INSTRUCTOR: Jill Dahlman, Ph.D., Instructor
dahlman@hawaii.edu
OFFICE HOURS: By appointment through Skype

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 graphic novel Fahrenheit 451 (F451), and other homework that may be noted in the weekly schedule
• Two examinations (midterm and final) to be completed at a proctored site
• Writing assignments
• Frequent checking of email and CompClass discussion board
• Monday check-ins

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
- **Successful College Writing, 4th 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
- **Library Resource Unit** must be completed independently of class in order to successfully complete this course.

LIBRARY RESOURCE UNIT

Complete the Library Resource Unit with a passing grade (72%) by **July 1, 2011**. 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.**

**Concepts or Topics**
- Ethos, pathos, logos
- Rhetoric/rhetorical situation
- Knowledge & understanding of audience
- Differentiate between writing for specific purposes
- 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 and revision in order to produce excellent work.
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. Check in with the professor via email every Monday.

COURSE ASSIGNMENTS:
Assignment descriptions are noted below.

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<tr>
<th>ASSIGNMENT</th>
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<td>Discussion Board Postings</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 Final Examinations (Midterm &amp; Final are mandatory)</td>
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<td>Paper 1 – Extended Definition</td>
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<td>Paper 2 – Banned Books</td>
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<td>Paper 3 – Star Trek</td>
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<td>Paper 4 – Kefauver Hearing paper</td>
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<td>Paper 5 – Ernie Pyle- Reporters on the Battlefield</td>
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<tr>
<td>Post-Reflection papers (a/k/a “Author’s Note”)</td>
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<td>Source Journal</td>
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<td>Learning Tasks</td>
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<tr>
<td>Vocabulary (sentences and online quizzes)</td>
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<td>Chapter Exercises</td>
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LEARNING RESOURCES
Students are expected to obtain CompClass, which contains the textbook A Writer's Reference by Diana Hacker and to obtain the graphic novel Fahrenheit 451 (F451) by Tim Hamilton and Ray Bradbury. 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.

**IMPORTANT NOTICE** This class uses the course management software CompClass. You will use CompClass to take your vocabulary, MLA, and grammar/punctuation quizzes; these will be available on CompClass and may be taken an unlimited number of times until the due date. Once the due date has passed, you will no longer be able to take the examinations. You will also have the opportunity to turn in your papers until 11:55 p.m. on the due date. Once the due date has passed, you will not be able to post your papers. Please keep current with your assignments!
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. It is always strongly recommended that students work slightly ahead of the syllabus whenever possible to compensate for the unexpected.

RESPECT IN THE VIRTUAL CLASSROOM

It is expected that you will demonstrate respect toward both the instructor and your fellow classmates. This is part of our shared responsibilities in a learning context. Given that cultural issues—such as ethnicity, race, gender, class, sexual identity, and relationship to land and place—can be controversial in ways that affect us personally, you must agree to put aside your differences for the duration of this class and demonstrate respect towards other people’s opinions. This respect is not merely “your” responsibility—as a member of the Windward Community College faculty, I have a responsibility to each of you to ensure that learning takes place in an intellectually safe and hostility-free environment. Put aside your differences and consider other people’s feelings in this class.

STUDENT RESPONSIBILITIES (from the UH Academic Grievance Procedures)

A. to exhibit behavior which does not interfere with the rights of other students and faculty to learn or carry out their research or creative activities;
B. to attend classes, seminars, and laboratories or follow other courses of study as required by the instructor and/or degree committee, recognizing that absences or deviation may adversely affect the final grade and/or progress in a degree (or certificate) program;
C. to fulfill assignments and requirements as described by the instructor and/or degree committee, recognizing that failure to do so may adversely affect the final grade and/or progress in a degree (or certificate) program;
D. to provide required written, artistic, or other required materials to the degree committee in a timely fashion, allowing the faculty sufficient time to adequately review such materials;
E. to abide by the UH Student Conduct Code and other academic regulations in effect at UH;
F. to follow the Academic Grievance Procedure in pursuing redress of an academic grievance, as failure to do so may result in dismissal of the grievance;
G. to recognize that the burden of proof rests upon the grievant; and
H. to refrain from frivolous grievances.

PLAGIARISM POLICY (from the Student Conduct Code)

Because Windward Community College is an academic community with high professional standards, its teaching, research, and service purposes are seriously disrupted and subverted by academic dishonesty. Such dishonesty includes cheating and plagiarism as defined below. Ignorance of these definitions will not provide an excuse for acts of academic dishonesty.

Student Conduct Code Policies: Proscribed Conduct. Acts of dishonesty, including but not limited to the following:

a. Cheating, plagiarism, or other forms of academic dishonesty.
b. Furnishing false information to any UH official, faculty member, or office.

c. Forgery, alteration, or misuse of any UH document, record, or form of identification.

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

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 my reporting your infraction to the Dean of Students, who may choose to impose an expulsion from the class or university.

If a paper has been determined to be plagiarized, a zero grade will be given on the first infraction. This assignment cannot be made up through the portfolio or otherwise. If a second occurrence of plagiarism occurs, 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. At this juncture, I will make a determination of failing you for the class.

In short, don't do it.

INCOMPLETE: An Incomplete is not automatically given. The university policy is as follows:

A grade of I is given to a student who has not completed a small but important part of a semester’s work if the instructor believes that the incomplete was caused by conditions beyond the student’s control. Each student receiving a grade of I should consult his or her instructor promptly to determine the steps to be taken and the deadline to complete the course work for changing the grade of I to a final grade. The designated November and April deadlines (see the “Calendar”) refer to the dates instructors must report adjusted grades. Student deadlines for completing their course work must be adjusted accordingly. It is important to note that the work missing must be “beyond” YOUR “control.”

Missing work cannot be made up because you made a conscience decision to do something else. This has to be outside of your control, for example, a death in the immediate family, an unpreventable illness such as a car accident or hospitalizations. An Incomplete for this course 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 the 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 –**

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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>900-1000</td>
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<td>B</td>
<td>800-899</td>
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<td>C</td>
<td>700-799</td>
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<tr>
<td>D</td>
<td>600-699</td>
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<tr>
<td>F</td>
<td>559 or below</td>
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**FULL-CREDIT ASSIGNMENTS (just do it and get the points!)**

**DISCUSSION BOARD POSTINGS - 90 POINTS (9%) – 4 points per posting**

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. Three discussion board postings per week will be required. 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 in order to qualify for full points. Each additional 250-word posting will earn you four points extra credit (up to 15 points extra credit).

**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!

**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 135 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. Quizzes. You will have 20 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 three points per sentence for this.

QUizzes - 70 points (7%) – 10 points each

Six “diagnostic” quizzes and one MLA Quiz can be found on CompClass. Each diagnostic quiz will be available to take an unlimited amount of time 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 quiz and refer to your handbook, *A Writer's Reference*, 6th Ed. in order to succeed when taking the quiz again. When you have completed the study plan, re-take the diagnostic. The highest score is the score you will receive. You may take the MLA quiz twice. The higher of the two grades will be the grade you receive.

LEARNING TASKS – 60 points (6%)  
Throughout the semester, learning tasks will be assigned to help guide you along the path of writing papers. Tasks can include in-class or online quizzes, playing an online composition video game, watching short video lectures, and watching short animated clips. 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 unit of study 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. You may always choose to work ahead with the Learning Tasks; however, once the due date has passed, you may not go back to complete the tasks.

CHAPTER EXERCISES – 70 POINTS (7%)  
Because there is no instructor reviewing material read in an online class, there is no way to escape reading the material that will aid you on your journey to becoming a good college writer. To that end, each week that Chapter Exercises are assigned, you will be expected to complete the exercises assigned with the reading. Post your answers to your chapter exercises in your blog (found on the home page of CompClass).

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

WRITING ASSIGNMENTS - 400 points (40%)

Assignments are described below. Drafts (approximately one-half to three-fourths of the word count) and peer reviews are mandatory and 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.

The paper is due on the date indicated. 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) 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 (Author’s Note).
7. **Important Note on Peer Reviews:** When conducting a peer review, be certain to provide as many comments as there are points available. In other words, if the peer review assignment is worth 7 points, you should provide, **at a minimum**, seven comments on each of TWO of your peers’ papers.
8. **Reminder:** ALL FINAL PAPERS ARE DUE ON THE DATE INDICATED, NO EXCEPTIONS!

**SOURCE JOURNAL – 75 points (7.5%) – full credit!**

Rather than writing a research paper at the end of the semester, we will practice the craft of research throughout the semester. You will note that each assignment requires a different number of incorporated sources and/or counterarguments. For three of the sources that you incorporate in each of your papers, you will be required to provide entries in the Source Journal found on CompClass. **Each entry is worth five points and must be completed within three days of turning in the paper.** Acceptable sources for the Source Journal include e-journals or e-databases (look on the WCC or State Library Webpages), .edu/.gov/.mil websites (NO WIKIPEDIA, about.com, quote garden, your mother, or any other questionable source), 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, write the following:

1. WHO is the author? Provide a brief biography including the author’s expertise is in the subject. What do you think is the motive or purpose of the author?
2. WHAT did you learn from this source? (in general terms). Write a very brief summary. How does this connect to your thesis? How does the writer try to persuade readers (Ethos? Pathos? Logos?)?
3. WHERE was this source published? What is its audience? (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?
4. WHEN was this source published? How old is it?
5. WHY are you trusting this source? Give me a reason to trust this source, too.
6. Does this source acknowledge opposing viewpoints? Does it do so fairly? If it doesn’t, what does that suggest?

REFLECTION PAPER (Author’s Note) – 50 points (5%) – full credit (provided all questions are answered)

This is a required element for every paper submitted. In the author’s note, 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. How difficult was this assignment? How long do you think it took to write this assignment? 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 (type—don’t look at the assignment itself, but look at the mode of writing employed) of writing being helpful? 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.

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? (Did you use the required header?)  _____ Have you highlighted your thesis in one color?
_____ Have you highlighted all in-text citations in another color?  _____ Have you incorporated the required number of sources and counterarguments?
_____ Have you placed a word count on the bottom of the document?  _____ Have you included a Works Cited?
_____ Have you submitted three entries in  _____ Have you submitted your Reflection
your source journal? (This is due within three days of the final paper.)

ASSIGNMENT #1 – 35 points – Extended Definition of “censorship”
Word count: 500-750 words; Three sources incorporated into the paper (minimum)
Rough Draft (3 points) due 6/10; Peer Review (4 points) due 6/13; Final paper due 6/15

For this assignment, you will need to define the word “censorship.” To do this, you will need to make a list of what you think “censorship” means. You will then need to refer to a dictionary to see how your definitions compare. Next, look at an encyclopedia to see how all three definitions are similar or are different. Consider why the difference in definitions or meanings. Be sure your paper includes a discussion of all of the possible meanings of this word.

ASSIGNMENT #2 – 45 points – Banned Books? – Cause and Effect
Word Count: 750-1000 words; Four sources incorporated into the paper (minimum)
Rough Draft (4 points) due 6/18; Peer Review (5 points) due 6/20; Final paper due 6/23

Each September, the libraries around the United States celebrate Banned Book week. (See the website http://www.ala.org/ala/oif/bannedbooksweek/bannedbooksweek.cfm for more information.) Examine one of the banned books on the list (you can choose to read it or read a summary of the book—www.sparknotes.com or any of the www.amazon.com book reviews should have this information), write a brief review or summary of the book, and find out more information about why this book has been banned. Where has this book caused controversy? Why? Are people justified in choosing to ban this book from the school library shelves? How can we, as a nation that has the First Amendment in place, permit books to be banned from the library shelves? If we ban one book, don’t we run the risk of having all books banned at some point in time?

ASSIGNMENT #3 – 55 points – Cause and Effect/Compare and Contrast
Word Count: 1000-1250 words; Five sources and one counterargument incorporated into the paper (minimum)
Rough Draft (5 points) due 6/27; Peer Review (6 points) due 6/29; Final paper due 7/1

This assignment requires that you watch an episode of Star Trek. A link can be found on CompClass to the show “A Piece of the Action.” Watch this show and identify what the problem was (hint: it was about a society relying on one book to create its laws). Analyze the problem (take the problem apart) and discuss the reliance upon the one book. Consider other societies that base their laws on one book. You can parallel the two societies in a compare and contrast paper if you wish. Support your answer.

ASSIGNMENT #4 – 65 points – The near-death of the comic book
Word Count: 1250-1500 words; Six sources and two counterarguments incorporated into the paper (minimum)
Rough Draft (6 points) due 7/6; Peer Review (7 points) due 7/8; Final paper due 7/13

Read through the study guide of Fahrenheit 451 found on CompClass (under Instructor-Added course materials). Shortly after the McCarthy hearings ended, a hearing convened to determine the fate of comic books. These hearings were known as the Kefauver Hearings (or the Kefauver Hearings on Juvenile Delinquency). Dig up some information on these two hearings, compare them, noting similarities and differences. What was the outcome for each? (Was it good
or bad?) Does the final determination of the Kefauver hearing constitute censorship? A violation of the First Amendment? Explain and support your answer.

ASSIGNMENT #5 – 75 points – Reporters in the field!
Word Count: 1500-1750 words; Seven sources and two counterarguments incorporated into the paper (minimum)
Rough Draft (7 points) due 7/19; Peer Review (8 points) due 7/21; Final paper due 7/25

Under Instructor-Added Course Materials you will find a folder marked “Ernie Pyle.” Ernie Pyle was a World War II soldier and correspondent who brought the war home for many civilians. Read through the information on Pyle, and compare what he did in the field (both for the troops and for the people on the home front) with what occurs today with reporters in the field. Today, it is not uncommon to find reporters on the battlefield, but during World War II, this was not as common as it was today. The addition of reporters in the field (such as Walter Cronkite) during the Vietnam War caused the tide of public opinion to turn against the Vietnam War. In our own recent war with Iraq, reporters have become somewhat of a detriment in terms of instant information (for example, look at the Geraldo Rivera debacle where his reporting nearly cost our armed forces some serious casualties).

Your final research paper asks you to look at reporters in the field, the First Amendment of the Constitution, censorship in terms of what information the military allows to be released, and the role of modern technology and instant uplinks. Do reporters belong in the battlefield? Is there a fine line between what should be reported for the public at home in accordance with the tenets of the First Amendment (and the censorship issues we’ve been exploring all semester) and where the safety of our troops must take priority? This is a very grey issue, so I don’t expect this to be an easy paper. Do the best you can with convincing the public of your position on reporters in the battlefield.

MIDTERM (50 points) and FINAL (75 points) EXAMS

Both the midterm and the final will be essay examinations. Both examinations are essay examinations based off of the graphic novel, Fahrenheit 451 (midterm) and The Photographer (final) and the supplemental information that is be posted on CompClass pertaining to these graphic novels. You may bring the graphic novel and any supplemental articles that I have posted with you.

The week prior to each examination, I will post a study guide. From those study guide questions, five will be chosen. You will need to choose two of the essay questions to answer in full and complete essay form. You will have approximately two hours to write both essays. Your sketches, doodles, and notes used to formulate your answer will need to be turned in as these are worth 30% of your total grade. 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.

PORTFOLIO – 50 points (5%) – due July 29

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.

To take advantage of this, using the track changes feature in your word processing program, revise the paper. Turn in this tracked changes paper and your new final for each paper that you are submitting for re-grading. Points will be assessed based upon the thoroughness and completeness of each revision.

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:

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<th>Points</th>
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<td>Reflection paper</td>
<td>25</td>
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<tr>
<td>Re-submission #1</td>
<td>15</td>
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<tr>
<td>Re-submission #2</td>
<td>10</td>
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</table>

Some final notes:

- **Podcast lectures can be found under Instructor-Added Course Materials. These podcasts cover everything from discussions on the readings (Bedford) to lectures on specific assignments.**
- **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! 😊

**EXTRA CREDIT**

Extra Credit is limited to 40 points. Please be mindful of this as you complete extra credit work. I will be posting/announcing extra credit opportunities throughout the semester. One way of earning extra credit points is by participating in the Web of Language postings found on the Communicate Tab.

**WEB OF LANGUAGE POSTINGS**

Throughout the semester, I will be posting topics that address language issues in the news. Each 250-word posting (that you initiate) to my posting (3 points) and each reply (125-word posting – 2 points) will be required to earn the full points as noted.

**COURSE SCHEDULE**

<p>| DATE | To be read/written/performed… |</p>
<table>
<thead>
<tr>
<th>WEEK ONE</th>
<th>6/6 TO 6/12</th>
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<tr>
<td><strong>MONDAY</strong></td>
<td><strong>Wednesday</strong></td>
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</table>
| Read the syllabus and expectations. Post questions on the discussion board under “Your Space.” Others may share your concern(s) or have the same question(s)! 😊  
Read Ch 1, Ch 2, and Ch 16 in *Successful College Writing*; Complete Exercises Learning Style Inventory (identify your style), Questions on p. 437 & 441 (omit #3 in “Reacting”)  
Read through Assignment #1 and compose your rough draft  
Tend to the Learning Tasks found on the Assignments tab under the Extended Definition multi-part lesson  
Post three Discussion Board (DB) postings by 6/11  
Study Vocab Words (list #1) – Take Vocab Quiz #1 by 6/11  

Draft #1 of Paper #1 due by 6/10 |

<table>
<thead>
<tr>
<th>WEEK TWO</th>
<th>6/13 TO 6/19</th>
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<tbody>
<tr>
<td><strong>MONDAY</strong></td>
<td><strong>Wednesday</strong></td>
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</tbody>
</table>
| Read Chs 3, 4, and 17 in *Successful College Writing*; Complete Exercises 3.1, Questions (Analyzing & Reacting only) p. 74, 4.3, 17.1, 17.2, Questions p. 478-479 (omit #3 on “Reacting”)  
Study Vocab Words (list #2) – Take Vocab Quiz #2 by 6/16  
Post DB postings by 6/18  
Submit answers to Ch exercises on your blog by Mon at 11:55 p.m.  
Peer Review of draft of Extended Definition by 6/13  
Paper #1 final and Learning Tasks due 6/15 (be sure to use the checklist to insure that you have done all of the work!)  
Post first draft of Paper #2 in Writing Tab by 6/18 |

<table>
<thead>
<tr>
<th>WEEK THREE</th>
<th>6/20 TO 6/26</th>
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<tr>
<td><strong>MONDAY</strong></td>
<td><strong>Wednesday</strong></td>
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</table>
| Read Ch 5, Ch 6, and Ch 14 in *Successful College Writing*; Complete Exercises 5.1, Questions on p. 112-113, Questions p. 136 (omit #4 in “Reacting”), Questions p. 372-373 (omit #3 and #4 in “Reacting”)  
Tend to the Learning Tasks found on the Assignments tab under the Paper #2 multi-part lessons  
Work on Diagnostic Quiz #1 (Basic Grammar) due 6/20  
Study Vocab Words (list #3) – due 6/21  
Post DB postings by 6/25  
Study Vocab Words (list #4) - due by 6/26  
Study for Midterm next week! *Read Ch 24 (p. 686-698) to prepare.*  
Submit answers to Ch exercises on your blog by Mon at 11:55 p.m.  
Peer review Paper #2 by 6/20  
Paper #2 final and Learning Tasks due 6/23 (be sure to use the checklist to insure that you have done all of the work!) |
### WEEK FOUR
**Monday 6/27 to Sunday 7/3**

- Read Chs 8, 20, and 21 in *Successful College Writing*; Complete Exercises Questions p. 175, 20.3, 20.4, 20.5, 20.6, 20.7, 21.1, 21.2
- Work on Diagnostic Quiz #2 (Punctuation) **due 6/28**
- Library Resource Unit (found on Laulima) **due 7/1**. You cannot pass this class without taking and completing this series of tests!
- Post DB postings **by 7/2**
- Tend to the Learning Tasks found on the Assignments tab under Paper #3 multi-part lesson
- Study Vocab Words (list #5) - **due by 7/2**

**TAKE MIDTERM THIS WEEK**

Submit answers to Ch exercises on your blog by Mon at 11:55 p.m.

Post rough draft for Paper #3 on 6/27

Peer review Paper #3 by 6/29

Paper #3 final and Learning Tasks due 7/1 (be sure to use the checklist to insure that you have done all of the work!)

### WEEK FIVE
**Monday 7/4 to Sunday 7/10**

- Read Chs 9, 18, 19, and in *Successful College Writing*; Complete Exercises 9.1, 9.2, 9.4, 9.5, 9.6, 9.7, 18.5, Questions pg. 506 (omit #4 in “Reacting”), 510 (omit #4 in “Reacting”), Questions p. 511, 19.3, 19.4, Questions p. 544 (omit #3 in “Reacting”), Questions p. 548 (omit Visualizing and #3 in “Reacting”)
- Tend to the Learning Tasks found on the Assignments tab under the Paper #4 multi-part lesson
- Work on Diagnostic Quiz #3 (Sentence Style) - **due by 7/6**
- Study Vocab Words (list #6) – **due by 7/8**
- Post Discussion Board postings **by 7/9**

Submit answers to Ch exercises on your blog by Mon at 11:55 p.m.

Rough Draft Paper #4 due 7/6 by 11:55

Peer Review of Paper #4 due 7/8
### WEEK SIX
**Monday 7/11 to Sunday 7/17**

- Read Ch 22 – Take the MLA Quiz found on CompClass by 7/18
- Tend to the Learning Tasks found on the Assignments tab under the Paper #4 multi-part lessons
- Work on Diagnostic Quiz #4 (Word Choice) - **due 7/12**
- Study Vocab Words (list #7) – **due by 7/14**
- Post Discussion Board postings (found on assignment tab) by 7/16

Submit answers to Ch exercises on your blog by Mon at 11:55 p.m.

Paper #4 final and Learning Tasks due 7/13 (be sure to use the checklist to insure that you have done all of the work!)

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### WEEK SEVEN
**Monday 7/18 to Sunday 7/24**

- Read Ch 24, pgs. 698-705 – Use the information to compile your portfolio and write your reflection paper.
- Tend to the Learning Tasks found on the Assignments tab under the Paper #5 multi-part lesson
- Work on Diagnostic Quiz #5 (Sentence Grammar) - **due 7/18**
- Study Vocab Words (list #8) - **due by 7/20**
- Post Discussion Board postings by 7/23

Work on Diagnostic Quiz #6 (Mechanics and Spelling) - **due 7/24**

**Complete MLA Quiz found on CompClass by 7/18**

Rough Draft Paper #5 due 7/19

Peer Review Paper #5 due 7/21

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### WEEK EIGHT
**Monday 7/25 to Sunday 7/29**

- Complete ALL Discussion Board postings by 7/29
- Tend to the Learning Tasks found on the Assignments tab under the Paper #5 multi-part lessons
- Study Vocab Words (list #9) - **due 7/26**

**TAKE FINAL EXAM THIS WEEK!**

Final Paper #5 & accompanying Learning Tasks due by 7/25

Portfolio due by 7/29