

EN100- ESSENTIALS OF ENGLISH COMPOSITION

Four Credits

Meeting Days/Times: Monday through Friday

12:15 p.m. - 2:15 p.m.

Freitas 253

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OFFICE HOURS: By appointment
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EFFECTIVE DATE: Summer, 2008 Semester (7/13/08 to 8/14/08)

CATALOG DESCRIPTION

The course is designed to provide a foundation for effective writing. Emphasis will be placed on grammar, paragraph, and essay organization. The course will offer practice in writing short essays. After successfully completing this course, the student will be prepared for EN101.

Activities Required at Scheduled Times Other Than Class Times

- Homework, including but not limited to, essays, workbook exercises, inquiry projects, and other homework that may be noted in class
- Writing assignments
- Outside reading assignments and writing projects associated with the reading assignments

STUDENT LEARNING OUTCOMES

In order to successfully complete the writing program a student must demonstrate the following competencies:

- A. To demonstrate the correct use of grammar, punctuation, word choice, mechanics, and sentence structure in a written text.**
- B. To demonstrate the ability to edit a text with grammar, punctuation, word choice, mechanics, and sentence structure errors.**
- C. To demonstrate paragraph and essay development in a written text.**
 1. To demonstrate thesis sentences.
 2. To demonstrate topic sentences.
 3. To demonstrate supporting examples to support the thesis.
 4. To demonstrate logical and clear connections between topic/thesis sentences and supporting examples.
- D. To demonstrate an organized paper.**
 1. To demonstrate an effective introductory paragraph.
 2. To demonstrate an effective concluding paragraph.
 3. To demonstrate the use of transitions (internal/within a paragraph and external/ between paragraphs) in a written text.
- E. To demonstrate pre-writing strategies and techniques such as mapping, freewriting, and listing.**
- F. To identify and apply rhetorical writing techniques (narrative, descriptive, exposition/illustration)**
 1. To demonstrate logical structure utilizing the rhetorical techniques.

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, research, writing, etc.
2. An ability to successfully manage time in order to complete all tasks
3. An ability to follow directions
4. An ability 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 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).
8. An ability to engage in proactive learning; that is, if the student doesn't know what something means, the student takes the initiative to look things up.

COURSE TASKS

1. Attend class daily.
2. Complete all assignments on time.
3. Use library resources for scholarly credibility.
4. Complete all drafts and final writing assignments on time.
5. Take the initiative to ask the instructor relevant questions both inside and outside of class.
6. Contribute to class discussions including peer reviews.

REQUIRED TEXTS & SUPPLIES

Focus on Writing: Paragraphs and Essays, by Laurie G. Kirszner and Stephen R. Mandell

Exercises to accompany *Focus on Writing: Paragraphs and Essays*, by Laurie G. Kirszner and Stephen R. Mandell

Marble Composition Book (for journal entries, vocabulary words, and notes)

4-5 different colored highlighting pens/markers

GRADING BREAKDOWN

Writing Journal	4%
In-class exercises and homework	22.5%
Attendance and Class Participation	10%
Papers	7.5%
Quizzes (4)	12%
Final Exam	10%
Inquiry Project	4%
Portfolio	20%
Compass Exam	10%

WRITING JOURNAL - 40 POINTS (4%)

In order to become great writers, practice is required. To that end, we will be employing writing journals in this class. There should be no concern for grammar, punctuation, or paragraphs as the purpose of these journal entries is to provide you with practice writing and brainstorming for

upcoming papers. The most important part of an entry is the content. **In order to earn the points, each posting must be one full page (in the required composition notebook), front and back, in length.** Each posting will be worth two points.

NOTE: I will be randomly collecting the journals during this semester in order to assess points. There will be no advance notice of the date of collection. Although some class time will be provided to write in the journals, it is possible that you may not finish within the time allotted. You are still responsible for completing the writing assignment daily. In short, stay current and get the work done. Once you have lost the points, they are gone forever—you cannot make them up.

ATTENDANCE/CLASS PARTICIPATION/IN-CLASS EXERCISES – 100 points (10%)

It is each student's responsibility to be in class and on time as much as humanly possible. Students will not be counted as "present" unless they are in class for the entire instructional period. All students are requested not to forget that this applies to everyone. If you fall asleep, text message, or are otherwise inattentive, you will lose that point. 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. I strictly enforce this policy so don't gamble that I will not.** 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. Missed assignments are due the morning you return or the points are gone.

If you are disruptive or otherwise inattentive (text messaging, playing on the computer, etc.), you will be asked to leave the room, and you will receive an unexcused absence for the day.

If you miss a class, please talk to a peer to find out what you missed. I do not repeat lectures or discussions. When you return, all papers that were due during your absence are due on the day you return. No late papers will be accepted.

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.

DAILY WORKSHEET/HOMEWORK EXERCISES - 225 points (22.5%)

As indicated in the schedule, daily in-class and homework exercises will be required to be completed. The work will be based upon the information gleaned from the *Focus on Writing* chapters that have been covered that day and from information discussed in class.

Homework shall consist of the Chapter Review found at the end of each chapter of *Focus on Writing* and any corresponding exercise found in the Supplemental Exercises (Chs 14-34). It may also include sentence diagrams and crossword puzzles (from the vocabulary).

You may also practice quizzes online from Exercise Central found at the Bedford-St. Martin's website, <http://bcs.bedfordstmartins.com/exercisecentral> if you feel weak in any area. If the homework is not completed and turned in daily, you forfeit the right to these points.

TESTS AND FINAL EXAM – 220 POINTS (22%)

Four weekly tests (30 points each) and one final exam (100 points) will be given. The tests will cover the readings, diagramming, daily worksheets handed in for the week, the vocabulary words given out each day, and all class discussions. The final exam is comprehensive.

WRITING ASSIGNMENTS - 315 points (31.5%)

Assignments are described below. All papers are to be turned in on the date indicated. Unless you are dead or in a documented coma, there will be NO EXCEPTIONS. For every class meeting day you are late in turning in your paper, you will be docked one full letter grade. Papers more than three class meeting days late are not eligible for points.

BASIC GUIDELINES FOR ALL WRITING ASSIGNMENTS:

1. Place your name in the top left corner of the first page as noted.
2. Highlight your thesis statement on any essay in one color (if applicable)
3. Highlight the topic sentence of each paragraph in a second color.
4. Highlight the support (not the entire body, just keywords) for each paragraph or essay in a third color.
5. Highlight the summary or conclusion statement for each essay or paragraph in a fourth color.
6. Place a word count at the end of the document

Surname, First name
 English 101/Dahlman
 Topic of/title of Assignment
 Due Date: Day Year Month

A, B, C ESSAYS – 75 points total (7.5%)

Choose any combination of "A" essays, "B" essays, or "C" essays. Each category is worth different points and has a different word count, so be sure to choose wisely so that your point value is at least 75 points. You may go up to 100 points in value, but you may not exceed a total submission of thirteen essays. Three essays are due each week, minimum. If you do not turn in a minimum of three essays each week, you cannot make up points in the following weeks by turning in more essays (in other words, I will not accept nine essays in one week because you chose not to manage your time effectively). Provided you turn the work in on time, make word count, and "answer the question," you will be awarded full credit.

NOTE: I reserve the right to deduct points if the paper meets less than minimal requirements of well-thought out essays that have been proofread or essays that disregard my lectures in class. In other words, make every single word, every single sentence count and proofread your work very carefully!

CATEGORY A – 300-600 words per paper - 5 points each

1. Write a paper in which you discuss how you feel about your name. Do you like your name? What does it suggest to you? What do you think it suggests to others? As you write, emphasize the effects you think your name has had on you.
2. What conflicts do teenagers typically have with their parents? Choose two or three issues about which parents and teenagers often disagree. Begin your essay with a sentence that sums up the general nature of these conflicts. Then discuss each issue in the body of your paragraph.
3. Write an essay in which you point out the problems of striking up a conversation with someone you have just met. Use examples from your own experience to support your points.

4. Write an essay in which you tell about a time you took a risk. What risk did you take? If you could relive the experience, would you act the same way?
5. Write an essay about a time when you put something off because you were reluctant to do it. Why were you reluctant? How long did you procrastinate? What were the consequences? Knowing now the outcome, what would you have done differently if given the opportunity to relive the moment?
6. What television show most influenced you when you were a child? Write an essay in which you describe how the show affected you. Looking at the show from an adult's point of view, state whether you believe the show's impact on you was positive or negative.
7. Write an essay in which you describe the most memorable performance you ever attended (for example, a concert, a play, or an athletic event). Explain why this event was so memorable.
8. Write an essay in which you compare your attitude toward education when you were fifteen or sixteen with the attitude you have now. In what ways has your outlook stayed the same? In what ways has it changed? As you write, try to account for any changes that have taken place.
9. What was your first impression of this university? In what ways, if any, has your initial impression changed?
10. Assume that, because of a medical breakthrough, human beings can now live to be one hundred fifty years old. Because people will live so long, most of them will have at least three different careers. Which three careers will you have? In what ways does each career reflect a different part of your personality?
11. Write an essay in which you explain what type of person you are. Before you start, list the adjectives that you think best describe your personality. As you write, try to use these adjectives to characterize yourself.
12. Describe your dream vacation. Would you want to go somewhere for total relaxation or would you prefer to do active things? Would your focus be on daytime activities or nightlife?
13. Imagine you suddenly had a million dollars. Would your friends behave differently toward you? Would they expect you to buy things for them, such as dinners and expensive gifts? How do you think your relationships with your friends might change?
14. Suppose that your best friend has just been selected "Person of the Year" and that it is your job to introduce this friend on a national television show. Write a speech in which you enumerate your friend's achievements. Invent quotations about your friend from

famous people, and include titles of magazines and newspaper articles that mention your friend.

15. What specific products do you consider essential to your daily life? Why? Write a paragraph in which you identify these products, and briefly characterize the role each one plays in your life. If the product has a brand name, be sure to capitalize it.
16. Write an essay in which you describe your favorite animal. It may be real (a pet) or fictional (an animal from a book or movie). Be sure to identify the qualities that make this animal so appealing to you.

CATEGORY B – 500-900 words per paper - 7 points each

1. How do you expect your life to be different from the lives of your parents? Be very specific in identifying and explaining the differences you identify. If possible, explain *why* you expect your life to be different from theirs.
2. Write an essay in which you present a set of instructions for a simple process. For example, you could tell how to use an automated teller machine (ATM) or how to assemble a taco. Be sure to include the transitional words and phrases that readers will need to follow the process from one step to the next.
3. Many college students hold part-time or full-time jobs. What do you think are the advantages or disadvantages of combining work and school? In your thesis, state your position on this issue. In the essay, present the positive or negative aspects of working while attending school.
4. Without looking at a textbook, summarize a historical event, a biological or chemical process, or the plot of a short story. Write your essay in the form of a narrative or a process, connecting events or stages with clear transitions.
5. Do you think college athletes should be paid? Write an essay in which you consider the positive and negative results of such a proposal. State each point clearly and include a specific example to support each point.
6. If you could go back to one particular historical time period, which one would it be? What is it about that period that appeals to you? In what ways would you have to change to adapt to that period?
7. What is the first major national or international news event that you can remember? Why do you remember it? Write an essay that identifies this event and explains its impact on you.
8. Federal law requires that public schools spend comparable amounts on athletic programs for males and for females. Do you think this is a good idea? In your thesis, state your position. In the body of the essay, support your position with examples from your own reading or experience.

9. What can parents do to help their children succeed in life? How can parents motivate their children to set appropriate goals and work to achieve them?
10. Do you believe that student athletes should be required to maintain certain academic standards? If so, why, and what should the minimal standards be? If not, why not?
11. Interview a friend about his or her most important possession, then write an essay about the interview in which you tell why this possession means so much to your friend.
12. What advantages, if any, do you see in single-sex elementary or high schools? Who do you believe is more likely to benefit, male or female students?

CATEGORY C – 700-1200 words per paper, minimum of one source (cited) required - 9 points each

1. Think of a term you have encountered in one of your current or previous classes—*civil rights*, *artificial intelligence*, or *cartel*, for example. Write an essay in which you define this term. Include several specific examples to help explain the term to your readers.
2. Do you think students should be required to take courses in subjects outside their major, or do you believe students should be free to concentrate on courses specifically related to their major?
3. Many people advocate a period of national service during which young adults could help their community or their country. What specific contributions do you think young adults can make? What do you think they might learn from such an experience? Begin your essay by stating whether or not you support the idea of national service.
4. Do you believe that college students who do not have access to computers are at a disadvantage? What specific tasks can students do with computers that students without computers cannot accomplish? Do you believe that students without computers have any *advantages*?
5. Do you believe that all workers should have the right to strike for higher wages or better work conditions? Or do you believe that some types of workers should not be allowed to strike? Explain your position in clear, varied sentences.
6. Write an essay in which you define what being an American means. Is it an attitude? A set of beliefs? State your definition in your thesis, and use specific examples of people you know or have read about to support your definition.
7. Write an essay in which you discuss how well standard tests measure a person's abilities. Do they fail to measure some qualities that contribute to a student's success in college? If so, what are these qualities?
8. Think of an important event that took place in the last fifty years, such as the assassination of Martin Luther King, Jr. or the landing on the moon. Write an essay in

which you consider what your life would be like now if this event had not occurred. Be sure to examine both the positive and negative consequences of this event.

9. Do you think drug testing in the workplace should be mandatory? For which specific jobs do you think testing is unnecessary or inappropriate?

INQUIRY PROJECT – 40 points total

You have chosen to attend Chaminade University, so it's natural that you would be curious about what something is, why it is there, or who a building is named after. As you walk around campus, you will notice buildings that are new and old; you will see names that may or may not have meaning for you; you will see the Brother's residence; you will see flagpoles or statues. Something should spark your curiosity. For this portion of your grade, you will need to fully develop one inquiry project.

For the inquiry project, you will need to address a low-level question, a mid-level question, and a high-level question and discover something about your campus. Only one project about the campus will be permitted, so first come, first served on the proposals!

You must seek and obtain approval from me prior to launching into these projects. For each project, you will need to do the following:

- Propose the project. A brief summary of what you would like to explore, including questions, should be on this proposal. You will also need to include a word count on how much you plan to write on this subject. Indicate how many points you think this project is worth. Based on your completeness, I will either approve the points agreed upon or specify deficiencies.
- Explore the project. Here is where your questions may change. If they do, come see me so that we can explore this project.
- Write the project. Using sources, discover the answers to your questions. Write it up, and be sure to make the word count you agreed to and include a bibliography.
- Present the project to the class in a brief (5 minute) presentation in any style you choose: powerpoint, interpretive dance, handout, whatever. See me for approval of this presentation and to secure the date to present the information.

PORTFOLIO - 200 points (20%)

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. A reflection paper (250 word minimum) on what you learned from the first paper to the last is a required part of this grade. Each portfolio must contain **radically revised and edited** assignments as follows: four of the ABC assignments (include drafts and some indication of why you made the changes that you did), and the reflection paper. By radical revision, you want to substantially alter the papers so that they barely look like the original. This does not mean to re-write a new essay; it means to revise the existing essay.

COMPASS EXAM – 100 points (10%)

In order to pass this class, you will need to pass the Compass Exam. I **strongly** urge you to learn something about this examination. The official website is www.act.org/compass. This website includes sample examination questions, so it would be a great idea to look at the questions,

familiarize yourself with what you need to pay attention to, and practice. If you need additional computerized practice exams for grammar and punctuation, please go to the Exercise Central website: <http://bcs.bedfordstmartins.com/exercisecentral>

NOTE: You may take the Compass exam at any time during the semester. You will need to make arrangements with Curtis Washburn. You may take this exam as often as you'd like and take as long as you'd like. No class time will be provided to take this examination. When and how often you take this exam is totally up to you.

LEARNING RESOURCES

Students are expected to obtain and to bring with them to each class meeting the textbooks required for class (available for purchase at the bookstore), their writing journal, their working folder (for returned/graded work), and their portfolio folder.

Additional Information

A "UNIVERSITY PERFORMANCE" STANDARD - Students are expected to make a very serious academic commitment to their success in their 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 as indicated above without fail. It is always strongly recommended that students work slightly ahead of the syllabus whenever possible to compensate for the unexpected.

PLAGIARISM POLICY – 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 a zero on the assignment to failure in the class or 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 their 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. In short, don't 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.

FOR ALL PAPERS: ALL PAPERS ARE DUE ON THE DATE INDICATED, NO EXCEPTIONS!

GRADING –

A = 900-1000 points

B = 899-800 points

C = 799-700 points

D = 699-600 points

F = 559 or below

PROPOSED SCHEDULE (Note: This is not etched in stone!)

DATE	TO COVER IN CLASS	HOMEWORK (Due next class period)
WEEK ONE Monday 7/13	Syllabus and Expectations Diagnostic Test	Read <i>Focus on Writing</i> : Ch 1 (Part 1): The Writing Process. Come to class with at least one question for discussion
Tuesday 7/14	Journal time provided Parts of Speech Vocabulary Words Lecture: <i>Focus on Writing</i> : Ch 1: The Writing Process (pgs 1-16) In-class exercises: (1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-9, 1-10, 1-12, 1-13, 1-14)	Read <i>Focus on Writing</i> : Complete Ch 1 Come to class with at least one question for discussion.
Wednesday 7/15	Journal time provided Simple Diagrams Vocabulary Words Lecture: <i>Focus on Writing</i> : Ch 1: The Writing Process (pgs 17-27) In-class exercises: (Practice 1-15, 1- 16, 1-17, 1-18, 1-19, 1-20, 1-21, 1-22)	Read <i>Focus on Writing</i> : Ch 2 and Ch 14 Come to class with at least one question for discussion. Crossword puzzle due Friday a.m.
Thursday 7/16	Journal time provided Vocabulary Words Diagram Sentences Lecture: <i>Focus on Writing</i> : Ch 2 In-class exercises: (Practice 2-1, 2-2, 2-3, 2-5, 2-6, 2-8, 2-9, 2-10, 2-11, 2- 12), & Ch 14 (Practice 14-1, 14-2, 14- 3, 14-4, 14-5, 14-6, 14-7, 14-8)	Complete Chapter (2 & 14) Review Exercises (due tomorrow at the beginning of class) Complete Chapter 14 worksheets in Supplemental Exercises (14-1, 14-2, 14-3, 14-4, 14-5 Crossword puzzle due tomorrow Study for Quiz TOMORROW Turn in ABC Paper(s) (minimum three!) tomorrow.

Friday 7/17	<p>Due at the beginning of class: Chapter Review (Ch 2 & 14), Ch 14 Supplemental Exercises (14-1, 14-2, 14-3, 14-4, 14-5), Vocab Crossword Puzzle Turn in ABC Paper(s) (minimum three!) QUIZ #1 – The Writing Process, TESTing your paragraphs, Simple Sentences, diagramming, parts of speech, vocabulary</p>	Read <i>Focus on Writing</i> : Ch 3 and Ch 15. Come to class with at least one question for discussion.
WEEK TWO Monday 7/20	<p>Journal time provided Vocabulary Words Diagram Sentences Review Quiz Lecture: <i>Focus on Writing</i>: Ch 3 & Ch 15 In-class exercises: (3-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7, 15-1, 15-2, 15-3, 15-4, 15-5, 15-6, 15-7, 15-8, 15-9)</p>	<p>Read <i>Focus on Writing</i>: Ch 4 and Ch 16 Come to class with at least one question for discussion. Due tomorrow: Exemplification paragraph (final—include all drafts with your final paragraph!), Chapter Review (Ch 15), Supplemental Exercises 15-1, 15-2, 15-3, 15-4</p>
Tuesday 7/21	<p>Due at the beginning of class: Final Exemplification paragraph with drafts, Chapter Review (Ch 15), Ch 15 Supplemental Exercises (15-1, 15-2, 15-3, 15-4) Journal time provided Vocabulary Words Diagram Sentences Lecture: <i>Focus on Writing</i>: Ch 4 and Ch 16 In-class exercises: (4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 16-1, 16-2, 16-3, 16-4, 16-5, 16-6)</p>	<p>Read <i>Focus on Writing</i>: Ch 5 and Ch 17--Come to class with at least one question for discussion. Complete Narration paragraph and turn in tomorrow (final—include all drafts with your final paragraph!) Chapter Review (Ch 4 and Ch 16, editing only) Supplemental Exercises 16-1, 16-2, 16-3, 16-4</p>

<p>Wednesday 7/22</p>	<p>Due at the beginning of class: Final Narration paragraph, Chapter Review (Ch 4 & 16, editing only), Ch 16 Supplemental Exercises (16-1, 16-2, 16-3, 16-4) Journal time provided Vocabulary Words Diagram Sentences Lecture: <i>Focus on Writing</i>: Ch 5 and Ch 17 In-class exercises: (5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 17-1, 17-2, 17-3, 17-4, 17-5, 17-6, 17-7, 17-8, 17-9, 17-10, 17-11, 17-12, 17-13)</p>	<p>Read <i>Focus on Writing</i>: Ch 6, Ch 18, and Ch 33. Come to class with at least one question for discussion. Complete Description paragraph and turn in tomorrow (final—include all drafts with your final paragraph!) Complete Chapter Review #1 for Ch 5 and Chapter Review, editing only, for Ch 17. Supplemental Exercises 17-1, 17-2, 17-3, 17-4</p>
<p>Thursday 7/23</p>	<p>Due at the beginning of class: Final Description paragraph, Chapter Review #1 for Ch 5, Chapter Review, editing only, for Ch 17, Supplemental Exercises (17-1, 17-2, 17-3, 17-4) Journal time provided Vocabulary Words Diagram Sentences Lecture: <i>Focus on Writing</i>: Ch 6, Ch 18, and Ch 33 In-class exercises: (6-1, 6-2, 6-3, 18-1, 18-2, 33-1, 33-2, 33-3, 33-4, 33-5, 33-6, 33-7, 33-8)</p>	<p>Study for quiz #2 TOMORROW Turn in ABC paper(s) tomorrow Turn in Process paragraph (include all drafts with your final paragraph!), Ch Review exercises for Ch 18 (editing only) and Ch 33 (editing only) Supplemental Exercises 18-1, 18-2, 18-3, 18-4, 33-1, 33-2, 33-3, 33-4, 33-5, 33-6, 33-7, 33-8 Turn in Vocabulary Crossword</p>
<p>Friday 7/24</p>	<p>Due at the beginning of class: Final Process paragraph, Ch Review exercises for Ch 18 (editing only) and Ch 33 (editing only), Supplemental Exercises 18-1, 18-2, 18-3, 18-4, 33-1, 33-2, 33-3, 33-4, 33-5, 33-6, 33-7, 33-8, Turn in Vocabulary Crossword, Turn in ABC Paper(s) (minimum three!) Journal time provided QUIZ #2: Ch 4 (Narration), Ch 5 (Description), Ch 6 (Process), Ch 15 (Compound Sentences), Ch 17 (Varied Sentences), Ch 18 (Parallelism), Ch 33 (Mechanics), Diagramming, Vocabulary</p>	<p>Read <i>Focus on Writing</i>: Ch 7, Ch 19, Ch 34—Come to class with at least one question for discussion</p>

<p>WEEK THREE Monday 7/27</p>	<p>Journal time provided Vocabulary Words Diagram Sentences Review Quiz Lecture: <i>Focus on Writing</i>: Ch 7, Ch 19, and Ch 34 In-class exercises: (7-1, 7-2, 7-3, 7-4, 7-5, 7-6, 7-7, 7-8, 19-1, 19-2, 19-4, 19-5, 19-6, 19-7, 19-8, 19-9, 34-1, 34-2, 34-3, 34-4, 34-5, 34-6, 34-7, 34-8, 34-9, 34-10, 34-11)</p>	<p>Read <i>Focus on Writing</i>: Ch 8 and Ch 20. Come to class with at least one question for discussion. Turn in completed Cause and Effect paragraph (include all drafts with your final!) Turn in Ch Review (Ch 19 & Ch 34, editing practice only), Unit Review (both) Turn in Supplemental Exercises 19-1, 19-2, 19-3, 34-1, 34-2, 34-3, 34-4, 34-5</p>
<p>Tuesday 7/28</p>	<p>Due at the beginning of class: Final Cause and Effect paragraph, Ch Review (Ch 19 & 34, editing only), Supplemental Exercises (19-1, 19-2, 19-3, 34-1, 34-2, 34-3, 34-4, 34-5) Journal time provided Vocabulary Words Diagram Sentences Lecture: <i>Focus on Writing</i>: Ch 8 and Ch 20 In-class exercises: (8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 20-1, 20-2, 20-3, 20-4, 20-5, 20-6, 20-7, 20-8, 20-9)</p>	<p>Read <i>Focus on Writing</i>: Ch 10 and Ch 22. Come to class with at least one question for discussion. Turn in completed Comparison and Contrast paragraph tomorrow (include all drafts with your final!) Turn in Ch Review 20 (editing only) Turn in Supplemental Exercises 20-1, 20-2, 20-3, 20-4</p>
<p>Wednesday 7/29</p>	<p>Due at the beginning of class: Final Comparison and Contrast paragraph with all drafts, Ch 20 editing practice from Chapter Review, Supplemental Exercises (20-1, 20-2, 20-3, 20-4) Journal time provided Vocabulary Words Diagram Sentences Lecture: <i>Focus on Writing</i>: Ch 9 and Ch 21 In-class exercises: (9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 21-1, 21-2, 21-3, 21-4, 21-5, 21-6, 21-7, 21-8, 21-9, 21-10, 21-11, 21-12, 21-13)</p>	<p>Read <i>Focus on Writing</i>: Ch 10 and Ch 22. Come to class with at least one question for discussion. Turn in completed Classification paragraph tomorrow (include all drafts!) Turn in Ch Review 21 (editing only) Turn in Supplemental Exercises 21-1, 21-2, 21-3, 21-4</p>

Thursday 7/30	Due at the beginning of class: Final Classification paragraph (with all drafts!), Chapter Review (Ch 21, editing practice only), Supplemental Exercises (21-1, 21-2, 21-3, 21-4)) Journal time provided Vocabulary Words Diagram Sentences Lecture: <i>Focus on Writing</i> : Ch 10 and Ch 22 In-class exercises: (10-1, 10-2, 10-3, 10-4, 10-5, 10-6, 22-1, 22-2, 22-3, 22-4, 22-5, 22-6, 22-7, 22-8)	Study for Quiz TOMORROW Turn in ABC paper(s) tomorrow Turn in final Definition paragraph tomorrow (with all drafts!) Turn in Ch Review 22 (editing only) Turn in Supplemental Exercises 22-1, 22-2, 22-3, 22-4, 22-5, 22-6
Friday 7/31	Due at the beginning of class: Final Definition paragraph, Ch Review exercises for Ch 22 (editing only), Supplemental Exercises 22-1, 22-2, 22-3, 22-4, 22-5, 22-6 Turn in Vocabulary crossword Turn in ABC Paper(s) (minimum three!) Journal time provided QUIZ #3	Read <i>Focus on Writing</i> : Ch 11, Ch 23, and Ch 24. Come to class with at least one question for discussion.

WEEK FOUR Monday 8/3	Journal time provided Vocabulary Words Diagram Sentences Lecture: <i>Focus on Writing</i> : Ch 11, Ch 23, and Ch 24 In-class exercises: (11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 23-1, 23-2, 23-3, 24-1, 24-2, 24-3)	Read <i>Focus on Writing</i> : Ch 12. Come to class with at least one question for discussion. Turn in final argument paragraph on WEDNESDAY (include all drafts!) turn in Ch Review for Ch 23 and Ch 24 (editing only) Turn in Unit Review Turn in Supplemental Exercises Ch 23-1, 23-2, 23-3, 24-1, 24-2, 24-3, 24-4
Tuesday 8/4	Due at the beginning of class: Chapter Review (Ch 23 & 24, editing only), Unit Review, Supplemental Exercises (23-1, 23-2, 23-3, 24-1, 24-2, 24-3, 24-4) Journal time provided Vocabulary Words Diagram Sentences Lecture: <i>Focus on Writing</i> : Ch 12 In-class exercises: (12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9, 12-10, 12-11, 12-12, 12-13)	Read <i>Focus on Writing</i> : Ch 25 and Ch 26. Come to class with at least one question for discussion. Turn in final argument paragraph tomorrow (with all drafts!) Turn in Ch 12 review (editing practice only)

<p>Wednesday 8/5</p>	<p>Due at the beginning of class: Final Argument paragraph (with all drafts!), Chapter Review (Ch 12, editing only) Journal time provided Vocabulary Words Diagram Sentences Lecture: <i>Focus on Writing</i>: Ch 25 and Ch 26 In-class exercises: (25-1, 25-2, 25-3, 25-4, 26-1, 26-2, 26-3, 26-4, 26-5, 26-6, 26-7) Write #1 p. 432 with a partner</p>	<p>Read <i>Focus on Writing</i>: Ch 27. Come to class with at least one question for discussion. Turn in Ch 25 and Ch 26 Reviews (editing only) Turn in Supplemental Exercises 25-1, 25-2, 25-3, 25-4, 25-5, 25-6, 26-1, 26-2, 26-3, 26-4, 26-5, 26-6 Turn in #1 p. 432; include all drafts, and be sure both names are on the paper.</p>
<p>Thursday 8/6</p>	<p>Due at the beginning of class: #1 p. 432, Chapter Review (Ch 25 & 26, editing only), Supplemental Exercises (25-1, 25-2, 25-3, 25-4, 25-5, 25-6, 26-1, 26-2, 26-3, 26-4, 26-5, 26-6) Journal time provided Vocabulary Words Diagram Sentences Lecture: <i>Focus on Writing</i>: Ch 27 In-class exercises: (27-1, 27-2, 27-3, 27-4, 27-5, 27-6, 27-7, 27-8, 27-9, 27-10, 27-11, 27-12, 27-13, 27-14) Write #2 pg 432 with a partner</p>	<p>Study for Quiz #4 TOMORROW Turn in ABC paper(s) tomorrow Turn in Vocabulary Crossword tomorrow Turn in Ch 27 Review (editing only) Turn in Supplemental Exercises 27-1, 27-2, 27-3, 27-4, 27-5, 27-6, 27-7, 27-8, 27-9 Turn in #2 p. 432; include all drafts and be sure both names are on the paper</p>
<p>Friday 8/7</p>	<p>Due at the beginning of class: #2 p. 432 (with all drafts!), Ch Review (Ch 27, editing only), Supplemental Exercises 27-1, 27-2, 27-3, 27-4, 27-5, 27-6, 27-7, 27-8, 27-9, Vocabulary Crossword, ABC Paper(s) (minimum three!) Journal time provided QUIZ #4 (Argument paragraphs, Illogical Shifts, Dangling and Misplaced Modifiers, Verbs: Past Tense, Verbs: Past Participles, Nouns and Pronouns, Diagramming, Vocabulary Words)</p>	<p>Read <i>Focus on Writing</i>: Ch 13, Ch 28, Ch 31, and Ch 32. Come to class with at least one question for discussion.</p>

WEEK FIVE Monday 8/10	Journal time provided Diagram Sentences Vocabulary Words Lecture: <i>Focus on Writing</i> : Ch 13, Ch 28, Ch 31, Ch 32 In class exercises: (13-1, 13-2, 28-1, 28-2, 28-3, 28-4, 28-5, 31-1, 31-2, 31- 3, 32-1, 32-2, 32-3)	Read <i>Focus on Writing</i> : Ch 27. Come to class with at least one question for discussion. Turn in Ch 13, Ch 28, Ch 31, and Ch 32 Reviews (editing only) Turn in Unit Review (p. 482-484) Turn in Supplemental Exercises 28-1, 28-2, 28-3, 28-4, 28-5, 28-6, 31-1, 31- 2, 31-3, 32-2, 32-3, 32-4
Tuesday 8/11	Due at the beginning of class: Ch Review exercises for Ch 13, Ch 28, Ch 31, and Ch 32 (editing only), Unit Review (p. 482-484), Supplemental Exercises 28-1, 28-2, 28-3, 28-4, 28-5, 28-6, 31-1, 31-2, 31- 3, 32-2, 32-3, 32-4 Journal time provided Diagram Sentences Vocabulary Words Lecture: <i>Focus on Writing</i> : Ch 27 In-class exercises: (27-1, 27-2, 27-3, 27-4, 27-5, 27-6, 27-7, 27-8, 27-9, 27- 10, 27-11, 27-12, 27-13, 27-14)	Read <i>Focus on Writing</i> : Ch 30. Come to class with at least one question for discussion. Turn in Chapter Review (editing only) Turn in Supplemental Exercises 27-1, 27-2, 27-3, 27-4, 27-5, 27-6, 27-7, 27- 8, 27-9
Wednesday 8/12	Due at the beginning of class: Ch Review exercises for Ch 27 (editing only), Supplemental Exercises 27-1, 27-2, 27-3, 27-4, 27-5, 27-6, 27-7, 27- 8, 27-9 Journal time provided Diagram Sentences Vocabulary Words Lecture: <i>Focus on Writing</i> : Ch 30 In-class exercises: (30-1, 30-2, 30-3, 30-4, 30-5, 30-6, 30-7)	Turn in portfolios tomorrow Last day to turn in inquiry project(s) Study for final exam tomorrow Turn in Chapter 30 Review (editing practice only) Turn in Supplemental Exercises 30-1, 30-2, 30-3, 30-4, 30-5, 30-6, 30-7, 30- 8
Thursday 8/13	Due at the beginning of class: Ch Review exercises for Ch 30 (editing only), Supplemental Exercises 30-1, 30-2, 30-3, 30-4, 30-5, 30-6, 30-7, 30- 8 Review for final exam Inquiry Projects Due Portfolios Due	Compass Exam MUST be completed by Friday!
Friday, 8/14	FINAL EXAM LAST DAY TO TAKE THE COMPASS!	

KEEPING TRACK OF SCORES

ASSIGNMENT	GRADE	OUT OF POSSIBLE	TOTAL
Writing Journal		40	
Attendance/Class Participation		100	
Tests (4 at 30 points each)		120	
Final Exam		100	
ABC Essays		75	
In-class exercises/Homework		225	
Inquiry Project(s)		40	
Portfolio		200	
Compass Exam		100	
DEDUCTIONS FROM GRADE (unexcused absences...)			