

## EN 102 - EXPOSITORY WRITING

Three Credits

Meeting Days/Times: online

**INSTRUCTOR:** Jill Dahlman, Ph.D. (jill.dahlman@adjunct.chaminade.edu;  
jilldahlman@yahoo.com)  
**EFFECTIVE DATE:** Fall 2011 Semester

### COURSE DESCRIPTION

English 102, Expository Writing, provides instruction and practice in writing short- to medium-length expository essays and in writing from sources. The course emphasizes skills required for research writing such as summarizing, paraphrasing, quoting, evaluating, and synthesizing. The course includes instruction and practice in writing a multi-source research paper of substantial length.

In order to provide coherence to discussions and to help students learn to collaborate, this section's general topic for research and discussion is "Freedom of the Press." Student research and writing projects will center on common reading related to this topic, and subsequently will deal with more individualized and specific aspects of the topic relating to philosophical, psychological, political, historical, economic or scientific approaches.

This course requires Internet access to the World Wide Web and CompClass course management system in particular. Students are expected to engage in active online discussion via CompClass.

### REQUIRED TEXTBOOKS/TECHNOLOGY:

Access to a computer and specifically to the technology of CompClass with the e-book *A Writer's Reference*, 7<sup>th</sup> Ed.

A secondary, recommended, **OPTIONAL** text is *Research and Documentation in the Electronic Age*, 5<sup>th</sup> Ed. by Diana Hacker and Barbara Fister, ISBN: 978-0-312-56672-2. This book will provide you with many good resources for researching online, and is really cheap.

### COURSE OBJECTIVES and STUDENT LEARNING OUTCOMES

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

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.
  1. To demonstrate thesis sentences
  2. To demonstrate topic sentences.
  3. To demonstrate clear supporting examples for thesis sentence and topic sentences.

4. To demonstrate logical and clear connections between topic/thesis sentences and supporting examples.
4. 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.
5. To demonstrate pre-writing strategies and techniques such as mapping, free writing, and listing.
6. To identify and apply rhetorical writing techniques (narrative, descriptive, exposition/illustration, comparison and contrast, cause and effect, definition, persuasion, classification, division).
  1. 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.
  1. To demonstrate an understanding of the difference between a bibliography and a works cited page.
  2. To demonstrate an understanding of plagiarism.
  3. To demonstrate the ability to cite sources within the body of a text.
9. (Critical Thinking Skills) To demonstrate the ability to evaluate and synthesize research information.
  1. To demonstrate the ability to evaluate the validity of source information.
  2. To demonstrate the ability to distinguish between reason and belief.
  3. To demonstrate the ability to apply and integrate material from sources.
10. (Critical Thinking Skills) To be able to critically reflect on the writing process.

## STUDENT RESPONSIBILITIES

### Diversity

[Chaminade's "Core Beliefs Statement"](#) says, "Students, both traditional and non-traditional, bring a variety of talents, traditions, cultures and abilities. This diversity brings a special opportunity to the Chaminade community, which can then nurture and guide each student to the fullest realization of potential." Consequently, this course encompasses readings that reflect and examine the diversity of our literary, cultural and environmental heritage. Additionally, the course puts special attention on the problems faced by authors seeking to write from unique personal or cultural perspectives to readers who may not share the same perspectives or cultural background.

### Class Behavior

In the online classroom, 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 virtual classroom and will have their posting deleted and will earn no credit for the posting or assignment.

### 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.

### **COURSE TASKS**

1. Complete all assigned readings and assignments on time.
2. Utilize library resources for scholarly credibility.
3. Take the initiative to ask the instructor relevant questions
4. Contribute to class discussions and peer reviews.
5. Be a proactive 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.
7. 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.

In this course, 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.

## Texts

This course requires the purchase of CompClass

- 1. Go to <http://www.yourcompclass.com>.
- 2. Click STUDENTS PURCHASE ACCESS TODAY.
- 3. Scroll down to CompClass for *A Writer's Reference, 7th Edition*, and click on the link to PURCHASE ACCESS.
- 4. Register for a specific class by selecting your school location (state/province) from the drop-down menu at the bottom of the screen. Subsequent drop-down menus allow you to choose your institution, course title/instructor, and, if applicable, your section.
- 5. Enter an e-mail address, which will serve as your CompClass username. You won't be able to change your e-mail address after you register, so pick one that will be valid for the duration of the course.
- 6. Create a password. The password must be at least 4 characters long and should be something memorable.
- 7. Provide payment information, including your name as it appears on your credit card, your credit card number and expiration date, and your billing address.
- 8. Click NEXT.
- 9. After confirming your account information, click PLACE YOUR ORDER.
- 10. Once the system has accepted your information, a thank you screen will confirm your name, e-mail address, username, and password. You will also receive a confirmation e-mail.
- 11. If you have trouble purchasing CompClass, contact tech support at 800.936.6899 or [techsupport@bfpwpub.com](mailto:techsupport@bfpwpub.com). Otherwise, return to [www.yourcompclass.com](http://www.yourcompclass.com) to log in to your CompClass course.

- **Required Online Research Sites**

- [eBrary](#) (Chaminade ID and password required)
- [EBSCO](#) (Chaminade ID and password required)

- **Other Online References**

- [Online searching of Sullivan Library, Chaminade University](#)
- [Online searching of University of Hawai'i Libraries](#)

- [Purdue University OWL \(Online Writing Lab\)](#)
- [Colorado State University Writing Studio](#)
- [Guide to Grammar and Writing](#), from Capitol Cities Community-Technical College in Hartford, Connecticut. (Used with permission.)
- [Craig Branham, "A Student's Guide to Research on the WWW"](#)

### **Chaminade University Academic Core Beliefs Statement**

#### **Requirements [\(toc\)](#)**

| TASK   | POINTS/%    |
|--|-------------|
| <b>Learning Tasks</b><br>Quotation Exercise (tagging it) – 20 points (2%)<br>Outlining (post Powerpoint Outline; complete Organization Challenge)<br>30 points (3%)<br>Revision/Grading Exercise – 30 points (3%)<br>Ben Franklin's Exercise for Style – 25 points (2.5%)<br>Fallacies Exercise – 15 points (1.5%)<br>Plagiarism Exercise – 10 points (1%)<br>Intro/Conclusion Exercise – 20 points (2%) | 150 / 15%   |
| <b>Quizzes</b><br>MLA/APA Quiz – 50 points (5%)<br>Vocabulary Quizzes (5) – 20 points each (10% total)<br>Grammar/Punctuation/Word Choices Quizzes (6) – 10 points each (6% total)   | 210 / 21%   |
| <b>Research Tasks</b><br>Source (Research) Journal – 10 entries x 5 pts each (50 points total or 5%)<br>Annotated Bibliography – Each source examined with a three-line summary – 50 points (5%) total   | 100 / 10%   |
| <b>Discussion Boards/Class Participation</b>   | 90 / 9%     |
| <b>Paper #1</b>  | 75 / 7.5%   |
| <b>Paper #2</b>  | 125 / 12.5% |
| <b>Paper #3</b>  | 200 / 20%   |
| <b>Final Exam at a proctored site: Must be taken in order to pass the course!</b>  | 50 / 5%     |

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

#### **Grading Scale**

- 'A': Outstanding scholarship and an unusual degree of intellectual initiative. (90-100)

- 'B': Superior work done in a consistent and intellectual manner. (80-89)
- 'C': Average grade indicating competent grasp of subject matter. (70-79)
- 'D': Inferior work, not satisfactory for fulfillment of prerequisite course work. (60-69)
- 'F': Failed to grasp minimum subject matter; no credit given.
- *A passing grade for this course is a 'C.'*

### Grading Rubric

| Grade | Integration of Sources  | Clarity and Rhetoric  | Organizational Development  | Grammar and Mechanics   |
|-------|---|---|---|---|
| A     | Accurate assessment (summary and paraphrase) of source information. The sources are introduced using a concise summary and the sources are integrated logically and effectively into the paper. The validity of the source information has been tested and documented in the paper. | The goal of the paper is clear. The language and rhetorical techniques used in the paper are clear and effective for the audience provided. | The paper displays a clear organizational structure which includes an introduction, thesis, topic sentences, examples, transitions, and a conclusion, and the research clearly supports the thesis. | The paper uses correct MLA documentation and contains few errors in grammar, punctuation, and sentence structure.                       |
| B     | Same as above, however the summary introduction of the text is accurate but not as concise.   | Rhetorical techniques are applied correctly throughout the paper, but it may not be effective for the audience provided.                    | The paper has a clear organizational structure, but further research may be needed for conclusive development.  | The paper may contain several errors in grammar, punctuation, and sentence structure.   |
| C     | The summary introduction or the paraphrase of the source may be less than accurate.   | The rhetorical techniques may present less than a logical application. Or additional techniques should have been used in the paper.         | The organizational structure is not always clear making it difficult to follow the writers points at all time, or further research is needed for sufficient support..                               | The paper contains a few minor documentation errors or numerous errors in grammar and punctuation that do not hinder a general reading. |
| D     | There is no summary introduction of the texts, and the text is  | Same as above.  | The paper lacks a clear organizational structure (topic sentences and   | The "works cited" page is not in MLA format.  |

|   |  |  |   |  |
|---|--|--|---|--|
|   | not integrated into the paper.   |  | transitions)., or the research does not appear to support the thesis.   |  |
| F | It is unclear what additional texts are being used and for what purpose. | It is unclear what techniques are being used | The purpose of the paper/thesis is unclear and/or not support is given. | No “works cited” page was included in the paper. |

## **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.

A secondary goal of the discussion boards is to build a classroom community filled with respect for differing opinions and ideas. Accordingly, all discussion postings should keep in mind that people will have differing opinions. When responding to another student’s posting, you must be respectful. There is no tolerance for name-calling, degradation, or any other form of slander against another student. In other words, attack the issue or argument, not the person. Each posting must be 300 words. Extra credit (up to 15 points) is possible by posting up to three additional 300-word entries.

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

### **VOCABULARY – 100 points (10%)**

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 approximately every two weeks as noted on the schedule. You will have 25 minutes to complete each quiz. Each of the five quizzes is worth twenty points for a total of 100 points.

### **GRAMMAR/PUNCTUATION/WORD CHOICE QUIZZES – 60 points (6%)**

Six online open-book quizzes covering grammar, punctuation, mechanics, and word choice will be required. 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.

## **GRADED ASSIGNMENTS**

### **WRITING ASSIGNMENTS**

Assignments are described below. Drafts (approximately one-half to three- fourths of the word count) and two peer reviews are mandatory and are worth points (full-credit). Without these drafts and peer reviews, **you will lose 20% of your grade on each assignment.**

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**. The rough 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. NO EXCEPTIONS.

### **BASIC GUIDELINES FOR FORMAL 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 quotation** in another color (worth 2 points).
4. **A Works Cited page** must be attached to each paper (if not attached, a 4 point deduction will occur).
5. *Important Note on Peer Reviews:* When conducting a peer review, be certain to provide as many comments as there are points available. In other words, if the peer review assignment is worth 7 points, you should provide, **at a minimum**, seven comments on each of TWO of your peers' papers.
6. **Reminder:** ALL FINAL PAPERS ARE DUE ON THE DATE INDICATED, NO EXCEPTIONS!
7. **NOTE:** If you have not handed in a rough draft or conducted the required number of peer reviews, I WILL NOT GRADE YOUR PAPER. You will receive a zero. All components are really and truly mandatory.

### **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 as an Author's Note? (Each Reflection Paper is worth 10 points!) | _____ Have you submitted your Source Journal? (This is due within three days of the final paper.) |

### **Defining, Summarizing, Synthesizing: Paper #1 - 1000 words minimum**

Using the *Star Trek* episode, "The Omega Glory"

([http://www.startrek.com/watch\\_episode/Jc6cRJFLNiYYE3CyP8QQYfLaxWo58h5k](http://www.startrek.com/watch_episode/Jc6cRJFLNiYYE3CyP8QQYfLaxWo58h5k)) as its base and three 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? Consider whether limiting reporter involvement in an armed conflict constitutes censorship? A violation of the First Amendment of the Bill of Rights? Be certain to define censorship and other key words and provide historical background as necessary. Include the 25-30 word summary of at least three outside articles (in addition to the background sources provided). Tag these properly—that is, include an introduction of the author, his/her credentials, the source itself, and an explanation of the importance of this source. Using sources provided under Course Materials, synthesize background information (history of the issue) with the three outside articles concerning freedom of the press and a citizen's right to know.

### **Point/Counterpoint: Paper #2 - 1500 words minimum**

Adding points to the argument—Find five of your required ten sources. Discover your position. Do you think reporters belong in the battlefield? Consider: national security versus right to know. Citizen information comes from the media—how biased is that media? Does the parent company of the media have a vested interest in the war? What else do the media outlets own—who owns the media outlet? Consider, i.e., Rupert Murdoch. Where are his investments? How does this ownership issue factor in to the bias in the media? What vested interests might the owner of the news organizations have for either ending the war or perpetuating it? Who was Ernie Pyle? What was his contribution to war reporting? (See the folder marked “Ernie Pyle” under Course Materials) Who is Geraldo Rivera? What was controversial about his reports from the battlefield? Discover your points. Write out a list of arguments and counterarguments. Examine fallacies of the counterarguments. Can you refute them? Write a paper that successfully addresses the issue of reporters in the battlefield. Incorporate five sources, at a minimum.

### **Putting it all together: Paper #3 – 3000 words minimum**

Using all of the information that you have discovered to this point, combine what you know/have learned throughout this semester and produce a 3000-word, 10-source research/argumentative paper on whether or not reporters belong in the battlefield. You may wish to include sections of your previous two papers in this paper.

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 reliable, major references/sources for this assignment (defined as a source that addresses the issue you are addressing in your paper, preferably from a journal that has been peer reviewed and that has a bibliography or other type of reference list. EBSCO and e-journals are acceptable, and indeed, even encouraged. You may also use the Internet for secondary/minor sources (statistics, articles from a textbook, etc.), particularly if they are from an .edu or a .gov site.

### **REFLECTION PAPER (Author's Note) – 30 points (3%) – full credit (provided all questions are answered)**

This is a **required element** for every paper submitted. In the author's note (see the Writing Tab User's Guide for specific instructions), 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. How difficult was this assignment? How long do you think it took to write this assignment? How long do you think it will take you to write this paper if you are assigned it for a future class? For what future class can you see this genre (type— don't look at the assignment itself, but look at the mode of writing employed) of writing being helpful? Tell me where you believe the problem areas are located and where the good areas are located. Be as specific as possible.
5. Identify how I can help you most in response to this paper (i.e., I am having problems with organization, evaluation, etc.) Identify the areas you are concerned about or where you are uncertain if the material you are trying to convey is coming across clearly.
6. Tell me what grade (number and letter) you deserve on this paper. Persuade me to give you that grade. Why do you deserve it? Be specific—I don't want you to say, "because I worked hard." That's not a reason. Go through your essay carefully; tell me what was difficult; tell me what you did to overcome that difficulty. Tell me why you deserve the grade you just assigned yourself.

### **SOURCE JOURNAL – 50 points (50%) – full credit if done properly!**

To help facilitate the writing of your largest paper, the research paper, you will be required to submit source journal entries for ten of the sources for your research paper throughout the semester as follows:

- Three source journal entries within three days of the due date of Paper #1
- Five source journal entries within three days of the due date of Paper #2
- Two source journal entries within three days of the due date of Paper #3

Acceptable sources for the Source Journal include e-journals or e-databases (look on the Chaminade or State Library Webpages or in the book *Research and Documentation in the Electronic Age*, 5<sup>th</sup> Ed.), .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, and answers to the following questions:

1. WHO is the author? Provide a brief biography including the author's expertise is in the subject. What do you think is the motive or purpose of the author?
2. WHAT did you learn from this source? (in general terms). Write a very brief summary. How does this connect to your thesis? How does the writer try to persuade readers (Ethos? Pathos? Logos?)?
3. WHERE was this source published? What is its audience? (**Hint: Look at the source itself. An audience for *Cosmopolitan* magazine is very, very different from the audience for *English Journal*.**) How does the audience affect the source's content and language?
4. WHEN was this source published? How old is it?
5. WHY are you trusting this source? Give me a reason to trust this source, too.
6. Does this source acknowledge opposing viewpoints? Does it do so fairly? If it doesn't, what does that suggest?

### **ANNOTATED BIBLIOGRAPHY – 50 points (5%) – Due with your final paper.**

No doubt you will be examining many sources in order to write your final paper. For each source that you examine, write an entry in an Annotated Bibliography. An Annotated Bibliography is very different from a Works Cited page. While a Works Cited is a compilation of every source you quoted or referenced in a paper, a Bibliography is a compilation of every source you examined for a paper. In this instance, while you are gathering information, it's understandable (and almost expected) that you will look at sources that you cannot quote or use in your source journal, i.e., Wikipedia, About.com, etc.

For this exercise, you will provide a compilation of every single source you examined. Begin with an MLA Works Cited. Next, provide a 2-3 sentence evaluation of the source (helpful, not helpful, quoted, led me to another resource, etc.).

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. Oftentimes, an initial rejection of a source is in error, and you find yourself trying to jog your memory of where you saw a particular fact. An Annotated Bibliography traces your steps of acquiring knowledge. This list of sources becomes essential when dealing with a large paper with multiple sources. If you choose to fully annotate a source to include relevant facts or quotations, you will then have the opportunity to synthesize your annotations together to write your research paper.

### **FINAL EXAM (50 points – 5%)**

The final exam will have an essay component to be taken at a proctored site. You must make arrangements with the AUP office to take this examination. **Without taking and passing this examination, you will not pass this class.**

The week prior to the examination, a list of questions will be posted on CompClass. Of those questions, five will appear on the final exam. Of those five questions, you will be required to answer one question in a complete essay: introduction, body (support), and conclusion. You will be graded on your notes and how thoroughly you answer the question(s). You may use your textbook and any of the articles posted under “Instructor Added Course Materials” in CompClass.

*Be certain to hand in your notes to the proctor. These process notes are worth 30% of your final grade for this examination.*