Windward Community College – Language Arts Division

English 100: EXPOSITORY WRITING
Course Syllabus – Spring 2010
Three Credits
Meeting Days/Times:

(63383) Tuesdays and Thursdays
1:30 p.m. to 2:55 p.m.
(63050) Tuesdays and Thursdays
3:00 p.m. to 4:25 p.m. (Palanakila 124)
(63053) Tuesdays and Thursdays
5:30 p.m. to 6:55 p.m. (Palanakila 124)

INSTRUCTOR: Jill Dahlman, Instructor
dahlman@hawaii.edu

OFFICE: Palanakila 152
OFFICE HOURS: Tuesdays and Thursdays 1:00 – 1:30 p.m.; 4:30 – 5:30 p.m.
EFFECTIVE DATE: Spring 2010 (13 week); January 24 through May 14, 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 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 submissions for “Course Works”
• Writing assignments
• Library Resource Unit to be completed through Laulima
• 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 12, 2009*. You must have a UH account and password in order to access the Library Resource Unit units online. The exam will be available in Laulima. You may take the examination twice on your own. If you score less than a 72%, then you must be tutored by a librarian before taking the exam a third time. **If you do not take and pass this examination, you do not pass this class.** TAKE AND PASS THIS EXAMINATION.

### SCORING BREAKDOWN - KEEPING TRACK OF SCORES

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>GRADE</th>
<th>OUT OF POSSIBLE</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Discussion forum postings</td>
<td></td>
<td>72</td>
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<tr>
<td>Need a total of 24 (x 3 points)</td>
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<tr>
<td>Summary-Responses</td>
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<td>40</td>
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<tr>
<td>Need a total of 8 (x 5 points)</td>
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<tr>
<td>Attendance / Class Participation</td>
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<td>50</td>
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<tr>
<td>Open-book grammar quizzes (6) x 10 points each</td>
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<td>60</td>
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<tr>
<td>Vocabulary Quizzes</td>
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<tr>
<td>Vocabulary Sentences (9 sets at 5 pts each)</td>
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<td>45</td>
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<tr>
<td>Vocabulary Quizzes (9 quizzes at 10 pts each)</td>
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<td>90</td>
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<tr>
<td>Language Debates and Grammar Presentation</td>
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<tr>
<td>Handout</td>
<td></td>
<td>20</td>
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<tr>
<td>World of Language postings (8 original; 8 replies)</td>
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<td>40</td>
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<td>Identity Unit</td>
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<td>Identi-kit</td>
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<td>25</td>
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<tr>
<td>Minor Paper</td>
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<td>10</td>
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<tr>
<td>Music Unit</td>
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<td>Major Paper</td>
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<tr>
<td>Minor Paper</td>
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<tr>
<td>Reflection Paper</td>
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<tr>
<td><em>Star Trek</em> Unit</td>
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<tr>
<td>Major Paper</td>
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<td>Minor Paper</td>
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<tr>
<td>Reflection Paper</td>
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<tr>
<td>Science Fiction Unit</td>
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<td>Major Paper</td>
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<td>Minor Paper (extra credit!)</td>
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<td>10</td>
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<tr>
<td>Reflection Paper</td>
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<td>Research Paper (all components mandatory)</td>
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<td>Proposal</td>
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<td>Dialogue in the Margins (4 x 5 points)</td>
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<td>20</td>
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<td>Organization Challenge</td>
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<td>10</td>
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<tr>
<td>Ben Franklin’s Exercise for Style (2 x 10 points)</td>
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<td>20</td>
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<tr>
<td>Drafts and Peer Review</td>
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<td>10</td>
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<tr>
<td>Research Paper (2500 words)</td>
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<td>100</td>
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<tr>
<td>Works Cited</td>
<td></td>
<td>25</td>
<td></td>
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<tr>
<td>Reflection Paper</td>
<td></td>
<td>10</td>
<td></td>
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<tr>
<td>Class Publication – “Class Works”</td>
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<td>160</td>
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</table>
This course uses popular culture as a means of teaching rhetoric and rhetorical strategies. Popular Culture can encompass many different aspects of everyday life, and how we look at popular culture (or the lens through which we look at it) can be very revealing. By examining the various means by which popular culture manages to persuade society of what is considered normal or abnormal, writers learn subtle (and not so subtle) ways of writing about and critiquing such normalizations. By incorporating traditional genre writing with the examination of multiple techniques, we can envision possibilities within our own writing.

**COURSE TASKS**

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

**ASSIGNMENTS**

**DISCUSSION BOARD POSTINGS - 72 POINTS (7.2%)**

In order to become great writers, practice is required. To that end, we will be employing the use of discussion board postings in this class. Twenty-four (24) 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 and are posted on CompClass.

NOTE: While there is no "definitive" due date for each discussion-board posting, do yourself a favor and keep current with these! The last thing you want to be doing the week of finals is writing twenty-four 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 – 40 points (4%)**

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 eight summary-responses to nine short stories found in the science fiction anthology. You will need to choose eight short stories to write a 500-word summary-response. The first 250 words should be a brief summary of the story you have read. The second 250 words should be your response to the short story itself. Consider the following questions when responding (note: you are not limited to these questions!):

- Did you like or dislike this story? Why or why not? What was appealing? What made you dislike the story? (Consider setting, character, plot, or other literary elements.)
What message (implicit or explicit) do you think the author is trying to make about the present or the future?

What character did you connect the most with? The least? Why did you make such a connection?

Can you see parallels between today’s society and the future society?

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

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

WORLD OF LANGUAGE POSTINGS – 40 points (4%)

Each week I will be posting 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. Once again, these will be due at the end of the semester, but you will want to be certain to keep current with the postings.

VOCABULARY – 135 points (13.5%)

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

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

2. Weekly quizzes. As noted on the schedule, a vocabulary quiz will begin our class. You will have 30 minutes to complete each quiz. Each quiz (nine) is worth 10 points for a total of 90 points.

3. Extra credit can be earned by combining ten or more words in a single sentence (at the end of your sentences). I will award up to five points per sentence for this depending upon creativity and proper use of each word.

LANGUAGE DEBATES AND GRAMMAR PRESENTATION – 25 POINTS (2.5%)

The English language is continuously evolving. As a result, questions arise as to what is considered “proper” or “standard” English. To help fellow classmates through the journey of grammar and punctuation, each student will be expected to choose a language debate (only one debate per person—no doubling up!) and a grammar “issue” from A Writer’s Reference, prepare a handout, and present both the debate and a grammar issue to the class. How you choose to present both the debate and the grammar presentation is up to you. You will have 15 minutes to present, so consider less obvious means of teaching the debate/issue to your classmates including games, artwork, or other creative ventures. One presentation will be held each class period, and will be conducted at the beginning of class.
EXERCISES/QUIZZES - 60 points (6%)

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

ATTENDANCE - 50 points (5%)

In-class assignments are required. Time will be provided to work on these assignments. It is very difficult to work on in-class assignments if you are not in class. Please make every effort to be present in class. Points will be added for each class attended with participation. If you 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. Each additional absence (over three) will cost you ten points. *If you have missed six or more classes you have failed the class—no matter how good your scores are.*

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

**Please note:** Class participation points can and may be gleaned from “pop” quizzes based on your 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.”

WRITING ASSIGNMENTS - 430 points (43%)

Three major assignments, four minor assignments, and one research paper are required. Drafts and peer reviews are mandatory and are worth points. Without these drafts and peer reviews, **you will lose 10% of your grade on each assignment.** If you do not attend or conduct an online peer review session, you will be docked **two unexcused absences** (and losing 10 points on the assignment!) Conduct a peer review!

**Good writing takes time and multiple revisions.** By providing you with an opportunity to hand in a draft early in the process, you will be able to easily complete the assignment. This method not only helps you to understand the process it takes to turn in a good paper, it also provides you with ample time to complete and revise the assignment. All papers and all drafts are to be turned in through the Writing Tab found on CompClass **by 11:55 p.m. unless otherwise noted on the schedule.** Each draft that you are turning in for a grade must be submitted through the Writing Tab under the appropriate heading. If, for whatever reason, you cannot upload your document by the due date and time, email the paper to me that night and turn
in the paper copy at the beginning of the next regularly scheduled class meeting. If it isn’t there before the class starts, it is late and definitely not eligible for full points.

The paper is due on the date indicated. Unless you are dead or in a documented coma, there will be NO EXCEPTIONS.

**BASIC GUIDELINES FOR WRITTEN ASSIGNMENTS:**
If you 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. All papers must be set up in MLA format, including double spacing, 12-point standard (Times New Roman or Times) font. Margins should be one inch. Single spacing, odd fonts, non-standard font size, and overly large or overly small margins will insure that 4 points are deducted from the major paper and 1 point from the minor paper.
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. Reminder: ALL FINAL PAPERS ARE DUE ON THE DATE INDICATED, NO EXCEPTIONS!

**PROVIDED:** You have turned the paper in on time, made the word count, answered "the question" (followed directions), and made progress of your paper, you will receive full credit on each assignment. (Exceptions to this rule are noted above.) I do not believe students should be penalized for practicing a skill. The real test of your abilities comes with “Class Works.”

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

1. What is this paper about? What is the central claim?
2. What is the argument? What examples or evidence are used? (Don’t re-write the entire essay; just provide a very quick synopsis.)
3. What is the “so what” or “who cares” clause? Why does this claim matter? Who should care about this issue? Who gets harmed if no one pays attention to this issue?
4. Identify where you experienced problems and where you had success. Tell me where you believe the problem areas are located and where the good areas are located. Be as specific as possible.
5. Identify how I can help you most in response to this paper (i.e., I am having problems with organization, evaluation, etc.) Identify the areas you are concerned about or where you are uncertain if the material you are trying to convey is coming across clearly.
6. Provide a statement of difficulty: present and explain the question and show me that it’s difficult. Why is this problem complex and not simple? How can this problem be broken down into its constituent parts? What can you learn from breaking down the problem in this way? How can you accurately gauge the severity or accuracy of the problems? In short, dwell on difficulty.

We will be exploring four 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. The remainder of your points for that unit will be determined by you from several options available in each unit.

The assignments (mandatory and minor) can be found under Course Materials in CompClass. Look in the folder for the appropriate unit for the assignments.

“CLASS WORKS” (CLASS PUBLICATION) - 170 points (17%) – Submissions due by 4/1 to the editor

This class will be constructing a “Class Works” publication featuring the finest work from each student. You will be required to submit two major papers, two minor papers, and two informal papers (discussion boards, summary responses, or world of language postings) that showcases your work to the “editor” of this class, who will determine what work will get published in the “Class Works.” At the end of the semester, you will each receive a copy of this publication to keep.

Once you have chosen your submissions for the editor, you will need to compose a reflection paper (500 word minimum) with your submissions. This reflection paper will need to outline the work that you chose, why you chose it, what changes you employed to make this piece shine, and a discussion of what you want included in the “Class Works” and why each particular piece belongs in the class publication.

**LEARNING RESOURCES**

Students are expected to obtain and bring with them to each class meeting *A Writer's Reference* by Diana Hacker. You should also bring the science fiction anthology with you in the event that time permits in class for you to work on this assignment. Additionally, students will be required to have an active hawaii.edu account in order to complete the Library Resource Unit Resource Unit and an Internet account to gain access to the discussion board on CompClass. Although you are not required to own a computer, **access to** both a computer and the Internet is a "must" for this class.

**EXTRA CREDIT**

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

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

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

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

If you are caught plagiarizing in any manner that even remotely resembles the UH-system policy, you will be dealt with severely. This could include punishment from a zero on the assignment to an expulsion from the class or university. If plagiarism is suspected, the student will be expected to conference with me, producing every single piece of documentation used in the assignment, and to orally defend his/her paper. If concern is still raised, or if the student requests independent assessment, then the student shall be expected to appear before a panel of three professors with all evidence of documented sources and orally defend his/her paper. In short, don't do it.

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

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

RESEARCH DISCLOSURE

All works in all media produced by students as part of their course participation at Windward Community College may be used for research and educational purposes. It is understood by the student that registration for and continued enrollment in a course where such use of student works is announced constitute permission by the student unless specifically set forth in writing. After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work's creator/originators(s); or (2) the creator/originator(s)' written permission will be secured.
GRADING –
A = 900-1000 points
B = 800-899 points
C = 700-799 points
D = 600-699 points
F = 599 or below

DROP DATES:
February 1, 2010 – No record; 50% refund
March 22, 2010 – 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>
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<tbody>
<tr>
<td>WEEK ONE</td>
<td></td>
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<tr>
<td>TUESDAY 1/26</td>
<td>Syllabus and expectations</td>
<td>Bring registration card to class Thursday</td>
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<td>Class “encounter”</td>
<td>Download Vocabulary words from CompClass</td>
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<td>THURSDAY 1/28</td>
<td>General overview of CompClass</td>
<td>Post Discussion Board postings</td>
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<td></td>
<td>Drop date 2/1</td>
<td>Post Summary Response</td>
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<td>WEEK TWO</td>
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<tr>
<td>TUESDAY 2/2</td>
<td>LIBRARY EXCURSION DAY – MANDATORY ATTENDANCE</td>
<td>Vocabulary Quiz #1 Thursday</td>
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<td>Identi-Kit due Thursday</td>
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<td>Minor paper from Identity unit due online by 11:55 p.m. Thursday</td>
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<td>THURSDAY 2/4</td>
<td>VOCABULARY QUIZ ONE</td>
<td>Download Vocabulary words (#2) from CompClass</td>
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<td>Identi-Kit due in class</td>
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<td>Minor paper due online</td>
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<td>Choose DB topics</td>
<td>Research project proposal due Tuesday at 11:55 p.m. on CompClass</td>
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<td>Language Debate Presentation #1</td>
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<td>WEEK THREE</td>
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<td>TUESDAY 2/9</td>
<td>RESEARCH PROJECT PROPOSAL DUE TONIGHT (Online)</td>
<td>Bring in lyrics to a song on Thursday</td>
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<td>THURSDAY 2/11</td>
<td>Language Debate Presentation #3</td>
<td>Post Discussion Board postings</td>
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<td>Music Lecture</td>
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<td>Vocabulary Quiz #2 due Tuesday</td>
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<td>Rough Draft #1 of Analysis paper due Tuesday by 11:55 p.m. on CompClass</td>
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<tr>
<td><strong>WEEK FOUR</strong></td>
<td><strong>TUESDAY 2/16</strong></td>
<td><strong>THURSDAY 2/18</strong></td>
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<td><strong>VOCABULARY QUIZ TWO</strong></td>
<td>ROUGH DRAFT #1 of Analysis paper due tonight</td>
<td>DIALOGUE IN THE MARGINS #1 due today IN CLASS</td>
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<td>Download Vocabulary words (#3) from CompClass Dialogue in the Margins #1 due in class Thursday</td>
<td>Post Discussion Board postings Post Summary Response Dialogue in the Margins #2 due in class Tuesday Rough Draft #2 of Analysis paper due Tuesday by 11:55 p.m. on CompClass</td>
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<tr>
<td>Week Seven</td>
<td>Dialogue in the Margins #4 due today in class</td>
<td>Vocabulary Quiz Four</td>
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<td>Tuesday 3/9</td>
<td>Choose DB topics</td>
<td>Download Vocabulary words (#5) from CompClass</td>
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<td>Language Debate Presentation #10</td>
<td>Rough Draft #2 of <em>Star Trek</em> paper due Thursday by 11:55 p.m.</td>
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| Thursday 3/11 | Rough Draft #2 of *Star Trek* paper due tonight by 11:55 p.m. | Post Discussion Board postings |
|               | Language Debate Presentation #11          | Post Summary Response |

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<thead>
<tr>
<th>Library Resource Unit Due Today</th>
<th>Organization Challenge due today in class</th>
<th>Peer Review of <em>Star Trek</em> paper due tonight by 11:55 p.m.</th>
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<tr>
<td>Tuesday 3/16</td>
<td>Choose DB topics</td>
<td>Download Vocabulary words (#6) from CompClass</td>
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<td>Language Debate Presentation #12</td>
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<th>Vocabulary Quiz Five</th>
<th>All <em>Star Trek</em> unit papers due tonight on CompClass</th>
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<td>Thursday 3/18</td>
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<th>Spring Break</th>
<th>Ben Franklin’s Exercise for Style #1 due in class on Tuesday, 3/30 (both sets)</th>
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<td>Tuesday 3/23 – Thursday 3/24</td>
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<td>Week</td>
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<td>Tuesday</td>
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<td>Week Ten</td>
<td>Vocab Quiz 6</td>
<td>Exercise for Style #1 &amp; 2 due in class</td>
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<td>Submissions due to the Editor today</td>
<td>Post Discussion Board postings</td>
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<td>Week Eleven</td>
<td>Vocab Quiz 7</td>
<td>Discussion of SF Team Assignment</td>
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<td>Rough Draft #1 Research Paper due tonight at 11:55 p.m.</td>
<td>Post Discussion Board postings</td>
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<td>Rough Draft #1 of SF Team Paper due tonight</td>
<td>Vocabulary Quiz #8 on Thursday Rough Draft #2 of Research Paper due Thursday</td>
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<td>Vocab Quiz 8</td>
<td>Rough Draft #2 Research Paper due tonight at 11:55 p.m.</td>
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<td>Week Thirteen</td>
<td>Peer Review #1 of SF Team Paper (do two!) due tonight</td>
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<td>Vocab Quiz 9</td>
<td>Peer Review of Research Paper due tonight</td>
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<td>WEEK</td>
<td>FOURTEEN</td>
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<td>ROUGH DRAFT #2 OF SF TEAM PAPER DUE TONIGHT</td>
<td>Final Research paper due in class on Thursday</td>
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<td>Peer Review #2 of SF Team paper due Thursday by 11:55 p.m.</td>
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<td><strong>THURSDAY</strong></td>
<td><strong>FRIDAY</strong></td>
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<td>PEER REVIEW #2 OF SF TEAM PAPER (do two!) due tonight</td>
<td>Post Summary Response if not already completed</td>
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<td>Language Debate Presentation #23</td>
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<td><strong>WEEK</strong></td>
<td><strong>FIFTEEN</strong></td>
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<td>FINAL SF TEAM PAPER DUE TONIGHT by 11:55 p.m</td>
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