

EN102 - EXPOSITORY WRITING

Three Credits

Meeting Days/Times: Fridays; 5:30 p.m. – 9:40 p.m.

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EFFECTIVE DATE: Summer 2010 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. *The United States Constitution: A Graphic Adaptation* by Jonathan Hennessey and Aaron McConnell
2. Access to a computer and specifically to the technology of CompClass (access card is supplied with the textbook you purchase from the bookstore)

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 class.

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

INSTRUCTIONAL PROCEDURES

In addition to meeting once per week, we will be using CompClass, a software technology available through the Internet. Your grade is dependent upon the successful completion of outside-class writing assignments noted in this syllabus, attendance in class, CompClass Discussion Board postings, examinations (quizzes, midterm and final), and in-class writing assignments and/or worksheets. 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.

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 an academic audience as well as writing within a CompClass Discussion Board posting (or blog) for our own reflections, ideas, and debates. All formal writing assignments will be directed toward the mainstream American audience with grammar and spelling in Standard American English format.

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

| ASSIGNMENT | GRADE | OUT OF POSSIBLE | TOTAL |
|--|-------|-----------------|-------|
| Discussion Board postings (30 x 3 points each) | | 90 | |
| Attendance/Class Participation | | 25 | |
| Summary (8) x 5 points each | | 40 | |
| Learning Log | | 40 | |
| Vocabulary Quizzes (5 @ 10 points each) | | 50 | |
| Midterm | | 50 | |
| Final Exam | | 100 | |
| Quizzes | | | |
| Integrating Sources | | 30 | |
| MLA | | 30 | |
| APA | | 30 | |
| Paper 1 | | | |
| Draft & Peer Review | | 12 | |
| Paper | | 48 | |
| Works Cited | | 10 | |
| Reflection Paper | | 5 | |
| Paper 2 | | | |
| Draft & Peer Review | | 14 | |
| Paper | | 56 | |
| Works Cited | | 15 | |
| Reflection Paper | | 5 | |
| Paper 3 | | | |
| Draft & Peer Review | | 16 | |
| Paper | | 64 | |
| Works Cited | | 20 | |
| Reflection Paper | | 5 | |
| Final Research Paper | | | |
| Proposal | | 25 | |
| Source Journal - 10 entries x 10 points | | 100 | |
| Draft & Peer Review | | 18 | |
| Paper | | 72 | |
| Works Cited Page | | 25 | |
| Reflection Paper | | 5 | |
| TOTAL | | 1000 | |

FULL-CREDIT ASSIGNMENTS

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. 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: Three postings per week will be required. Each posting is worth three points.

SUMMARY-PARAPHRASE EXERCISES – 40 points (4%)

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, 250-word (maximum) summaries of eight articles found under "Instructor-Added Course Materials" on CompClass. You are free to choose which eight articles you will respond to, but these summaries should not in any way, shape, or form reflect your opinion on what you have read.

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.

VOCABULARY – 50 points (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 twenty-five new words every ten days. As noted on the schedule, a vocabulary quiz will be due. You may take each quiz three times (highest grade will prevail). You will have 25 minutes to complete each quiz. Each of the five quizzes is worth ten points.

ATTENDANCE/CLASS PARTICIPATION/IN-CLASS ASSIGNMENTS - 25 points (2.5%)

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 do not participate in 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.

LEARNING LOG – 40 points (4%)

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.

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?

QUIZZES – 90 points (9%)

Three online, do-at-home, open-book quizzes covering sources, MLA in-text citations, integration of sources, and Works Cited will be covered. You will need to consult the e-book, *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.

MIDTERM (50 points – 5%) and FINAL EXAM (100 points – 10%)

Both the midterm and the final exam will have an essay component. The week prior to the examinations, a list of questions will be posted on CompClass. Of those questions, five will appear on the midterm. Of those five questions, you will be required to answer two questions in a

complete essay: introduction, body (support), and conclusion. You will be graded on your notes and how thoroughly you answer the question(s). For the essay portion ONLY, you may use your textbook and any of the articles posted under “Instructor Added Course Materials” in CompClass.

The final exam will be in the same format as the midterm, but it will also include a multiple choice, universal exam—the same examination is given to all EN102 students.

GRADED ASSIGNMENTS

WRITING ASSIGNMENTS

Assignments are described below. Drafts are mandatory and must be uploaded in CompClass. The drafts and the peer review comprise 10% of the total grade for that assignment. 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!

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 |
|--|

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!

*Works Cited

A Works Cited page in proper MLA format must be attached to your each paper. Without a Works Cited page, **you will lose between 10 and 25 points** per paper.

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 the appropriate number of sources? |
| _____ Have you placed a word count on the bottom of the document? | _____ Have you included a Works Cited? |
| _____ Have you submitted your Reflection paper? | _____ Have you submitted the answers to the questions for the community learning log? (This is due within three days of the final paper.) |

Extended Definition – Plagiarism -60 points + 10 points Works Cited

Due Dates: Rough Draft: 1/29; Peer Review: 2/5, **Final paper due: 2/12**

Word count (body of paper): 1000 words minimum; 1250 words maximum.

Using a dictionary, the Chaminade University handbook (found online), and at least three outside sources, define the word plagiarism. Next, explain what you think this definition means. Next, state what the punishment is according to Chaminade University or the law. Finally, state whether or not you agree with the definition and the punishment (by law or "rule"). You may choose to state here what you believe an appropriate punishment might be. An MLA Works Cited is part of the requirement of this paper.

Purpose: An extended definition will help you to understand the amount of depth that is required to produce a good research paper. Furthermore, by exploring the definition of this word in particular, you will become familiar with what plagiarism is, the consequences associated with it, and argue for or against the current punishment as it stands. This is your first introduction to argumentative writing, so persuade away!

Star Trek Analysis/Compare and Contrast Paper - 70 points + 15 points Works Cited

Due Dates: 1st Rough Draft: 1/29; Peer Review: 2/5, **Final paper due: 2/12**

Word count (body of paper): 1500 words minimum; 2000 words maximum.

Using the *Star Trek* episode, "The Omega Glory" as its base (and five outside sources), discuss the power of the document that is at the crux of the fight between the two political factions. Identify parallels between the two factions fighting and our own wars (wars or conflicts the US has been engaged in). While the names of the two factions leave little to the imagination (and this show was a rather obvious discussion of the Vietnam War) what other parallels can you draw between the fictitious society and the real society of the US? Why does the Constitution come into play? What power does it have? How can it solve the problems between the two warring factions? How might it hinder the resolution of problems between the two factions? In what way(s) is (are) the solution(s) too simplistic (or too complex) for reality?

Purpose: By digging deeper into a seemingly innocuous television show, we can see how this show (and this episode in particular) mimics our own society (which television does—and why it's such an excellent vessel of history). More importantly, you can see the various ways in which a country's "rules" and guiding principles can lead to conflict.

Synthesis Paper/Cause and Effect Paper - 80 points + 20 points Works Cited

Due Dates: Rough Draft: 1/29; Peer Review: 2/5, **Final paper due: 2/12**

Word count (body of paper): 2000 words minimum; 2500 words maximum.

Using any one of the Articles or Amendments of the Constitution of the United States and at least seven outside sources, explore one Amendment thoroughly. In what ways is the amendment liberating? In what way is the amendment oppressive (that is, what does it limit someone's ability to do or not do something)? What is the effect upon the individual's (or state's) freedoms as a result of this Article or Amendment? Should this Article or Amendment be changed? If so, how so?

Purpose: This paper is a modified cause and effect paper, something you may be expected to write in future courses. By thoroughly researching the effects of one particular Article or Amendment, you should be able to apply this to future papers. Furthermore, it gives you a better understanding of what effects this particular Article or Amendment has had (and continues to have) upon the American society as a whole—what limitations it has placed upon people or what freedoms it has granted people.

Research Unit – 270 points total (27%)

2,500 words minimum; 3,000 words maximum

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

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 |
|---|-----------------|
| Research proposal | 25 |
| Source Journal (for each of your 10 cited sources, you will need to complete one entry) | 100 |
| Draft and peer review | 20 |
| Final Paper | 90 |
| Works Cited on Final Paper | 25 |
| Reflection Paper | 5 |

Research Project Proposal (25 points)

A project proposal is due on **July 12**. Using sources we have explored through the semester and other credible sources you have discovered on your own, answer one of the following questions: "How Free is the Will of the Individual within Society?" OR "What is the Ideal Society?" You must incorporate (quote and cite) 10 sources (six major sources, defined as a source that is either primary (in this case, from one of the founding fathers) or 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 an outside source).

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.

Source Journal entries – 10 entries x 10 points each = 100 points

SOURCE JOURNAL – 100 points (10%) – full credit if done properly!

We will be practicing the craft of research throughout the semester. To help facilitate the writing of your largest paper, the research paper, you will be required to submit source journal entries for each of the sources for your research paper throughout the semester. **Each entry is worth ten points. Due dates are noted on the schedule.** Acceptable sources for the Source Journal include e-journals or e-databases (look on the Chaminade or State Library Webpages), .edu/.gov/.mil websites (NO WIKIPEDIA or "About.com"!), 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, provide an MLA Citation, a brief summary (50-100 words) of the article, focusing on the strengths and weaknesses of the argument, and answer the following questions:

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?) Google this author. What makes him or her any more qualified as an expert than your best friend or classmate?
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 probably fallacies!**)

Purpose: The purpose of this assignment is to facilitate the writing of your research paper. By thoroughly investigating 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 – 90 points

3,500 words minimum; 4,000 words maximum

Due Dates: Rough Draft: 2/26; /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.

Sources: You must use a minimum of ten 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.

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

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/POSTING ON COMPCCLASS |
|----------------------------------|---|--|
| WEEK ONE 7/6 – 7/10 | FRIDAY - 7/9 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 “Academic Writing” in <i>Writing Spaces</i> 7/10 Post Discussion Board and Summary #1 of reading, “XXX” |
| WEEK TWO 7/11 – 7/17 | FRIDAY - 7/16 Review of common grammar problems Knowledge & Belief exercise | Read “Backpacks versus Briefcases” in <i>Writing Spaces</i> 7/12 Post research paper proposal under Writing Tab by 11:55 p.m. 7/13 Post Rough Draft #1 of Paper #1 under Writing Tab by 11:55 p.m. 7/14 Post entry #1 in Source Journal 7/15 Peer Review someone’s paper (aim for someone who has few to no comments) by 11:55 p.m. 7/17 Post Discussion Board and Summary #2 of reading, “XXX” |
| WEEK THREE 7/18 – 7/24 | FRIDAY - 7/23 Watch <i>Star Trek</i> “The Omega Glory” Discussion of fallacies | Read “Making Choices” in <i>Writing Spaces</i> 7/18 Vocab Quiz #1 due 7/19 Paper #1 final due by 11:55 p.m. (be certain to follow the checklist to insure you’ve done all of your work!) 7/20 Post entry #2 in Source Journal 7/24 Post Discussion Board and Summary #3 of reading, “XXX” |

| | | |
|--------------------------------------|--|--|
| WEEK FOUR 7/25 – 7/31 | FRIDAY - 7/30 Discussion of claims and warrants | Read “Taking Flight” in <i>Writing Spaces</i> 7/25 Rough Draft #1 of Paper #2 due by 11:55 p.m. 7/26 Integrating Sources quiz due 7/27 Peer Review of Rough Draft #1 of Paper #2 due by 11:55 p.m. 7/28 Vocab Quiz #2 due 7/29 Post entry #3 in Source Journal 7/31 Final Paper #2 due tonight by 11:55 p.m.; Post Discussion Board and Summary #4 of reading, “XXX” |
| WEEK FIVE 8/1 – 8/7 | FRIDAY – 8/6 MIDTERM TONIGHT | Read “Reinventing Invention” in <i>Writing Spaces</i> 8/1 Post entry #4 in Source Journal 8/4 Post entry #5 in Source Journal 8/5 Rough Draft #1 of Paper #3 due tonight by 11:55 p.m. 8/7 Post Discussion Board and Summary #5 of reading, “XXX” |
| WEEK SIX 8/8 – 8/14 | FRIDAY – 8/13 | 8/8 Vocab Quiz #3; Peer Review Paper #3 by 11:55 p.m. 8/9 Post entry #6 in Source Journal 8/12 Final Paper #3 due tonight by 11:55 p.m. 8/14 Post Discussion Board and Summary #6 of reading, “XXX” |
| WEEK SEVEN 8/15 – 8/21 | FRIDAY – 8/20 | Read “Reflective Writing and the Revision Process” in <i>Writing Spaces</i> 8/15 MLA Quiz due tonight by 11:55 p.m. 8/16 Post entry #7 in Source Journal 8/17 Rough Draft of Paper #4 due tonight by 11:55 p.m. |

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| | | 8/18 Vocab Quiz #4 8/19 Peer Review Paper #4 by 11:55 p.m. 8/21 Post Discussion Board and Summary #7 of reading, “XXX” |
| WEEK EIGHT 8/22 – 8/28 | FRIDAY – 8/27 | Read “Navigating Genres” in <i>Writing Spaces</i> 8/22 Post entry #8 in Source Journal 8/23 Paper #4 final due tonight by 11:55 p.m. 8/25 Post entry #9 in Source Journal 8/28 Rough Draft #1 of Paper #5 due by 11:55 p.m.; Post Discussion Board and Summary #8 of reading, “XXX” |
| WEEK NINE 8/29 – 9/4 | FRIDAY – 9/3 | 8/29 Vocab Quiz #5 8/30 Peer Review Paper #5 by 11:55 p.m. 8/31 Post entry #10 in Source Journal 9/2 APA Quiz 9/4 Post Discussion Board |
| WEEK TEN 9/5 – 9/11 | FRIDAY – 9/10 FINAL EXAM TONIGHT | 9/7 Final Paper #5 due by 11:55 p.m. 9/11 Post final Discussion Board postings |