Windward Community College – Language Arts Division

English 100: EXPOSITORY WRITING
Course Syllabus - Spring, 2009
Three Credits
Meeting Days/Times: Tuesdays and Thursdays, 1:30 p.m. to 2:45 p.m.
Tuesdays and Thursdays, 3:00 p.m. to 4:15 p.m.

INSTRUCTOR: Jill Dahlman, Instructor
dahlman@hawaii.edu
OFFICE: Palanakila 152
OFFICE HOURS: Tuesdays and Thursdays, 12:15 p.m. to 1:15 p.m. or by appointment
EFFECTIVE DATE: Spring, 2009 (January 12, 2009 through May 15, 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 **March 3, 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 Lauilima. 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.**
### SCORING BREAKDOWN - KEEPING TRACK OF SCORES

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<tr>
<th>ASSIGNMENT</th>
<th>GRADE</th>
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<td>Discussion forum postings</td>
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<td>Need a total of 30 (x 3 points)</td>
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<td>Open-book quizzes</td>
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<td>Identity Unit</td>
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<td>Music Unit</td>
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<td>Star Trek Unit</td>
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<td>Research Paper (all components mandatory)</td>
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<td>Portfolio</td>
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### 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 - 90 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 (30) 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 thirty-three 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, and you will find yourself struggling at the end of the class to not only write both the final paper and the research paper but to also keep current with your classwork. **Please be certain to post under the appropriate heading!**
EXERCISES/QUIZZES - 100 points (10%)
As indicated in the week-by-week outline, selected exercises found on CompClass 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. The book’s website will also have exercises, and you are welcome to use those to practice.

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, 92% will be substituted for each quiz for the entire semester, and you will not need to take quizzes one through nine. This option must be exercised by no later than January 29 in order to count.

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

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 classroom 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.

WRITING ASSIGNMENTS - 270 points (27%)
Assignments are described below. Four major assignments are required. You will determine the remainder of your points for each unit. 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 the Writing Tab found on CompClass. 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 your paper to me and hand 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. Papers more than two class meeting days late are not eligible for points.

**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. If you want to know what grade you would have received on any paper, attach a copy of the “general rubric” found at the very end of this syllabus. You can print these out from the syllabus that has been posted on CompClass.
8. 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.
9. **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. (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.
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 60 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** – 60 points (can go up to 70 points) – Final due date for all assignments in this unit: **February 5**, 2009

Mandatory Major Paper – Extended Definition - Word Count: 1200 words minimum, 1500 words maximum – 40 points
Due Dates: Rough Draft #1: 1/20; Peer Review/Rough Draft #2: 1/27; Final: 2/3

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!

Option Assignments (Points as Noted)

1. Identi-Kit – 20 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?

2. 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?

3. 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.

4. 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.

5. 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”?

6. 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.
MUSIC UNIT – 60 points (can go up to 70 points) – Final due date for all assignments in this unit: **February 26, 2009**

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

Option Assignments – Minor Papers and more! (Points as Noted)
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.
MUSIC UNIT (cont’d)

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 – 60 points (can go up to 70 points) – Final due
date for all assignments in this unit: March 19, 2009

Mandatory Major Paper: Compare/Contrast - Word Count: 1200
words minimum, 1500 words maximum – 40 points
Due Dates: Rough Draft #1: 3/3; Peer Review/Rough Draft #2: 3/10;
Final Due Date: 3/17

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/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
STAR TREK UNIT (cont’d)

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.

Option Assignments – Minor Papers and more! (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 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 – 30 points (can go up to 40 points) – Final due date for all assignments in this unit: April 9, 2009

Mix and Match the following assignments to add up to 30 points:

1. Answer the following questions in a paper of 1000 words or more – 30 points:
   Choosing any tool or method that we have explored thus far, write a paper on *Gentleman Jim*. 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 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 Gentleman Jim. Why do you suppose the author chose a Caucasian to represent a minority social class?

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 Gentleman Jim’s wife, Hilde. Why would a contemporary author/artist choose to represent a woman in this way? Has any stereotyping occurred here? Has any stereotyping occurred here? What is it? What purpose does it serve?
SCIENCE FICTION UNIT - 60 points (can go up to 70 points) – Final due date for all assignments: April 23, 2009

Argument Paper, Due Date: 4/23 - Word Count: 1200 words minimum, 1500 words maximum – 40 points
Argument Paper Due Dates:
   Rough Draft #1: Due Date: 4/9; Peer Review/Rough Draft #2: Due Date: 4/16

Each of the stories in your anthology New Skies critiques something specific about our culture. Choose three stories with the same (or very similar) critique of our culture 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 will need to take a position and use evidence from the book and at least three outside sources to support your position. These sources can be from newspapers, books, or ebrary sources. You may also use .gov or .edu sources.

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?

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
   Consider how assumptions about nature are reflected or refuted in the story.

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**RESEARCH UNIT – 145 points (14.5%)**

A research unit is **required** in this class. The research unit consists of four components: the Library Resource Unit Unit (10 points) due 3/3, five Annotated Bibliography entries at 7 points per entry (35 points) (due dates below), the final paper (75 points – assignment described below, due 5/7; rubric can be found online under “Instructor-Added Course Materials.” A printed rubric must be attached to your research paper, and a properly formatted MLA Works Cited page (25 points - 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 in addition to losing the 25 points for this section of the research paper requirement). You must have the proper number of primary/major and secondary/minor sources for your research paper.
RESEARCH UNIT (cont’d)

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

Argumentation/Research Paper – 75 points **Due Date:** 5/7 - Word Count (body of paper): 2500 words minimum; 3000 words maximum; **Handed in**

Rough Draft #1: **Due Date:** 4/21; Peer Review/Rough Draft #2: **Due Date:** 4/28

Throughout the semester, you will be writing minor papers that explore different facets of life in the United States. Taking one of these minor papers, explore that subject in a research paper to the fullest extent possible.

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 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** – 35 points – Word Count (body of annotation): 250 words minimum; 400 words maximum. **Due Dates:** 3/5, 3/10, 3/12, 3/19, 3/31

A **Works Cited** page (which is different than an Annotated Bibliography!) 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.

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. One annotation from each of the following sources is required:

- Book or chapter in a book
- Elibrary source
- EBSCO source
- Journal (not popular magazine!)
- Newspaper article

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.
PORTFOLIO - 300 points (30%) – 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) – 110 points (11%) – due 4/7
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) - Feb 5, 2009
Four Field Notes (explained below) at 250 words per (20 points) - April 7, 2009
Four Life Writing Notes (explained below) at 250 words per (20 points) - April 7, 2009
Two Interviews with ten questions each (10 points) - April 7, 2009
Cyber-buddy email exchange with University of New Mexico students - ongoing
1200 word Reflection paper (40 points) - April 7, 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 February 5, 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, 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 (minimum 1200, but extra words will garner extra points).

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, including copies of email correspondence with your cyber-buddy(ies). 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. 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.

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

DROP DATES:
January 16, 2009 – No record; 100% refund
February 2, 2009 – No record; 50% refund
March 23, 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>
<tbody>
<tr>
<td>WEEK ONE Tuesday 1/13</td>
<td>Syllabus and expectations</td>
<td>Read Introduction in Portfolio Keeping (p. 1-7)</td>
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<td></td>
<td></td>
<td>Post Discussion Board (DB) postings: #1 - Welcome &amp; Introductions, #2 - &quot;Learning to Read&quot;</td>
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<td>Bring registration card to class Thursday</td>
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<tr>
<td>Thursday 1/15</td>
<td>General overview of CompClass Frewrite Assignment #1 from Portfolio Keeping in your blog Drop date 1/16 with no record and 100% refund</td>
<td>Read Portfolio Keeping (p. 8-16)</td>
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<td>Post draft of Extended Definition by midnight Tuesday, 1/20 in the Writing Tab</td>
</tr>
<tr>
<td>WEEK TWO Tuesday 1/20</td>
<td><strong>Draft #1 of Extended Definition due by midnight</strong> Choose DB topics Frewrite Assignment #2 from Portfolio Keeping</td>
<td>Post DB postings #3 and #4</td>
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<tr>
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<td>Quiz One due Thursday at midnight Read Portfolio Keeping (p. 17-19) Option paper #1 - Identity due Thursday</td>
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<tr>
<td>Thursday 1/22</td>
<td><strong>Quiz ONE DUE -Option Paper #1 [Identity] due</strong> Frewrite Assignment #3 from Portfolio Keeping <em>LIBRARY FIELD TRIP – MANDATORY!</em></td>
<td>Post 2nd draft of Extended Definition in the Writing Tab by midnight Tuesday 1/27 for peer review on Thursday Read Portfolio Keeping (p. 20-22) Complete Summary-Response #1 by Fri., 1/23</td>
</tr>
</tbody>
</table>
| WEEK THREE  
Tuesday 1/27 | **Peer Review of 2nd draft of Extended Definition (due by 2/1)**  
Choose DB topics  
Freewrite Assignment #4 from Portfolio Keeping | Quiz Two due Tuesday at midnight  
Post DB postings #5 and #6  
Read Portfolio Keeping (p. 23-27)  
Option Paper #2 - Identity due Tuesday  
Last day to take diagnostic is Thursday |
|---|---|---|
| Thursday 1/29 | **Option Paper #2 (Identity) due QUIZ TWO DUE**  
Last day to take diagnostic test in lieu of quizzes!  
Freewrite Assignment #5 from Portfolio Keeping  
*Drop date 2/2 with no record* | Turn in final Extended Definition  
Read Portfolio Keeping (p. 27-31)  
Bring in lyrics to song  
Complete Summary-Response #2 by Fri, 1/30 |

| WEEK FOUR  
Tuesday 2/3 | **FINAL EXTEN DEF DUE**  
Choose DB topics  
Freewriting Assignment #6 from Portfolio Keeping | Post DB postings #7 and #8  
Read Portfolio Keeping (p. 32-36)  
Quiz Three due Thursday by midnight  
ALL IDENTITY ASSIGNMENTS due on Thursday |
| --- | --- | --- |
| Thursday 2/5 | **ALL IDENTITY UNIT ASSIGNMENTS DUE QUIZ THREE DUE**  
Rhetoric of Music  
Freewrite Assignment #7 from Portfolio Keeping | Read Portfolio Keeping (p. 36-39)  
Complete Summary-Response #3 by Fri, 2/6  
Post first draft of Analysis paper in Writing Tab by midnight on Tuesday |

| WEEK FIVE  
Tuesday 2/10 | **Draft One of Analysis due by midnight**  
Choose DB topics  
Freewrite Assignment #8 from Portfolio Keeping | Post Discussion Board postings #9 and #10  
Option Paper #1 - Music due Thursday  
Quiz Four due Thursday by midnight  
Complete Summary-Response #4 by Fri, 2/13  
Read Portfolio Keeping (p. 40-47) |
| --- | --- | --- |
| Thursday 2/12 | **QUIZ FOUR DUE**  
*Option Paper #1 [Music] due* | Post 2nd draft of Analysis in "The Writing Tab" by midnight on Monday for peer review on Tuesday  
Read Portfolio Keeping (p. 40-47) |
| WEEK SIX | PEER REVIEW OF 2ND DRAFT OF ANALYSIS (DUE BY 2/22) | Post Discussion Board postings #11 and #12 | Read Portfolio Keeping (p. 48-52) Option Paper #2 - Music due Thursday Quiz Five due Thursday by midnight |
| Tuesday 2/17 | Choose DB topics Freewrite Assignment #9 from Portfolio Keeping | Complete Summary-Response #5 by Fri, 2/20 Turn in final Analysis paper on Tuesday |
| Thursday 2/19 | QUIZ FIVE DUE -Option Paper #2 (Music) due Freewrite Assignment #10 from Portfolio Keeping Watch Star Trek "The Naked Time" | |

| WEEK SEVEN | FINAL ANALYSIS PAPER DUE | Post Discussion Board postings #13 and #14 Read Portfolio Keeping (p. 53-54) ALL ASSIGNMENTS (MUSIC) DUE THURSDAY Quiz Six due Thursday by midnight |
| Tuesday 2/24 | Choose DB topics Freewrite Assignment #11 in Portfolio Keeping Watch Star Trek "The Naked Now" | |
| Thursday 2/26 | ALL MUSIC UNIT ASSIGNMENTS DUE QUIZ SIX DUE Watch How William Shatner Changed the World | Read Portfolio Keeping (p. 54-60) Complete Summary-Response #6 by Fri, 2/27 Library Resource Unit due Tuesday by midnight Post first draft of Compare and Contrast paper on "The Writing Tab" by midnight on Tuesday |

| WEEK EIGHT | LIBRARY RESOURCE UNIT DUE TODAY DRAFT ONE OF COMPARE AND CONTRAST PAPER DUE BY MIDNIGHT | Annotated Bibliography #1 due Thursday Option Paper #1 (Star Trek) due Thursday Quiz Seven due by midnight Thursday |
| Tuesday 3/3 | Choose DB topics Discussion of annotations | |
| Thursday 3/5 | -Option Paper #1 (Star Trek) due Annotated Bibliography #1 due QUIZ SEVEN DUE | Post Discussion Board postings #15 and #16 Annotated Bibliography #2 due Tuesday Complete Summary-Response #7 by Fri, 3/6 Post 2nd draft of Compare and Contrast paper in the Writing Tab by Monday at midnight for peer review on Tuesday |
| WEEK NINE  
Tuesday  
3/10 | **PEER REVIEW OF COMPARE AND CONTRAST PAPER (DUE BY 3/15)**  
Annotated Bibliography #2 due | Option paper #2 (*Star Trek*) due Thursday  
Annotated Bibliography #3 due Thursday  
Quiz Eight due Thursday at midnight  
Complete Summary-Response #8 by Fri, 3/13 |
|---|---|---|
| Thursday  
3/12 | Annotated Bibliography #3 due -  
Option Paper #2 (*Star Trek*) due  
QUIZ EIGHT DUE | Post Discussion Board postings #17 and #18  
Final Compare and Contrast paper on Tuesday |
| WEEK TEN  
Tuesday  
3/17 | **FINAL COMPARE & CONTRAST PAPER DUE**  
Choose DB topics  
MLA Workshop | Complete Summary-Response #9 by Fri, 3/20  
Quiz Nine due Thursday by midnight  
Annotated Bibliography #4 due Thursday  
ALL *STAR TREK* ASSIGNMENTS DUE TUESDAY |
| Thursday  
3/19 | **ALL *STAR TREK* UNIT ASSIGNMENTS DUE**  
QUIZ NINE DUE  
Annotated Bibliography #4 due  
MLA Workshop | Post Discussion Board postings #19 and #20  
Option Paper #1 (Comics) due Tuesday, 3/31  
Annotated Bibliography #5 due Tuesday, 3/31  
**Mandatory!** Quiz Ten due Thursday 4/2 |
| WEEK ELEVEN  
Tuesday  
3/24 | **No School: Spring Break**  
*Final drop date 3/23 with no record* | **Mandatory!** Quiz Ten due Thursday 4/2 |
| Thursday  
3/26 | **No School: Spring Break** | **Mandatory!** Quiz Ten due Thursday 4/2 |
| WEEK TWELVE  
Tuesday  
3/31 | Annotated Bibliography #5 due -  
Option Paper #1 (Comics) due  
Choose DB topics | Post Discussion Board postings #21 and #22  
**Mandatory!** Quiz Ten due Thursday 4/2 |
| Thursday  
4/2 | **QUIZ TEN DUE**  
Portfolio/Research Paper Workshop | Option Paper #2 (Comics) due Tuesday  
ALL COMICS PAPERS DUE TUESDAY, 4/7 |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>THIRTEEN</th>
<th>Tuesday</th>
<th>4/7</th>
<th>-Option Paper #2 (Comics) due Service Learning Project (optional) due Choose DB topics Portfolio/Research Paper Workshop</th>
<th>Post Discussion Board postings #23 and #24 Argumentation paper rough draft #1 due Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>4/9</td>
<td></td>
<td></td>
<td>ALL COMICS PAPERS DUE TODAY <strong>ROUGH DRAFT #1 - ARGUMENTATION PAPER DUE</strong> Portfolio/Research Paper Workshop</td>
<td>Option Paper #1 (SF) due Tuesday</td>
</tr>
<tr>
<td>WEEK</td>
<td>FOURTEEN</td>
<td>Tuesday</td>
<td>4/14</td>
<td>-Option Paper #1 (SF) due Choose DB topics Portfolio/Research Paper Workshop</td>
<td>Post Discussion Board posting #25 and #26 Post second draft of Argumentation paper in Writing Tab by Wednesday at midnight for peer review on Thursday</td>
</tr>
<tr>
<td>Thursday</td>
<td>4/16</td>
<td></td>
<td></td>
<td><strong>PEER REVIEW OF ARGUMENTATION PAPER (DUE BY 4/25)</strong> Portfolio/Research Paper Workshop</td>
<td>Option Paper #2 (SF) due Tuesday Post first draft of Research paper on the Writing Tab by Tuesday at midnight</td>
</tr>
<tr>
<td>WEEK</td>
<td>FIFTEEN</td>
<td>Tuesday</td>
<td>4/21</td>
<td>-Option Paper #2 (SF) due Draft #1 Research Paper due by midnight Choose DB topics Portfolio/Research Paper Workshop</td>
<td>Post Discussion Board posting #27 and #28 Final Argumentation Paper due Tuesday ALL SF PAPERS DUE THURSDAY</td>
</tr>
<tr>
<td>Thursday</td>
<td>4/23</td>
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<td></td>
<td><strong>FINAL ARGUMENTATION PAPER DUE</strong> ALL SF PAPERS DUE TODAY Portfolio/Research Paper Workshop</td>
<td>Post second draft of Research paper on the Writing Tab by Sunday at midnight for peer review on Tuesday</td>
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<tr>
<td>WEEK</td>
<td>SIXTEEN</td>
<td>Tuesday</td>
<td>4/28</td>
<td>Draft #2 Research Paper due by midnight Peer Review of Research paper due by 5/4 Choose DB topics Portfolio/Research Paper Workshop</td>
<td>Post Discussion Board postings #29 and #30</td>
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<tr>
<td>Thursday</td>
<td>4/30</td>
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<td></td>
<td>Portfolio/Research Paper Workshop</td>
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<tr>
<td>WEEK</td>
<td>SEVENTEEN</td>
<td>Tuesday</td>
<td>5/5</td>
<td>Portfolio/Research Paper Workshop</td>
<td>Turn in final Research Project and Portfolio Thursday</td>
</tr>
<tr>
<td>Thursday</td>
<td>5/7</td>
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<td></td>
<td>Portfolio/Research Paper due</td>
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<tr>
<td>ITEM</td>
<td>&quot;A&quot; - &quot;B&quot; - √+</td>
<td>&quot;B&quot; - &quot;C.&quot; - √</td>
<td>&quot;C&quot; - &quot;D&quot; - √-</td>
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<tr>
<td>Argument</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>
<td></td>
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</tr>
<tr>
<td>Thesis</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>
<td></td>
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<tr>
<td>Introduction and Conclusion</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 cannot easily follow your paper from start to finish</td>
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<tr>
<td>Argument</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>
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<tr>
<td>Counterargument</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>
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<tr>
<td>Facts</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>
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<tr>
<td>Grammar and Punctuation</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>
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<tr>
<td>In-text citations</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>
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<tr>
<td>Proofreading</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>
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