

EN 102 - EXPOSITORY WRITING

Three Credits

Meeting Days/Times: Tuesdays and Thursdays; 5:30 p.m. – 7:35 p.m.

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EFFECTIVE DATE: Spring, 2009 Semester

COURSE DESCRIPTION

This course is designed to provide instruction and practice in writing short to medium length expository essays and in writing from sources. The course will emphasize skills required for research writing such as summarizing, paraphrasing, quoting, evaluating, and synthesizing. The course includes instruction and practice in writing a multi-source resource paper of substantial length.

With a central focus on writing, this course requires that the student read rhetorically effective essays actively and responsibly. Critical analysis comes only as a result of focused, serious reading and requires an established sense of self-discipline.

REQUIRED TEXTBOOKS/TECHNOLOGY:

1. Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, 8th Ed.
by Sylvan Barnet and Hugo Bedau
3. Access to a computer and specifically to the technology of CompClass (access card is supplied with the textbook you purchase from the bookstore)
4. Diana Hacker's A Writer's Reference (6th Ed)

COURSE OBJECTIVES and STUDENT LEARNING OUTCOMES

In order to successfully complete this course, a student must demonstrate the following competencies:

Writing Skills

1. To demonstrate the correct use of grammar, punctuation, word choice, mechanics, and sentence structure in a written text.
2. To demonstrate the ability to edit a text with grammar, punctuation, word choice, mechanics, and sentence structure errors.
3. To demonstrate paragraph and essay development in a written text.
 - To demonstrate thesis sentences.
 - To demonstrate topic sentences.
 - To demonstrate clear supporting examples for thesis sentence and topic sentences.
 - To demonstrate logical and clear connections between topic/thesis sentences and supporting examples.
4. To demonstrate an organized paper.
 - -To demonstrate an effective introductory paragraph.
 - -To demonstrate an effective concluding paragraph.
 - -To demonstrate the use of transitions (internal/within a paragraph and external/ between paragraphs) in a written text.

5. To demonstrate pre-writing strategies and techniques such as mapping, freewriting, and listing.
6. To identify and apply rhetorical writing techniques (narrative, descriptive, exposition/illustration, comparison and contrast, cause and effect, definition, persuasion, classification, division).
 - -To demonstrate logical structure utilizing the rhetorical techniques.
7. To demonstrate the ability to research, draft, revise, and edit a research paper.
8. To demonstrate the correct use of MLA documentation.
 - -To demonstrate an understanding of the difference between a bibliography and a works cited page.
 - -To demonstrate an understanding of plagiarism.
 - -To demonstrate the ability to cite sources within the body of a text.
9. To demonstrate the ability to evaluate and synthesize research information.
 - -To demonstrate the ability to evaluate the validity of source information.
 - -To demonstrate the ability to distinguish between reason and belief.
10. To demonstrate the ability to apply and integrate material from sources.
11. To be able to critically reflect on the writing process.

STUDENT RESPONSIBILITIES

Class Preparation:

Students are expected to read the material assigned prior to attending class. In-class assignments and lectures will be based upon the readings.

Class Attendance

- Attendance and punctuality are mandatory
- Excused absences must be documented and will be decided on a case-by-case basis
- Unexcused absences may lower your grade (see the attendance policy noted in this syllabus)
- Excessive tardiness may result in a grade deduction from your final grade.

Class Behavior

In class, you are free to express with respect your opinions to the other members of the class. Members who do not comply with these guidelines will be asked to leave the classroom and will be marked as absent (unexcused) for the day.

Students are asked to turn off all electronic devices (cell phones, iPods, pagers, video gaming devices) before entering the classroom. Talking on the phone or text messaging during class is unacceptable. You will be asked to leave the room and you will be marked as absent (unexcused) for the day if this occurs.

Plagiarism

Chaminade University of Honolulu defines plagiarism as follows:

Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not

sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.

2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual. (Student Handbook 49)

If you are caught plagiarizing in any manner that even remotely resembles the Chaminade University policy, you will be dealt with severely. This could include punishment from an "F" in the class to an expulsion from the class or university. If plagiarism is suspected, the student will be expected to conference with me, producing every single piece of documentation used in the assignment, and to orally defend his or 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 (one of whom shall be this professor) with all evidence of documented sources and orally defend his/her paper. If the student is determined to be guilty of plagiarism, a grade of an "F" in this class will result. In short, don't do it.

***ANY STUDENT CAUGHT PLAGIARIZING ON ANY PAPER WILL RECEIVE
A FAILING GRADE FOR THE SEMESTER.***

Students should come to class prepared to use and to demonstrate the following abilities in order to succeed in this class:

1. An ability to work independently in order to accomplish specific tasks, i.e., homework, class participation, and writing assignments.
2. An ability to successfully manage time in order to complete all tasks.
3. An ability to follow directions or to ask questions in order to clear up misunderstandings, clarify directions, or seek assistance on papers (if needed).
5. An understanding that writing is a process that takes time in order to produce excellent ("A") work.
6. An understanding of the importance and necessity of multiple proofreading and revision techniques.
7. A respect for one's fellow student and one's professor and a willingness to demonstrate that respect through considerate talking (don't talk when the teacher is talking; don't talk when a classmate is talking).

COURSE TASKS

1. Attend all scheduled classes.
2. Complete all assigned readings on time.
3. Complete all assignments on time.
4. Utilize library resources for scholarly credibility.
5. Take the initiative to ask the instructor relevant questions both inside and outside of class.
6. Contribute to class discussions including peer reviews.
7. Be a proactive learner.
8. Learn and understand the difference between explicit and implicit meanings in a text and be able to employ both meanings in written prose.
9. Understand the different modalities of persuasion and apply each modality appropriately.

INSTRUCTIONAL PROCEDURES

In addition to meeting twice per week, we will be using CompClass, a software technology available through the Internet (the school supplies the program; you will need to access it on [at a minimum] twice weekly basis). Your grade is dependent upon the successful completion of outside-class writing assignments noted in this syllabus, attendance in class, CompClass Discussion Board postings, and in-class writing assignments and/or worksheets. Non-textbook materials, i.e., CompClass technology (but not the Internet connection nor the computer, although computer use is available on campus) and worksheets or peer review materials will be provided. Sample essays will be utilized as a means of learning about effective/ineffective prose. Various types of writing for a specific audience and for a specific purpose will be explored. Time to conduct peer reviews may be allotted on scheduled class meeting days.

This course is developed around the collaborative theory of education. That is to say that we will be spending a large amount of our time engaged in class discussion of various readings, peer evaluation of papers, and discussion of different writing techniques and audiences. We will be writing essays that are directed toward different audiences as well as writing within a CompClass Discussion Board posting (or blog) for our own reflections, ideas, and debates. All writing will be directed toward the mainstream American audience with grammar and spelling in Standard American English format with the exception of the CompClass Discussion Board postings.

FULL-CREDIT ASSIGNMENTS – 250 points (25%) total

DISCUSSION BOARD POSTINGS - 90 points

In order to become great writers, practice is required. To that end, we will be employing the use of discussion board postings in this class. 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. 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. Each posting must be 250 words. Extra credit (up to 15 points) is possible by posting up to three additional 250-word entries.

Weekly postings: Two postings per week will be required. In most cases, the class will choose the posting topics. You will need to be in class in order to get the topics. Each posting that meets the parameters set forth will receive five points.

SUMMARY-RESPONSES – 80 points

Effective summarizing of articles, papers, and books is a very important component to writing good research papers. To help you in this effort, you will be required to write eight, 750-word (minimum) summary-responses to eight articles found in the immigration anthology published by *The Nation*. This anthology can be found under "Instructor-Added Course Materials" on CompClass. You are free to choose which eight articles you will respond to.

Each response shall consist of the following:

- 250 words (approximately) summarizing the article
- 250 words (approximately) responding to the article
- 250 words (approximately) that answer the questions pertaining to the article found at the end of the anthology.

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

LANGUAGE DEBATES – 35 points

The English language is forever evolving and causing controversy. Choosing one of the language debates found under “Course Materials,” post a 250-word response to one of the language debates. Each posting is worth five points. You will also need to respond to five debate responses that have been posted by your classmates. Each response should be 125 words and is worth two points.

The purpose of this exercise is to provide you with experience stating a position and supporting that position in (what I believe is) a fun way. Like the discussion board postings and the summary-response postings, there is no specific due date for these postings; however, please keep current on these since you may possibly be preventing one of your classmates from completing his or her homework.

VIDEO CENTRAL: WATCH AND RESPOND – 45 points

Videos pertaining to writing, researching, and working with sources can be found under the Course Materials tab. Each week, you will be expected to watch a designated video (see the schedule for specifics) and respond to the video in 150-word discussion forum postings. These responses can be in the form of a response to a classmate’s posting or can be original. Essentially, what you are seeking to do is to reflect back on the video to determine what it is that you saw, how it can help you in your research (or other types of work), or overall what you gleaned (or not...) from this video. While a negative response certainly is not discouraged, try to find something positive in these videos to respond to.

PARTIAL-FULL CREDIT ASSIGNMENTS -295 points (29.5%) total

ATTENDANCE/CLASS PARTICIPATION/IN-CLASS ASSIGNMENTS - 50 points

In-class assignments are required. Time will be provided to work on these assignments. It is very difficult to work on in-class assignments if you are not in class. Please make every effort to be present in class. Points will be added for each class attended with participation. If you fall asleep, you will lose points. If you are habitually late or leave habitually early, your points will reflect this. Unless you are able to provide written documentation as to why you were not in class (an excused absence, i.e., doctor's/employer's note), your absence will be considered unexcused. **Three unexcused absences will result in a one-letter reduction in your grade.** Please note that if you are not in class for a scheduled peer review, it will be considered a double unexcused absence. Each additional absence (over three) will cost you **ten points**. *If you have missed six or more classes (unexcused absences), you have failed the class—no matter how good your scores are.*

Tardiness in any way, shape, or form is not tolerated. You are expected to be at your job on time. This is your job. Your job is to be in the class before the time to start class has been reached. **Being tardy two times will be considered an unexcused absence.** Since this is a class utilizing discussion as one of its methods of teaching, you cannot expect to learn something unless you are sitting in the classroom discussing the material. You are responsible for all missed assignments.

FINAL PROJECT PRESENTATION (a/k/a S²) – 75 points

A final PowerPoint presentation with a one-page handout outlining your research and your discovery for your peers will be required for the final component of this class. In nearly all professions, some type of presentation is required. If you intend to go on to graduate school, you will be expected to present your research at a conference. Accordingly, you will be expected to compile a 15-20 minute presentation (time may vary depending upon the number of students enrolled in this class) outlining your research, what you discovered, and demonstrating your knowledge of the theme you have decided to research. Be certain to leave time for questions and answers from your peers. I will assign the day of your presentation. The presentation itself is worth 50 points; the handout that you will need to provide to your classmates is worth 25 points. While the presentation is graded by everyone in the class, only I will be grading your handout.

QUIZZES – 70 points

Two online, do-at-home, open-book quizzes covering sources, plagiarism, MLA in-text citations, integration of sources, and MLA/APA Works Cited will be covered. You will need to consult *A Writer's Reference* to review these sections in order to successfully complete these quizzes. You may take each quiz ***an unlimited number of times up until the due date. Once the designated due date has passed, you may no longer take these quizzes.*** Consult the schedule for the specific due date for each quiz.

FINAL EXAM – 100 points

A final exam is a required component of this class. This is a "universal" exam, that is, all EN102 students are expected to take (and pass...) this exam.

GRADED ASSIGNMENTS – 465 points (46.5%)

WRITING ASSIGNMENTS

Assignments are described below. Drafts are mandatory. Each draft must be uploaded in "Comment," a part of CompClass. A first draft (approximately one-half of the paper in length) is worth four points, a second draft (approximately three-fourths of the paper in length) is worth three points, and a peer review is worth three points. You will be unable to receive an "A" for the class without handing in two drafts and participating in a peer review, regardless of the number of points earned on the final product. If you do not attend a peer review session, you will be docked **two unexcused absences**. Be present at these peer reviews!

Good writing takes time and multiple revisions. By providing you with an opportunity to hand in multiple drafts throughout the assignment, 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. The paper is due on the date indicated. Unless you are dead or in a documented coma, there will be NO EXCEPTIONS.

**BASIC GUIDELINES FOR WRITTEN ASSIGNMENTS:
IF YOU FOLLOW ALL OF THE DIRECTIONS AS
INDICATED, YOU WILL EARN TWO EXTRA
CREDIT POINTS. If you don't follow instructions,
you will be docked points as noted.**

Surname, First name English 102/Dahlman Topic of/title of Assignment Due Date: Day Year Month
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1. Place your name in the top left corner of the first page as noted.
2. Highlight your thesis statement (worth 4 points) in one color.
3. Highlight **each in-text citation** in another color (worth 2 points).
4. Place a word count at the end of the document (worth 4 points on the major paper).
5. **A Bibliography or Works Cited page** must be attached to each paper (if not attached, a 4 point deduction will occur).
6. **OPTIONAL** (worth five points extra credit): Post constructive comments to someone's paper (not necessarily in your peer review group) during the week of Peer Review (up to two days before the due date). Comments should include the following: A general statement that you would write after your first quick reading, a specific statement covering what you particularly like and what you see as problematic, then finally, a question that you feel will help the writer along.
7. **Reminder:** ALL FINAL PAPERS ARE DUE ON THE DATE INDICATED, NO EXCEPTIONS!

Synthesis paper – 125 points

Due Dates: 1st Rough Draft: 1/29; 2nd Rough Draft/Peer Review: 2/5, **Final paper due: 2/12**
Word count (body of paper): 1500 words minimum; 1750 words maximum.

Using any of the casebooks found in Part Five of your textbook or the Immigration casebook from *The Nation* (found on CompClass), explore the explicit and implicit meaning of the argument situated within the casebook, take a position on this issue, and write a paper based upon your position. You should be looking to include one counterargument (at a minimum) and a response to that counterargument. Follow the guidelines in your textbook found on page 182 to help you analyze the articles you have read and are synthesizing into your paper, and the general information in that chapter to help you to construct this paper. An MLA Works Cited is part of the requirement of this paper. This assignment is due **February 12, 2008**.

Purpose: Analysis of various texts is crucial through much of your college career and beyond. Do the author's claims have validity? What are the explicit (surface) and implicit (hidden) meanings behind what the author has to say? In the real world, messages are not always "in your face." By sorting through the messages in a chosen casebook, you can discern what "real" message behind the outward appearance exists, view multiple sides to a specific argument, and make an informed decision on your own position regarding these issues. This exercise will also give you practice for writing your research paper.

Research Unit – 340 points total (34%)

This unit consists of multiple parts that are scheduled to become due throughout the semester. The components and points assessed are as follows:

TASKS	POINTS ASSESSED
Writing research questions (full credit)	10
Research proposal	25
Write-on Tutorials (integrating sources and summarizing/paraphrasing) (full credit)	10
Annotations (5 x 5 points) (full-credit)	50
Drafts (2 drafts and one peer review) (full credit)	20
Final Paper	200
Works Cited on Final Paper	25

Writing Research Questions – 10 points (full credit!)

This exercise not only helps you to develop your research project, but it also helps you to gain the skills necessary to ask the hard questions for future research papers. By asking these questions, your research paper becomes less overwhelming and the questions you ask may even lead to writing portions of your research paper (such as the introduction and conclusion) as well as develop a working thesis.

Research Project Proposal (25 points)

A project proposal is due on **February 5**. Using **one** of the following "enduring questions" found in Part Six of your textbook ("What is the Ideal Society?" OR "How Free is the Will of the Individual within Society?") or the entirety of the immigration question from *The Nation*, write a research paper in which you pose and answer a specific question and argue for your position. You must incorporate 10 sources (six major sources, defined as a source that addresses the issue you are addressing in your paper from a journal that has been peer reviewed and that has a bibliography or other type of reference list and four minor sources, such as statistics or articles from your textbook or outside source). Absolutely **NO INTERNET sources** will be accepted for this assignment without my prior approval unless they are EBSCO/e-journal/ebook (available through the library) sources.

The proposal you turn in must include what will be the subject matter of your paper and an explanation of why this issue is important (even if it is just because you are curious about it). Include the following information:

- (1) The subject matter you will be exploring
- (2) A list of proposed sources (all must be from peer reviewed journals). Aim to have at least eight peer-reviewed sources on this list
- (3) An explanation of why this subject intrigues you, why it is important, and who should care about this subject
- (4) A paragraph that addresses the problems you anticipate and how you plan on overcoming those problems
- (5) A proposed date for your presentation

The purpose of this component of the research project is to have you begin thinking out your project. This paper is worth a sizable chunk of your grade, and the earlier you start on it, the easier it will be to achieve success on this paper. Good research papers take time to develop.

This one is no exception. Furthermore, oftentimes in the "real world," businesses and funding agencies require proposals in order to authorize work on a project (or fund a project). This proposal, although very small in stature by comparison, will help you to begin thinking of this type of writing so that you will know how to write such a document if it becomes part of your job requirement.

Write-On Tutorials– 10 points (full credit!)

Two tutorials found under Course Materials are designed to help you understand the process of integrating sources and summarizing and paraphrasing. Each tutorial is worth five points.

Annotated Bibliography entries – 5 annotations x 10 points each = 50 points

Annotations are a required component of this assignment. Five sources that you use for your paper will need to be annotated and the annotations turned in on the dates noted in the schedule. Each annotation must be 300 words (or more) in length. An annotation shall consist of a sentence or two that outlines the author's position, a sentence or two that outlines the author's support, and commentary on how this source will be used in your paper. You may include quotations and explanations of quotations as well. (Look to the model Annotated Bibliography on CompClass as a guide.) One annotation from each of the following sources is required:

- Book or chapter in a book
- Ebrary source
- EBSCO source
- Journal (not popular magazine!)
- Newspaper article

Purpose: The purpose of this assignment is to facilitate the writing of your research paper. By annotating your sources, you do not lose track of what you read and how it applies to your argument. This becomes essential when dealing with multiple sources. By annotating properly, you also have the opportunity to blend your annotations together to write your research paper.

Research paper – 200 points

3,500 words minimum; 4,000 words maximum

Due Dates: 1st Rough Draft: 2/26; 2nd Rough Draft/Peer Review: 3/6, **Final paper due: 3/18**

Using the project research proposal as your guide, research and write your final research paper. This paper is the culmination of this entire semester and sets you up for success in future courses that require research papers (nearly all of your courses will require some sort of research paper!). ****NOTE: 10 points will be deducted for no word count at the end of your paper. Ten points will be deducted for no name. Ten points will be deducted per missing major or minor source.**

Purpose: Throughout your college career, you will be required to write research papers that explore one central theme, to argue persuasively in favor of (or against) that theme. This includes the ability to recognize opposing viewpoints and counter those viewpoints in the research paper. Arguments are not won by presenting only one point of view; therefore, it is very important that you learn to recognize the opposing arguments and counter those arguments with your own.

Rubric: A rubric can be found online under “Instructor-Added Course Materials.” A printed rubric must be attached to your research paper). You must have the proper number of primary/major and secondary/minor sources for your research paper. (See the handout found on Instructor-Added Course Materials.)

Sources: You must use a minimum of eight printed (not Internet!) major references/sources for this assignment (defined as a source that addresses the issue you are addressing in your paper from a journal that has been peer reviewed and that has a bibliography or other type of reference list. EBSCO and other ejournals are acceptable, but they must meet the specifications noted.). You may use the Internet for secondary/minor sources (statistics, articles from your textbook, and other types of sources), but only if they are from an .edu or a .gov site. No other sites will be accepted without my express, written permission.

Works Cited -25 points

A Works Cited page in proper MLA format must be attached to your final paper. Without a Works Cited page, **you will lose 25 points** on this paper. NOTE: If this is in any way improperly done (especially after all of the workshops, all of the practice, and all of the tools available to you), you will automatically lose 10 points on the paper in addition to the remaining 25 points that this assignment is worth. This loss, coupled with the loss of 10 points per source means that you will probably get a zero for all of your hard work. In short, DO IT.)

INCOMPLETE: An Incomplete is not automatically given. An Incomplete is only considered when less than 10% of all coursework is left to complete and only under extreme circumstances. In short, don't expect it. More importantly, in the unlikely event that an Incomplete is granted, do not expect your grade to be posted much before the expiration date of your Incomplete. Any paper that does not come in when it is due runs the risk of being left on my desk until such time as I can get to it. Stay current.

GRADING –

A = 900-1000 points – Student demonstrates outstanding scholarship and an unusual degree of intellectual initiative.

B = 899-800 points – Student demonstrates superior work done in a consistent and intellectual manner.

C = 799-700 points – Student demonstrates average work indicating a competent grasp of the subject matter.

D = 699-600 points – Student demonstrates inferior work of the lowest passing grade, not satisfactory for the fulfillment of prerequisite course work.

F = 599 or below – Student has failed to grasp the minimum subject matter. No credit is given.

PROPOSED SCHEDULE:

DATE	To be covered in class	HOMEWORK/READING	To be posted on CompClass
WEEK ONE Tuesday 4/7	Syllabus and expectations In-class writing assignment: What do/did you expect when you signed up for this class? Review of rhetoric and audience	Read Chapter 1, pgs. 3-29 and be prepared to discuss your assigned reading	○ Discussion forum posting (as noted on CompClass + 2 class chosen assignments)
Thursday 4/9	Review of Chapter 1, pgs. 3-29 Review of basic punctuation (PMS!)	Read Chapter 2, pgs. 31-73 and be prepared to discuss your assigned reading	○ Summary-Response #1 due Tuesday, 4/14 ○ Language Debate #1 due by Tuesday, 4/14 ○ Video Central #1: Why Research Matters response due by 4/14
WEEK TWO Tuesday 4/14	Review of Chapter 2, pgs. 31-73	Read Chapter 3, pgs. 75-105	○ Discussion forum posting (as noted on CompClass + 2 class chosen assignments) ○ Annotated Bibliography #1 due 4/16 ○ Avoiding Plagiarism Quiz due 4/16
Thursday 4/16	Review of Chapter 3, pgs. 75-105	Read Chapter 3, pgs. 105-140 and be prepared to discuss your assigned reading	○ Summary-Response #2 due Tuesday, 4/21 ○ Language Debate #2 due by Tuesday, 4/21 ○ Video Central #2: Researched Writing – Finding Sources response due by 4/21 ○ Rough Draft #1 due 4/21 (Synthesis paper) ○ Avoiding Plagiarism Quiz due tonight ○ <i>Annotated Bibliography #1 due tonight</i>

WEEK THREE Tuesday 4/21	Discussion of Chapter 3, pgs. 105-140	Read Chapter 4, pgs. 141-174 and be prepared to discuss your assigned reading	<ul style="list-style-type: none"> ○ Discussion forum posting (as noted on CompClass + 2 class chosen assignments) ○ Rough Draft #1 of synthesis paper due tonight
Thursday 4/23	Review of Chapter 4, pgs. 141-174	Read Chapter 5, pages 175-220 and be prepared to discuss your assigned reading	<ul style="list-style-type: none"> ○ Summary-Response #3 due Tuesday, 4/28 ○ Language Debate #3 due by Tuesday, 4/28 ○ Video Central #3: Researched Writing: Highlighting and Annotating response due by 4/28 ○ Annotated Bibliography #2 due 4/28 ○ Research Question Exercise due tonight ○ Rough Draft #2 of synthesis paper due 4/28
WEEK FOUR Tuesday 4/28	Peer Review of 2 nd draft of Synthesis paper in class – bring in two copies of your paper to workshop Review of Chapter 5, pgs. 175-220	Read Chapter 6, pgs. 221-256 and be prepared to discuss your assigned reading	<ul style="list-style-type: none"> ○ Discussion forum posting (as noted on CompClass + 2 class chosen assignments) ○ Annotated Bibliography #2 due ○ Research project proposal due 4/30
Thursday 4/30	Review of Chapter 6, pgs. 221-256	Read Chapter 7, pages 257-321 and be prepared to discuss your assigned reading	<ul style="list-style-type: none"> ○ Summary-Response #4 due Tuesday, 5/5 ○ Language Debate #4 due by Tuesday, 5/5 ○ Write-On Tutorial (integrating sources and summarizing/paraphrasing) due by 5/5 ○ Video Central #4: Summarizing and Paraphrasing response due by Tuesday, 5/5 ○ Synthesis paper due Tuesday, 5/5 ○ Annotated Bibliography #3 due 5/5 ○ Research project proposal due tonight

WEEK FIVE Tuesday 5/5	Review of Chapter 7, pgs. 257-321	Read Chapter 8, pages 323-336 and be prepared to discuss your assigned reading	<ul style="list-style-type: none"> ○ Discussion forum posting (as noted on CompClass + 2 class chosen assignments) ○ Summary-Response #4 due tonight ○ Language Debate #4 due tonight ○ Write-On Tutorial (integrating sources and summarizing/para- phrasing) due tonight ○ Video Central #4: Summarizing and Paraphrasing response due tonight ○ Synthesis paper due tonight ○ Annotated Bibliography #3 due tonight
Thursday 5/7	Review of Chapter 8, pgs. 323-336	Read Chapter 9, pages 337-380 and be prepared to discuss your assigned reading	<ul style="list-style-type: none"> ○ Summary-Response #5 due Tuesday, 5/12 ○ Language Debate #5 due by Tuesday, 5/12 ○ Video Central #5: Argument and Persuasion – Academic Writers response due by 5/12 ○ Annotated Bibliography #4 due 5/12

WEEK SIX Tuesday 5/12	Review of Chapter 9, pgs. 337-380	Read Chapter 10, pgs. 381-416 and be prepared to discuss your assigned reading	<ul style="list-style-type: none"> ○ Discussion forum posting (as noted on CompClass + 2 class chosen assignments) ○ Summary-Response #5 due tonight ○ Language Debate #5 due tonight ○ Video Central #5: Argument and Persuasion – Academic Writers response due tonight ○ Annotated Bibliography #4 due tonight
Thursday 5/14	CLASS HELD ONLINE		<ul style="list-style-type: none"> ○ Summary-Response #6 due Tuesday, 5/19 ○ Video Central #6: Researched Writing – Citing Sources due by Tuesday, 5/19
WEEK SEVEN Tuesday 5/19	Review of Chapter 10, pgs. 381-416	Read Chapter 11, pgs. 417-452 and be prepared to discuss your assigned reading	<ul style="list-style-type: none"> ○ Discussion forum posting (as noted on CompClass + 2 class chosen assignments) ○ Summary-Response #6 due tonight ○ Video Central #6: Researched Writing – Citing Sources due tonight ○ Annotated Bibliography #5 due tonight
Thursday 5/21	Review of Chapter 11, pgs. 417-452	Read Chapter 12, pgs. 453-464 and be prepared to discuss your assigned reading	<ul style="list-style-type: none"> ○ Summary-Response #7 due Tuesday, 5/26 ○ Language Debate due by Tuesday, 5/26 ○ Video Central #7: Argument and Persuasion: Opposing Viewpoints response due 5/26 ○ 1st Draft of Research Paper due Tuesday, 5/26

WEEK EIGHT Tuesday 5/26	Review of Chapter 12, pgs. 417-452	Read Chapter 13, pgs. 465-494 and be prepared to discuss your assigned reading	<ul style="list-style-type: none"> ○ Discussion forum posting (as noted on CompClass + 2 class chosen assignments) ○ MLA/APA Quiz due Thursday, 5/28
Thursday 5/28	Review of Chapter 13, pgs. 465-494	Read Chapter 14, pgs. 495-502	<ul style="list-style-type: none"> ○ Summary-Response #8 due Tuesday, 6/2 ○ Video Central #8: Integrating Sources response due by 6/2 ○ Rough Draft #2 of Research Paper due 6/2
WEEK NINE Tuesday 6/2	Review of Chapter 14, pgs. 495-502		<ul style="list-style-type: none"> ○ Discussion forum posting (as noted on CompClass + 2 class chosen assignments) ○ Summary-Response #8 due tonight ○ Video Central #8: Integrating Sources response due tonight ○ Rough Draft #2 of Research Paper due tonight
Thursday 6/4	Research Paper Workshop – Bring in two copies of research paper to workshop		<ul style="list-style-type: none"> ○ Video Central #9: Argument and the Ad Hominem Fallacy response due by 6/9 ○ Prepare for presentation!
WEEK TEN Tuesday 6/9	Presentations		<ul style="list-style-type: none"> ○ Discussion forum posting (as noted on CompClass + 2 class chosen assignments)
Thursday 6/11	Presentations		<ul style="list-style-type: none"> ○ Research paper due Tuesday ○ Final Exam Tuesday
FINAL EXAM Tuesday 6/16	Final Research Paper due Final Exam	Have a wonderful break!	

KEEPING TRACK OF SCORES (NOTE: A gradebook can also be found in CompClass)

ASSIGNMENT	GRADE	OUT OF POSSIBLE	TOTAL
Discussion Board postings Need a Total of 30 (x 3 points)		90	
Attendance/Class Participation		50	
Summary/Responses (8) x 10 points each		80	
Language Debates 5 (250-word) original postings x 5 points 5 (125-word) response postings x 2 points		25 10	
Watch and Respond 9 (100-150 word) responses x 5 points		45	
Quizzes Integrating Sources MLA/APA		35 35	
Synthesis Paper		125	
Final Research Paper Research questions – 10 points Proposal – 25 points Annotated Bibliography Entries (5) x 10 points – 50 points Drafts – 20 points Paper – 200 points Works Cited Page – 25 points		330	
Final Project Presentation		75	
Final Exam		100	
DEDUCTIONS FROM GRADE (unexcused absences...)		1000	