few corrections to make to make this stellar</td>
<td>you have many corrections to make</td>
</tr>
</tbody>
</table>