WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment—inspiring students to excellence.

CATALOG DESCRIPTION

This college-level composition course promotes critical reading, the writing process, rhetorical principles, research strategies, and the documentation of sources. 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.

WRITTEN COMMUNICATION FOUNDATION HALLMARKS

To satisfy the FW requirement, this course will

1) Introduce students to different forms of college-level writing, including, but not limited to, academic discourse, and guide them in writing for different purposes and audiences.
2) Provide students with guided practice of writing processes — planning, drafting, critiquing, revising, and editing — making effective use of written and oral feedback from the faculty instructor and from peers.
3) Require at least 5,000 words of finished prose — equivalent to approximately 20 typewritten/printed pages.
4) Help students develop information literacy by teaching search strategies, critical evaluation of information and courses, and effective selection of information for specific purposes and audiences, teach appropriate ways to incorporate such information, acknowledge sources and provide citations.
5) Help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.

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.

Activities Required
- Homework, including but not limited to CompClass discussion board postings and other homework that may be noted in the weekly schedule
- Two examinations (midterm and final) to be completed at a proctored site are mandatory. You cannot pass this class without these two examinations.
- 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:
- Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.
- Engage in a writing process that includes exploring ideas, considering multiple points of view, developing and supporting a thesis, revising with the help of peer and instructor feedback, editing, and proofreading.
- Find, evaluate, integrate, and properly document information from libraries, the Internet, and other sources, with an eye for reliability, bias, and relevance.
- Read for main points, perspective, and purpose, and analyze the effectiveness of a variety of rhetorical strategies in order to integrate that knowledge into their writing.

COURSE CONTENT
Course Goals: By the end of the course, students should be able to

1) Understand and use the major steps in the writing process.
2) Have developed a sense of writing for an audience and understand how the audience, purpose, and language can influence the writer’s choices.
3) Understand and use college-level principles of composition such as unity, development, and organization.
4) Edit using standard principles of grammar, punctuation, mechanics, and usage of the English language.
5) Have written approximately twenty pages of prose using a variety of rhetorical strategies.
6) Know how to make effective use of writers’ resources such as handbooks, library materials, interviews, and databases.
7) Respond thoughtfully in writing to published and peer essays and to recognize features of a writer’s style and organization.
8) Use and document material from primary and secondary sources without plagiarizing. 
9) Develop confidence as writers and have an awareness of their strengths and weaknesses.

LIBRARY RESOURCE UNIT
Complete the Library Resource Unit with a passing grade (72%) by **October 25, 2013**. You must have a UH account and password in order to access the Library Resource Unit modules 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. Your grade will be registered as an I-F. TAKE AND PASS THIS EXAMINATION.**

COURSE TASKS
1. Complete all assigned readings on time. 
2. Complete all assignments on time. 
3. Utilize library resources for scholarly credibility. 
4. Take the initiative to ask the instructor relevant questions 
5. Contribute to online class discussions.

COURSE ASSIGNMENTS:
Assignment descriptions are noted below. **IMPORTANT NOTE: You MUST complete ALL assignments in order to pass this class! If you miss an assignment, contact me IMMEDIATELY.**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>VALUE</th>
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<tbody>
<tr>
<td>Eight Op/Ed Assignments (10 pts each)</td>
<td>80</td>
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<tr>
<td>Course Reflection Paper/Portfolio (Revision of two papers (optional) + Reflection paper)</td>
<td>50</td>
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<tr>
<td>Quizzes (MLA [25], Midterms [50], and Final [75])</td>
<td>150</td>
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<td>Examinations (Proctored Midterm &amp; Proctored Final are mandatory)</td>
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<tr>
<td>Paper 1 – Banned Books (1000 words)</td>
<td>75</td>
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<td>Paper 2 – Myth (1250 words)</td>
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<tr>
<td>Paper 3 – Ernie Pyle- Reporters on the Battlefield (1500 words)</td>
<td>125</td>
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<tr>
<td>Paper 4 – Analytical (1500 words)</td>
<td>125</td>
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<tr>
<td>Post-Reflection papers (a/k/a “Author’s Note”)</td>
<td>40</td>
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<tr>
<td>Source Journal (4 at 15 points each)</td>
<td>60</td>
</tr>
<tr>
<td>Learning “Daily” Tasks, Discussion Posts, “Got it” postings, Class Participation</td>
<td>250</td>
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LEARNING RESOURCES
Students are expected to obtain CompClass, which contains the textbooks *A Writer's Reference, 7th Ed.* by Diana Hacker and *The Bedford Guide for College Writers, 9th Ed.* 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 quizzes as well as to turn in all of your essays and homework exercises. All quizzes will be available on CompClass 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. Please keep current with your assignments!

**USE OF ONLINE TECHNOLOGY**

All course activities will take place within the course management system, CompClass.

Communicate tab – You will be interacting with your classmates throughout the week using CompClass’s discussion forum found on the Communicate tab. I will participate with you in this space if needed to encourage deeper thinking and assist you in making connections with and between the course material assigned. The Communicate tab will have a space for you to interact with your peers under the title, “Your Space!”

Office Hours – Should you have the need for a conference with me, you have the option of meeting with me through a pre-arranged time between 8:00 a.m. and 8:00 p.m. through Skype video or chat. My Skype name is dr.jill.dahlman.

Course Materials – All course materials not included with your textbooks (noted above) can be found under the Course Materials tab in the section marked “Instructor-Added Course Materials.”

Writing Tab – All essays will be submitted through the Writing Tab. Due dates are firm.

You are strongly encouraged to contact CompClass’s Tech Support should you encounter any difficulty with the site. Email me as well so that I am cognizant of the problem and can intervene with Tech Support if necessary. You are also strongly encouraged to read the user’s guides for CompClass and for the Writing Tab and watching the video guides found on www.yourcompclass.com prior to panicking. An easy fix for most problems is to check your browser. If you’re using anything other than Firefox or Internet Explorer, you need to switch. CompClass does not play nicely in the sandbox with anything other than Firefox or Internet Explorer.

**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. Life has the nastiest habit of getting in the way when you least expect it, and generally when you have planned to do your homework.
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 University of Hawaii at Manoa 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 (WCC) as part of the University of Hawaii system 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 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 WCC.

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 of Hawaii system 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” (emphasis mine).

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 WCC 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.

ATTENDANCE and GRADING

This course does not mandate physical attendance, nor does it mandate synchronous virtual attendance. Your class work schedule will thus be flexible, at least within most 24-hour periods. However, there will be regular due dates—most of the time every single day will have a new task—and those will function much like an attendance policy. Since everything you submit will ultimately come with a date/time stamp, it will be very clear as to when you are “present” in your engagements with the course online. Any produced work (from the minor discussion postings and op/ed mini-essays to the major essays) will need to be submitted on time; if it is not, penalties of one letter grade per day late will occur (and in some cases with the daily exercises, you will be locked out and not permitted to work on the assignment late), and your grade will be reduced. In many respects, this will be analogous to an attendance policy in that a lack of regular, consistent engagement with the class will result in a reduced grade.

IMPORTANT: You cannot simply “save up” all of your work to do at the last minute. Online classes function the same way that face-to-face classes do, with distinct deadlines and goals. If you save everything up to submit at one time, you are not submitting your best work—and I want your best work. I want you to learn. I want you to feel comfortable with writing. None of my goals can be met if you race through assignments. Take your time—try to learn something that will make writing interesting and engaging for you so that when you write assignments in other classes or in the work environment you will feel comfortable and confident.

Ultimately, what you get out of this class is up to you. If you want to learn and grow as a writer, then take advantage of all of the tools provided for you.

Grading: To complete this course successfully you must complete all major essay assignments on time, “prepare for class,” and participate in class activities and discussions online. You cannot receive a passing grade unless you have submitted all assignments on time and in the proper format. Late projects and incorrectly formatted projects will each receive a grade reduction of 10% per day that they are late. Anything submitted more than three days late will not be graded. Any late projects must not only be posted to the requested online location; I must also be notified via email when they are posted on CompClass. If you email me any kind of written material as a submission of work for grade, this submission will not excuse this work not being posted in the proper location on CompClass. (This means that you need to check whatever work you upload to ensure it is there and in the proper format.) Finally, you must keep copies of all your projects. If you do not keep a copy and your project gets lost or misplaced (or a server hosting the work crashes), you will have to rewrite it.
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!)

LEARNING “DAILY” TASKS, DISCUSSION POSTS, CLASS PARTICIPATION – 250 POINTS (25%)

As noted under “Attendance and Grading,” activities are assigned throughout the week. Each activity should not take you more than 30-45 minutes. These activities act as the “attendance” for this class. If you miss six of these activities, your grade will drop one letter grade. In short, you will want to complete these daily activities. Activities will consist of the following: “daily activity” exercises (including “got it” postings), essay outlines and responses to your peers’ outlines, discussion posts (original and responses), video viewings, readings, and other exercises noted on the calendar.

Most of the daily activities will consist of a small reading with a quiz to test your knowledge. Sometimes, they will consist of an activity such as playing an online (composition!) game, such as Peer Factor, or watching a video.

If there is no quiz noted, then you will be expected to write a very short description of what you “got” out of the exercise—something that really helped you out, or even asking a question to further the discussion on a particular topic. A spot on the Communicate Tab will be available. It is named, “I GOT IT!” The calendar will note which daily activities are quizzes and which activities are “got it” activities.

Each of these “daily” activities will come with a due date (specific!) that the assignment must be completed by. You are always welcome to work ahead, but you may not go back to make something up. Once the due date has passed, your window of opportunity has also passed.

Discussion Posts

In order to become great writers, practice is required. To become great thinkers, the exchange of ideas and information is necessary. To these ends, we will be employing the use of discussion board postings in this class. There should be no concern for grammar, punctuation (or even paragraphs, though your peers might feel otherwise...) 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.

A secondary goal of the discussion boards is to build a classroom community filled with respect for differing opinions and ideas. Accordingly, all discussion postings should keep in mind that people will come from different backgrounds and cultures and have differing opinions. When responding to another student’s posting, you must be respectful. 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.

Discussion posts are expected each week. To earn full credit, you will need to post a 300-word (or more) discussion about an online news article from a reputable news agency that you have read and reacted to. No subject is taboo, but I do request
that you consider your classmates. Not everyone is comfortable talking about religion with the intent of conversion or the latest sexual position, so be cognizant of what you’re posting. I also strongly suggest that you look outside of the typical news media outlets. Look, for example at Daily Kos, Daily Beast, BBC, NPR, Al Jezeera, Addicting Info, Jezebel, and other media outlets that are not necessarily “mainstream.” You can “like” any of these news outlets on your facebook page. New articles appear throughout the day, and you can then pick and choose what you’d like to post and comment on at the same time you’re chatting with your friends.

The original post must include a link to the article. The post subject line should give your classmates an idea of what you’ll be posting about—what the topic of your post is about. Include a 300-word discussion on the article you have chosen. Do you agree? Disagree? Agree in part? Explain your reasoning to your classmates and invite discussion on the topic. (Feel free to ask your classmates questions on the topic.) It’s up to you to reel in your reader in order to solicit a response. These “initial” posts are due on Friday by 11:55 p.m. so that your peers can have an opportunity to read what you have to say and have adequate time to prepare a response if they wish.

Two response postings of 150 words are also required. Choose two of your classmates’ subjects/articles. Read the articles posted, and respond to your classmates’ posting. Just about anything will do as long as you simply continue a “conversation” about the text/posting. You will be graded not only upon your completeness of the original entries, but also how well you responded to other people’s posts. Bear in mind that if you choose to disagree with a poster (which is encouraged!), do be respectful and attack the argument, not the person. If you are planning on posting a rebuttal that contains information that you obtained from a contrasting article, please post the link to the rebuttal article so that the original poster may see and read what you saw and read. Responses are due on Sunday at 11:55 p.m..

Do not be too concerned about the language in these posts—these are meant to be “discussions,” thus they are conversational in tone and presentation. Please be wary of cursing online. Many people take offense to cursing, and we’re trying to be inclusive in these posts (I consider cursing a rhetorical device that loses its punch if overused.)

One more important note: If you keep current with this assignment, I award 10 points extra credit. That means that original posts and responses are all posted within a timely fashion (by Friday for the original post; by Sunday for the response post). Feel free to post until the last day of class, but once the last day of class at 11:55 p.m. comes around...the party is over, so to speak, and you will have no further opportunities to obtain grades on this assignment.

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 last week of class is writing forty-five 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! All discussion board postings are due on the last day of class. No exceptions.

You will be graded not only upon your completeness of these entries, but also how well you responded to other people’s posts. Certainly, you do not need to respond to everyone’s post, but a good number would be great in order to keep the conversation going. You can write about your classmate’s posts (asking questions and otherwise engaging in written conversation) any time up until the end of the course; thus while
“response deadlines” are within three days of the due date of the original posting, these dates are F–L–E–X–I–B–L–E so that everyone can have an opportunity to continue speaking about the topic(s) for as long as he or she wishes. The original post does have a firm due date to enable those who wish to keep as current as possible the opportunity to do so. Be certain to check back to see if someone has responded to your post! You never know what someone might say, and you should keep up with your post so that you can respond to your responders.

At the end of the semester, I will assess you for completeness and your engagement with not only the text but also with your classmates’ discussion posts and the timeliness of those posts. There are no “set numbers” you need to achieve, but active, consistent engagement is expected and will garner a higher grade than passive engagement (that which satisfied only the barest minimum of the requirements). Here are some guidelines to help you:

**Active engagement (85%–100%)** -- “Superior” or “active” engagement means that the student is always prepared, often adding additional insights to online discussions. Consistent, judicious, and empathetic engagement with the material and his or her peers and instructor demonstrate superior and active learning. This engagement may manifest in several consistently good comments or comments that bring in consistent, productive perspectives and perhaps even some suggested reading from outside sources in the online class discussion forum.

**Average engagement (70%–84%)** -- “Average” engagement means that the student seems prepared, and he or she is engaged with the work occasionally but infrequently. Generally, participation in online discussion and online comments seem to encourage and support others in the class. The student is prepared and engaged and contributes to weekly online discussions on a perfunctory level. The student’s online presence is productive, but not necessarily consistent or complete.

**Passive engagement (50%–69%)** -- “Weak” or “passive” engagement means that the student does not seem prepared or that his or her presence is superficial and detracts from the quality of class experience for others. In other words, in whatever fashion, the student consistently is disengaged from online classroom activities and discussion and contributes to discussions haphazardly, as an after-thought, or only in the last few weeks of class rather than consistently throughout the semester.

**Important Note regarding the Daily Activities:** if you are current for the entire semester and do not miss any assignments, you will earn 10 extra credit points. This has the effect of raising your grade 1% and can make the difference between an “A” or a “B” grade.

**QUIZZES AND EXAMS**

**MLA QUIZ - 25 points (2.5%)**

An MLA Quiz can be found on CompClass. You may take the MLA quiz twice. The higher of the two grades will be the grade you receive. The quiz is open all semester.
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 readings that you complete for the Op/Ed Assignments. These readings are posted on CompClass. You may bring any of the essays and any supplemental articles that I have posted with you, as well as your process notes.

You may not bring a pre-written essay.

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 one of the essay questions to answer in full and complete essay form. You will have approximately two hours to write the essay. 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.

Options for taking this exam include taking the exam at your home campus at no cost to you or online through ProctorU. Proctor U is a PAY SERVICE. This means that while you will have the freedom to take your exam at any time of the day or night, you will have to pay for this privilege. Look online at www.proctoru.com for information on this service. I MUST KNOW IN ADVANCE if you plan on taking your exam through ProctorU. ProctorU requires certain forms to be filled out, and if I don’t know that you’re planning on taking your exam through this option, then I can’t complete the forms... (kinda logical...)

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

WRITING ASSIGNMENTS - 570 points (57%)

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. This means that the highest grade you can receive is an 80%, and that's assuming I assign a 100% grade to the essay (something I have never done, so don't plan on it...).

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. You are still responsible for uploading the document as soon as the issue has been resolved.

The paper is due on the date indicated. NO EXCEPTIONS.

**BASIC GUIDELINES FOR WRITTEN ASSIGNMENTS:**

**BASIC GUIDELINES FOR ESSAYS:**

NOTE: If you have not handed in a rough draft or conducted the required number of peer reviews, I reserve the right to NOT grade your final paper. All components are really and truly mandatory.

**If you don’t follow instructions, you will be docked points as noted.**

2. Place your name in the top **left** corner of the first page as noted.
3. Highlight your thesis statement (worth 4 points) in one color. Note: I want YOU to tell me what your thesis statement is. You need to point this out to me. By doing so, you can check your own paper to determine if the evidence you have chosen supports your thesis statement.
4. Highlight each quotation and each in-text citation in another color (worth 2 points per source). Note: this serves two purposes. Initially, it’s for you to check to ensure that what sources you have used are in your Works Cited and vice versa. Second, it helps me to match your in-text citation with your Works Cited entry. Finally, it visually demonstrates how much of your own writing is in the essay.
5. Place a word count at the end of the document (worth 4 points). Note: I cannot see word counts. Only you can see word counts. I need YOU to tell me how many words you wrote. The word count is only for the **body** of the paper. It does not include the header, a title, or the Works Cited. If your paper does not meet the word count requirement, please don’t turn it in. Suck it up and take the “o” grade and turn it in (making the word count!) with the portfolio. Seriously. These are really small word counts. No paper is over five pages in length. You should be able to pull this off. I have faith in you. 😊
6. A **Works Cited page** must be attached to each paper (if not attached, the paper will be deemed plagiarized and you will receive a “o” grade for the assignment). Note: There is a WORLD of difference between a Bibliography and a Works Cited. If the source is not referenced, summarized, paraphrased or quoted, it doesn’t belong in your Works Cited. Use a Bibliography for high school. In college, use a Works Cited.
7. **Optional tutoring:** WCC has three FREE options for tutoring that you should be taking advantage of. Initially, there is a writing center located in the library. If you have time available, please make an appointment with a consultant, bring your paper, your assignment, or ideas, and talk your essay out with someone.
If you don’t have time available to physically go to the WCC Writing Center, consider using the University of Hawaii at Manoa’s free online writing service, the University of Hawaii at Manoa’s Online Learning Academy (OLA). You can find information at: http://manoa.hawaii.edu/ola/writing. (Please note that this service also provides free online Math and Science tutoring, in case you are in need.) All of the tutors are local college students who are available for help from 8:00 a.m. to 10:00 p.m. Monday to Saturday. Tutoring appointments are available both asynchronously (like this class) or synchronously (like a chat). All that is required to use this tutoring service is for you to create an “eTutoring” appointment and attach a draft to a tutor, who will look it over and respond using in-text comments to offer suggestions on how to improve the paper. You can also schedule an “online,” one-on-one chat-based session with a tutor to receive immediate feedback and responses helpful to your writing. This particular option (the chat option) is particularly helpful for brainstorming.

Finally, there is Brainfuse. Brainfuse is a free support program that offers tutorial services in such subjects as English, ESL writing, math (basic math to Calculus II), statistics, anatomy and physiology, economics, accounting, finance, Spanish, biology, general chemistry, organic chemistry, nursing, and physics. Brainfuse is Windward CC’s online tutorial system. You can access Brainfuse through the MyUH portal.

**OPED ASSIGNMENT – 80 points (8%)**

Eight times during the semester, you will be assigned seminal canonical text/argument(s) that you will need to read and formulate an opinion on. Some of these texts are quite old, so it may require a little bit of time for you to sift through what the author is trying to say. (Hint: If you’re having an exceptionally difficult time, read the essay out loud. You’d be surprised how well that works!) If there are two texts, consider how these two texts speak to one another, complicate the issues, or in some way inform each other. (Do you agree with these texts? Disagree? Agree in part? Disagree in part? Find some connection to something current? The possibilities here really are endless!)

To begin this assignment, you should read Chapter Nine in your *Bedford Guide for College Writers*, “Taking a Stand.” This will help you to prepare to write these mini-essays effectively and with maximum results. Once your opinion is formulated, you will need to write and turn in a 500-word mini-essay that includes the following: Introduction, 25-30 word summary of the reading (no longer!), a discussion of whether or not you agree with the author (include support, quotations, etc.—no “because I said so” arguments!), and a conclusion. These will be posted under the “Communicate” tab under the heading noted for that reading. Provided your paper is MOSTLY your opinion and not summary, you will receive full credit of 7/10 points. Read the next paragraph to see where to pick up the remaining 30% (3/10 points).
Additionally, you will need to respond to two postings (preferably to people who disagree with your position so that you can demonstrate your argument’s ability to hold up to other people’s arguments, but I recognize that there may be a time when everyone agrees on everything). Comment, too, on the effectiveness of your peers’ arguments. Provide suggestions for making posts stellar. There is no minimum word count for the response, but do articulate your position well, especially if you are going the “agreement” route. There is nothing worse than a posting that says, “Great job! I totally agree!” Be specific. Why do you agree (or disagree)? These responses are due within three days of the due date of the OpEd. The responses noted are worth 30% of your grade for this assignment, so do not neglect them.

<table>
<thead>
<tr>
<th>OP/ED</th>
<th>READ</th>
<th>DUE DATE</th>
<th>RESPONSE DUE DATE</th>
</tr>
</thead>
</table>
| 1     | Margaret Sanger  
“(Battalions of Unwanted Babies) the Cause of War”  
Jonathan Swift  
“A Modest Proposal” NOTE: THIS IS SATIRE! | 9/5 | 9/8 |
| 2     | Chief Seattle  
“Chief Seattle Address”  
Sojourner Truth  
“An’t I a Woman?” | 9/18 | 9/21 |
| 3     | Elizabeth Cady Stanton  
“Declaration of Sentiments and Resolution”  
Thomas Jefferson  
“Declaration of Independence” | 10/3 | 10/6 |
| 4     | William James  
“Habit”  
Samuel Johnson  
“On Self Love and Indolence” | 10/17 | 10/20 |
| 5     | Plato  
“The Allegory of the Cave”  
Francis Bacon  
“Of Studies” | 10/31 | 11/3 |
| 6     | Zora Neale Hurston  
“How It Feels to Be Colored Me”  
Martin Luther King, Jr.  
“Letter from a Birmingham Jail” | 11/14 | 11/17 |
| 7     | Richard Hazlitt  
“On the Pleasure of Hating” | 11/30 | 12/3 |
| 8     | Rachel Carson  
“The Obligation to Endure” | 12/5 | 12/8 |
SOURCE JOURNAL – 60 points (6%) – full credit!

Rather than writing a “big” 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 three days prior to the submission of the rough draft. Acceptable sources for the Source Journal include e-books, ebrary, e-journals or e-databases (look on the WCC or State Library Webpages), .edu/.gov/.mil websites (NO WIKIPEDIA, about.com, answers.com, quote garden, your mother, or any other questionable source). (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.)

To begin this assignment, read Chapter 33 in your Bedford Guide for College Writers, “Evaluating Sources.” Once you have a good idea of how to evaluate sources, for three sources on each of your essays, provide the MLA citation and answer the following six questions:

1. WHO is the author? Provide a brief biography including the author’s expertise 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) – 40 points (4%) – full credit

(provided all six questions are answered)

This is a required element for every paper submitted. In the author’s note, answer the following SIX 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. Tell me what grade (number and letter) you deserve on this paper. Persuade me to give you that grade. Why do you deserve it? Be specific—I don’t want you to say, “because I worked hard.” That’s not a reason. Go through your essay carefully; tell me what was difficult; tell me what you did to overcome that difficulty. Tell me why you deserve the grade you just assigned yourself.

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 your Reflection paper (Author’s note)? |

OUTLINES and DRAFTS
Outlines for each assignment are part of your daily activities. To get started, you should read Chapter 20 in your Bedford Guide for College Writers. Pay particular attention to pages 413 to 421, which demonstrate the ideal ways of creating an outline to help you to write your paper.

As noted earlier, drafts are worth 10% of your grade, so you will want to make the draft as effective as possible so that you can get the most out of peer reviews and writing your paper will be much easier. You should begin writing your draft AFTER reading Chapter 21 in your Bedford Guide for College Writers. Get an idea of what constitutes a good draft and understand that it isn’t fatal to re-start, move or delete paragraphs, or to re-organize your paper. (Some of the best papers I’ve read were from people who totally changed their mind and their essay!) Writing papers is HARD WORK. I know. I write
and publish often. But you can’t get better at writing (or more confident and comfortable) if you don’t take the time to branch out from your usual way of doing things. These recommended chapters for reading will help you become a stronger, better writer.

ASSIGNMENT #1 – 75 points – Banned Books? – Cause and Effect
Word Count: 1000–1250 words; Four sources incorporated into the paper (minimum), not including the book itself. One counterargument required.
Each September, the libraries around the United States celebrate Banned Books week. (See the website http://www.ala.org/advocacy/banned/bannedbooksweek 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—just don’t quote them in your college essay!). Do NOT write a summary of the book, but do find out 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? This is the thrust of your argument—not the book itself. You should consider defining the word “censorship” in your essay in order to really boost your argument. (Remember: definitions MUST come from the Oxford English Dictionary!)

To begin this assignment, you should read Chapter 8 in your Bedford Guide for College Writers to get an idea of how to organize and formulate this paper. Sources are very important. Take some time to learn how the WCC library databases and ebrary work. These resources will help you to find good, reliable, scholarly sources, which are VERY important in college writing. Some sources you might want to consider include: 120 Banned Books by Karolides, Bald, and Silva and Giving Offense by J.M. Coetzl. There are also many books in ebrary, and articles on EBSCO.

As a general hint, if a college professor recommends a book or source, it’s to HELP YOU write a better paper. Get the book or source. Read the information you need that will help you to write your paper. I will be looking to see if you used any of the recommended sources.

ASSIGNMENT #2 – 100 points – Cause and Effect/Compare and Contrast
Word Count: 1250–1500 words; Five sources and one counterargument incorporated into the paper (minimum)
Examining a myth or unexplained event/mystery (choose one from the list below)—only one myth per person—first come, first served!), discover the history, the culture, and the current belief behind it. You should cover the origin of the myth, whether there is any substance behind it, and discuss the current beliefs (whether people believe in this particular myth). Trace the evolution of the myth through time. Remember the “so what” or “who cares” clause in your conclusion. Why does this issue matter? Who should care about this issue?
Use both Internet and library database sources. You must have an equal mix of both kinds of sources—this is vitally important!
Choose from:
Lilith
Bermuda Triangle
Loch Ness Monster
Werewolves
Leprechauns
Hook Man
Nawao
Crop circles
Santa
Moon Walk
Bigfoot/Yeti/Sasquatch
Unicorns
Who Shot JFK?
Who Killed Marilyn
Fairies
King Arthur
Bimini Road (Wall)
Area 51
Chupacabra
Menehune
Pearl Harbor (FDR)
Ouiji Board
Pontianak
Mermaids
Atlantis
Swastika
Vampires
Night Marchers
Bloody Mary
Banshee
ASSIGNMENT #3 – 125 points – Reporters in the Battlefield?
Word Count: 1500-1750 words; Six sources and two counterarguments incorporated into the paper (minimum)

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).

This 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.

ASSIGNMENT #4 – 125 points – Analysis of a popular culture icon in connection with a contemporary issue
Word Count: 1500-2000 words; Seven sources and two counterarguments incorporated into the paper (minimum)

This assignment requires that you watch an episode (you only need to watch one, but more on the same topic will give you a good idea of how the position on the subject is conveyed) of Star Trek and analyze the commentary on a particular controversial subject (technology, war, etc.) in connection with a contemporary issue on the same subject. For example, you can explore the issue of worker’s rights in connection with the controversy over raising the minimum wage or unions. You can watch many of the episodes of all of the series on www.startrek.com, or you can choose to watch an episode
through Netflix. Analyze the problem (take the problem apart) and discuss it in relation to a contemporary issue. Support your answer.

To begin this assignment, you should read Chapter 14 in your Bedford Guide for College Writing. Although this chapter is designed to help you analyze a specific image, the concepts are also applicable to a visual film analysis. This chapter will help you to discover different ways of organizing your paper so that the paper is the most effective it can be. Since you’ve already read how to plan and draft your paper, you should also read Chapter 22 in your Bedford Guide to College Writing, “Strategies for Developing.” This chapter will teach you how to develop, define, and analyze your essay.

This paper is very much a test of how far you’ve come as a writer this semester. Since the grade is not eligible for Portfolio revision, you will need to be at the top of your game, so to speak. To help you put your best foot/essay forward, you will want to read Chapters 12 and 23 in your Bedford Guide for College Writing, “Supporting a Position with Sources” and “Strategies for Revising and Editing.” Be certain to look at all of the feedback your peers have given you, not just with this paper but with previous papers as well. Make a list of suggestions from all of your papers and see what you can incorporate into this one.

Possible Topics: (Note: TOS = original series; TNG = The Next Generation; DS9 = Deep Space Nine; V = Voyager; Enterprise = Enterprise)


Feminist – TOS: Mudd’s Women; I, Mudd; Friday’s Child; Bread and Circuses; The Lights of Zetar; TNG: Haven, Angel One, The Child, The Outcast, Cost of Living; DS9: Dax, Second Skin, Rejoined, The Muse, Ferengi Love Songs, Profit and Lace; V: Resolutions, Remember, Blood Fever, Favorite Son, Real Life, Alice, Homestead; Enterprise: Unexpected, Cogenitor

Cloning – TOS: What are Little Girls Made Of?; I, Mudd; Requiem for Methuselah; TNG: Up the Long Ladder; DS9: Whispers; V: Tuvix; Enterprise: Similitude, Terra Prime

Mythology and Religion – TOS: Who Mourns for Adonis, Plato’s Stepchildren, The Apple, And the Children Shall Lead, For the Earth is Hollow and I Have Touched the Sky; TNG: The Icarus Factor, Masks, Devil’s Due; DS9: The Sword of Kahless, In the Hands of the Prophets, Paradise, Accession, Rapture, The Reckoning, Covenant; V: Emanations, Heroes and Demons, Initiations, Innocence, False Profits, Sacred Ground, Blink of an Eye, Spirit Folk, Natural Law, Prophecy; Enterprise: Chosen Realm

Worker’s rights – TOS: The Cloud Minders; DS9: Crossover, Civil Defense, Past Tense I & II, Bar Association


Just a reminder: Paper #4 is NOT ELIGIBLE for Portfolio re-write.

PORTFOLIO – Optional!

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. Paper #4 is NOT ELIGIBLE for Portfolio re-write.

With each submission in the portfolio, please include the changes you made in a brief “author’s note.” Be specific. Tell me if you’re only re-submitting the author’s note or including highlights that you forgot on the initial submission. Tell me about the choices you made to revise the essay and why you chose to make those revisions.

If you are turning these papers in for the first time because you missed an assignment, you must complete the following in order for me to grade it:

1. turn in a rough draft for the (each) paper by no later than November 27 via email
2. turn in evidence that you have gone to the Writing Center, the OLA or Brainfuse and had your rough draft examined by a tutor.

CLASS REFLECTION LETTER – 50 points (5%)

A reflection paper (500 word minimum) on what you learned from the first paper to the last is a required part of this grade. This simple, 500-word (or more), narrative assignment is designed for you to reflect back on the semester to think about where you were as a writer. It asks you to think about how far you’ve come and to consider what tools, lessons, etc. got you to where you are. Consider your learning processes this
semester and the implications of your learning. There is no “right” reflection. There is no “wrong” reflection. There’s only a consideration of you as a writer.

As you write this reflection, think about the 5 W’s and an H of journalism: Who, What, Where, When, How, and Why. Who were you as a writer and academic at the beginning of the semester? What have you learned? Where did you find the most success? The most struggles? When will you foresee yourself using the skills you learned this semester? Why does this learning, this reflection on your learning, matter? How have you progressed as both an academic and a writer? How have you learned it? How did you overcome any difficulties this semester?

Some final notes:
• All essays/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. You can also call Tech Support up until 9:00 p.m. most nights to ask someone to walk you through a feature.
• Contact me if you have questions, if anything doesn’t make sense, or if you have a suggestion. Good luck!
• PROOFREAD YOUR PAPER! Take the time. Your name is on this essay, and when you submit something with your name, you are making a representation that this is the very best work you can do. Don’t make yourself look like an idiot. Look up words you don’t know. Ensure that the words you use are the best words for the situation. Be certain your sentences are complete. Don’t abuse apostrophes! (I will need to report you to the Apostrophe Abusers Anonymous program if you do…)
• **MOST IMPORTANT** Contact tech support if you have a question about CompClass. I can fix NOTHING on CompClass, but the technicians can! 😊

~EXTRA CREDIT is limited to 40 points.~
COURSE SCHEDULE

WEEK ONE: Monday, 8/26 to Sunday, 9/1

- 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 through Assignment #1 and work on your rough draft
- Daily Activities/Quizzes due **Wednesday, August 28**: Read section C1 (Planning) in your e-book, and watch the three videos (clustering, freewriting, and outlining) and complete “got it!” posting
- **Friday, August 30**, Discussion Board posting week #1; post replies by **Sunday, September 1; last date for add/drop**
- Daily Activities due **Saturday, August 31**: Read section C2 (Drafting) and complete quiz
- Work on Library Resource Unit (due 10/25)
- Work on Paper #1 (Read Chapter 8 in *Bedford* and post a “got it” posting; examine the WCC library website)

WEEK TWO: Monday, 9/2 to Sunday, 9/8

- Daily Activities/Quizzes due **Wednesday, 9/4**: CompClass/Syllabus quiz
- OpEd #1: Read Margaret Sanger, “The Cause of War” and Jonathan Swift, “A Modest Proposal.” Read Chapter 9 in *Bedford*; post your op/ed by **Thursday, September 9/5**: responses (two) due **Sunday, September 8**
- Complete Discussion Board posting topic week #2 by **Friday, September 6**: post replies by **Sunday, September 8**
- Read Chapter 20 in *Bedford* and post a “got it” posting; complete Outline for Paper #1 by **Friday, September 6**. Be as detailed as you possibly can. Post the outline on the Communicate tab under the topic noted for it. Respond/make suggestions to a minimum of two classmates’ outlines. Encourage them, make suggestions, help them to craft their paper through your comments. Complete your comments by **Monday, September 9**
- Daily Activities due **Saturday, September 7**: Read section P1, P2 (Commas, Unnecessary commas) in your e-book and complete quiz
- Read Chapter 33 in *Bedford* and post a “got it” posting. Post Source Journal for Paper #1 by **Sunday, September 8**
- Work on Paper #1
- Work on Library Resource Unit (due 10/25)

WEEK THREE: Monday, 9/9 to Sunday, 9/15

- Read Chapter 21 in *Bedford* and post a “got it” posting; complete rough draft of Paper #1 by **Wednesday, September 11**
- Daily Activities due **Thursday, September 12**: Read section C3 (Revising) in your e-book and watch “Revising is Dumb” and “Revising: Student Writers” videos and complete “got it!” posting.
- Complete Discussion Board posting topic #3 by **Friday, September 13**: post replies by **Sunday, September 15**
- Work on Library Resource Unit (due 10/25)
WEEK FOUR: Monday, 9/16 to Sunday, 9/22
  • Daily Activities **due Monday, September 16**: Read “Peer Review Reference Desk” (“Best Practices,” “Peer Fears,” and “Don’t take it Personally” in this folder) and “Tried-and-True Techniques for Peer Review.” Watch “Giving Feedback: Student Writers,” “Getting Feedback: Student Writers,” and “Revising with Peer Comments” videos. Play Peer Factor game (Episode I) at least twice and complete Exercise C3-1, “Conducting a Peer Review.” Post “got it!” response that encompasses a discussion on what you’ve discovered about good peer reviews.
  • **Last day for withdrawal with a 50% refund and no “W” on your transcript is Monday, September 16**
  • Complete two peer reviews **by Tuesday, September 17**
  • Op/Ed #2: Chief Seattle Address and Sojourner Truth’s “A’nt I a Woman?” **due Wednesday, September 18**; responses (two) **due Saturday, September 21**
  • Daily Activities **due Thursday, September 19**: Read section B3 (Subordinate Word Groups) in your e-book and complete quiz noted
  • Complete Discussion Board posting topic week #4 **by Friday, September 20**: post replies by **Sunday, September 22**
  • **Final Paper #1 due Saturday, September 21**: if you are experiencing difficulty putting your Works Cited together, click on the link for the Bedford Bibliographer found in the Course Materials section and compile the Works Cited using this tool; use the checklist posted in CompClass (titled “for argument or position papers”) to ensure that the content of your paper is sound; use the checklist posted on the syllabus to ensure that you’ve complied with the assignment parameters
  • Work on Library Resource Unit (10/25)

WEEK FIVE: Monday, 9/23 to Sunday, 9/29
  • Daily Activities due **Monday, September 23**: Read section G2 (Verb Forms, tenses, and moods) in your e-book and complete quiz noted
  • Daily Activities due **Wednesday, September 25**: Read section C4 (Writing paragraphs) in your e-book and complete C4-2 “Topic Sentences” and C4-3 “Transitions” exercises.
  • Complete Discussion Board posting topic #5 **by Friday, September 27**: post replies by **Sunday, September 29**
  • Complete Outline for Paper #2 **by Saturday, September 28**. Be as detailed as you possibly can. Post the outline on the Communicate tab under the topic noted for it. Respond/make suggestions to a minimum of two classmates’ outlines. Encourage them, make suggestions, help them to craft their paper through your comments. Complete your comments **by Wednesday, October 2**
  • Read Chapter 7 and Chapter 22 in *Bedford* and post a “got it” posting; work on Paper #2 **by Saturday, September 28**
  • Work on Library Resource Unit (due 10/25)
WEEK SIX: Monday, 9/30 to Sunday, 10/6
• Daily Activities due Monday, September 30: Read section B4 (Sentence Types) in your e-book and complete exercise B4-2, “Sentence Types”
• Post Source Journal for Paper #2 by Tuesday, October 1
• Daily Activities due Wednesday, October 2: Read section P3 (Semicolon and Colon) in your e-book and complete quiz on Semicolons and Colons.
• OpEd #3: Elizabeth Cady Stanton, “Declarations of Sentiments and Resolutions” and Thomas Jefferson, “The Declaration of Independence due Thursday, October 3; response due Sunday, October 6
• Submit rough draft for Paper #2 by Friday, October 4
• Complete Discussion Board posting topic week #6 by Friday, October 4; post replies by Sunday, October 5.
• Work on Paper #2
• Work on Library Resource Unit (due 10/25)

WEEK SEVEN: Monday, 10/7 to Sunday, 10/13
• Daily Activities due Monday, October 7: Read section S1 (Parallelism) in your e-book and complete online quiz.
• Paper #2 Peer Review due Wednesday, October 9. Be certain to refer to SQOOGH handout to help you with this. Complete two peer reviews.
• Daily Activities due Thursday, October 10: Read section W2 (Wordy Sentences) in your e-book and complete online quiz.
• Complete Discussion Board posting topic week #7 by Friday, October 11; post replies by Sunday, October 13
• Final paper #2 due by Saturday, October 12
• Work on Library Resource Unit (due 10/25)

WEEK EIGHT: Monday, 10/14 to Sunday, 10/20
• Daily Activities due Monday, October 14: Read section G3 (Pronouns) in your e-book and complete online quiz.
• Watch videos on evaluating sources (found under Week Eight on the Assignments tab) by Tuesday, October 15 and post a “got it” posting.
• Daily Activities due Wednesday, October 16: Read section S2 (Needed Words) in your e-book and complete exercise S2-2 and S2-3.
• OpEd #4: William James, “Habit” and Samuel Johnson, “On Self Love and Indolence” due Thursday, October 17; response due Sunday, October 20
• Complete Discussion Board posting topic week #8 by Friday, October 18; post replies by Sunday, October 20.
• MIDTERM due by no later than Saturday, October 19!
• Read the section entitled “A Writer’s Research Manual” in Bedford and Chapter 11 in Bedford, and complete “got it” postings; work on Paper #3 by Sunday, October 20
• Work on Library Resource Unit (due 10/25)
WEEK NINE:  Monday, 10/21 to Sunday, 10/27
• Daily Activities due Monday, October 21: Read section W3 (Active verbs) in your e-book and complete the daily activity quiz.
• Daily Activities due Thursday, October 24: Read section P4 (Apostrophe) in your e-book and complete the daily activity quiz.
• Library Resource Unit due Friday, October 25
• Complete Discussion Board posting topic week #9 by Friday, October 25; post replies by Sunday, October 27
• Work on Paper #3

WEEK TEN:  Monday, 10/28 to Sunday, 11/3
• Daily Activities Monday, October 28: Read section S3 (Problems with Modifiers) in your e-book and complete daily activity quiz.
• Complete Outline for Paper #3 by Monday, October 28. Be as detailed as you possibly can. Post the outline on the Communicate tab under the topic noted for it. Respond/make suggestions to a minimum of two classmates’ outlines. Encourage them, make suggestions, help them to craft their paper through your comments. Complete your comments by Thursday, October 31
• Post Source Journal for Paper #1 by Tuesday, October 29
• Daily Activities due Wednesday, October 30: Read section W4 (Appropriate Language) in your e-book and complete daily activity quiz.
• OpEd #5: Francis Bacon, “Of Studies,” and Plato’s “Allegory of the Cave” due Thursday, October 31; response due Sunday, November 3
• Rough draft Paper #3 due Friday, November 1
• Complete Discussion Board posting topic week #10 by Friday, November 1; post replies by Sunday, November 3
• Work on Paper #3

WEEK ELEVEN:  Monday, 11/4 to Sunday, 11/10
• Daily Activities due Monday, November 4: Read section G4 (Adjectives and Adverbs) in your e-book and complete daily activity quiz.
• Last date to withdraw from class is Monday, November 4
• Paper #3 Peer Review due Wednesday, November 6. Be certain to refer to SQOOCCH handout to help you with this. Complete two peer reviews.
• Daily Activities due Thursday, November 7: Read section S4 (Shifts) in your e-book and complete daily activity quiz.
• Complete Discussion Board posting topic week #11 by Friday, November 8; post replies by Sunday, November 10
• Work on Paper #3
WEEK TWELVE: Monday, 11/11 to Sunday, 11/17
• Daily Activities due Monday, November 11: Read section W5 (Exact Language) in your e-book and complete daily activity quiz.
• Final paper #3 due Tuesday, November 12
• Daily Activities due Wednesday, November 13: Read section P5, (Quotation marks) in your e-book and complete daily activity quiz.
• OpEd #6: Zora Neale Hurston, “How it Feels to be Colored Me” and Martin Luther King, Jr., “Letter from a Birmingham Jail” due Thursday, November 14; response due Sunday, November 17
• Complete Discussion Board posting topic week #12 by Friday, November 15; post replies by Sunday, November 17
• Read Chapters 12 and 23 in Bedford, post “got it” postings by Sunday, November 17, and work on Paper #4

WEEK THIRTEEN: Monday, 11/18 to Sunday, 11/24
• Daily Activities due Tuesday, November 19: Read section S5, S6 (Mixed constructions, Sentence Emphasis) in your e-book and complete daily activity quiz.
• Complete Outline for Paper #4 by Wednesday, November 20. Be as detailed as you possibly can. Post the outline on the Communicate tab under the topic noted for it. Respond/make suggestions to a minimum of two classmates’ outlines. Encourage them, make suggestions, help them to craft their paper through your comments. Complete your comments by Saturday, November 23
• Daily Activities due Friday, November 22: Read section G5, G6 (Fragments and Run-ons) in your e-book and complete daily activity quiz.
• Complete Discussion Board posting topic week #13 by Friday, November 22; post replies by Sunday, November 24
• Post Source Journal for Paper #4 by Saturday, November 23
• Work on Paper #4
• Take the MLA quiz by December 2

WEEK FOURTEEN: Monday, 11/25 to Sunday, 12/1
• Daily Activities due Monday, November 25: Read Section P6 (Other Punctuation Marks) in your e-book and complete daily activity quiz.
• Post Rough Draft Paper #4 by Tuesday, November 26
• Daily Activities due Wednesday, November 27: Read section S7 (Sentence Variety) in your e-book and complete daily activity quiz.
• Complete Discussion Board posting topic week #14 by Friday, November 29; post replies by Sunday, December 1
• OpEd #7: Richard Hazlitt, “On the Pleasure of Hating” due Saturday, November 30; response due Tuesday, December 3
• Take the MLA quiz by December 2
WEEK FIFTEEN: Monday, 12/2 to Sunday, 12/8
• MLA Quiz due Monday, December 2
• Paper #4 Peer Review due Wednesday, December 4. Be certain to refer to SQOOCH handout to help you with this. Complete two peer reviews.
• OpEd #8: Rachel Carson, “The Obligation to Endure” due Thursday, December 5; response due Sunday, December 8
• Complete Discussion Board posting topic week #15 by Friday, December 6; post replies by Sunday, December 8
• Work on Paper #4
• Work on Portfolio (optional)
• Work on Course Reflection letter

WEEK SIXTEEN: Monday, 12/9 to WEDNESDAY, 12/11
• Paper #4 Final due Monday, December 9
• Complete Portfolio and submit by Saturday, December 14
• Complete Course Reflection letter by Saturday, December 14
• Take Final Exam any time between December 1 and December 20

FINALS WEEK
Take Final Exam before December 20