Windward Community College – Language Arts Division

English 100: EXPOSITORY WRITING
Course Syllabus – Fall 2010
Three Credits
Meeting Days/Times: Tuesdays/Thursdays
60038 – 3:00 – 4:15 (PAL124)
60134 – 5:30 – 6:45 (PAL124)

INSTRUCTOR: Jill Dahlman, Ph.D. - Instructor
dahlman@hawaii.edu; jilldahlman@yahoo.com
OFFICE: Palanakila 152
OFFICE HOURS: Tuesdays and Thursdays 2:30 p.m.-3:00 p.m.; 4:30 p.m. – 5:30 p.m.
EFFECTIVE DATE: Fall 2010 – August 23, 2010 to December 10, 2010

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.

IMPORTANT NOTE: This course satisfies the foundation writing requirement for all writing-intensive (WI) courses and is a mandatory course for all students in the University of Hawaii system. Although this course may seem like it is writing intensive, it is actually laying the groundwork for success in writing for future college writing assignments. Because it is a foundation course (meaning it teaches you what you need to know in order to succeed in college writing), it is not eligible for “writing intensive” status. Because it is a college writing course, you can expect to write in this course as you learn what is valued in college writing. You must receive a “C” or better in order to receive credit for this general education requirement.

Activities Required
• Homework, including but not limited to CompClass discussion board postings, reading of 3 Minutes or Less: Life Lessons from America’s Greatest Writers and Joining the Conversation, and other homework that may be noted in the weekly schedule
• Two examinations (midterm and final)
• Writing assignments
• 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
- **Blogs, Discussion Topics, and Source Journals** will satisfy learning outcomes #1, #3, #4, and #6
- **Joining the Conversation and 3 Minutes or Less** essay readings and discussions will satisfy learning outcome #2
- **A Writer's Reference, 6th Ed.** quizzes will satisfy learning outcomes #3, #4, and #8
- **Vocabulary Quizzes** will satisfy learning outcomes #3 and #4
- **Community Learning Logs and Reflection Papers** will satisfy learning outcomes #2, #3, and #4.
- **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
- **Library Resource Unit** must be completed independently of class in order to successfully complete this course and will satisfy learning outcomes #2, #4, and #5.

LIBRARY RESOURCE UNIT
Complete the Library Resource Unit with a passing grade (72%) by **October 17, 2010**. You must have a UH account and password in order to access the Library Resource Unit units online. The exam will be available in Laulima. You may take the examination twice on your own. If you score less than a 72%, then you must be tutored by a librarian before taking the exam a third time. **If you do not take and pass this examination, you do not pass this class.**
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 into 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/email questions in order to clear up misunderstandings, clarify directions, or seek assistance on papers (if needed)
5. Understand that writing is a process that takes time in order to produce excellent work.
6. Understand the importance and necessity of multiple proofreading and revision techniques.
7. Demonstrate respect towards the professor and classmates at all times.

COURSE TASKS

1. Complete all assigned readings on time.
2. Complete all assignments on time.
3. Utilize library resources for scholarly credibility.
4. Complete all drafts on time.
5. Take the initiative to ask the instructor relevant questions
6. Contribute to online class discussions.
7. Seek outside professional assistance (online or TRIO tutors) to review papers.

COURSE ASSIGNMENTS:
Assignment descriptions are noted below.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>VALUE</th>
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</thead>
<tbody>
<tr>
<td>“Daily” blogs (5 per week x 15 wks + intro)</td>
<td>75</td>
</tr>
<tr>
<td>Web of Language posts</td>
<td>40</td>
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<tr>
<td>Portfolio (Revision of two papers + Reflection paper)</td>
<td>50</td>
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<tr>
<td>Quizzes, Midterms, and Exit Examinations</td>
<td>100</td>
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<tr>
<td>Papers (8; points as noted)</td>
<td>480</td>
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<tr>
<td>Reflection Paper (8 papers x 5 pts each)</td>
<td>40</td>
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<tr>
<td>Community Learning Log (8 papers x 2 entries x 3 pts each)</td>
<td>50</td>
</tr>
<tr>
<td>Source Journals (8 papers x 3 sources x 3 pts each)</td>
<td>75</td>
</tr>
<tr>
<td>Vocabulary (sentences and online quizzes)</td>
<td>90</td>
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</tbody>
</table>

LEARNING RESOURCES

Students are expected to obtain CompClass, which contains the e-textbook *A Writer's Reference* by Diana Hacker, *Joining the Conversation*, and *3 Minutes or Less: Life Lessons from America’s Greatest Writers*. Additionally, students will be required to have an active hawaii.edu
account and an Internet account. Although you are not required to own a computer, access to both a computer and the Internet is a "must" for this class.

Additional Information

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

PLAGIARISM POLICY – The University of Hawaii system defines plagiarism as follows:

Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and “dry-labbing,” which includes obtaining and using experimental data from other students without the express consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms, and fabricating data to fit the expected results (emphasis mine).

My policy: 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.

ATTENDANCE POLICY

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. 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.

I will be distributing “attendance cards” after the first week of class. Three of these cards will be marked “Excused”; three of these cards will be marked “No Questions Asked.” Each time you are absent, you will need to turn one of the cards into me. 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 “No Questions Asked.” If you have missed six or more classes (that is, you have used all of your cards) you have failed the class—no matter how good your scores are.

Tardiness in any way, shape, or form is not tolerated. You are expected to be at your job on time. This is your job. Your job is to be in the class before the time to start class has been
reached. **Being tardy two times will be considered an unexcused absence.** Since this is a class utilizing discussion as one of its methods of teaching, you cannot expect to learn something unless you are sitting in the classroom discussing the material. You are responsible for all missed assignments and lecture notes. And as an added incentive for perfect attendance, I award ten points extra credit at the end of the semester if you have no absences—excused or unexcused.

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

**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.

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

**GRADING**
- A = 900-1000 points
- B = 800-899 points
- C = 700-799 points
- D = 600-699 points
- F = 559 or below

**FULL-CREDIT ASSIGNMENTS (just do it and get the points!)**

**“DAILY” BLOGS - 75 POINTS (7.5%)**
In order to become great writers, practice is required. To that end, we will be employing the use of “daily” blogs in this class. You will be required to write for five minutes each day for a minimum of five days per week (easy to remember: 5 on 5!). There should be no concern for grammar, punctuation, paragraphs, etc., as the purpose of these entries is to provide you with practice writing. The most important part of an entry is the content. If you choose to respond to another student’s blog, 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.

The topics for your blogs will revolve around the subject matter we are working on each week and come from the topics featured in **3 Minutes or Less**. These blogs can be used as places to write your thoughts for the paper we are working on and very often some of the things you write do end up in that final project. Blogs can also be a means of reflecting on or responding to the short stories we will be reading in **3 Minutes or Less**.
Your first blog should be a message to me (and the class) that indicates what you hope to learn from this class and anything that I would need to know to help you achieve your goals. For example, if you work 80 hours a week that would be something helpful for me to know in order to help you achieve your goals.

**VOCABULARY – 90 points (9%)**

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

1. **Vocabulary sentences.** To help you study, under the Communication tab is the discussion forum topic, “Vocabulary Sentences!” You will need to write one sentence for each word. This will help you to think about the word in context, and it will give you an opportunity to learn the word in preparation for the nine vocabulary quizzes. While this portion of the assignment carries no point value, per se, if they are not completed, I will be deducting 2 points per quiz for each set not completed prior to the quiz.

2. **Weekly quizzes.** You will have 20 minutes to complete each quiz. Each quiz (nine) is worth 10 points for a total of 90 points.

**QUIZZES/MIDTERM/FINAL - 100 points (10%)**

60 points: Six diagnostic quizzes can be found on CompClass. Each diagnostic quiz will be available to take an unlimited amount of times by the due date specified. If you like the score on the first attempt, keep it! If you don’t like it, you will need to follow the study plan suggested by the diagnostic and refer to your handbook, *A Writer's Reference, 6th Ed.* When you have completed the study plan, take the diagnostic again. The highest score is the score you will receive. Each diagnostic is worth 10 points.

15 points (Midterm) and 25 points (Final): Your midterm and final examinations will each be an essay examination worth 15 points and 25 points respectively.

Approximately one week prior to the examination, I will post approximately ten possible questions for the essay exam. We will be taking the examination in class. On the date of the exam, you will receive five questions. Choose one question to answer completely in essay format. Turn in all of your notes and sheets of paper you used to construct your answers to the proctor. Unlike other essay examinations, the process of writing is also graded—that means your notes, outlines, clusters, freewrites, etc. will be part of the grade. You will also be graded upon completeness of the answers. This means that the more detail and evidence you provide, the higher your score.

**You must pass these exams in order to pass this class.**

**WORLD OF LANGUAGE POSTINGS – 40 points (4%)**

Frequently I will post a topic that discusses language in the news. You will be responsible for responding to eight of these postings. One original 250-word posting and one reply (125-word posting) will be required to earn the full points. These will be due at the end of the semester, but you will want to be certain to keep current with the postings.
LEARNING LOG – 50 points (5%)  
For each paper, you will be expected to read the assignment thoroughly and answer the following questions about the assignment in the community Learning Log (found on the Communicate tab). One set of questions will be required to be answered prior to beginning the assignment and one set of questions will be required to be answered once you have submitted your assignment (aim for getting the end questions answered within three days of submitting the final). Each posting is worth 3 points.

The purpose of this assignment is to help you (as a community) to brainstorm and discover ways of writing and finding knowledge.

**Before beginning the assignment:** Answer these questions
1. Why do you suppose this writing assignment was assigned? What do you suppose is the purpose of having you write a paper like this?
2. What types of uses do you see for this type (or genre) of paper outside of this classroom? Think about other subjects for which you might be expected to write a paper of this type.
3. Where do you expect to find success? Difficulty? Why? What strategies do you think you’ll employ in order to successfully navigate through this paper?

**Once you have completed the assignment:** Answer these questions
1. How difficult was this assignment? How long do you think it took to write this assignment?
2. What strategies did you use to draft and create this paper? Were they successful? What was most successful? Least successful? What method would you recommend to your classmates to try?
3. Where did you find success? Where did you have difficulty? Where did you turn for help to overcome any difficulty? Was this source helpful?
4. Look back at your original posting. Did you find success where you expected to find it? Was the difficulty you anticipated a self-fulfilling prophecy, or was it easier than you expected?
5. How long do you think it will take you to write this paper if you are assigned it for a future class? For what future class can you see this genre of writing being helpful?

**GRADED WRITING ASSIGNMENTS (unless otherwise indicated, these assignments are not full-credit, so submit your best work!)**

**WRITING ASSIGNMENTS - 480 points (48%)**
Assignments are described below. A Rough Draft (approximately one-half to three-fourths of the word count) and a peer review is mandatory and collectively they are worth points (full-credit). Without these drafts and peer reviews, you will lose 20% of your grade on each assignment.

Good writing takes time and multiple revisions. By providing you with an opportunity to hand in a draft early in the process, you will be able to easily complete the assignment. This method not only helps you to understand the process it takes to turn in a good paper, it also provides you with ample time to complete and revise the assignment. All papers and all drafts
are to be turned in through the Writing Tab found on CompClass by **11:55 p.m. unless otherwise noted on the schedule**. Each draft that you are turning in for a grade must be submitted through the Writing Tab **under the appropriate heading**. If, for whatever reason, you cannot upload your document by the due date and time, call Tech Support to log the problem and email the paper to me that night before it is due.

The paper is due on the date indicated.

**BASIC GUIDELINES FOR WRITTEN ASSIGNMENTS:**

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) in one color.
3. Highlight **each in-text citation** in another color (worth 2 points).
4. Place a word count at the end of the document (worth 4 points).
5. **A Bibliography or Works Cited page** must be attached to each paper (if not attached, a 4 point deduction will occur).
6. Be sure you have completed your entries in the Source Journal and submitted a Reflection paper.
7. Be sure you have answered the questions for the community Learning Log prior to beginning the assignment.
8. **Reminder:** **ALL FINAL PAPERS ARE DUE ON THE DATE INDICATED, NO EXCEPTIONS!**
9. **MOST IMPORTANTLY:** Demonstrate evidence that you have taken your paper to either the Writing Center or the First-Year Composition Center at least once during the process. If this class has a TA, meeting with the TA can substitute for going to the Writing Center or First-Year Composition Center.

**CHECKLIST FOR ALL WRITING ASSIGNMENTS** *(Use this to insure you have completed all components prior to handing in the final.)*

| _____ Is your name on the paper? | _____ Have you highlighted your thesis in one color? |
| _____ Have you highlighted all in-text citations in another color? | _____ Have you incorporated at least three sources? |
| _____ Have you placed a word count on the bottom of the document? | _____ Have you included a Works Cited? |
| _____ Have you submitted three entries in your source journal? (This is due within three days of the final paper.) | _____ Have you submitted the answers to the questions for the community learning log? (This is due within three days of the final paper.) |
| _____ Have you submitted your Reflection paper? | |

Surname, First name
English 100/Dahlman
Topic of/title of Assignment
Due Date: Day Year Month
SOURCE JOURNAL – 75 points (7.5%) – full credit provided everything is complete

We will be practicing the craft of research throughout the semester. You will note that each assignment requires the incorporation of a minimum of three sources. For three of the sources that you use or incorporate in each of your papers, you will be required to provide entries in the Source Journal found on CompClass. Each entry is worth three points and must be completed. Acceptable sources for the Source Journal include e-journals or e-databases (look on the HCC or State Library Webpages), .edu/.gov/.mil websites (NO WIKIPEDIA or ABOUT.COM!), ebrary sources. (If you are uncertain, please contact me, and I’ll be happy to take a look at your source and let you know if it’s o.k.)

For each source, begin with a properly formatted MLA citation of the source and answer the following questions:

1. What did you learn from this source? (in general terms). Write a very brief summary. How does this connect to your thesis?
2. What is the author’s thesis or claim? Is there a perspective or slant that you can identify?
3. Does this source acknowledge opposing viewpoints? Does it do so fairly? If it doesn’t, what does that suggest?
4. Is this piece intended as an argument? (Hint: The answer to this question is YES!) Is it an effective one?
5. How does this information connect to or contradict other sources you are reading on this topic?
6. Are there sources cited in this reading that you would find useful? That you would distrust?
7. Who is the author(s) and what is his/her expertise in the subject? (Note: If your source is written anonymously, what might that suggest? If it is a government document, what does that mean? If it is a newspaper reporter, what makes him or her an expert in this subject—why would you trust this reporter?)
8. What do you think is the motive or purpose of the author?
9. Who do you think is the intended readership/audience for this source? (Hint: Look at the source itself. An audience for Cosmopolitan magazine is very, very different from the audience for English Journal.) How does the audience affect the source’s content and language?
10. How does the writer try to persuade readers (ethos? pathos? logos)?
11. What kinds of fallacies can the author be guilty of? (For a complete list, look at your ebook.) In other words, what’s wrong with the argument? Where did the author fail to take into consideration? (Hint: If there are no counterarguments, there are probably fallacies!)

REFLECTION PAPER – 40 points (4%) – full credit (provided all questions are answered)

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

1. What is this paper about? What is the central claim?
2. What is the argument? What examples or evidence are used? (Don’t re-write the entire essay; just provide a very quick synopsis.)
3. What is the “so what” or “who cares” clause? Why does this claim matter? Who should care about this issue? Who gets harmed if no one pays attention to this issue?

4. Identify where you experienced problems and where you had success. Tell me where you believe the problem areas are located and where the good areas are located. Be as specific as possible.

5. Identify how I can help you most in response to this paper (i.e., I am having problems with organization, evaluation, etc.) Identify the areas you are concerned about or where you are uncertain if the material you are trying to convey is coming across clearly.

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

WRITING ASSIGNMENTS

Each of your eight papers will revolve around one of the topics noted in 3 Minutes or Less as outlined on the course schedule (attached to this syllabus). You will need to read each story in each section in order to get a sense of possible topics (and for your daily blogs since each daily blog will concentrate on this particular subject in some way). Each paper will be a “rant” or argument paper. That is, you will need to find a subject either on point or directly related to the subject and write a paper about it. Choose your subject carefully! Be certain that you can find three sources that can be incorporated into your paper; otherwise, you may not experience success with the paper. (You might want to start by seeing if your chosen topic has a good amount of sources before beginning your writing on it.)

The guidelines for writing the paper are simple: Choose your topic; argue it; post a rough draft; peer review someone’s draft; post a final. Each paper must do the following:

- Incorporate three (minimum) sources (that is, you need to provide three quotations to either support your claim or that opposes your claim)
- Incorporate a counterclaim if the word count is over 1000 words (papers #3 through #8) and a refute of that counterclaim.
- The topic must be relevant to what we are discussing. For example, don’t write about “Valentine’s Day” when the argument being addressed is “Journeys” (unless you can make the connection explicit)
- The topic you choose must be appropriate for the word count. For example, a paper on global warming won’t fit into a 500-word paper. Be realistic.

<table>
<thead>
<tr>
<th>Paper #</th>
<th>Word Count</th>
<th>Point Value</th>
<th>Due Dates</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>500</td>
<td>25</td>
<td>Rough Draft – 8/26</td>
<td>Beginnings</td>
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<td>Peer Review – 8/31</td>
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<td>Final – 9/3</td>
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</table>
| 2 | 750 | 35 | Rough Draft – 9/7  
Peer Review – 9/9  
Final – 9/14 | Heroes  
Consider a reflection essay |
| 3 | 1000 | 45 | Rough Draft – 9/21  
Peer Review – 9/23  
Final – 9/28 | Confessions  
Consider an analytical essay |
| 4 | 1250 | 55 | Rough Draft – 10/5  
Peer Review – 10/7  
Final – 10/12 | Reunion  
Consider an informative essay |
| 5 | 1500 | 65 | Rough Draft – 10/19  
Peer Review – 10/21  
Final – 10/26 | Journeys  
Consider an evaluation essay |
| 6 | 1750 | 75 | Rough Draft – 11/4  
Peer Review – 11/9  
Final – 11/11 | A Sense of Place  
Consider an argumentative essay |
| 7 | 2000 | 85 | Rough Draft – 11/16  
Peer Review – 11/18  
Final – 11/23 | A Lesson  
Consider a problem solving essay |
| 8 | 2500 | 95 | NOTE: THIS IS A TEAM PAPER  
Rough Draft – 12/2  
Peer Review – 12/7  
Final – 12/9 | Endings |

**PORTFOLIO – 50 points (5%)**

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, each paper submitted should be polished as a fine gemstone using all of the skills that you have acquired during this semester.

This portfolio allows you to re-submit two papers as a “do over.” If you are unhappy with the grade you received, you may re-submit the papers, and I will re-grade them as if they were fresh, new submissions. This will have the effect of wiping out the old grade and replacing it with the new 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. Even if you choose not to submit a paper for re-grading, you still must turn in the reflection paper.

Points will be assessed as follows:

- **Reflection paper**  
  25 points (full-credit, depending upon its completeness and effort)
- **Re-submission #1**  
  15 points (full-credit, depending upon its completeness and effort, plus the new grade will be substituted)
- **Re-submission #2**  
  10 points (full-credit, depending upon its completeness and effort, plus the new grade will be substituted)
EXTRA CREDIT

LEARNING TASKS – up to 60 points

Certain online materials and activities can be used as extra credit to guide you along the path to good writing. Online tasks can include quizzes, playing an online composition video game, watching short video lectures, and watching short animated clips. These learning tasks can also include in-class activities such as impromptu presentations by yourself and your classmates. Some of these tasks are worth more points than others, and if you complete all of the tasks, you will earn extra credit points.

Each paper will include learning tasks with specific due dates, so be sure to note the due dates and tend to the learning tasks sooner rather than later. Unless otherwise noted, the links can be found through both the Assignments tab and the Course Materials tab. Once the due date has passed, you may not go back to complete the tasks.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>To be read/written/performed…</th>
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<tbody>
<tr>
<td><strong>WEEK ONE</strong></td>
<td></td>
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<tr>
<td><strong>MONDAY 8/23 TO SUNDAY 8/29</strong></td>
<td><strong>Meeting Days:</strong> August 24  August 26</td>
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<td>Weekly Assignments:</td>
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<td>• Read the syllabus and expectations carefully. Post questions on the discussion board under “Learning Log.” Others may share your concern(s) or have the same question(s)! 😊</td>
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<tr>
<td>• Read Chs 1 and Ch 2 in <em>Joining the Conversation</em></td>
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<tr>
<td>• Post blog entries—Be certain to post the initial blog requested in the syllabus!</td>
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<tr>
<td>• Post Web of Language original and reply (#1)</td>
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<tr>
<td>• Read through Assignment #1 and answer the Learning Log questions; post under the “Communicate” tab.</td>
<td></td>
</tr>
<tr>
<td>• Work on Diagnostic Quiz #1 (Basic Grammar)</td>
<td></td>
</tr>
<tr>
<td>• Study Vocab Words (list #1)</td>
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</tr>
</tbody>
</table>

Rough Draft #1 of Paper #1 due 8/26

| **WEEK TWO** |                               |
| **MONDAY 8/30 TO SUNDAY 9/5** | **Meeting Days:** August 31 – Vocab Quiz #1 September 2 |
| • Read Chs 3 and 5 in *Joining the Conversation* | |
| • Post blog entries | |
| • Work on Diagnostic Quiz #1 (Basic Grammar) | |
| • Study Vocab Words (list #2) | |

Peer Review of Paper #1 due by 8/31

Final Paper #1 due by 9/2
| WEEK THREE | Meeting Days: September 7  
|            | September 9 - Vocab Quiz #2  
| Monday 9/6  | • Read Chs 6 and 7 in Joining the Conversation  
| to         | • Post blog entries  
| Sunday 9/12| • Post Web of Language original and reply (#2)  
|            | • Work on Diagnostic Quiz #2 (Punctuation)  
|            | • Study Vocab Words (list #3)  
|             | Diagnostic Quiz #1 (Basic Grammar) due by 9/7  
|             | Rough Draft of Paper #2 due by 9/7  
|             | Peer Review of Paper #2 due by 9/9  

| WEEK FOUR | Meeting Days: September 14  
|          | September 16  
| Monday 9/13 | • Read Chs 8 and 9 in Joining the Conversation  
| to         | • Post blog entries  
| Sunday 9/19 | • Work on Diagnostic Quiz #2 (Punctuation)  
|            | • Study Vocab Words (list #3)  
|             | Submit final paper #2 by 9/14  

| WEEK FIVE | Meeting Days: September 21 - Vocab Quiz #3  
|          | September 23  
| Monday 9/20 | • Read Chs 10 and 15 in Joining the Conversation  
| to        | • Post blog entries  
| Sunday 9/26 | • Post Web of Language original and reply (#3)  
|            | • Work on Diagnostic Quiz #3 (Sentence Style)  
|            | • Study Vocab Words (list #4)  
|            | Rough Draft of Paper #3 due by 9/21  
|            | Peer Review of Paper #3 due by 9/23  
|            | Diagnostic Quiz #2 (Punctuation) due 9/23  

| WEEK SIX | Meeting Days: September 28  
|          | September 30 - Vocab Quiz #4  
| Monday 9/27 | • Read Chs 11 and 17 in Joining the Conversation  
| to        | • Post blog entries  
| Sunday 10/3 | • Work on Diagnostic Quiz #3 (Sentence Style)  
|            | • Study Vocab Words (list #4 and list #5)  
|            | Final Paper #3 due 9/28  

| WEEK SEVEN | Meeting Days: **October 5**  
October 7  
- Read Essay Exam tips (see folder under Course Materials)  
- Post blog entries  
- Post Web of Language original and reply (#4)  
- Work on Diagnostic Quiz #3 (Sentence Style)  
- Study Vocab Words (list #5)  
Rough Draft Paper #4 due 10/5  
Peer Review Paper #4 by 10/7  
Diagnostic Quiz #3 (Sentence Style) due 10/7 |
|---|---|
| WEEK EIGHT | Meeting Days: **October 12** - Vocab Quiz #5  
October 14 - MIDTERM  
- Read Chs 12 and 18 in Joining the Conversation  
- Post blog entries  
- Work on Diagnostic Quiz #4 (Word Choice)  
- Study Vocab Words (list #6)  
Final Paper #4 by 10/12 |
| WEEK NINE | Meeting Days: **October 19**  
October 21 - Vocab Quiz #6  
- Read Chs 13 and 19 in Joining the Conversation  
- Post Web of Language original and reply (#5)  
- Post blog entries  
- Work on Diagnostic Quiz #5 (Sentence Grammar)  
- Study Vocab Words (list #6)  
Diagnostic Quiz #4 (Word Choice) due 10/19  
Rough Draft Paper #5 due 10/19  
Peer Review Paper #5 by 10/21 |
| WEEK TEN | Meeting Days: **October 26**  
October 28  
- Read Chs 14 and 20 in Joining the Conversation  
- Post blog entries  
- Work on Diagnostic Quiz #5 (Sentence Grammar)  
- Study Vocab Words (list #7)  
Final paper #5 due 10/26 |
### WEEK ELEVEN
**Monday 11/1 to Sunday 11/7**

**Meeting Days:** November 2 - NO CLASS: GO VOTE!  
November 4 - Vocab Quiz #7
- Read Ch 21 in *Joining the Conversation*
- Post blog entries
- Post Web of Language original and reply (#6)
- Work on Diagnostic Quiz #5 (Sentence Grammar) & #6 (Mechanics & Spelling)
- Study Vocab Words (lists #7 and #8)

**Diagnostic Quiz #5 (Sentence Grammar) due 11/2**

**Rough Draft Paper #6 due 11/4**

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### WEEK TWELVE
**Monday 11/8 to Sunday 11/14**

**Meeting Days:** November 9  
November 12 - NO CLASS: VETERAN’S DAY
- Read Ch 10 in *Joining the Conversation*
- Post Discussion Board (DB) postings
- Post blog entries (2)
- Work on Diagnostic Quiz #6 (Mechanics & Spelling)
- Study Vocab Words (list #8)

**Peer Review Paper #6 by 11/9**

**Final Paper #6 due 11/11**

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### WEEK THIRTEEN
**Monday 11/15 to Sunday 11/21**

**Meeting Days:** November 16 - Quiz 8  
November 18
- Read Ch 4 in *Joining the Conversation*
- Post blog entries
- Post Web of Language original and reply (#7)
- Work on Diagnostic Quiz #6 (Mechanics & Spelling)
- Study Vocab Words (list #9)

**Rough Draft Paper #7 due 11/16**

**Peer Review Paper #7 by 11/18**

**Diagnostic Quiz #6 (Mechanics & Spelling) due 11/18**
### WEEK FOURTEEN

**MONDAY 11/22 TO SUNDAY 11/28**

- **Meeting Days:** November 23
  - November 25 - No School - Thanksgiving

- Final Paper #7 due by 11/23

- **Post blog entries**
- **Study Vocab Words (list #9)**

### WEEK FIFTEEN

**MONDAY 11/29 TO SUNDAY 12/5**

- **Meeting Days:** November 30

- Vocab Quiz #9 December 2

- Final Team Paper due 12/9

- Portfolio due by 11/30

- Rough Draft of team paper due 12/2

- Peer Review of team paper due by 12/4

- Post blog entries
- Post Web of Language original and reply (#8)

### WEEK SIXTEEN

**MONDAY 12/6 TO SUNDAY 12/12**

- **Meeting Days:** December 7

- Final exam...

- Final Team Paper due 12/9

### Some final notes:

- **Podcast lectures and Powerpoint lectures can be found under Instructor-Added Course Materials.**
- **All papers/quizzes, etc. are due by 11:55 p.m. unless otherwise noted**
- **CompClass has multiple help buttons and downloadable PDFs found under “Course Materials.” Please make use of them.**
- **Contact me if you have questions, if anything doesn’t make sense, or if you have a suggestion. Good luck!**

**MOST IMPORTANTLY** Contact tech support if you have a question about CompClass. I can fix NOTHING on CompClass, but the technicians can! ☺️