

Chaminade University of Honolulu
Evening AUP Program
Writing
Course Syllabus

Summer, 2009
EN 101 20-2: Intro to Expository

Location: Kaneohe MCBH

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REQUIRED TEXTBOOKS/TECHNOLOGY:

1. CompClass with ebook: Rules for Writers by Diana Hacker
2. *Fahrenheit 451* graphic novel (Tim Hamilton and Ray Bradbury, authors)
2. Access to a computer and the Internet

COURSE DESCRIPTION

This course utilizes analytical and critical reading strategies to compose college-level essays. Rhetoric, the art of persuasion, is required to effectively communicate a writer's position. Since various types of writing styles can be effective, we will be exploring the different types of writing required to reach various types of audiences.

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.

COURSE OUTCOMES

- A. To demonstrate paragraph and essay development in a written text, including thesis sentences, topic sentences, examples to support the thesis, and to demonstrate logical and clear connections between topic/thesis sentences and supporting examples.
- B. To demonstrate organizational development in a written text, including the ability to construct an introductory paragraph, a concluding paragraph, and to demonstrate the use of transitions (internal/within a paragraph and external/between paragraphs) in a written text.
- C. To demonstrate the ability to edit a text with grammar, punctuation, word choice, mechanics, and sentence structure errors.
- D. To integrate rhetorical techniques (narrative, descriptive, exposition/illustration, compare and contrast, cause and effect, definition, persuasion, classification, division) into a written text.

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.

COURSE TASKS

1. Attend all scheduled classes.
2. Utilize library resources for scholarly credibility.
3. Take the initiative to ask the instructor relevant questions both inside and outside of class.
4. Contribute to class discussions, including peer reviews.
5. Be a proactive, self-regulated learner.
6. Learn and understand the difference between explicit and implicit meanings in a text and be able to employ both meanings in written prose.

COURSE ASSIGNMENTS:

Assignment descriptions are noted below.

ASSIGNMENT	VALUE
Discussion Board Postings	90
Web of Language posts	40
Portfolio (Revision of two papers + Reflection paper)	50
Quizzes, Midterms, and Exit Examinations	185
Extended Definition Paper	30
Process, Definition Paper	40
Analysis Paper	50
F451 paper	60
Kefauver Hearing paper	70
Reflection papers	25
Journals (learning log, source journal)	125
Personal Blog (40), Learning Tasks (as assigned – 60)	100
Vocabulary (sentences and online quizzes)	135

LEARNING RESOURCES

Students are expected to obtain CompClass, which contains A Writer's Reference by Diana Hacker and the graphic novel Fahrenheit 451 (F451). Additionally, students will be required to have an active chaminade.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.

THE FOLLOWING NOTES DEFINE THE COURSE STANDARDS, POLICIES AND CREDENTIALS

NOTE #1: 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. Students on verified deployment or medical

or emergency leave will receive consideration and full credit for work mailed and postmarked by the due date to the following address: Jill Dahlman, Chaminade University, 3140 Waiālae Avenue, Honolulu, HI 96816 or uploaded on CompClass on the date and at the time indicated.

NOTE #2: A UNIVERSITY WRITING STANDARD - Successful completion of this course requires that all papers must meet commonly accepted university standards of 1. grammar, 2. punctuation, 3. spelling, 4. format, 5. structure, 6. style, and 7. substance as indicated on the Master Syllabus and in-class instruction. Rules for Writers is an invaluable source of information, and students with weakness in the seven above listed basics of writing need to make continued and extensive use of these textbooks beyond the assignments. Successful students must be willing to do everything necessary to measure up to these seven university writing standards.

1. An “A” signifies a full credential, which indicates a sophisticated level of writing ability. Students earning an “A” should be able to meet the writing requirements of any undergraduate class with much success.
2. A “B” signifies a provisional credential, which indicates a competent ability to write for academic purposes. The provision of this credential is that students continue to make sustained progress in their command of formal written English.
3. A “C” signifies a minimum credential which indicates that probably several areas of marginal ability in written English for academic purposes need to be addressed systematically to ensure success in the written component of other undergraduate classes.
4. A “D” indicates no credential because this grade does not meet the Chaminade University prerequisite of a “C” or better for students to advance to EN102 and beyond.

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 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 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. 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 desktop until such time as I can get to it. Stay current.

EXTRA CREDIT

Extra credit is exactly that: extra. It is to be used to fill in gaps in your score or to boost you a minimal amount of percentage points to the next level. It is not intended to replace assignments or to insure that your grade jumps multiple letter grades. Extra credit is encouraged in this class, and multiple opportunities exist for you to take advantage of this.

There is a cap of 40 points of extra credit available beyond the amount needed to fill in for a missing assignment. In other words, you may not earn greater than 104% in this class, and in any case, I will be using my discretion in determining your final grade.

RESEARCH DISCLOSURE

All works in all media produced by students as part of their course participation at Chaminade University 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/originator(s); or (2) the creator/originator(s)' written permission will be secured.

GRADING –

A = 900-1000 points

B = 800-899 points

C = 700-799 points

D = 600-699 points

F = 559 or below

FULL-CREDIT ASSIGNMENTS (just do it and get the points!)

DISCUSSION BOARD POSTINGS - 90 POINTS (9%)

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. Thirty discussion board postings will be required (two original postings and one reply posting will be due each week). There should be no concern for grammar, punctuation, paragraphs, etc., 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. If you choose to respond to another student's posting, you must be respectful when responding. 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. A discussion board posting must be 250 words in length (with a word count noted at the end of each posting) in order to qualify for full points. Each additional posting will earn you three points extra credit (up to 15 points extra credit).

The first two postings have been chosen for you. For the first 250-word posting, introduce yourself and tell your classmates something about you. What interests you? Why are you in school? What is the accomplishment that you are most proud of? What do you hope to get out of this class (other than an "A!")?

In the second posting, describe your first experience with books and learning to read. What do you remember? Did your mother or father (or both) read to you as a child? What was your favorite book? What was it like going to school to learn how to read? Was there one book that particularly inspired you to read more books (like *The Hardy Boys* series)? How did all of these experiences shape how you feel about reading today? Do you like it? Dislike it? Wish there were no more books in the world today?

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 week of finals is writing thirty discussion board postings... And as an added incentive for keeping current, I award ten points extra credit at the end of the semester if you have kept current!



VOCABULARY – 135 points (13.5%)

Words play an important role in writing. Oftentimes, there is a precise way of conveying a thought, and only a particular word will do. Other times, an individual may have heard a word before, but was uncertain how to best use that word in context. To aid in this, we will be tackling fifteen new words every ten days. There are two segments to earning the full 90 points in this portion of the class

1. Vocabulary sentences. To help you study, under the Communication tab is the discussion forum topic, "Vocabulary Sentences!" You will need to write one sentence for each word. This will help you to think about the word in context, and it will give you an opportunity to learn the word in preparation for the nine vocabulary quizzes. Each set of sentences (nine sets) is worth 5 points for a total of 45 points.
2. Weekly quizzes. You will have 20 minutes to complete each quiz. Each quiz (nine) is worth 10 points for a total of 90 points.
3. Extra credit can be earned by combining ten or more words in a single sentence (at the end of your sentences). I will award up to five points for this.

EXERCISES/QUIZZES - 60 points (10%)

Six diagnostic quizzes can be found on CompClass. Each diagnostic quiz will be available to take an unlimited amount of time by the due date specified. If you like the score on the first diagnostic, keep it! If you don't like it, you will need to follow the study plan suggested by the diagnostic and refer to your handbook, *A Writer's Reference*, 6th Ed. When you have completed the study plan, take the diagnostic again. The highest score is the score you will receive. Each diagnostic is worth 10 points.



WORLD OF LANGUAGE POSTINGS – 40 points (4%)

Each week I will be posting a topic that discusses language in the news. You will be responsible for responding to eight of these postings. One original 250-word posting and one reply (125-word posting) will be required to earn the full points. Once again, these will be due at the end of the semester, but you will want to be certain to keep current with the postings.

LEARNING LOG – 50 points (5%)

For each paper, you will be expected to read the assignment thoroughly and answer the following questions about the assignment in the community Learning Log (found on the Communicate tab). One set of questions will be required to be answered prior to beginning the assignment and one set of questions will be required to be answered once you have submitted your assignment (aim for getting the end questions answered within three days of submitting the final).



The purpose of this assignment is to help you (as a community) to brainstorm and discover ways of writing and finding knowledge. Since you will not be able to really “converse” with one another, this is simply a tool to help you to make meaning of the assignment and to discuss (collaboratively) ways of writing.

Before beginning the assignment: Answer these questions

1. Why do you suppose this writing assignment was assigned? What do you suppose is the purpose of having you write a paper like this?
2. What types of uses do you see for this type (or genre) of paper outside of this classroom? Think about other subjects for which you might be expected to write a paper of this type.
3. Where do you expect to find success? Difficulty? Why? What strategies do you think you'll employ in order to successfully navigate through this paper?

Once you have completed the assignment: Answer these questions

1. How difficult was this assignment? How long do you think it took to write this assignment?
2. What strategies did you use to draft and create this paper? Were they successful? What was most successful? Least successful? What method would you recommend to your classmates to try?
3. Where did you find success? Where did you have difficulty? Where did you turn for help to overcome any difficulty? Was this source helpful?
4. Look back at your original posting. Did you find success where you expected to find it? Was the difficulty you anticipated a self-fulfilling prophecy, or was it easier than you expected?
5. 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 of writing being helpful?



PERSONAL BLOG – 40 points (4%)

CompClass has a blog section. Write in this twice a week (any amount of writing is fine provided twenty entries are completed). Tell your classmates any personal news you wish to share (use it like you're writing your memoir); write about your travels or what you are observing about a culture; discuss any topics in the news that you'd like to provide commentary on. In short, find a topic to write about and write on it.

Do be respectful about what you share. Keep in mind that not everyone may appreciate all aspects of your life—if you wouldn't share the information with your great grandmother, think twice about sharing it with the rest of the class! That said, this is still your blog and I'm not banning any particular topic—I'm just asking you to be mindful of what you post up.

****NOTE**** You cannot make up missing entries. If you do not write something twice a week in the blog, you cannot make up any lost blogs the following week.

ATTENDANCE/CLASS PARTICIPATION/LEARNING TASKS – 60 points (6%)

In a face-to-face classroom, certain materials to guide you along the path to good writing would be employed. These would include classroom discussions, lectures, and the like. Additionally, because we only meet once a week, tasks are assigned to help guide you along the path to good writing.



Tasks can include quizzes, playing an online composition video game, watching short video lectures, and watching short animated clips. Some of these tasks are worth more points than others, and if you complete all of the tasks, you will earn extra credit points.

Each unit of study will include learning tasks with specific due dates, so be sure to note the due dates and tend to the learning tasks sooner rather than later. Unless otherwise noted, the links can be found through both the Assignments tab and the Course Materials tab. You may always choose to work ahead with the Learning Tasks; however, once the due date has passed, you may not go back to complete the tasks.

In-class assignments and activities are also 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. If you are text messaging, disruptive, or otherwise not acting as a fully-functioning member of this class at any time or in any way violate the Chaminade University Student Conduct Code, you may be asked to leave, and you will incur an unexcused absence for each occurrence.

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.

Two unexcused absences will result in a reduction in your grade. Please note that if you do not conduct a peer review, it will be considered a double unexcused absence. Each additional absence (over two) will cost you **points**. *If you have missed four or more classes 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.

Please note: Class participation points can and may be gleaned from “pop” quizzes. These points will either add or detract from your grade, so be aware of this if you choose to blow off your work! A few points here and there may not seem like much, but they add up and can make the difference between passing with “grade a” versus passing (or failing) with “grade b.”

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

WRITING ASSIGNMENTS - 350 points (35%)

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% (minimum) of your grade on each assignment.**



Good writing takes time and multiple revisions. By providing you with an opportunity to hand in a draft early in the process, you will be able to easily complete the assignment. This method not only helps you to understand the process it takes to turn in a good paper, it also provides you with ample time to complete and revise the assignment. All papers and all drafts are to be turned in through the Writing Tab found on CompClass **by 11:55 p.m. unless otherwise noted on the schedule.** Each draft that you are turning in for a grade must be submitted through the Writing Tab *under the appropriate heading*. If, for whatever reason, you cannot upload your document by the due date and time, call Tech Support to log the problem and email the paper to me that night.

The paper is due on the date indicated. Unless you are dead or in a documented coma, there will be NO EXCEPTIONS.

BASIC GUIDELINES FOR WRITTEN ASSIGNMENTS:

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

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).
5. **A Bibliography or Works Cited page** must be attached to each paper (if not attached, a 4 point deduction on the major paper/1 point deduction on the minor/option paper will occur).
6. Be sure you have completed your entries in the Source Journal and submitted a Reflection paper.
7. Be sure you have answered the questions for the community Learning Log prior to beginning the assignment.
8. **Reminder:** ALL FINAL PAPERS ARE DUE ON THE DATE INDICATED, NO EXCEPTIONS!

Surname, First name English 100/Dahlman Topic of/title of Assignment Due Date: Day Year Month
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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?	_____ Have you highlighted your thesis in one color?
_____ Have you highlighted all in-text citations in another color?	_____ Have you incorporated at least three sources?
_____ Have you placed a word count on the bottom of the document?	_____ Have you included a Works Cited?
_____ Have you submitted three entries in your source journal? (This is due within three days of the final paper.)	_____ Have you submitted the answers to the questions for the community learning log? (This is due within three days of the final paper.)
_____ Have you submitted your Reflection paper?	

SOURCE JOURNAL – 75 points (7.5%) – full credit!

We will practice the craft of writing throughout the semester, and good writing means learning about a subject through research or inquiry. You will note that each assignment requires the incorporation of a minimum of three sources. For three sources that you use or 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 prior to turning in the paper.** Acceptable sources for the Source Journal include e-journals or e-databases (look on the Chaminade University or State Library Webpages), .ed/.gov/.mil websites (NO WIKIPEDIA!), and ebrary sources. (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.)

For each source, write the following:

1. What did you learn from this source? (in general terms). Write a very brief summary. How does this connect to your thesis?
2. What is the author's thesis or claim? Is there a perspective or slant that you can identify?
3. Does this source acknowledge opposing viewpoints? Does it do so fairly? If it doesn't, what does that suggest?
4. Is this piece intended as an argument? (**Hint: The answer to this question is YES!**) Is it an effective one?
5. How does this information connect to or contradict other sources you are reading on this topic?
6. Are there sources cited in this reading that you would find useful? That you would distrust?
7. Who is the author(s) and what is his/her expertise in the subject? (Note: If your source is written anonymously, what might that suggest? If it is a government document, what does that mean? If it is a newspaper reporter, what makes him or her an expert in this subject—why would you trust this reporter?)
8. What do you think is the motive or purpose of the author?
9. Who do you think is the intended readership/audience for this source? (**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?

10. How does the writer try to persuade readers (ethos? pathos? logos?)?
11. What kinds of fallacies can the author be guilty of? (For a complete list, look at your ebook.) In other words, what's wrong with the argument? Where did the author fail to take into consideration? (**Hint: If there are no counterarguments, there are fallacies!**)

REFLECTION PAPER – 25 points (2.5%) – full credit (provided all questions are answered)



This is a **required element** for every paper submitted. In an informal essay, answer the following 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. 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. Provide a statement of difficulty: present and explain the question and show me that it's difficult. Why is this problem complex and not simple? How can this problem be broken down into its constituent parts? What can you learn from breaking down the problem in this way? How can you accurately gauge the severity or accuracy of the problems? In short, **dwell** on difficulty.

ASSIGNMENT #1 – 30 points – Extended Definition of "censorship"

Word count: 500-750 words

Rough Draft due **4/15**; Peer Review due **4/18**; Final paper due **4/22**

For this assignment, you will need to define the word "censorship." To do this, you will need to make a list of what you think "censorship" means. You will then need to refer to a dictionary to see how your definitions compare. Next, look at an encyclopedia to see how all three definitions are similar or are different. Consider why the difference in definitions or meanings. Be sure your paper includes a discussion of all of the possible meanings of this word.

ASSIGNMENT #2 – 40 points – Banned Books?

Word Count: 750-1000 words

Rough Draft due **4/26**; Peer Review due **4/29**; Final paper due **5/3**

Each September, the libraries around the United States celebrate Banned Book week. (See the website <http://www.ala.org/ala/oif/bannedbooksweek/bannedbooksweek.cfm> for more

information.) Examine one of the banned books on the list (you can choose to read it or read a summary of the book—www.sparknotes.com or any of the www.amazon.com book reviews should have this information), write a brief review or summary of the book, and find out more information about why this book has been banned. Where has this book caused controversy? Why? Are people justified in choosing to ban this book from the school library shelves? How can we, as a nation that has the First Amendment in place, permit books to be banned from the library shelves? If we ban one book, don't we run the risk of having all books banned at some point in time?

ASSIGNMENT #3 – 50 points – Evaluating and saving a book's future

Word Count: 1000-1250 words

Rough Draft due **5/8**; Peer Review due **5/12**; Final paper due **5/17**

This is an assignment that Ray Bradbury, the author of *Fahrenheit 451*, suggests in his Introduction (found in your graphic novel).

Take the time to name the one book that you would most want to memorize and protect from any censors or “firemen.” Name the book and provide reasons why you would wish to memorize it and why it would be a valuable asset to be recited and remembered in the future. Support your position well!

ASSIGNMENT #4 – 60 points – Cause and Effect/Compare and Contrast

Word Count: 1250-1500 words

Rough Draft due **5/21**; Peer Review due **5/24**; Final paper due **5/29**

This assignment requires that you watch an episode of *Star Trek*. A link can be found on CompClass to the show “A Piece of the Action.” Watch this show and identify what the problem was (hint: it was about a society relying on one book to create its laws). Analyze the problem (take the problem apart) and discuss the reliance upon the one book. Consider other societies that base their laws on one book. You can parallel the two societies in a compare and contrast paper if you wish. Support your answer.

ASSIGNMENT #5 – 70 points – The near-death of the comic book

Word Count: 1500-1750 words

Rough Draft due **6/4**; Peer Review due **6/7**; Final paper due **6/12**

Read through the study guide of *Fahrenheit 451* found on CompClass (under Instructor-Added course materials). Shortly after the McCarthy hearings ended, a hearing convened to determine the fate of comic books. These hearings were known as the Kefauver Hearings (or the Kefauver Hearings on Juvenile Delinquency). Dig up some information on these two hearings, compare them, noting similarities and differences. What was the outcome for each? (Was it good or bad?) Does the final determination of the Kefauver hearing constitute censorship? A violation of the First Amendment? Explain and support your answer.

MIDTERM (50 points) and FINAL (75 points) EXAMS

Two examinations will be required. These examinations are essay examinations based off of the graphic novel, *Fahrenheit 451* and supplemental information that will be posted on CompClass pertaining to this graphic novel. You may bring the graphic novel and any supplemental articles that I have posted with you.

Approximately one week prior to the examination, I will post 10-15 possible questions for the essay exam. You will receive five questions on the date of the exam. Choose **two** questions to answer. Turn in all of your notes and sheets of paper you used to construct your answers. Unlike other essay examinations, the process of writing is also graded—that means your notes, outlines, clusters, freewrites, etc. will be part of the grade. You will also be graded upon completeness of the answers. This means that the more detail and evidence you provide, the higher your score.



PORTFOLIO – 50 points (5%) – due when you take your final exam (no later than June 14)

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.

To take advantage of this, using the track changes feature in your word processing program, revise the paper. Turn in this tracked changes paper and your new final for each paper that you are submitting for re-grading. Points will be assessed based upon the thoroughness and completeness of each revision.

A reflection paper (500 word minimum) on what you learned from the first paper to the last is a required part of this grade. Even if you choose not to submit a paper for re-grading, you still must turn in the reflection paper.

Points will be assessed as follows:

Reflection paper	25 points (full-credit, depending upon its completeness and effort)
Re-submission #1	15 points (full-credit, depending upon its completeness and effort, plus the new grade will be substituted)
Re-submission #2	10 points (full-credit, depending upon its completeness and effort, plus the new grade will be substituted)

COURSE SCHEDULE

DATE	In-class Work and Homework
WEEK ONE MONDAY 4/5 TO SUNDAY 4/11	IN CLASS Syllabus and expectations In-class writing assignment: What do/did you expect when you signed up for this class? Exploration of rhetoric and audience Discussion of qualities of Extended Definition

	<p>HOMEWORK</p> <ul style="list-style-type: none"> • Read the syllabus and expectations (every word, every page). Post questions on the discussion board under “Learning Log.” Others may share your concern(s) or have the same question(s)! ☺ • Read graphic novel <i>Fahrenheit 451</i> • Post Discussion Board (DB) postings • Post blog entries (2) • Post Web of Language original and reply (#1) • Read through Assignment #1 and answer the Learning Log questions; post under the “Communicate” tab. • Tend to the Learning Tasks found on the Assignments tab under the Extended Definition multi-part lesson • Work on Diagnostic Quiz #1 (Basic Grammar) • Study Vocab Words (list #1) <p>Vocab Quiz #1 due by 4/11</p>
<p>WEEK TWO MONDAY 4/12 TO SUNDAY 4/18</p>	<p>IN CLASS</p> <p>In-class grammar and punctuation assignment – Sentences behaving badly Mad Libs Composing and Revising: Planning, Drafting, Revising, Writing Paragraphs</p> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Post DB postings • Post blog entries (2) • Post Web of Language original and reply (#2) • Work on Diagnostic Quiz #1 (Basic Grammar) and #2 (Punctuation) • Study Vocab Words (list #2) <p>Draft #1 of Extended Definition due by 4/15</p> <p>Diagnostic Quiz 1 (Basic Grammar) due by 4/15</p> <p>Peer Review of 2nd draft of Extended Definition by 4/18</p> <p>Vocab Quiz #2 due by 4/18</p>
<p>WEEK THREE MONDAY 4/19 TO SUNDAY 4/25</p>	<p>IN CLASS</p> <p>In-class grammar and punctuation assignment – Sentences behaving badly Mad Libs Academic Writing: Writing about Texts, Constructing Arguments, Evaluating Arguments Discussion of Assignment #2</p>

	<p>HOMEWORK</p> <ul style="list-style-type: none"> • Post DB postings • Post blog entries (2) • Post Web of Language original and reply (#3) • Tend to the Learning Tasks found on the Assignments tab under the Extended Definition and Banned Book Week multi-part lessons • Work on Diagnostic Quiz #2 (Punctuation) • Study Vocab Words (list #3) <p>Extended Definition paper due 4/22 (be sure to use the checklist to insure that you have done all of the work!)</p> <p>Learning Tasks found on the Assignments tab under the Extended Definition multi-part lesson due 4/22</p> <p>Vocab Quiz #3 due by 4/25</p> <p>Diagnostic Quiz #2 (Punctuation) due 4/25</p>
<p>WEEK FOUR MONDAY 4/26 TO SUNDAY 5/2</p>	<p>IN CLASS</p> <p>In-class grammar and punctuation assignment – Sentences behaving badly Mad Libs Sentence Style: parallel structure, needed words, problems with modifiers, shifts, mixed constructions, sentence emphasis, sentence variety</p> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Post DB postings • Post blog entries (2) • Post Web of Language original and reply (#4) • Tend to the Learning Tasks found on the Assignments tab under the Banned Book Week multi-part lesson • Work on Diagnostic Quiz #3 (Sentence Style) • Study Vocab Words (list #4) <p>Post first draft of Banned Book Week paper in Writing Tab by 4/26</p> <p>Peer Review of Banned Book Week paper due 4/29</p> <p>Vocab Quiz #4 due by 5/2</p>

<p>WEEK FIVE MONDAY 5/3 TO SUNDAY 5/9</p>	<p>IN CLASS:</p> <p>Midterm</p> <p>In-class grammar and punctuation assignment – Sentences behaving badly</p> <p>Mad Libs</p> <p>Word Choice: wordy sentences, active verbs, appropriate language, exact language</p> <p>Discussion of Assignment #3 (Bradbury’s Challenge)</p> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Post Discussion Board postings • Post blog entries (2) • Post Web of Language original and reply (#5) • Tend to the Learning Tasks found on the Assignments tab under the Bradbury’s Challenge multi-part lesson • Work on Diagnostic Quiz #3 (Sentence Style) and Diagnostic Quiz #4 (Word Choice) • Study Vocab Words (list #5) <p>Final Banned Book Week paper due 5/3 (be sure to use the checklist to insure that you have done all of the work!)</p> <p>Learning Tasks found on the Assignments tab under the Banned Book Week multi-part lesson due 5/3</p> <p>Diagnostic Quiz #3 (Sentence Style) due 5/5</p> <p>Rough Draft #1 of Bradbury’s Challenge due 5/8</p> <p>Vocab Quiz #5 due by 5/9</p>
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<p>WEEK SIX MONDAY 5/10 TO SUNDAY 5/16</p>	<p>IN CLASS</p> <p>In-class grammar and punctuation assignment – Sentences behaving badly Mad Libs Grammatical Sentences: Subject-verb agreement, other problems with verbs, problems with pronouns, adjectives and adverbs, sentence fragments, run-on sentences</p> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Post Discussion Board postings • Post blog entries (2) • Post Web of Language original and reply (#6) • Tend to the Learning Tasks found on the Assignments tab under the Bradbury's Challenge and <i>Star Trek</i> multi-part lessons • Work on Diagnostic Quiz #4 (Word Choice) and #5 (Sentence Grammar) • Study Vocab Words (list #6) <p>Peer Review of Bradbury's Challenge due 5/12</p> <p>Diagnostic Quiz #4 (Word Choice) due 5/15</p> <p>Vocab Quiz #6 due by 5/16</p>
<p>WEEK SEVEN MONDAY 5/17 TO SUNDAY 5/23</p>	<p>IN CLASS</p> <p>View: DVD, <i>Star Trek</i> "A Piece of the Action" <u>in class</u> Discussion of episode Discussion of Comparison/Contrast papers, Cause and Effect papers (Assignment #4) In-class grammar and punctuation assignment – Sentences behaving badly Mad Libs Mechanics: spelling, the hyphen, capitalizations, abbreviations, numbers, italics (underlining)</p> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Post Discussion Board postings • Post blog entries (2) • Post Web of Language original and reply (#7) • Tend to the Learning Tasks found on the Assignments tab under the <i>Star Trek</i> multi-part lesson • Work on Diagnostic Quiz #5 (Sentence Grammar) • Study Vocab Words (list #7) <p>Final Bradbury's Challenge due 5/17 (be sure to use the checklist to insure that you have done all of the work!)</p>

	<p>Learning Tasks found on the Assignments tab under the Bradbury's Challenge multi-part lesson due 5/17</p> <p><i>Star Trek</i> paper Rough Draft #1 due 5/21</p> <p>Vocab Quiz #7 due by 5/23</p>
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<p>WEEK EIGHT MONDAY 5/24 TO SUNDAY 5/30</p>	<p>IN CLASS</p> <p>In-class grammar and punctuation assignment – Sentences behaving badly Mad Libs Punctuation: the comma, unnecessary commas, semicolons Discussion of Assignment #5 (Analysis)</p> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Post Discussion Board postings • Post blog entries (2) • Post Web of Language original and reply (#8) • Tend to the Learning Tasks found on the Assignments tab under the <i>Star Trek</i> and Kefauver Hearing multi-part lessons • Work on Diagnostic Quiz #5 (Sentence Grammar) and #6 (Mechanics and Spelling) • Study Vocab Words (list #8) <p>Peer Review <i>Star Trek</i> paper by 5/24</p> <p>Diagnostic Quiz #5 (Sentence Grammar) due 5/25</p> <p><i>Star Trek</i> paper due 5/29 (be sure to use the checklist to insure that you have done all of the work!)</p> <p>Learning Tasks found on the Assignments tab under the <i>Star Trek</i> multi-part lesson due 5/29</p> <p>Vocab Quiz #8 due by 5/30</p>
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<p>WEEK NINE MONDAY 5/31 TO SUNDAY 6/6</p>	<p>IN CLASS</p> <p>In-class grammar and punctuation assignment – Sentences behaving badly Mad Libs Punctuation: the colon, the apostrophe, quotation marks, other marks</p> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Post Discussion Board postings • Post blog entries (2)
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	<ul style="list-style-type: none"> • Tend to the Learning Tasks found on the Assignments tab under the <i>Kefauver Hearing</i> multi-part lesson • Work on Diagnostic Quiz #6 (Mechanics and Spelling) • Study Vocab Words (list #9) <p>Rough Draft #1 of Kefauver Hearing paper due 6/4</p> <p>Vocab Quiz #9 due by 6/6</p>
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WEEK TEN MONDAY 6/7 TO MONDAY 6/14	<p>IN CLASS:</p> <p>Final Exam</p> <p>Portfolio Due</p> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Post blog entries (2) • Tend to the Learning Tasks found on the Assignments tab under the <i>Kefauver Hearing</i> multi-part lesson <p>Diagnostic Quiz #6 (Mechanics & Spelling) due 6/7</p> <p>Peer Review Kefauver Hearing paper (due 6/7)</p> <p>Learning Tasks found on the Assignments tab under the <i>Kefauver Hearing</i> multi-part lesson due 6/12</p> <p>Final Kefauver Hearing paper due 6/12 (be sure to use the checklist to insure that you have done all of the work!)</p>
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SOME FINAL NOTES:

- **PODCAST LECTURES CAN BE FOUND UNDER INSTRUCTOR-ADDED COURSE MATERIALS. THESE PODCASTS COVER SUPPLEMENTAL MATERIALS THAT MAY PROVE USEFUL.**
- **ALL PAPERS/QUIZZES, ETC. ARE DUE BY 11:55 P.M. UNLESS OTHERWISE NOTED**
- **COMPCCLASS HAS MULTIPLE HELP BUTTONS AND DOWNLOADABLE PDFS FOUND UNDER "COURSE MATERIALS." PLEASE MAKE USE OF THEM.**
- **CONTACT ME IF YOU HAVE QUESTIONS, IF ANYTHING DOESN'T MAKE SENSE, OR IF YOU HAVE A SUGGESTION. GOOD LUCK!**

****MOST IMPORTANTLY** CONTACT TECH SUPPORT IF YOU HAVE A QUESTION ABOUT COMPCCLASS. I CAN FIX NOTHING ON COMPCCLASS, BUT THE TECHNICIANS CAN! ☺**