English 100  Expository Writing
3 Credits     Summer 2009
MTWTH 10:00-11:35
Palanakila 124

INSTRUCTOR: Janine Oshiro
OFFICE: Na'auao 146 (TRiO Room)
OFFICE HOURS: 9:30-10:00 in Palanakila 124
TELEPHONE: 235-7489 (voicemail only)
EMAIL: Messages through Comp Class

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. Prerequisite: “C” or higher in ENG22 or placement into ENG100 or approval of Language Arts representative.

ACTIVITIES REQUIRED OUTSIDE OF CLASS

In addition to regular assignments, students must fulfill the college-mandated Library Research Unit (3 sections with a score of 10 in each) in order to pass. Students are also encouraged to attend office hours or schedule other meeting times for additional help. If you do not have computer or internet access at home, please familiarize yourself with the computer lab hours on campus as you will need to use Comp Class online.

LEARNING RESOURCES AND MATERIALS

Required every day: The St. Martin's Guide to Writing, Eighth Edition, ed. Axelrod and Cooper Comp Class access code for online activities

Recommended: Your peers are a great learning resource. I encourage you to exchange contact information with a classmate so that you can help each other succeed.

Other materials: 3 Ring Binder with organizing tabs
Flash drive
Notebook
Dictionary
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Course Tasks to Promote Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Write well-reasoned compositions that reveal the complexity of the topic they have chosen to explore or argue.</td>
<td>Complete multiple drafts of each essay to fully explore and question your original ideas.</td>
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<tr>
<td>Use specific examples and provide sound evidence, while avoiding easy answers, generalizations, and clichés.</td>
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<tr>
<td>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.</td>
<td>Articulate the choices and resulting effects made by other writers, and apply that knowledge into your own essays through strategic modeling.</td>
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<tr>
<td>Choose language, style, and organization appropriate to particular purposes and audiences.</td>
<td>Engage in a variety of formal/informal writing for different purposes and audiences.</td>
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<tr>
<td>Write in a variety of modes: to profile, narrate, compare and contrast, propose a solution, describe, analyze, interpret, evaluate, reflect, etc.</td>
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<tr>
<td>Reflect upon the rhetorical choices you make in relation to your intended purpose and audience through Reflection Memos that accompany each essay.</td>
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<tr>
<td>Synthesize previous experience and knowledge with the ideas and information they encounter as they read and discover as they write.</td>
<td>Write in a classroom community and a larger academic community, citing from each other's essays as well as published sources.</td>
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<tr>
<td>Thoroughly discuss cited materials in essays; use ideas and information from others to help develop your own ideas.</td>
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<tr>
<td>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.</td>
<td>Complete the Library Research Unit.</td>
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<tr>
<td>Conduct research using a variety of sources.</td>
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<td>Summarize, evaluate, and discuss the relevance of sources in an annotated bibliography.</td>
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<tr>
<td>Use standard disciplinary conventions to integrate and document sources.</td>
<td>Demonstrate knowledge and proper use of MLA format in an annotated bibliography and essays.</td>
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<td>Recognize the importance of proper citation to take part in a larger, dynamic academic conversation.</td>
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<tr>
<td>Use readers’ responses as one source for revising writing.</td>
<td>Participate in peer review discussions and complete written responses.</td>
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<td>Critically incorporate suggestions made by peers and instructor in each significantly revised draft.</td>
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<tr>
<td>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.</td>
<td>Create a personal editing checklist to aid in revision.</td>
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<td>Review fundamentals.</td>
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COURSE DESCRIPTION

"A writer is not so much someone who has something to say as he is someone who has found a process that will bring about new things he would not have thought of if he had not started to say them." --William Stafford

In this course we will engage in the writing process; we will use the act of writing to discover and develop fresh and complicated ideas about who we are, what we read, and the world we live in. We will often start with a question; and while we may find a suitable answer, that answer will hopefully lead us to yet another question. And another. We will consider, very carefully, the choices that we make as writers and the resulting effects. We will cover some basic mechanics and grammar, but more importantly, I hope that we will—together—create an invigorating learning environment in which you can indulge your curiosity, ask difficult questions, confuse yourself with possibilities, revise for a moment of clarity, and surprise yourself with what results in the sometimes wild, sometimes meticulous, and transformative process of composing words.

"Some people will never learn anything, for this reason, because they understand everything too soon." --Alexander Pope

Let us begin with the assertion that academic writing is not boring. Revision is not a chore. Writing requires taking risks. You will write a variety of academic essays, bearing in mind that essay comes from the French word essayer, meaning to try, to attempt. In other words, go for it! Try out a few ideas, always with the opportunity to revise, revise, revise. If you feel uncertain, confused, and don't know what to write, then you are probably at a good place to begin the drafting process. Revision and peer review will play a big role in this class. Your active participation and your willingness to support and engage your peers will determine the quality of your time here. Be prepared for group work. Be prepared to discuss the assigned readings everyday. Be prepared to take part in stimulating academic "conversations" with other writers through the miracle of MLA citation. Topics for some essays are flexible, so I hope you will make use of the opportunity to move toward deeper understanding of issues that really matter to you, draft by careful draft.

ACTIVE LEARNING AND PARTICIPATION

Students are responsible for the grade that they earn in this course. I have set up grading criteria and standards to ensure fairness and academic integrity, but you are ultimately responsible for your success. I am here to facilitate your learning experience and assist you as much as possible to fulfill the Student Learning Outcomes for English 100 and achieve your academic goals.

To help you keep track of your progress, fill out The English 100 ALPS, Active Learning and Participation Schedule. Discussions and activities that occur in class are designed to help you succeed in your essays. As such, regular attendance is required and counts toward your grade in the form of Active Learning Points.

Please inform me if you will not attend class and make arrangements to complete work if possible. Five absences will result in a final grade of "F." In the event of an extended emergency, I advise you to withdraw as soon as possible and take the class at another time. If the withdrawal date has passed, see the Dean of Student Services for assistance. As the class progresses, I encourage you to exchange contact information with a classmate because it is your responsibility to find out what you missed. Office hours provide additional support to regularly attending students, and should not be a substitute for regular class attendance.
COURSE TASKS AND GRADING

★ Essays in Process 35%
  - Beliefs and Influences in Action/ Profile
  - Beliefs and Influences in Action/ Compare & Contrast
  - Problem/Solution Research
  - Short Story Interpretation
  - Process/Peer Review Work

★ Final Portfolio and Evaluation Process 35%
  - Significantly revised essays totaling approximately 20 pages
  - Portfolio Letter and Letter of Recommendation
  - Participation in Portfolio Showcase/Review Process

▲ Active Learning Points 15%
  - Active Learning and Participation Points
  - Completion of ALPS
  - Essay Reflections
  - Goals and Final Reflection

.Writer's Blog 15%
  - Daily Write Start and assigned entries
  - 20 comments posted on peers' blogs

Students may earn the following grades:
  - A = 100-90 Reflects exceptional work.
  - B = 89-80 Reflects very good work.
  - C = 79-70 Reflects competent work.
  - D = 69-60 Reflects poor work.
  - F = 59-0 Reflects inability to complete work.

Important Note: All formal essay assignments (approximately 20 pages of significantly revised writing) and the college mandated Library Research Unit must be completed in order to pass this course. If your current grade is an "A," but you do not complete the Library Research Unit with passing scores, you will receive an "F." If you do not turn in one essay, but still maintain a "B," you will receive an "F."

DISABILITIES ACCOMMODATION STATEMENT

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

ESSAY AND ASSIGNMENT GUIDELINES

Each essay assignment involves many steps that are detailed in the assignment sheet. Revision works best if you do your very best on draft one and complete each step on time. If you are unable to turn in a first draft on time, this will prevent you from receiving timely peer review. You are responsible for finding a classmate to do peer review with you if you miss the peer
review period. You earn peer review points by providing a classmate with feedback; you do not receive points by asking someone outside of class to review your essay. Late drafts will not receive full credit.

I am happy to meet with you to discuss your essay during office hours or a scheduled time. I am, however, unable to respond electronically or edit essays that you email me. My job is not to "correct" your essays, rather it is to help you revise on your own for complexity, clarity, organization, and grammar. We will use "Comment," an online feedback system. Essays posted late may not receive feedback.

The Writer's Blog
The Blog is meant to be an informal electronic notebook that allows for focusing at the beginning of class, essay process work, and peer feedback. Blog entries are credit/ no credit. Thoughtful 2+ paragraph entries receive 5 points. The blog topic assigned to start each day receives 3 points and will not count for points if done outside of class.

Format for Formal Assignments
Include your name, my name, class, and date. Double-space the entire document and use 1" margins. Center your interesting and provocative title (Essay #2 or a general question or an announcement of topic will not suffice). Do not use a cover sheet. Use 12 point Times New Roman font for all documents.

To make a heading with your last name go to View > Header and Footer. Align on the right and type your last name and insert page number. Your last name and the current page number will automatically appear on each page.

Leong 1

Cindy Leong
Instructor Janine Oshiro
English 100
15 January 2009

Ejecting the iPod

The iPod is the most significant piece of technology that has affected my life. I can't leave home without synching my most recent playlist, and yet I sometimes
Format for Informal Assignment
For informal handwritten assignments, label with name, date, and assignment. For example:

Cindy Leong
1/30/09
In-class freewrite: My favorite place

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

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

Your portfolio may include:
• Final drafts of Essays
• All drafts and all peer reviewed copies of your work
• Peer review letters and materials you provided for your peers
• Personal Editing Checklist
• Reflection Memos
• In class writing and process work
• Grading Rubrics for assignments
• Sample Blog entries and comments

Creating Original Work
Students are expected to compose new, original essays for each assignment. Let your voice shine and grow through the course of the semester. Please do not reuse previously written essays. We will cover MLA documentation to avoid faulty paraphrasing and unintentional plagiarism. Plagiarism, the use of other people's words and ideas, in part or whole, without proper citation is a serious offense, and cases will be referred to the Dean of Student Services. Students who engage in acts of academic dishonesty face serious consequences, including failure.

STUDENT CONDUCT AND PROFESSIONALISM

Familiarize yourself with the Student Regulations section of the General Catalogue, particularly the Student Conduct Code and Disruptive Behavior Policy. Silence cell phones and do not eat in the computer lab. Let's be mindful of the positive learning environment we are all responsible for creating when we enter the classroom.

FINALLY…LAST WORDS TO BEGIN THE SEMESTER

"The only impeccable writers are those that never wrote." –William Hazlitt
"The best way out is always through." – Robert Frost

May 26

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<tr>
<th>COMPLETED BEFORE CLASS</th>
<th>HAPPENING IN CLASS</th>
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<tr>
<td></td>
<td>✫ Syllabus and Introductions</td>
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<td>✫ Writing Expectations</td>
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<td>✫ &quot;In Praise of the Humble Comma&quot;</td>
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<td>✫ Pre-writing Techniques</td>
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<td>✫ Comp Class Login</td>
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May 27

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<th>COMPLETED BEFORE CLASS</th>
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<tr>
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<td>✫ Blog: About Me</td>
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<td>✫ Blog: About Me</td>
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<td>✫ Mini Essay: In Praise Of</td>
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<td>✫ Personal Statement and Goals Email Due</td>
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<td></td>
<td>✫ SMG Introduction (1-14)</td>
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<td>✫ SMG Chapter 3 Intro and &quot;The Last Stop&quot; (72-8)</td>
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BLOG: ABOUT ME PROFILE
Tell the class a little about where you grew up, where you work, whatever you want. What are your favorite books, movies, and activities? What is something most people are surprised to find out about you? Upload a picture of yourself.

★ IN PRAISE OF
Write a short piece in praise of something you love or something that you look upon with wonder. It can be something as small as a comma, parsley brightening the side of your plate, a perfectly made peanut butter and jelly sandwich, the first page of a sketchbook, or paperclips. What pleasures do you find in the everyday, the often overlooked, or the unexpected? (Typed, double-spaced in Times New Roman font, 1-2 pages.)

◆ PERSONAL STATEMENT AND GOALS EMAIL
Compose an email to me answering the following: What are your goals for your academic career and beyond? What are your goals for this course? How will taking this class in particular help you to achieve your goals? What other English classes have you taken? Tell me about a positive experience and/or challenge related to your learning. What can you do in this class to promote positive learning and growth for self and others?

May 28

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<tr>
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<td>✫ SMG Interviewing (125-29)</td>
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<td>✫ SMG Guide (102-112)</td>
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<td>✫ SMG &quot;New York Pickpocket&quot; (85-88)</td>
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<td>✫ SMG &quot;Long Goodbye&quot; (91-95)</td>
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<td>✫ Discuss Readings</td>
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<td>✫ Absolute Phrases</td>
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<td></td>
<td>✫ Work on interview questions</td>
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<td>✫ Post proposal and questions on blog</td>
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<td>✫ SMG Describing (639-49) Practice describing in class</td>
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See Essay 1 assignment sheet

QUESTIONS OR CONCERNS?
Let me know how the first week went for you. Challenging? Surprising? Boring? Easy? How are you keeping up so far?

ACTIVE LEARNING POINTS _____ OUT OF 9
Assign yourself points for each day (3 points per day) based on the following:
3= I participated enthusiastically in class; I was prepared; I arrived on time.
2= I was present, prepared, and on time.
1= I arrived to class tardy, or I did not complete the assignments due.
0= I arrived more than 5 minutes late or I left class early; I was absent.
"You write in order to change the world, knowing perfectly well that you probably can't, but also knowing that literature is indispensable to the world [...] The world changes according to the way people see it, and if you alter, even by a millimeter, the way people look at reality, then you can change it." –James Baldwin

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<tr>
<th>June 1</th>
<th>Completed Before Class</th>
<th>Happening in Class</th>
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<tr>
<td>☑️ SMG: Cueing (610-622)</td>
<td>↩️ Paragraph Structure Activity</td>
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<tr>
<td>★ Interview and written notes / get started on essay</td>
<td>★ Share interview notes/ work on essay as time permits</td>
<td></td>
</tr>
<tr>
<td>☐️ Free Entry Blog</td>
<td>↩️ Practicing working with quotes</td>
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<tr>
<th>June 2</th>
<th>Completed Before Class</th>
<th>Happening in Class</th>
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<tr>
<td>☑️ SMG Guide (112-21)</td>
<td>↩️ DIE Activity</td>
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<tr>
<td>☐️ Blog: Expectations for Peer Review</td>
<td>★ Peer Review Groups</td>
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<tr>
<td>★ Essay 1 Rough Draft Due (3 hard copies)</td>
<td>★ Post on Comment for Instructor Review</td>
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<tr>
<td>★ Bring Essay on a Flash Drive or copy and paste into the Writing feature of CompClass or the body of an email you send to yourself</td>
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☐ Blog: Expectations for Peer Review
What are your anxieties and hopes for peer review? If you have done peer review previously, tell us about a good or bad experience with peer review. What do you think makes for a productive peer review session? What do you hope to accomplish in your first peer review session?

<table>
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<tr>
<th>June 3</th>
<th>Completed Before Class</th>
<th>Happening in Class</th>
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<tbody>
<tr>
<td>☑️ SMG Guide (121-125)</td>
<td>★ Watch The Cruise</td>
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<td></td>
<td>☐️ Blog: Your Cruise Concept</td>
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☐ Blog: Your Cruise Concept
Write one paragraph that answers one of the questions from the handout. Write a second paragraph that explores an idea of your own that guides your life. If you don't know where to start, you may consider your own opinions on some of the concepts that Timothy discussed (the pursuit of individuality, failure, sincerity, civilization, cruise/anti-cruise, "men of total equilibrium" etc.). Go out on a limb! Be as wild as Timothy's hair! Take a risk to explore an idea that may be half-formed, seemingly insane, whatever. Just be genuine to who you are and the questions that concern you.
June 4

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<tr>
<th>COMPLETED BEFORE CLASS</th>
<th>HAPPENING IN CLASS</th>
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<tr>
<td>⚫ Revised Essay #1 Due (Copy and paste your essay on your blog)</td>
<td>⚫ Brainstorming/Questioning Activity for Essay 2</td>
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<tr>
<td>⚫ Essay 1 Reflection Memo</td>
<td>⚫ Fantasy Dinner Party Activity</td>
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<td>⚫ Browse NPR's Website &quot;This I Believe&quot; if time permits</td>
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**Essay 1 Reflection Memo**
Answer the 4 questions in SMG Reflecting on Your Writing (131). Post the answers on your Blog.

**QUESTIONS OR CONCERNS?**
How was peer review and revising your essay? Do you foresee any issues with the second essay? Anything else you would like me to know?

**ACTIVE LEARNING POINTS ______ OUT OF 12**
Assign yourself points for each day (3 points per day) based on the following:
3= I participated enthusiastically in class; I was prepared; I arrived on time.
2= I was present, prepared, and on time.
1=I arrived to class tardy, or I did not complete the assignments due.
0=I arrived more than 5 minutes late or I left class early; I was absent.

The English 100 ALPS
Active Learning & Participation Schedule: Week Three

"There is an old saying 'well begun is half done'—'tis a bad one.
I would use instead—Not begun at all until half done." –John Keats

June 8

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<th>COMPLETED BEFORE CLASS</th>
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<tr>
<td>✓ Read your peers' Essays on Blogs</td>
<td>✰ Practice Quoting, Paraphrasing, Summarizing from peers' Essays</td>
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<tr>
<td>✰ Post Essay Proposal on Blog</td>
<td>✰ Review sample paragraphs (making connections with peers' essays)</td>
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<tr>
<td>✰ SMG Compare/Contrast (664-669)</td>
<td>✰ Discuss Readings</td>
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<tr>
<td>✰ SMG Using and Acknowledging Sources (738-748)</td>
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<tr>
<td>✰ SMG &quot;Why We Crave Horror&quot; (461-463)</td>
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★ Essay Proposal
See Essay 2 assignment sheet.

June 9

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<tr>
<th>COMPLETED BEFORE CLASS</th>
<th>HAPPENING IN CLASS</th>
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<tr>
<td>✓ Essay 2 Rough Draft Due (3 hard copies)</td>
<td>★ Peer Review</td>
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<td>★ Post on Comment for Instructor Review</td>
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June 10

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<th>COMPLETED BEFORE CLASS</th>
<th>HAPPENING IN CLASS</th>
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<tr>
<td>✓ Reverse Outline and Letter for Peer</td>
<td>✰ Discuss Readings and elements of a short story</td>
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<tr>
<td>✰ SMG Guide (543-51)</td>
<td>★ Review Sample Essay if time permits</td>
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<td>✰ SMG &quot;Araby&quot; (527-31)</td>
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<tr>
<td>✰ SMG Readings (532-39)</td>
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<tr>
<td>✰ SMG Readings (551-554)</td>
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June 11: King Kamehameha Day Holiday (Work on revising Essay 2)

★ Questions or Concerns?

1. Think back to your Personal Statement and Goals. Are you on track? What more can you do to promote success this semester?
2. How well does our class participate and interact in group activities and peer review? What grade do you think our class as a whole earned? What role do you play in the overall class performance? How do you contribute and how can we all improve?

3. Anything else?

**ACTIVE LEARNING POINTS _____ OUT OF 9**

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

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2= I was present, prepared, and on time.
1= I arrived to class tardy, or I did not complete the assignments due.
0= I arrived more than 5 minutes late or I left class early; I was absent.
"Everything is worthy of notice, for everything can be interpreted."
—Herman Hesse

June 15

- **COMPLETED BEFORE CLASS**
  - SMG Read your assigned short story
  - Blog: SMG List, Write, and Draft (549)
  - Free Entry Blog

- **HAPPENING IN CLASS**
  - Small group planning session

Blog: SMG List, Write, and Draft
Use this blog entry to prepare for meeting in your small groups to discuss your short story. Follow the suggestions in SMG (549) to formulate a thesis statement: list ideas, write to develop ideas, and draft a tentative thesis. Write as much as you can as a way to brainstorm for your group meeting. Bring a hard copy of this entry to class to share with your group.

June 16

- **COMPLETED BEFORE CLASS**
  - SMG "Story of Hour" (516-18)
  - SMG "Sunday in Park" (518-21)
  - SMG "Use of Force" (521-23)
  - SMG "Videotape" (524-27)

- **HAPPENING IN CLASS**
  - Short Story Presentations and Discussion

June 17

- **COMPLETED BEFORE CLASS**
  - SMG Readings (555-563)
  - Rough Draft Essay 3 (Bring 3 copies)
  - Post Essay 3 on Comment for Instructor feedback

- **HAPPENING IN CLASS**
  - Peer Review Groups

June 18

- **COMPLETED BEFORE CLASS**
  - Blog: Possible Problems Essay 4

- **HAPPENING IN CLASS**
  - Brainstorming and Searching Activity for Research Essay
  - LILO and Information Cycle
  - Look at Sample Annotated Bibliography

Blog: Possible Problems Essay 4
In Essay 4 you will write a problem/solution proposal essay. Use this blog entry to explore problems you see in your local community, the nation, or globally. What issues are of the greatest concern to you? What do you think is the most pressing problem of our time and why?
Questions or Concerns?

1. How well did your small group work together? What grade did your group earn as a whole and why? What grade did each individual earn and why?

2. How confident do you feel about your ability to properly introduce quotes and cite sources in the text? Do you still have questions and concerns?

3. Anything else?

Active Learning Points _____ out of 12
Assign yourself points for each day (3 points per day) based on the following:

3 = I participated enthusiastically in class; I was prepared; I arrived on time.
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1 = I arrived to class tardy, or I did not complete the assignments due.
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"Many ideas grow better when transplanted into another mind than in the one where they sprang up." – Oliver Wendell Holmes

**June 22**

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<th><strong>HAPPENING IN CLASS</strong></th>
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<tr>
<td>☑ SMG Guide (363-77)</td>
<td>☑ Discuss readings to identify strategies</td>
</tr>
<tr>
<td>☑ SMG &quot;More Testing&quot; (330-33)</td>
<td>Possible time at end to do searching/questions about the annotated bibliography and citation</td>
</tr>
<tr>
<td>☑ SMG &quot;Win-Win&quot; (334-38)</td>
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<tr>
<td>☑ SMG &quot;Making Communities Safe&quot; (349-56)</td>
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**June 23**

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<tr>
<th><strong>COMPLETED BEFORE CLASS</strong></th>
<th><strong>HAPPENING IN CLASS</strong></th>
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<tbody>
<tr>
<td>☑ SMG Guide (363-77)</td>
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<td>★ Work session/ share process</td>
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**June 24**

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<tr>
<th><strong>COMPLETED BEFORE CLASS</strong></th>
<th><strong>HAPPENING IN CLASS</strong></th>
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<tbody>
<tr>
<td>★ Proposal and Annotated Bibliography</td>
<td>★ Proposal and Annotated Bibliography Presentations</td>
</tr>
<tr>
<td>☑ SMG Sample Annotated Research Paper (772-79)</td>
<td>⇐ Review Sample Paper if time permits</td>
</tr>
<tr>
<td>☑ SMG MLA Documentation (749-63)</td>
<td>Find types of sources you need to document</td>
</tr>
<tr>
<td>☑ Blog: Rant</td>
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**Blog: Rant**

Forget about backing yourself up or supporting a claim. Just let loose and get excited about your topic! Get in touch with the passion that led you to select this topic.

**June 25**

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<tr>
<th><strong>COMPLETED BEFORE CLASS</strong></th>
<th><strong>HAPPENING IN CLASS</strong></th>
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<tbody>
<tr>
<td>☑ SMG &quot;Testing&quot; (242-45)</td>
<td>☑ Discuss readings and activity</td>
</tr>
<tr>
<td>☑ SMG &quot;NCLB's Excessive&quot; (245-48)</td>
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<tr>
<td>☑ SMG &quot;No Child&quot; (211-16)</td>
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<tr>
<td>★ Blog: Learning Experiences</td>
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**Blog: Learning Experiences**

Did you go to public or private school? Describe one positive and one negative experience that stand out to you. How do you think our education system could be improved in Hawaii?
Questions or Concerns?

What are you learning about your topic that is especially exciting? Any problems or concerns with the essay or class at this point? Anything I should know about?

Active Learning Points _____ out of 12

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

3 = I participated enthusiastically in class; I was prepared; I arrived on time.
2 = I was present, prepared, and on time.
1 = I arrived to class tardy, or I did not complete the assignments due.
0 = I arrived more than 5 minutes late or I left class early; I was absent.
"In the word is life; in the word is death." – Hawaiian Proverb

June 29

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<th>☑</th>
<th>COMPLETED BEFORE CLASS</th>
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<th>HAPPENING IN CLASS</th>
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<tbody>
<tr>
<td>☐</td>
<td>Problem/Solution Essay (3 copies)</td>
<td>☐</td>
<td>Peer Review Groups</td>
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<tr>
<td>☐</td>
<td>SMG Guide (378-385)</td>
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<td>☐</td>
<td>★ Post on Comment for Instructor Feedback</td>
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June 30

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<td>Three Appeals Activity</td>
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<td>★ Brainstorming work for Portfolio Letter</td>
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July 1

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<th>HAPPENING IN CLASS</th>
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<tbody>
<tr>
<td>☐</td>
<td>Blog: Three Appeals</td>
<td></td>
<td>Re-vision and Walking Activity</td>
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<td>Portfolio Work Session</td>
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<td>★ Aphorism/Words of Wisdom Due</td>
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Blog: Appeals in Action
Tell us about a time when you convinced someone to do something, or you were convinced to do something… get your ears pierced, see a movie starring an actor you hated, take a class, whatever. What influenced your decision? Can you see the three appeals in action?

July 2

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<th>HAPPENING IN CLASS</th>
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<tbody>
<tr>
<td></td>
<td>★ Portfolio with revisions of all essays</td>
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<td>Portfolio Showcase</td>
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<td>★ Share Aphorisms</td>
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</table>
QUESTIONS OR CONCERNS?

Look back at your Personal Statement and Goals and the previous ALPS. Do you feel you achieved the goals you set for yourself? What study habits and practices worked well for you that you can continue next semester? In what ways can you still improve? Anything else?

ACTIVE LEARNING POINTS _____ out of 12

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

3 = I participated enthusiastically in class; I was prepared; I arrived on time.
2 = I was present, prepared, and on time.
1 = I arrived to class tardy, or I did not complete the assignments due.
0 = I arrived more than 5 minutes late or I left class early; I was absent.
Beliefs and Influences in Action/Profile Essay 1

Start with a Spark of Interest and Questions
Write a profile of an interesting person you know, focusing on how their beliefs and influences shaped who they are and their actions in the world. What is their outlook on life, and how does their outlook directly affect the decisions that they have made and their daily activities? How do their ideas and values manifest as action? Interview your subject and a person who knows your subject and can offer an outside perspective. Ask questions that will provide you with specific examples from their life that show how they formed their beliefs. Did a particular person or experience influence them? How have they changed throughout the course of their life, or have they always believed the same thing? Why do they believe what they believe? It may be worth it to focus on one or two particular decisions or experiences.

Proposal and Interview Questions
Post a blog entry that describes an interesting person you will write about and why this is the best choice. What do you already know about the subject, and what do you want to know? What is unknown and intriguing about your subject? Who will your second interviewee be and why? Come up with a list of at least 10 interview questions. Do you foresee any particular difficulties or pleasures? Interviews can take place in person, on the phone, or through email. Consider the advantages and disadvantages of each interview type.

Rough Draft Objectives:
1. Develop the raw material of your interview into an essay.
2. Integrate another person's view on your subject.
3. Decide which details and experiences matter most to compose a shapely, interesting essay. It is impossible to recount an entire life in 4-5 pages.
4. Decide what should be paraphrased and what should be quoted from your interview.
5. Introduce quotes using the appropriate signal phrases.
6. Compose an essay that shows the complexity of your subject, using specific examples and experiences to support their ideas and beliefs, while avoiding generalizations.
7. Use vivid details to create a dominant impression of your subject.
8. Develop a perspective and insight on your subject through interviewing and writing.

Revised Draft Objectives:
1. Using peer and instructor feedback, focus on content and organizational revisions.
2. Pay close attention to composing well-developed paragraphs.
3. Refine your thesis statement, making sure that it clearly advances an idea about your subject.
4. Consider a more inviting opening, interesting conclusion, or exciting title.
5. Revise for clarity, sentence variety, and grammatical correctness.
6. Use your Personal Editing Checklist.
7. Proofread slowly for surface errors.

Final Draft Objectives:
1. Polish Essay for Final Portfolio Grading at the semester's end.

Final Length: 4-5 double-spaced pages.
Beliefs and Influences in Action/Compare & Contrast Essay 2

Start with a Spark of Interest and Questions
Use this essay as an opportunity to explore and possibly develop a sense of your own beliefs. Now you are the interesting person who is the main subject of the your essay. What core beliefs and influences guide you in life? What is your perspective on life, and how does your perspective directly affect the decisions that you have made and your daily activities? How do your ideas and beliefs manifest as action? Did a particular person or experience influence your beliefs? Has your perspective changed dramatically at any point in your life? Why do you believe what you believe? And what is the consequence of what you believe? You may want to focus on one main belief or set of related experiences.

While you are the main subject of this essay, you will also compare and contrast your beliefs with at least two other subjects to help you to question and/or clarify your position. You may show how similar experiences result in different outcomes and consider the reason, or explore the degrees of difference between idea and action among a few subjects. You may also explore how two different subjects might hypothetically offer you different advice for your life challenges by using evidence from their lives to support your claims about them. Keep the essay objectives in mind, but also feel free to approach this essay in a way that makes the most sense for your particular understanding of the world. (The compare/contrast component does not have to guide the entire essay. It may simply take 2-3 paragraphs of the essay, and will be used to help the reader learn more about your ideas by seeing them in relation to the ideas of others.)

Essay Proposal posted on Blog
Part One: After writing about a guiding concept in your life and doing the in-class brainstorming/process activities, hopefully you have a better sense of beliefs and influences you can explore in this essay. Write one paragraph telling your peers about your game plan for the essay. What particular experiences, influences, and ideas will you focus on for this essay?

Part Two: After reading through your peers' essays, pick 2-3 essays that speak most loudly to you because you identify or strongly disagree with the subject's perspective. Explain your identification/disagreement with these subjects in the second paragraph of your Proposal.

Essay Objectives:
1. Explore the complexity of your own beliefs by using specific examples and experiences to support your ideas
2. Make relevant and interesting connections among self and at least two others by comparing and contrasting features.
3. Use quotes as a jumping off point for your own discussion.
4. Use peer and instructor feedback and the Personal Editing Checklist to revise.

Length: 4-5 double-spaced pages.

Words to Live By/ Aphorism Due: Due July 1
Now that you have considered your beliefs through this essay, spend the rest of the semester coming up with an aphorism or words to live by. The statement should avoid cliché, it should be challenging and memorable, and it should, hopefully, move your peers to action, whether it is to embrace life in a new way, or simply take more walks. Consider every word of your statement.
very carefully in order to compose the best thought in the best way possible. Every word counts! The aphorisms will be compiled in a class document. Length: 3 words to 3 sentences.

⭐ THE SHORT STORY ESSAY #3

THE PROCESS

Group Presentations
You will work in a small group to present one solid interpretation of an assigned short story. You will also be responsible for leading a discussion of the story. Prepare questions or do something creative to stimulate an interesting class discussion that promotes participation. Keep in mind that your presentation should have a clear point of view and interpretation that your peers will be able to summarize. The class will also have a chance to ask your group questions. You will have one class period to work in groups. You will get more materials to help you frame your interpretation on the day of the group meetings.

The Essay
This essay will make use of the group presentations. It is very important to take excellent notes on each presentation and ask the group questions to clarify their interpretation. You may not write about the story you presented to the class.

This essay will accomplish 5 tasks:
1. Introduce your main idea with a clear thesis statement in an engaging first paragraph.
2. Summarize the interpretation of another group (not your own). Use direct quotes from the presentation and the story to help you explain their interpretation.
3. Evaluate the interpretation. What are the strengths and weaknesses of the interpretation? Why is it believable? What about it is questionable?
4. You have two choices. You may expand on the group's interpretation, supplementing and offering even more textual examples and your own related discussion. You may also choose to offer an alternative interpretation. Point to specific passages in the text to help explain your interpretation.
5. Conclude the essay in an interesting way.

Essay Challenges:
1. Summarize, quote, and evaluate an interpretation.
2. Use the ideas of others as the jumping off point for developing your own ideas.
3. Interpret a text, arguing a point of view, and using citations to support your ideas.
4. Avoid simply summarizing a story.
5. Decide what should be quoted and what should be paraphrased.
6. Practice using MLA in-text citations.
7. Enjoy short stories by exploring multiple interpretations.

Length: 3+ pages.
Pick a problem that you are invested in and that you care deeply about. It can be a problem that exists in your immediate community or a global problem. Keep in mind that it must be researchable; you must be able to find information and ideas about this problem from reputable sources. Use this essay as an opportunity to expand your knowledge and contribute a positive solution in the ongoing conversation about your topic.

**THE WRITING PROCESS**

**Proposal and Annotated Bibliography**
Type a ½ -one page proposal explaining your problem. Describe the research that you found. How would you characterize the ongoing debate? What are the solutions you encountered so far? What is your working solution or thesis statement? At this point what is your game plan? Do you foresee any problems or need for more information?

Complete an annotated bibliography with at least 7 sources. You should probably skim though twice as many sources and pick the top 7 to read thoroughly. Look for articles from reputable or peer-reviewed journals. Use EBSCO, Voyager, and make use of resources and librarians on campus. Do not use wikipedia as a source. Each annotated bibliography entry will consist of the following:

1. Correct MLA documentation (see SMG pages 754-763).
2. A paragraph summarizing the main points of the source.
3. 1-2 sentences evaluating the credibility of the source.
4. 1-2 sentences explaining how you might use this source in your essay.

**Presentation of Proposal and Annotated Bibliography**
This is an informal presentation to show what you found so far and receive feedback from the class. You can use this as an opportunity to ask the class to help you generate ideas or talk through a confusing issue. You can ask the class to come up with possible objections to your proposal that you can be sure to address in your essay. Classmates may also be able to share knowledge that they have about your topic or point you in a new direction. Students will receive points for both presenting and participating as contributing audience members.

**The Essay**
The Proposal Essay will have six basic parts:

1. Introduce the topic. Include a thesis statement (1-3 sentences).
2. Define the problem. What's at stake? Who is affected? How do we know it's a problem?
3. Present two possible solutions that you encountered or developed through your research.
4. Evaluate the strengths and weaknesses of each solution.
5. Propose your own final solution that synthesizes the information and ideas that you encountered.
6. Conclude the essay.

**The Final Essay Challenges:**

1. Showcase the writing skills that you gained this semester.
2. Carefully consider and synthesize the ideas of others.
3. Make and support a claim using specific evidence.
4. Demonstrate summarizing, paraphrasing, and quoting in correct MLA style.
5. Explore the complexity of an issue by avoiding generalizations and considering multiple solutions.
6. Use writing as a method of learning about important issues and proposing positive solutions that can result in change.

Final Length: 7-8 pages (A Works Cited page is required and is not part of the page count.)

Reflection Memo (Include with the final draft in the Portfolio)
Type a ½-one page reflection. What are the specific changes that you made after peer review and why? In what specific ways did the previous three essays prepare you for this proposal essay? What was most challenging about this essay? What grade do you think you earned for this essay and why?

★ THE FINAL PORTFOLIO

The Final Portfolio takes the form of a job "application" letter and writing sample. Please read the following job announcement and the requirements for the portfolio.

Seeking Writers/ Researchers
I am a publisher looking to put together a team of 3 motivated writers/researchers to work on a book project on education in Hawaii Public Schools. The project will require you to interview students, teachers, and administrators about the effects of No Child Left Behind. You will be required to research the national effects of NCLB and alternative methods of improving our public school system in Hawaii. We also hope to find some success stories of innovative programs and inspiring teachers and administrators in our public schools.

Submit a writing sample of 4 revised essays and a 2-3 page cover letter that addresses how you think you meet or exceed the following:

Teamwork: You will have to work closely with team members to share research, discuss ideas, shape the direction and focus of the book, and review each other's writing. How well can you work with others in these situations? What evidence can you provide?

Writing Skills: Education in the Public Schools is a broad, but complex topic. Can you, through writing, explore the many different perspectives and subtle nuances of this issue without resorting to generalizations? Can you argue a main point by providing specific evidence? Writers should have command of language, style, and organization. Because we will be working with a wide variety of people in many situations, we expect writers to be able to adapt their work to different audiences and purposes. Writers should also be able to edit and proofread for a grammatically correct and expressive end product. You may want to point out specific features of your essays and essay process as evidence.

Research Abilities: Our team members will have to research individually and share results as a team. Can you read for main points, evaluate the quality of evidence, negotiate conflicting positions, and present the information in written form for your team? Are you capable of using libraries, the internet, and personal sources to develop and enhance your ideas? Writers will also need to use MLA conventions to document sources.
Please be as specific as you can about the experiences you have that show your qualifications for the job. You may also want to submit and discuss additional materials (for example, blogs or peer review letters you have written) if you feel that it will advance your case.

**ADDITIONAL PORTFOLIO DOCUMENTS AND PARTICIPATION:**

**The Letter of Recommendation for a peer**
Choose one person you have worked with in a group this semester and write a letter of recommendation *for* them. You know what the job qualifications are, so what can you say in support of them? Be specific. If you say they are a hard worker, what evidence can you point to? If you say they are an excellent writer, how can you tell? *This letter will be evaluated on how well you build a specific argument for your peer.*

**Participation in Portfolio Showcase and Completed Evaluation**
We will have a showcase to look at the completed portfolios with evaluation forms for students to fill out. Each student will also cast a vote for the best applicant. You will write a paragraph to indicate who should be selected for the job and the reasons why. This should be, above all, a learning experience for the class. What makes an exceptionally strong portfolio? How do you best argue for a particular selection? After reviewing so many portfolios, would you do anything differently the next time?

The selected portfolio will receive a prize of extra credit points.