Windward Community College – Language Arts Division

English 100: EXPOSITORY WRITING
Course Syllabus – Spring 2013
Three Credits
Meeting Days/Times: Online

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

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.

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 Hawai‘i 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 novels Fahrenheit 451 (F451) and The Photographer, 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
• 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:

- 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.

LIBRARY RESOURCE UNIT
Complete the Library Resource Unit with a passing grade (72%) by March 14, 2013. 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. Your grade will be registered as an I-F. TAKE AND PASS THIS EXAMINATION.**

Concepts or Topics
- Ethos, pathos, logos
- Rhetoric/rhetorical situation
- Knowledge & understanding of audience and purpose
- 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/schedule Skype conferences 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.
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.

ASSIGNMENT VALUE
Eight Op/Ed Assignments (10 pts each) 80
Course Reflection Paper/Portfolio (Revision of two papers + Reflection paper) 50
Quizzes (MLA [25], vocabulary [75]), Midterms [50], and Final [75] 125
Examinations (Proctored Midterm & Proctored Final are mandatory) 225
Paper 1 – Banned Books (1000 words) 50
Paper 2 – Star Trek (1250 words) 75
Paper 3 – Kefauver Hearing paper (1500 words) 100
Paper 4 – Ernie Pyle- Reporters on the Battlefield (1500 words) 125
Post-Reflection papers (a/k/a “Author’s Note”) 40
Source Journal (4 at 15 points each) 60
Learning “Daily” Tasks, Discussion Posts, “Got it” postings, Class Participation 195

LEARNING RESOURCES
Students are expected to obtain CompClass, which contains the textbook A Writer's Reference by Diana Hacker and the textbook 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.

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 from 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.

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 – 195 POINTS (19.5%)**

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, discussion posts (original and responses), video viewings, readings, and other exercises noted on the calendar.
Most of the daily activities will consist of reading with a small 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 paragraphs 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 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 noted on the calendar. These posts are meant to take the place of the oral discussions about the texts. Ideally, you should be posting a 250-word (minimum) discussion following the prompt outlined under each section. These “initial” posts are due by Friday 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. The response postings (if noted) have no minimum word count.

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 the reading associated with the assigned post, 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.

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**

**VOCABULARY – 75 points (7.5%)**
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 five times throughout the semester. You will have 20 minutes to complete each quiz. Each quiz (five) is worth 15 points for a total of 90 points.

**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.

**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.

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 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.

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:**

NOTE: If you have not handed in a rough draft or conducted the required number of peer reviews, I MAY NOT GRADE YOUR PAPER. You may receive a zero. All components are really and truly mandatory.

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

1. Double Space your essay, and 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).
OPED ASSIGNMENT – 80 points (8%)

Eight times during the semester, you will be assigned seminal text/argument(s) that you will need to read and formulate an opinion on. 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.

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). 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 part of your grade for this assignment, so do not neglect them.

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 within three days of turning in the paper. 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 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) – 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.)

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<thead>
<tr>
<th>Is your name on the paper? (Did you use the required header?)</th>
<th>Have you highlighted your thesis in one color?</th>
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<tbody>
<tr>
<td>Have you highlighted all in-text citations in another color?</td>
<td>Have you incorporated the required number of sources and counterarguments?</td>
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<td>Have you placed a word count on the bottom of the document?</td>
<td>Have you included a Works Cited?</td>
</tr>
<tr>
<td>Have you submitted three entries in your source journal? (This is due within three days of the final paper.)</td>
<td>Have you submitted your Reflection paper (Author’s note)?</td>
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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 – 50 points – Banned Books? – Cause and Effect

Word Count: 1000-1250 words; Four sources incorporated into the paper (minimum)

Each September, the libraries around the United States celebrate Banned Book week. (See the website [http://www.ala.org/advocacy/banned/bannedbooksweek](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!), 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? You should consider defining the word “censorship” in your essay in order to really boost your argument.

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 – 75 points – Cause and Effect/Compare and Contrast

Word Count: 1250-1500 words; Five sources and one counterargument incorporated into the paper (minimum)

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” (or you can go directly there through this link: [http://www.startrek.com/watch_episode/jU7ahgNe0xNC3_yDHXb6MV5Z2UfthSkm](http://www.startrek.com/watch_episode/jU7ahgNe0xNC3_yDHXb6MV5Z2UfthSkm)). 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.
Important caution! Do not even attempt to write this paper without first looking at the example posted on CompClass. So many people lose points because they don’t look at the A+ example before writing their own essay and figuring out what they need to do. Don’t fall into the trap of believing you know exactly what to do. Before you invest time in your paper, read the example!

To begin this assignment, aside from reading the example paper, you should read Chapter 7 in your *Bedford Guide for College Writing*, “Comparing and Contrasting.” 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.

ASSIGNMENT #3 – 100 points – The near-death of the comic book
Word Count: 1500-1750 words; Six sources and two counterarguments incorporated into the paper (minimum)

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.

Some sources you might want to consider: *Comic Book Nation* by Bradford Wright, *Pulp Demons* by John Lent (Ed.), *Giving Offense* by J.M. Coetzl, *Seal of Approval* by Amy Kiste Nyberg. There are also many books in ebrary, and articles on EBSCO. These sources, particularly the Bradford Wright source, will help you to draw the connections you need to write this paper.

This essay is much more substantial than your previous two essays. The word count is higher, the number of sources you need are more substantial, and the critical thinking aspect has been taken up a notch. To help you with this paper, you should be investing time to read the chapters found in the section marked “A Writer’s Research Manual” in your *Bedford Guide for College Writing*. This includes the chapters on planning, working with sources, finding sources, integrating sources, and writing your research paper. Pace yourself with these readings so that you get the maximum amount of information in the least amount of time. If you’d like to read Chapter 11 in your *Bedford Guide for College Writing*, “Evaluating and Reviewing,” there is no doubt that the information found in this chapter will help you to sift through the information you locate in order to narrow everything down to write the paper.

ASSIGNMENT #4 – 125 points – Reporters in the field!?
Word Count: 1500-2000 words; Seven 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).

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.

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.

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.

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 April 20
2. Turn in evidence that you have gone to the Writing Center, submitted your paper online to the Writing Center, Net Tutor or Smart Thinking

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 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.

COURSE SCHEDULE

WEEK ONE: MONDAY, 1/7 TO SUNDAY, 1/13

• 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, January 9: Read section C1 (Planning) in your e-book, and watch the three videos (clustering, freewriting, and outlining) and complete “got it!” posting
• Friday, January 11, Discussion Board posting week #1; last date for withdrawal with 100% refund
• Daily Activities due Saturday, January 12: Read section C2 (Drafting) and complete quiz
• Work on Library Resource Unit (due 3/14)
• Work on Paper #1 (Read Chapter 8 in Bedford and post a “got it” posting; examine the WCC library website)
WEEK TWO: MONDAY, 1/14 TO SUNDAY, 1/20
• Study Vocab Words (list #1) Take Vocab Quiz #1 by Tuesday, January 15
• Daily Activities/Quizzes due Wednesday, January 16: CompClass/Syllabus quiz
• OpEd #1: Read Margaret Sanger, “The Cause of War” and read Chapter 9 in Bedford; post your op/ed by Thursday, January 17; responses (two) due Sunday, January 20
• Complete Discussion Board posting topic week #2 by Friday, January 18
• Read Chapter 20 in Bedford and post a “got it” posting; complete Outline for Paper #1 by Friday, January 18. 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, January 21
• Daily Activities due Saturday, January 19: Read section P1, P2 (Commas, Unnecessary commas) in your e-book and complete quiz
• Work on Paper #1
• Work on Library Resource Unit (due 3/14)

WEEK THREE: MONDAY, 1/21 TO SUNDAY, 1/27
• Read Chapter 21 in Bedford and post a “got it” posting; complete rough draft of Paper #1 by Wednesday, January 23
• Daily Activities due Thursday, January 24: 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, January 25
• Work on Library Resource Unit (due 3/14)

WEEK FOUR: MONDAY, 1/28 TO SUNDAY, 2/3
• Daily Activities due Monday, January 28: 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, January 28
• Study Vocab Words (list #2) Take Vocab Quiz #2 by Tuesday, January 29
• Complete two peer reviews by Tuesday, January 29
• Op/Ed #2: Jonathan Swift, “A Modest Proposal” due Wednesday, January 30; responses (two) due Saturday, February 2
• Daily Activities due Thursday, January 31: Read section B3 (Subordinate Word Groups) in your e-book and complete quiz noted
• Complete Discussion Board posting topic week #4 by Friday, February 1
• Final Paper #1 due Saturday, February 2; 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 (due 3/14)

**WEEK FIVE: MONDAY, 2/4 TO SUNDAY, 2/10**

- Daily Activities due **Monday, February 4:** Read section G2 (Verb Forms, tenses, and moods) in your e-book and complete quiz noted
- Read Chapter 33 in *Bedford* and post a “got it” posting; post Source Journal for Paper #1 by **Tuesday, February 5**
- Daily Activities due **Wednesday, February 6:** 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, February 8**
- Complete Outline for Paper #2 by **Saturday, February 9**. 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, February 13**
- Read Chapter 7 and Chapter 22 in *Bedford* and post a “got it” posting; work on Paper #2
- Work on Library Resource Unit (due 3/14)

**WEEK SIX: MONDAY, 2/11 TO SUNDAY, 2/17**

- Daily Activities due **Monday, February 11:** Read section B4 (Sentence Types) in your e-book and complete exercise B4-2, “Sentence Types”
- Study Vocab Words (list #3) Take Vocab Quiz #3 by **Tuesday, February 12**
- Daily Activities **due Wednesday, February 13:** Read section P3 (Semicolon and Colon) in your e-book and complete quiz on Semicolons and Colons.
- Submit rough draft for Paper #2 by **Friday, February 15**
- Complete Discussion Board posting topic week #6 by **Saturday, February 16**
- Work on Paper #2
- Work on Library Resource Unit (due 3/14)
WEEK SEVEN: MONDAY, 2/18 TO SUNDAY, 2/24
• Daily Activities due **Monday, February 18**: Read section S1 (Parallelism) in your e-book and complete online quiz.
• Paper #2 **Peer Review due Wednesday, February 20**. Be certain to refer to SQOOCH handout to help you with this. Complete two peer reviews.
• Daily Activities **due Thursday, February 21**: Read section W2 (Wordy Sentences) in your e-book and complete online quiz.
• Complete Discussion Board posting topic week #7 by **Friday, February 22**
• **Final paper #2 due by Saturday, February 23**
• Work on Library Resource Unit (due 3/14)

WEEK EIGHT: MONDAY, 2/25 TO SUNDAY, 3/3
• Daily Activities due **Monday, February 25**: Read section G3 (Pronouns) in your e-book and complete online quiz.
• Study Vocab Words (list #4) Take Vocab Quiz #4 by **Tuesday, February 26**
• Watch videos on evaluating sources (found under Week Eight on the Assignments tab) by **Tuesday, February 26**
• Complete Source Journal by **Tuesday, February 26**
• Daily Activities **due Wednesday, February 27**: Read section S2 (Needed Words) in your e-book and complete exercise S2-2 and S2-3.
• Complete Discussion Board posting topic week #8 by **Friday, March 1**
• **MIDTERM due by no later than Saturday, March 2!**
• 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
• Work on Library Resource Unit (due 3/14)

WEEK NINE: MONDAY, 3/4 TO SUNDAY, 3/10
• Daily Activities **due Monday, March 4**: Read section W3 (Active verbs) in your e-book and complete the daily activity quiz
• Daily Activities **due Thursday, March 7**: Read section P4 (Apostrophe) in your e-book and complete the daily activity quiz.
• Library Resource Unit **due Thursday, March 14**
• Complete Discussion Board posting topic week #9 by **Friday, March 8**
• Work on Paper #3
WEEK TEN: MONDAY, 3/11 TO SUNDAY, 3/17

- Daily Activities **Monday, March 11**: Read section S3 (Problems with Modifiers) in your e-book and complete daily activity quiz.
- Complete Outline for Paper #3 **by Monday, March 11**. 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, March 14**.
- Study Vocab Words (list #5) **Take Vocab Quiz #5 by Tuesday, March 12**
- Daily Activities **due Wednesday, March 12**: Read section W4 (Appropriate Language) in your e-book and complete daily activity quiz.
- Library Resource Unit **due Thursday, March 14**
- OpEd #5: Francis Bacon, “Of Studies,” and Plato’s “Allegory of the Cave” **due Thursday, March 14; response due Sunday, March 17**
- Rough draft Paper #3 **due Friday, March 15**
- Complete Discussion Board posting topic week #10 **by Friday, March 15**
- Work on Paper #3

WEEK ELEVEN: MONDAY, 3/18 TO SUNDAY, 3/24

- Daily Activities **due Monday, March 18**: Read section G4 (Adjectives and Adverbs) in your e-book and complete daily activity quiz.
- Paper #3 Peer Review **due Wednesday, March 20**. Be certain to refer to SQOCH handout to help you with this. Complete two peer reviews.
- Daily Activities **due Thursday, March 21**: Read section S4 (Shifts) in your e-book and complete daily activity quiz.
- **Last date to withdraw from class is Thursday, March 21**
- Complete Discussion Board posting topic week #11 **by Friday, March 22**
- Work on Paper #3

~SPRING BREAK: March 25 through March 29~

WEEK TWELVE: MONDAY, 4/1 TO SUNDAY, 4/7

- Daily Activities **due Monday, April 1**: Read section W5 (Exact Language) in your e-book and complete daily activity quiz.
- **Final paper #3 due Tuesday, April 2**
- Daily Activities **due Wednesday, April 3**: 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, April 4; response due Sunday, April 7**
- Complete Source Journal **by Friday, April 5**
- Complete Discussion Board posting topic week #12 **by Friday, April 5**
- Read Chapters 12 and 23 in **Bedford**, post “got it” postings, and work on Paper #4


**WEEK THIRTEEN: Monday, 4/8 to Sunday, 4/14**

- Daily Activities **due Wednesday, April 9**: Read section S5, S6 (Mixed constructions, Sentence Emphasis) in your e-book and complete daily activity quiz.
- Complete Outline for Paper #4 **by Thursday, April 10**. 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 Sunday, April 14**
- Daily Activities **due Friday, April 12**: 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, April 12**
- Work on Paper #4
- Take the MLA quiz by **May 1**

**WEEK FOURTEEN: Monday, 4/15 to Sunday, 4/21**

- Daily Activities **due Monday, April 15**: Read Section P6 (Other Punctuation Marks) in your e-book and complete daily activity quiz.
- Post Rough Draft Paper #4 **by Tuesday, April 16**
- Daily Activities **due Wednesday, April 17**: Read section S7 (Sentence Variety) in your e-book and complete daily activity quiz.
- OpEd #7: Richard Hazlitt, “On the Pleasure of Hating” **due Saturday, April 20**; response **due Tuesday, April 23**
- Complete Discussion Board posting topic week #14 **by Saturday, April 20**
- Take the MLA quiz by **May 1**

**WEEK FIFTEEN: Monday, 4/22 to Sunday, 4/28**

- Paper #4 Peer Review **due Wednesday, April 24**. Be certain to refer to SQOCH handout to help you with this. Complete two peer reviews.
- OpEd #8: Rachel Carson, “The Obligation to Endure” **due Thursday, April 25**; response **due Sunday, April 28**
- Complete Discussion Board posting topic week #15 **by Friday, April 26**
- Work on Paper #4
- Work on Portfolio (optional)
- Work on Course Reflection letter
- Take the MLA quiz by **May 1**

**WEEK SIXTEEN: Monday, 4/29 to Wednesday, 5/1**

- **Paper #4 Final due Monday, April 29**
- MLA Quiz due by **Wednesday, May 1**
- Complete Source Journal **by Thursday, May 2**
- Complete Portfolio and submit by Saturday, May 4
- **Complete Course Reflection letter by Saturday, May 4**
- Take Final Exam any time between April 29 and May 10

**FINALS WEEK**

Take Final Exam before May 10