Windward Community College – Language Arts Division

English 100: COMPOSITION I
Course Syllabus – Fall 2014
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.

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 teach 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 **March 13, 2014**. 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 – full credit if completed on time)</td>
<td>80</td>
</tr>
<tr>
<td>Course Reflection Paper</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes (MLA [25], Midterms [50], and Final [75]</td>
<td>150</td>
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<tr>
<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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<tr>
<td>Paper 2 – Myth (1250 words)</td>
<td>100</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>
</tr>
<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>
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<tr>
<td>Learning “Daily” Tasks, Discussion Posts, “Got it” postings, Class</td>
<td>250</td>
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<tr>
<td>Participation</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 (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 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  D = 600-699 points
B = 800-899 points  F = 559 or below
C = 700-799 points

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 a grammar or punctuation activity. 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.

Got it! Postings
For “got it!” postings, you will be expected to write a very short description of what you “got” out of the reading—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!” Be certain to put the book chapter or subject of what you’re writing about in the subject line. Be complete and descriptive with your postings. Generally speaking, writing a few words isn’t going to work, and it probably won’t count. But if you’re descriptive, stating something specific, then that most likely will be just fine. You need to respond to two of your peers’ postings. Keep the conversation going. Ask a question. Answer a question. Discuss the chapter! Engage with the material! 😊

Grammar Activity
Let’s face facts: grammar is boring. 😊 I don’t like teaching it any more than you like learning about it. It’s about as exciting as watching paint dry. But...there are some things that you can learn from each other about grammar. To help with this, each of you will need to create a visual presentation on one of the following selections of grammar or punctuation. The topics are available on a first-come/first-served basis, so choose your topic and email me. If you have not emailed me by January 22, I will assign you a topic and a presentation date, and you may not like either. It’s best to choose what you want and when you want to do it. 😊 The presentation will need to be uploaded in the Communicate tab under the section marked “Grammar & Punctuation Visuals.” You will need to choose one of the topics (each comes with a specific due date) and create a presentation that is both engaging and memorable.

To start, read through Chapter 14 to get an idea about what makes a visual memorable. Post a “Got it!” posting with “Chapter 14” as the subject line. Next, read through your e-books to get an idea of the “rules and regulations” concerning your chosen topic. Finally, create a Powerpoint or video (upload any video to YouTube and
provide a link) that explains (a) the textbook definition, (b) your definition, (c) how to fix the problem, and (d) something memorable to help the reader/viewer to remember what the problem is and how to fix it.

As a reader/viewer, your job is to leave a post that tells the author what you got out of the presentation and how you plan on applying what you learned in your future essays. Be descriptive and complete. Don’t write, “Good job!” because that doesn’t tell the author how to improve. This is part of your participation grade, so be certain to be complete. Get your responses to these presentations in within a week of the due date.

**GRAMMAR & PUNCTUATION PRESENTATIONS**

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<thead>
<tr>
<th>TOPIC</th>
<th>DUE DATE</th>
<th>RESPONSE DUE DATE</th>
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</thead>
<tbody>
<tr>
<td>Parts of Speech (B1)</td>
<td>1/24</td>
<td>1/31</td>
</tr>
<tr>
<td>Parts of sentences (B2)</td>
<td>1/24</td>
<td>1/31</td>
</tr>
<tr>
<td>Subordinate word groups (B3)</td>
<td>1/31</td>
<td>2/7</td>
</tr>
<tr>
<td>Sentence Emphasis (S6), Sentence Variety (S7), &amp; Sentence Types (B4)</td>
<td>1/31</td>
<td>2/7</td>
</tr>
<tr>
<td>The Comma... (insert scary music here) (P1)</td>
<td>2/7</td>
<td>2/14</td>
</tr>
<tr>
<td>Needed Words (S2) &amp; Wordy Sentences (W2)</td>
<td>2/7</td>
<td>2/14</td>
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<tr>
<td>Unnecessary commas (P2)</td>
<td>2/14</td>
<td>2/21</td>
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<tr>
<td>Modifiers (S3) &amp; Adjectives &amp; Adverbs (G4)</td>
<td>2/14</td>
<td>2/21</td>
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<tr>
<td>The semicolon and colon (P3)</td>
<td>2/21</td>
<td>2/28</td>
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<tr>
<td>Shifts (S4), Mixed Construction (S5) &amp; Active Verbs (W3)</td>
<td>2/21</td>
<td>2/28</td>
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<tr>
<td>The apostrophe (perhaps the most abused piece of punctuation EVER...) (P4)</td>
<td>2/28</td>
<td>3/7</td>
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<tr>
<td>Subject-Verb Agreement (G1)</td>
<td>2/28</td>
<td>3/7</td>
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<tr>
<td>Quotation Marks (P5) (Be certain to talk about the NO SINGLE QUOTES thing unless it’s a quote inside of a quote)</td>
<td>3/7</td>
<td>3/14</td>
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<tr>
<td>Pronouns (G3)</td>
<td>3/7</td>
<td>3/14</td>
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<tr>
<td>Other Punctuation Marks (P6)</td>
<td>3/14</td>
<td>3/21</td>
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<tr>
<td>Sentence Fragments (G5) &amp; Run-on Sentences (G6)</td>
<td>3/14</td>
<td>3/21</td>
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<tr>
<td>Capitalization (P8) &amp; Appropriate Language (W4)</td>
<td>3/21</td>
<td>3/31</td>
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<tr>
<td>Abbreviations and numbers (P9)</td>
<td>3/21</td>
<td>3/31</td>
</tr>
<tr>
<td>Italic (P10) &amp; Exact Language (W5)</td>
<td>3/21</td>
<td>3/31</td>
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**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 Jazeera, 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... All discussion board postings are due on the last day of class. No exceptions.
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.

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**OP/ED ASSIGNMENT – 80 points (8%)**

An Op/Ed is a section in a newspaper where the **readers** of the newspaper have an opportunity to respond to articles written by the editors or journalists employed by the newspaper. Thus, it really is an opportunity for you to express **your opinion** on someone’s ideas. 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.” Post a “Got it!” posting with “Chapter Nine” as the subject line. 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).

To earn the remaining 30%, 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.

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<tr>
<th>OP/ED</th>
<th>READ</th>
<th>DUE DATE</th>
<th>RESPONSE DUE DATE</th>
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<tr>
<td>1</td>
<td>Margaret Sanger - “(Battalions of Unwanted Babies) the Cause of War”</td>
<td>1/23</td>
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<td></td>
<td>Jonathan Swift - “A Modest Proposal” NOTE: THIS IS SATIRE. If you</td>
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<td>do not know what satire is, please look it up.</td>
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<td>2</td>
<td>Chief Seattle - “Chief Seattle Address” Sojourner Truth - “An’t I</td>
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<td>3</td>
<td>Elizabeth Cady Stanton - “Declaration of Sentiments and Resolution”</td>
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<td>Thomas Jefferson - “Declaration of Independence”</td>
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<td>6</td>
<td>Zora Neale Hurston - “How It Feels to Be Colored Me” Martin</td>
<td>4/3</td>
<td>4/6</td>
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<td>Luther King, Jr. - “Letter from a Birmingham Jail”</td>
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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 completed PRIOR TO your taking the exam and 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. If you do not bring any notes with you to the exam, then you did not complete this portion of the exam. You will also be graded upon completeness of the answers. This means that the more detail and evidence you provide, the higher your score. Hint: The more complete your outline, sketches, doodles, lists, etc. are, the easier it is to right the essay. Get it done beforehand.

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, and you can double-check your paragraphs to make certain that they really and truly do belong in the essay.
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 “0” 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](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 for 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.

If I were taking this class, I’d take advantage of every service offered to me, especially if they are free (technically, your tuition dollars pay for these services, but...). I would want the highest grade possible so that I don’t have to revise any of my essays for the portfolio. *Just sayin*. 🤪

**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.” Post a “got it!” posting with “Chapter 33” noted in the subject line. 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.)

| ______ | 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. Post a “got it!” posting with “Chapter 20” written in the subject line. 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 – Choose one from these three options: Choice One: Banned Books? (Cause and Effect); Choice Two: Language (Compare and Contrast); Choice Three: Extension of an Op/Ed. Details for this assignment, as well as a rubric, can be found under Instructor-Added Course Materials under the Course Materials tab. Links are also available through the Assignment tab and on the home page.
ASSIGNMENT #2 – 100 points – Choose one from these three options: Choice One: Myths (Tracing Changes through Time); Choice Two: Weight in the Media (Compare and Contrast); Choice Three: Extension of an Op/Ed. Details for this assignment, as well as a rubric, can be found under Instructor-Added Course Materials under the Course Materials tab. Links are also available through the Assignment tab and on the home page.
Word Count: 1250-1500 words; Five sources and one counterargument incorporated into the paper (minimum)

ASSIGNMENT #3 – 125 points – Choose one from these two options: Choice One: Reporters in the Battlefield; Choice Two: Consumerism. Details for this assignment, as well as a rubric, can be found under Instructor-Added Course Materials under the Course Materials tab. Links are also available through the Assignment tab and on the home page.
Word Count: 1500-1750 words; Six sources and two counterarguments incorporated into the paper (minimum)

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)

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 April 25 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**

**Important Note:** All instructional videos can be found under “Video Central” in the Course Materials tab.

**WEEK ONE:** Monday, 1/13 to Sunday, 1/19
- Read the syllabus and expectations. Post a small biography (and a picture, too, if possible) of yourself under “Your Space” so that your classmates can get to know you. Consider things like where you graduated high school or whether you have a family or where you work. Why you’re in class is also good! What made you choose to go back to school? All of this information helps your classmates to connect with you and helps me to know what I can do to help you succeed.
- Print out the calendar with all of the assignments on it. This will help you to stay current. Look on the “calendar” tab on CompClass.
- If you have questions regarding CompClass or the syllabus, post those questions on the discussion board under “Your Space.” Others may share your concern(s) or have the same question(s)! 😊 Be certain to “subscribe” to this forum so that you can get notices if anyone has a question or concern. (You can subscribe to any or all of the forums. When you subscribe, you get email notifications of when someone has posted. This enables you to stay on top of your game!)
- Read through Assignment #1 (details found on the link/PDF in Instructor-Added Course Materials) and begin work on your rough draft
- Daily Activity due **Wednesday, January 15:** Read section C1 (Planning) in your e-book, and watch the three videos (clustering, freewriting, and outlining) and complete “got it!” posting. Don’t forget to respond to two of your peers’ postings.
- **Friday, January 17,** Discussion Board posting week #1; post replies by **Sunday, January 19**;
- **last date for add/drop is January 17**
- Daily Activities due **Saturday, January 18:** Read section C2 (Drafting) found in your *Writer’s Reference* e-book, and post a “got it!” posting; read Chapter 15, “Writing Online” in your *Bedford* e-book, and post a “got it!” posting. Don’t forget to respond to two of your peers’ postings.
- Submit your Grammar/Punctuation topic to the instructor (me!) by 1/22
- Work on Library Resource Unit (due 3/13)
- Work on Paper #1 (Read Chapter 8 in *Bedford* and post a “got it” posting; examine the WCC library website paying particular attention to the databases. Post in “got it!” what you discovered. Don’t forget to respond to two of your peers’ postings.)

**WEEK TWO:** Monday, 1/20 to Sunday, 1/26
- Daily Activity due **Tuesday, 1/21:** Read W6 in your *Writer’s Reference* e-book and complete a “got it!” posting. Don’t forget to respond to two of your peers’ postings.
- Submit your Grammar/Punctuation topic to the instructor (me!) by **Wednesday, 1/22**
- Daily Activity due **Wednesday, 1/22:** CompClass/Syllabus quiz
- OpEd #1: Read Margaret Sanger, “The Cause of War” and Jonathan Swift, “A Modest Proposal.” Read Chapter 9 in *Bedford*; post a “got it!” posting. Don’t forget
to respond to two of your peers’ postings. Post your op/ed by Thursday, 1/23; responses (two) due Sunday, 1/26
• Complete Discussion Board posting topic week #2 by Friday, 1/24; post replies by Sunday, 1/26
• Read Chapter 20 in Bedford and post a “got it” posting; don’t forget to respond to two of your peers’ postings. Complete Outline for Paper #1 by Friday, 1/24. 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, 1/27.
• Read Chapter 33 in Bedford and post a “got it” posting. Don’t forget to respond to two of your peers’ postings. Post Source Journal for Paper #1 by Sunday, 1/26
• Work on Paper #1
• Work on Library Resource Unit (due 3/13)

WEEK THREE: Monday, 1/27 to Sunday, 2/2
• Read Chapter 21 in Bedford and post a “got it” posting. Don’t forget to respond to two of your peers’ postings. Complete rough draft of Paper #1 by Wednesday, 1/29
• Daily Activity due Thursday, 1/30: Read section C3 (Revising) in your e-book and watch “Revising is Dumb” and “Revising: Student Writers” videos and complete “got it!” posting. Don’t forget to respond to two of your peers’ postings.
• Complete Discussion Board posting topic #3 by Friday, 1/31; post replies by Sunday, 2/2
• Work on Library Resource Unit (due 3/13)

WEEK FOUR: Monday, 2/3 to Sunday, 2/9
• Last day to withdraw without a “W” is February 3
• Daily Activities due Monday, 2/3: 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. Don’t forget to respond to two of your peers’ postings.
• Complete two peer reviews by Tuesday, 2/4
• Op/Ed #2: Chief Seattle Address and Sojourner Truth’s “A’nt I a Woman?” due Thursday, 2/6; responses (two) due Sunday, 2/9
• Complete Discussion Board posting topic week #4 by Friday, 2/7; post replies by Sunday, 2/9
• Final Paper #1 due Saturday, 2/8: 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 (3/13)
WEEK FIVE:  Monday, 2/10 to Sunday, 2/16
• Daily Activity due **Wednesday, 2/12**: Read section C4 (Writing paragraphs) in your e-book and complete C4-3 “Transitions” exercise.
• Complete Discussion Board posting topic #5 by **Friday, 2/14**; post replies by **Sunday, 2/16**
• Complete Outline for Paper #2 by **Saturday, 2/15**. 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, 2/19**
• Read Chapter 7 and Chapter 22 in *Bedford* and post a “got it” posting for each chapter by **Saturday, 2/15**. Don’t forget to respond to two of your peers’ postings.
• Work on Paper #2
• Work on Library Resource Unit (due 3/13)

WEEK SIX:  Monday, 2/17 to Sunday, 2/23
• Post Source Journal for Paper #2 by **Tuesday, 2/18**
• OpEd #3: Elizabeth Cady Stanton, “Declarations of Sentiments and Resolutions” and Thomas Jefferson, “The Declaration of Independence due **Thursday, 2/20**; response due **Sunday, 2/23**
• Submit rough draft for Paper #2 by **Friday, 2/21**
• Complete Discussion Board posting topic week #6 by **Friday, 2/21**; post replies by **Sunday, 2/23**.
• Work on Paper #2
• Work on Library Resource Unit (due 3/13)

WEEK SEVEN:  Monday, 2/24 to Sunday, 3/2
• Paper #2 Peer Review due **Wednesday, 2/26**. Be certain to refer to SQOOCCH handout to help you with this. Complete two peer reviews.
• Complete Discussion Board posting topic week #7 by **Friday, 2/28**; post replies by **Sunday, 3/2**
• **Final paper #2 due by Saturday, 3/1**
• Work on Library Resource Unit (due 3/13)

WEEK EIGHT:  Monday, 3/3 to Sunday, 3/9
• Watch videos on evaluating sources by **Tuesday, 3/4** and post a “got it” posting. Don’t forget to respond to two of your peers’ postings.
• Complete Discussion Board posting topic week #8 by **Friday, 3/7**; post replies by **Sunday, 3/9**.
• **MIDTERM due by no later than Saturday, 3/15!**
• Read the section entitled “A Writer’s Research Manual” in *Bedford* and Chapter 11 in *Bedford*, and complete “got it” postings by **Sunday, 3/9**. Don’t forget to respond to two of your peers’ postings.
• Work on Paper #3
• Work on Library Resource Unit (due 3/13)

WEEK NINE: Monday, 3/10 to Sunday, 3/16
• Library Resource Unit due Thursday, March 13
• Complete Discussion Board posting topic week #9 by Friday, 3/14; post replies by Sunday, 3/16
• MIDTERM due by no later than Saturday, 3/15!
• Work on Paper #3

WEEK TEN: Monday, 3/17 to Sunday, 3/23
• Complete Outline for Paper #3 by Monday, 3/17. 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, 3/20
• Post Source Journal for Paper #1 by Wednesday, 3/19
• Last date to withdraw from class is Thursday, March 20
• Rough draft Paper #3 due Friday, 3/21
• Complete Discussion Board posting topic week #10 by Friday, 3/21; post replies by Sunday, 3/23
• Paper #3 Peer Review due Sunday, 3/23. Be certain to refer to SQOOCH handout to help you with this. Complete two peer reviews.
• Work on Paper #3

SPRING BREAK: MARCH 24 TO MARCH 28

WEEK ELEVEN: Monday, 3/31 to Sunday, 4/6
• Final paper #3 due Tuesday, 4/1
• Complete Discussion Board posting topic week #11 by Friday, 4/4; post replies by Sunday, 4/6
• OpEd #6: Zora Neale Hurston, “How it Feels to be Colored Me” and Martin Luther King, Jr., “Letter from a Birmingham Jail” due Thursday, 4/3; response due Sunday, 4/6
• Work on Paper #3

WEEK TWELVE: Monday, 4/7 to Sunday, 4/13
• Complete Discussion Board posting topic week #12 by Friday, 4/11; post replies by Sunday, 4/13
• Read Chapters 12 and 23 in Bedford, post “got it” postings for each chapter by Sunday, 4/13. Don’t forget to respond to two of your peers’ postings. Work on Paper #4
WEEK THIRTEEN: Monday, 4/14 to Sunday, 4/20
- Complete Outline for Paper #4 by Wednesday, 4/16. 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, 4/19; post Source Journal for Paper #4 by Saturday, 4/19
- Complete Discussion Board posting topic week #13 by Friday, 4/18; post replies by Sunday, 4/20
- Work on Paper #4
- Take the MLA quiz by May 7

WEEK FOURTEEN: Monday, 4/21 to Sunday, 4/27
- Post Rough Draft Paper #4 by Tuesday, 4/22
- Daily Activity by Thursday, 4/24: Read through folder, “Revising with Comments,” as you prepare to complete your portfolio. Post a “got it!” posting; don’t forget to post two responses.
- Complete Discussion Board posting topic week #14 by Friday, 4/25; post replies by Sunday, 4/27
- Paper #4 Peer Review due Saturday, 4/26. Be certain to refer to SQOOCH handout to help you with this. Complete two peer reviews.
- Take the MLA quiz by May 7

WEEK FIFTEEN: Monday, 4/28 to Sunday, 5/4
- OpEd #8: Rachel Carson, “The Obligation to Endure” due Thursday, 5/1; response due Sunday, 5/4
- Complete Discussion Board posting topic week #15 by Friday, 5/2; post replies by Sunday, 5/4
- Paper #4 Final due Sunday, 5/4
- Work on Portfolio (optional)
- MLA Quiz due May 7
- Work on Course Reflection letter

WEEK SIXTEEN: Monday, 5/5 to Wednesday, 5/7
- Complete Portfolio and submit by Saturday, May 10
- Complete Course Reflection letter by Saturday, May 10
- Take Final Exam any time between May 1 and May 16

FINALS WEEK
Take Final Exam before May 16