

EN 102-60 - EXPOSITORY WRITING

Three Credits

Meeting Days/Times: 5:30-9:30 p.m. Wednesdays

INSTRUCTOR: Jill Dahlman, Ph.D. (jill.dahlman@adjunct.chaminade.edu;
jilldahlman@yahoo.com); Skype: dr.jill.dahlman

EFFECTIVE DATE: Winter, 2012 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*, 7th Ed. Many students have opted to obtain the print version of this e-book as well, but the choice is ultimately yours to make.

A secondary, recommended, **OPTIONAL** text is *Research and Documentation in the Electronic Age*, 5th 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 inexpensive.

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. Otherwise, return to 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

Point Summary (note: all papers and exams are required) ([toc](#))

TASK	POINTS/%
Learning Tasks Outlining (Powerpoint Outline) 20 points (2%) Grading Exercise – 20 points (2%) Ben Franklin's Exercise for Style – 25 points (2.5%) Plagiarism Exercise – 10 points (1%) Intro/Conclusion Exercise – 20 points (2%) Blogs/Modules/Class Participation—70 points (7%)	165 / 16.5%
Quizzes CompClass/Syllabus quiz – 10 points (1%) MLA/APA Quiz – 50 points (5%) Vocabulary Quizzes (5) – 20 points each (10% total) Grammar/Punctuation/Word Choices Quizzes (6) – 10 points each (6% total)	220 / 22%
Research Tasks Source (Research) Journal – 10 entries x 5 pts each (50 points total or 5%)	50 / 5%
Discussion Boards/Class Participation	90 / 9%
Paper #1	75 / 7.5%
Paper #2	125 / 12.5%
Paper #3	200 / 20%
Final Exam at a proctored site: Must be taken in order to pass the course!	75 / 7.5%

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 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.

		the paper.		
D	There is no summary introduction of the texts, and the text is not integrated into the paper.	Same as above.	The paper lacks a clear organizational structure (topic sentences and transitions), or the research does not appear to support the thesis.	The “works cited” page is not in MLA format.
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.

CompClass/Syllabus Quiz – 10 points

This quiz covers information on the Syllabus and basic “how to” information on CompClass such as how to upload a paper in the Writing Tab, creating an author’s note, etc. All of the information can be found in the CompClass manuals and on this syllabus. You will only have one opportunity to take this quiz.

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.

BLOGS/MODULES/CLASS PARTICIPATION – 70 points (7%)

Throughout this course, blogs and modules will be assigned. These count as class participation points. Please be certain to complete each blog and each module. Comment on classmates' blogs and modules as requested.

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 included with each paper (if not included, the paper will be deemed plagiarized and a zero grade will be awarded).
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.)

Central paper—one paper to last the entire semester. Choose:

- Should reporters be allowed in the battlefield? Does limiting reporter involvement in an armed conflict constitute censorship? Consider: national security versus right to know. Who was Ernie Pyle? What was his contribution to war reporting? Who is Geraldo Rivera? What was controversial about his reports from the battlefield?
- What can be done to prevent the media from exercising its influence over citizens through their reporting? Is news objective or does it reflect the viewpoints of the parent organizations? 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?

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

Using the *Star Trek* episode, “The Omega Glory” (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. 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 you have chosen to explore this semester. 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 one of the two choices noted above. You may wish to include sections of your previous two papers in this paper (and this is encouraged!).

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*, 5th 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?

FINAL EXAM (75 points – 7.5%)

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 scan and email or otherwise forward your notes to the proctor. These process notes are worth 30% of your final grade for this examination.

COURSE SCHEDULE (Not etched in stone!)

Week One – 1/11 through 1/17

Homework – due dates as noted

- Course Content Reading assignments for this unit of the course (the stuff your paper is based off of and what everyone is expected to read—found in the folders on CompClass):
 - The Magna Carta, John Locke, Rousseau – The Social Contract
- Course Material Reading assignments for the icky stuff: grammar, writing, etc. (found on CompClass in either e-book or in the folder marked under Week One):
 - C2 (Drafting) in *A Writer's Reference*; Watch Video on Thesis Statements (see Course Materials, Week 1 folder); Planning and Organizing (see Course Materials, Week 1 folder); complete activities noted; Section B, Basic Grammar in *A Writer's Reference* e-book. Your first diagnostic quiz, “Basic Grammar” is based off of this section.
- Other assignments due by Tuesday, 1/17, unless otherwise noted
 - Log in to CompClass for this section and quickly read through the "Help" files there. Take the CompClass and Syllabus quiz.
 - [Blog](#): Post an autobiographical paragraph, focused on your background. Tell everyone something about yourself! Post a picture in the information section.
 - [Modules](#): Complete under “Reading”: “Reading Critically for Academic Purposes and under “Writing”: “Planning a Draft”
 - [Online Discussion postings as noted on the discussion board \(see Communicate Tab\)](#)
 - [Complete Ben Franklin's Exercise for Style](#) (see Course Materials, Week 1 folder). Bring in to class on Wednesday, 1/18 for discussion.
 - [Essay 1](#), Defining, Summarizing, Synthesizing. Rough Draft due Tuesday, January 17, 2012 (We will be working on this in class on 1/18)
 - [Complete Diagnostic Quiz #1 \(due 1/17\)](#)

Week Two – 1/18 through 1/24

Homework – due dates as noted

- Course Material Reading assignments (see Course Materials, Week 2 folder)
 - Primary and Secondary Research; View videos on Finding Sources (Sue Grafton in folder), Evaluating Sources, Why Research Matters, Researched Writing: Fact versus Opinion, and Integrating Sources (2 videos); Read section “P,” Punctuation and Mechanics, in e-book, *A Writer's Reference*
- Course Content Reading Material (see Course Materials, Week 2 folder)
 - Thomas Paine – Excerpts from *Common Sense* and *Rights of Men*; Declaration of Independence; Articles of Confederation; Constitution and Bill of Rights
- Other assignments due 1/24 unless otherwise noted
 - [Complete Vocab Quiz #1 \(due 1/22\)](#)
 - Explore use of [EBSCO Online Research](#)
 - Use your Chaminade ID and password

- Practice searching in the "Academic Research Planner" database. Use keyword like "news," "media," "censorship," "battlefield," "Constitution," etc.
- If possible, physically visit at least one *research library*, usually at a college or university, and look for sources related to your research topic. Speak with a research librarian about your topic. If you are unable to visit a research library at this time, please consider such a visit an important part of your college education and do so as soon as you are able. Virtually all such libraries have abundant orientation materials available; just go to the reference librarian and begin asking questions. The more of these types of libraries you visit, the more your comfort level will rise about your ability to efficiently find what you need. If you are traveling, be sure to take the opportunity to search out and visit what is available. Also note that virtually all university libraries now have elaborate web sites, so if you cannot physically visit a library, then do so online. You can begin with these:
 - [Chaminade University Sullivan Library](#)
 - [University of Hawaii Libraries](#)
 - [Library of Congress](#)
 - [State of Hawaii libraries](#)
- [Modules](#): Complete under "Researching" section on "Integrating Sources" and "Limiting Quotations and Using Signal Phrases"
- [Online Discussion postings as noted on the discussion board \(see Communicate Tab\)](#)
- [Essay 1](#), Defining, Summarizing, Synthesizing. **Bring to class on Wednesday, 1/25** two copies of your rough draft in addition to uploading it on CompClass. (Review SQOOCH materials found in Week 2 folder and videos posted in Week 2 folder)
- **In class 1/25**: Complete [Grading Exercise](#) found on Course Materials. Read these first pages of essays (yes, these are real!) that were turned in. (Important Note: Essay #5 is supposed to be an analysis of a play.) Decide on your own criteria for grading, and assign both letter and percentage (out of 100%) grades on them. Bring these graded papers to class. We will be going over them.

Week Three – 1/25 to 1/31

Homework – due dates as noted

- Reading Course Material assignments (all found in Week 3 folder)
 - Watch videos on Revising and citing sources found in folder marked "Revision"; Read e-book chapter "B – Basic Grammar" in preparation for quiz due Saturday, 1/28.
- Reading Course Content assignments (see Course Materials, Week 3 folder)
 - Plato's "[Allegory of the Cave](#)"; Hazlitt's "[On the Pleasures of Hating](#)"
- Other assignments due on 1/31 unless otherwise noted
 - [Diagnostic Quiz](#) on Basic Grammar due Saturday, 1/28
 - [Modules](#): Complete module "Revising a Draft" found under the Writing" folder and "Using commas correctly" found under the "Editing" folder.

- [Online Discussion postings as noted on the discussion board \(see Communicate Tab\)](#)
- [Essay 1](#)
 - Final essay due—Upload in the Writing Tab.
 - Source Journal (three entries) due Friday, February 3, 2012

Week Four – 2/1 to 2/7

Homework – due dates as noted

- Reading Course Content assignments
 - The Bill of Rights – Examine this web page as thoroughly as possible. At a minimum, read the Bill of Rights to determine what your rights as an American citizen are. Examine the controversy that is at the heart of your research paper. Keep in mind that you are weighing a discussion of the Bill of Rights with this question.
 - Ernie Pyle folder – who was Ernie Pyle? What kinds of standards did he set for reporters in the battlefield?
 - Look at this information on Walter Cronkite, at one time dubbed “the most trusted man in news.” Millions of people tuned in to Cronkite’s news reports because they were delivered as unbiased as possible. Cronkite went to Vietnam, and for the first time in his career, editorialized his views/news stating that America should get out of Vietnam. The President at the time commented that if he lost Cronkite, he lost Middle America. I’ve included videos of interviews where he discusses his famous editorial as well as a documentary (~15 min, but you only need to watch the last four minutes) of the Tet Offensive video.
 - Geraldo Rivera – *New York Times* article on the controversy that leads us to our research question.
- Reading Course Material Assignments
 - Read section “S-Sentence Style” in your e-book in preparation for quiz on **February 7, 2012.**
- Other assignments all assignments due 2/7 unless otherwise noted.
 - Take [Vocab Quiz #2](#) by 2/5/2012
 - Work on [Essay 2](#) Rough Draft Due in class on Wednesday, February 8, 2012 for Peer Review. Bring two copies with you as well as your SQOOCH sheet for guidance.
 - [Watch](#) the following videos (links found on Course Materials, Week 4): Critical Reading, Thinking Critically, Drafting, News Media
 - [Modules](#): Under the “Reading” folder, complete “Analyzing a Text” and under the “Writing” folder, complete “Understanding Academic Argument.”
 - [Blogs](#): The Essay 2 assignment calls for three postings, one with research questions and prospective sources (Step 2) and the other with a summary (Step 4). The objective is for you to keep your research process open to your classmates and to your instructor in order to further the function of the course as a research community, which might also be referred to as a community of inquiry.

- Post research questions concerning reporters in the battlefield or bias in the media and prospective sources for this question in a blog posting.
- After doing the eBrary and EBSCO tutorials, find one item related to your research project from each source (one ebrary and one EBSCO), then post a brief comment about your search experiences along with an MLA citation for each item. Post to your blog.
- **Note that sources from eBrary and EBSCO will be considered as library or Internet sources in this course. Essay 2 calls for use of at least five cited sources, three from the library and two from the Internet.**
- Using "eBrary": Log in to eBrary through the Chaminade Library web page. You will need your Chaminade ID and password to log in. Be sure to bookmark the page for later use. This site will give you online access to over 40,000 books in their entirety. Be sure to create an account for yourself; this will allow you to use eBrary tools for highlighting, notetaking and bookmarking.
- More about using EBSCO: As above, log in through the Chaminade University library website. Be sure to bookmark the page for later use. This site will give you online access to a database containing thousands of academic journals—the ones professors value (especially this one). Be sure to create an account for yourself. If you haven't done so already, view the "Introduction to EBSCO Host 2.0."
- [Online Discussion postings as noted on the discussion board \(see Communicate Tab\)](#)

Week Five – 2/8 to 2/14

Homework – due dates as noted

- Reading Course Content assignments (see folder in Course Materials, Week 4)
 - Croteau & Hoynes - "The Economics of the Media Industry" (Chapter scan). Important note: you don't necessarily need to read anything on the British media. It really isn't germane to our paper topic, but if you want to read it, feel free. This is a lengthy chapter; however, much of it is graphs and charts.
 - The Federalist Papers were published articles that discussed the problems with the Articles of Confederation and attempted to persuade the people (who ultimately had to vote on the new Constitution) to vote on the new proposed Constitution. Totalling 85 articles, the discussions covered everything from diplomacy to conduct of the president, to checks and balances. For this week, skim through the following four papers that address the problems with the Articles of Confederation and the Bill of Rights. (These can be difficult reads—very chewy—so if you can't "read" them, getting an idea of what they're about is very helpful. The Federalist Papers #21 and #22 and The Federalist Papers #84 and #85)
- Reading Course Material assignments
 - Read section "W: Word Choice" in e-book in preparation for quiz on February 17, 2012; Watch Videos on "Argument" and "Organization" (found in Week Five folder)
- Other assignments all due on 2/14 unless otherwise noted.

- Complete [Diagnostic #3](#) – Sentence Style (due Tuesday, February 7)
- [Modules](#): Complete “Conducting a Peer Review” and “Identifying a signal phrase” found in the “Researching” folder.
- Complete and submit [Essay 2](#); the Source Journal #2, which accompanies your sources for this paper, is due on February 17.
- [Online Discussion postings as noted on the discussion board \(see Communicate Tab\)](#)

Week Six – 2/15 to 2/21

Homework – due dates as noted

- Reading Course Content assignments (links and articles found under Week Six folder)
 - Henry David Thoreau – “Civil Disobedience”; George Orwell – “Politics and the English Language”; Croteau & Hoynes – “Political Influence on Media” (chapter scan). Much of this chapter deals with various types of electronic media, i.e., radio and television. Here are the recommended sections to read: Opening/intro; Common Features of Media Regulation Debates; The “First Freedom”; The “Public Interest” and the Regulation Debate; Regulating Media Content and Distribution (all subsections); Informal Political, Social, and Economic Pressure; Conclusion. If you wish to read the other sections, that’s fine—but it’s up to you. Hopefully, this chapter will give you some insight as to how media is regulated and what is required when disseminating information.
- Other assignments all due Tuesday, 12/21 unless otherwise indicated
 - Take [Diagnostic #4](#) (due Friday, 2/17)
 - Take [Vocab Quiz #3](#) (due Sunday, 2/19)
 - Post Source Journal #2 (due Friday, 2/17)—five sources!
 - Make your Research Journal blog current (due weekly). Be certain to include:
 - library call numbers or urls included
 - brief summary of what you learned from each source (keep this to 25-30 words)
 - Important: From this point forward, update this weekly! Research is never completed in a vacuum. You should be helping each other out with sources and other research issues, so feel free to examine other people’s sources to see if anything they found can help you.
 - [Modules](#): “Planning to write an argument essay” found in the “Writing” folder
 - [Online Discussion postings as noted on the discussion board \(see Communicate Tab\)](#)
 - [Blog](#): After reading the [Essay 3](#) assignment (found on the syllabus) and doing some preliminary research, post a short description of your research problem, as well as a listing of preliminary sources. Due Friday, February 17, 2011
 - Begin [Essay 3](#): Rough Draft Due: Wednesday, March 7, 2012
 - Review
 - [MLA-1, MLA-3, MLA-4, APA-1, APA-3, APA-4](#) in e-book, *A Writer’s Reference*. Under Course Materials in CompClass, complete exercises for [MLA-1, MLA-3, MLA-4, APA-1, APA-3, APA-4](#) found under “Practice

Exercises for Writing, Grammar, and Research.” Note: Pick and choose what exercises you feel will help you the most. There is a quiz on MLA and APA documentation scheduled for later in the semester (worth 50 points). This will help you to prepare for it.

Week Seven – 2/22 to 2/28

Homework – due dates as noted

- Reading Course Content assignments – This week’s reading assignments revolve around the purpose of the original Amendment and court cases that have come as a result. They are designed to muddy the waters and complicate the issue a bit, so you may find yourself both angry and surprised at the same time. Please read each of the articles carefully, looking up information you don’t know, as you seek to add to your knowledge base of the issue of reporters in the battlefield or bias in the media. All material can be found in Week Seven folder under Course Materials.
 - The Federalist Blog – Original Meaning: Freedom of Speech or of the Press; the Hazelwood Decision and Student Press; Freedom of the Press; Press Freedom vs. Military Censorship (article) This article discusses the three (current) rules for reporters in the battlefield. R.J. Rummel – “Freedom of the Press—A Way to Global Peace” (article/opinion/editorial)
- Reading Course Material Assignments
 - Section G in e-book, *A Writer’s Reference*: “Grammatical Sentences.” The quiz on this section is scheduled for Monday, February 27.
 - Read [MLA-2](#) and [APA-2](#) in e-book, *A Writer’s Reference* on Avoiding Plagiarism.
 - Read scan provided on Avoiding Plagiarism and re-watch video marked “Researched Writing: Citing Sources.” (This video was originally assigned in Week Three, but it bears watching again.) Look in the folder “Avoiding Plagiarism” to find the readings, the video, the [Plagiarism Exercise](#) (worth 10 points), and a checklist you can use for your research paper.
 - Note: These two readings (and the video) are particularly important. Plagiarism is a serious issue, especially since most students don’t know when to document sources and when something is common knowledge. If you are accused of plagiarizing a paper, you could be faced with penalties as harsh as failing a class or getting expelled from the university.
- Other assignments due on 2/28 unless otherwise noted.
 - Complete [Diagnostic #5](#): Sentence Grammar (due Monday, 2/27)
 - [Modules](#): “Avoiding Plagiarism” found in the “Researching” folder
 - Complete [“Plagiarism Exercise”](#) (worth 10 points)
 - Complete [“Organization Challenge”](#) and bring it to class on Wednesday, 2/29
 - [Online Discussion postings as noted on the discussion board \(see Communicate Tab\)](#)
 - Make your Research Journal blog current (due weekly—see Week Six for specific instructions)
 - Continue working on [Essay 3](#) (Rough Draft due Wednesday, March 7, 2012)

Week Eight – 2/29 to 3/6

Homework – due dates as noted

- Reading Course Content assignments
 - Billera (website) “Battlefield Reporting” - read through the website and choose three sources from Billera’s “source” list to read and report back on in class on 3/7.
- Reading Course Material assignments
 - Read [C3, S2, S4, S5, W2, W5](#) in your e-book, *A Writer’s Reference* (disregard C3-e)
- Other assignments all due on Tuesday, 3/6 unless otherwise noted.
 - Take [Vocabulary Quiz #4](#) (due Sunday, 3/4)
 - [Module](#): Complete the module on “Using Apostrophes Correctly” found in the “Editing” folder.
 - Watch videos under folder marked “Audience.”
 - Complete and post your [rough draft of Essay #3](#) (due Wednesday, March 7, 2012)
 - Complete two [peer reviews](#) for the final Essay #3 in class on Wednesday, March 7, 2012. Bring two copies of the paper.
 - [Online Discussion postings as noted on the discussion board \(see Communicate Tab\)](#)
 - Make your Research Journal blog current (due weekly—see Week Six for specific instructions)
 - Complete final [Diagnostic Quiz](#) (Mechanics and Spelling) by 3/8)

Week Nine – 3/7 to 3/13

Homework – due dates as noted

- Reading Course Content assignments (all found in Course Materials tab under Week Nine folder)
 - “Battlefield Bylines” by Terence Smith (read the links that are associated with this website); “Death of British journalist in Afghanistan” (article); “Canadian journalist killed in Afghanistan, remembered on blog” (article); “Journalists still at risk in Iraq” (article and video)
- Other assignments due Tuesday, 3/13, unless otherwise noted
 - Complete final [Diagnostic Quiz](#) (Mechanics and Spelling) by 3/8 and final [Vocab Quiz](#) (due 3/18)
 - Complete final [Module](#): “Identifying and Editing fragments” found in the “Editing” folder.
 - Submit final Essay #3 by Friday, 3/9
 - Complete [Source Journal](#) entries. You need two to complete this assignment. (Due 3/12)
 - [Online Discussion postings as noted on the discussion board \(see Communicate Tab\)](#)

- Complete [MLA/APA Quiz](#) by March 15. You only have one chance to take this, so be certain that you practice on the Exercises found under Course Materials.
- Begin final exam review. See "Final Exam Study Guide" in the Week Nine folder. (Links to the two readings associated with the Study Guide that have not been previously provided can be found in the Week Ten folder.)

Week Ten – 3/14 to 3/20

- Other assignments (due dates marked)
 - Complete [MLA/APA Quiz](#) by March 15. You only have one chance to take this, so be certain that you practice on the Exercises found under Course Materials prior to taking this quiz.
 - Complete final [Vocab Quiz](#) (due 3/18)
 - Watch videos posted on writing under pressure and essay exams.
 - [Online Discussion postings as noted on the discussion board \(see Communicate Tab\)](#)

In class, 3/21: Final Exam. That's it. Nothing more. ☺