

EN 101 – INTRODUCTION TO EXPOSITORY WRITING

INSTRUCTOR: Jill Dahlman, Ph.D.

EFFECTIVE DATE: Summer, 2012

Three Credits

Meeting Days/Times: online

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Office Hours: Appointment via Skype

COURSE DESCRIPTION

Instruction and practice in writing, editing, and revising short narrative and expository essays. The course instructs the basics of organization and clear expression and use of Standard Edited American English. Offered every semester. Prerequisite: EN 100 or placement by exam.

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. (instructions to obtain this below). Many students have opted to obtain the print version of this e- book as well, but the choice is ultimately yours to make. The book, *The Transition to College Writing*, 2nd Ed. by Keith Hjortshoj (ISBN: 978-0-312-44082-4) is also required. You can purchase this book at the Chaminade University bookstore or through any online retailer of your choice.

A secondary, recommended, **OPTIONAL printed** 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 writing and critical thinking competencies:

- the ability to develop and express ideas in a clear and logical manner, using a variety of critical reading, writing, and thinking skills
- a command of a variety of research resources, such as the library and the Internet
- the ability to correctly format and document an essay using MLA style
- the correct use of grammar, punctuation, word choice, mechanics, and sentence structure in a written text.
- paragraph and essay development in a written text.
 - Specific examples include:
 - thesis sentences
 - topic sentences.
 - clear supporting examples for thesis sentence and topic sentences.

- logical and clear connections between topic/thesis sentences and supporting examples.
- organizational development in a written text.
 - Such as:
 - -- effective introductory paragraph.
 - -- effective concluding paragraph.
 - -- use of transitions (internal/within a paragraph and external/ between paragraphs) in a written text.
- pre-writing strategies and techniques such as mapping, free writing, and listing.
- the ability to identify and apply a variety of rhetorical writing techniques (rhetorical approaches shall include narrative, descriptive, exposition/illustration, comparison and contrast, cause and effect, definition, persuasion, classification, and division).
- logical structure utilizing the rhetorical techniques.
- a greater understanding of one's self and her/his relationship to the world in which we live.

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 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.

SUCCESS IN THIS COURSE

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

We will be using CompClass, a software technology available through the Internet. Your grade is dependent upon the successful completion of writing assignments noted in this syllabus, CompClass Discussion Board postings, and examinations (quizzes, midterm, and final). 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

As noted earlier, in addition to Keith Hjortshof's *The Transition to College Writing*, 2nd Ed., this course requires the purchase of CompClass Please note that subscriptions are good for one year.

Thus, if you have used CompClass in the past, you merely need to transfer from your first class into this current class. All other texts will be supplied on 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 and one that you regularly check.
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"](#)

ATTENDANCE and GRADING

This course does not mandate physical attendance, nor does it mandate synchronous virtual attendance. Your class work schedule will thus be flexible, at least within most 24-hour periods. However, there will be regular due dates—most of the time every single day will have a new task—and those will function much like an attendance policy. Since everything you submit will ultimately come with a date/time stamp, it will be very clear as to when you are “present” in your engagements with the course online. Any produced work (from the minor discussion postings and op/ed mini-essays to the major essays) will need to be submitted on time; if it is not, penalties of one letter grade per day late will occur, and your grade will be reduced. In many

respects, this will be analogous to an attendance policy in that a lack of regular, consistent engagement with the class will result in a reduced grade.

IMPORTANT: You cannot simply “save up” all of your work to do at the last minute. Online classes function the same way that face-to-face classes do, with distinct deadlines and goals. If you save everything up to submit at one time, you are not submitting your best work—and I want your best work. I want you to learn. I want you to feel comfortable with writing. None of my goals can be met if you race through assignments. Take your time—try to learn something that will make writing interesting and engaging for you so that when you write assignments in other classes or in the work environment you will feel comfortable and confident.

Ultimately, what you get out of this class is up to you. If you want to learn and grow as a writer, then take advantage of all of the tools provided for you.

Grading: To complete this course successfully you must complete all major essay assignments on time, “prepare for class,” and participate in class activities and discussions online. You cannot receive a passing grade unless you have submitted all assignments on time and in the proper format. Late projects and incorrectly formatted projects will each receive a grade reduction of 10% per day that they are late. Anything submitted more than three days late will not be graded. Any late projects must not only be posted to the requested online location; I must also be notified via email when they are posted on CompClass. If you email me any kind of written material as a submission of work for grade, this submission will not excuse this work not being posted in the proper location on CompClass. (This means that you need to check whatever work you upload to ensure it is there and in the proper format.) Finally, you must keep copies of all your projects. If you do not keep a copy and your project gets lost or misplaced (or a server hosting the work crashes), you will have to rewrite it.

POINT SUMMARY (note: all assignments, including exams, are required)

TASK	POINTS/%
Daily Activities (30 quizzes/activities at 5 pts each)	150 / 15%
Discussion Boards/Class Participation	100 / 10%
Op/Ed (Eight, 500-word mini essays at 25 pts each)	200 / 20%
Paper #1 (1000 words)	75 / 7.5%
Paper #2 (1250 words)	100 / 10%
Paper #3 (1500 words)	125 / 12.5%
Midterm Exam at a proctored site: Must be taken in order to pass the course!	100 / 10%
Final Exam at a proctored site: Must be taken in order to pass the course!	100 / 10%
Course Reflection Paper	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.”*

ASSIGNMENTS

DISCUSSION BOARD POSTINGS - 100 points (10%)

In order to become great writers, practice is required. To become great thinkers, the exchange of ideas and information is necessary. To these ends, 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.

Discussion posts are expected each week noted on the calendar. These posts are meant to take the place of the oral discussions about the texts. Ideally, you should be posting a 250-word (or minimum) discussion following the prompt outlined under each section. These “initial” posts are due by Friday so that your peers can have an opportunity to read what you have to say and have adequate time to prepare a response if they wish.

You will be graded not only upon your completeness of these entries, but also how well you responded to other people’s posts. Certainly, you do not need to respond to **everyone’s** post, but a good number would be great in order to keep the conversation going. You can write about the reading associated with the assigned post, your classmate’s posts (asking questions and otherwise engaging in written conversation any time up until the end of the course, thus while “response deadlines” are noted on the calendar, these are F~L~E~X~I~B~L~E so that everyone can have an opportunity to continue speaking about the topic(s) for as long as he or she wishes. The original post does have a firm due date to enable those who wish to keep as current as possible the opportunity to do so.

At the end of the semester, I will assess you for completeness and your engagement with not only the text but also with your classmates’ discussion posts and the timeliness of those posts. There are no “set numbers” you need to achieve, but active, consistent engagement is expected and will garner a higher grade than passive engagement (that which satisfied only the barest minimum of the requirements). Here are some guidelines to help you:

Active engagement (85%--100%) -- “Superior” or “active” engagement means that the student is always prepared, often adding additional insights to online discussions.

Consistent, judicious, and empathetic engagement with the material and his or her peers and instructor demonstrate superior and active learning. This engagement may manifest in several consistently good comments or comments that bring in consistent, productive perspectives and perhaps even some suggested reading from outside sources in the online class discussion forum.

Average engagement (70%--84%) -- “Average” engagement means that the student seems prepared, and he or she is engaged with the work occasionally but infrequently. Generally, participation in online discussion and online comments seem to encourage and support others in the class. The student is prepared and engaged and contributes to weekly online discussions on a perfunctory level. The student’s online presence is productive, but not necessarily consistent or complete.

Passive engagement (50%--69%) -- “Weak” or “passive” engagement means that the student does not seem prepared or that his or her presence is superficial and detracts from the quality of class experience for others. In other words, in whatever fashion, the student consistently is disengaged from online classroom activities and discussion and contributes to discussions haphazardly, as an after-thought, or only in the last few weeks of class rather than consistently throughout the semester.

“DAILY” ACTIVITIES/CLASS PARTICIPATION

As noted under “Attendance and Grading,” activities are assigned throughout the week. These activities act as the “attendance” for this class. If you miss six of these activities, **your grade will drop one letter grade**. In short, you will want to complete these daily activities.

Most of the daily activities will consist of reading with a small quiz to test your knowledge. Sometimes, they will consist of an activity such as playing an online (composition!) game, such as Peer Factor, or watching a video. If there is no quiz noted, then you will be expected to write a very short description of what you “got” out of the exercise—something that really helped you out, or even asking a question to further the discussion on a particular topic. A spot on the Communicate Tab will be available. It is named, “I GOT IT!” The calendar will note which daily activities are quizzes and which activities should be “got it” activities.

Each of these “daily” activities will come with a due date (specific!) that the assignment must be completed by. You are always welcome to work ahead, but you may not go back to make something up. Once the due date has passed, your window of opportunity has also passed.

WRITING ASSIGNMENTS

OpEd Assignment

Each week you will be assigned seminal text/argument(s) that you will need to read and formulate an opinion on. If there are two texts, consider how these two texts speak to one another, complicate the issues, or in some way inform each other. (Do you agree with these texts? Disagree? Agree in part? Disagree in part? Find some connection to something current? The possibilities here really are endless!) Once your opinion is formulated, you will need to write and turn in a 500-word mini-essay that includes the following: Introduction, 25-30 word summary of the reading (no longer!), a discussion of whether or not you agree with the author (include support, quotations, etc.—no “because I said so” arguments!), and a conclusion. These will be posted under the “Communicate” tab under the heading noted for that reading.

Additionally, you will need to respond to two postings (preferably to people who disagree with your position, but I recognize that there may be a time when everyone agrees on everything). There is no minimum word count for the response, but do articulate your position well, especially if you are going the “agreement” route. There is nothing worse than a posting that says, “Great job! I totally agree!” Be specific. Why do you agree or disagree? These responses are due

within three days of the due date of the OpEd. The responses noted are part of your grade for this assignment, so do not neglect them.

Formal Essay Assignments

The three formal essay assignments are described below. Drafts (approximately one-half to three- fourths of the word count) are mandatory. Of course, the more complete your essay, the better your feedback will be. **Two** substantive peer reviews per paper are mandatory. Both the rough draft and the peer reviews are worth 10% of the paper's grade. In other words, without both the draft and the two peer reviews, **you will lose 20% of your grade on each assignment.** Furthermore, if you have not handed in a rough draft or conducted the required number of peer reviews, I MAY NOT GRADE YOUR PAPER. You could receive a zero. All components are really and truly mandatory.

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.** 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. Continue to use the "late assignment submission" method to get your paper up there. It is just as important for your peers to see your work (if not more so!) than it is for me. I may not always be able to comment on drafts, but your peers have to comment so that they don't lose points. Some feedback is much better than none.

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 follows:
Last Name, First Name
EN101/Dahlman
Date (Ex: 20 July 2012)
Title
2. Highlight your thesis statement (worth 4 points) in one color.
3. Highlight **each quotation** in another color (worth 2 points per source).
4. Place a word count for the CONTENT ONLY at the bottom of your paper (before the Works Cited). This is worth 4 points.
5. **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).
6. Complete and upload your author's note with your paper (worth 10 points per paper!). (There is a separate section for the author's note on CompClass. Use that section.) Because so few people actually look up the instructions for uploading an author's note, here they are:
 - Upload your paper

- Click on the Writing Tab section marked “Writing and Comment assignments.”
- Click on the assignment itself.
- It will bring you to a page that is marked with your submission on it. Click on your submission.
- The “add note to your readers” section is on the left side. Click the button and type in (or copy and paste) your reflection letter.

CHECKLIST FOR ALL WRITING ASSIGNMENTS (Use this to ensure you have completed all components prior to handing in the final.)

- | | |
|---|---|
| _____ Is your name on the paper? | _____ Have you highlighted all in-text citations in another color? |
| _____ Have you placed a word count on the bottom of the document? | _____ Have you submitted your Reflection paper as an Author’s Note? (Each Reflection Paper is worth 10 points!) |
| _____ Have you highlighted your thesis in one color? | _____ Have you included a Works Cited? |

REFLECTION PAPER (Author’s Note) –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?
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 where you found success. Tell me why you deserve the grade you just assigned yourself.

Assignment Choices for Papers #1, #2, and #3

Paper #1 – 1000 words minimum. No maximum, but try not to get too crazy.

Paper #2 – 1250 words minimum. No maximum, but try not to get too crazy.

Paper #3 – 1500 words minimum. No maximum, but try not to get too crazy.

Choose from the following. You may not duplicate any assignment. That is, if you wrote your Paper #1 on Jonathan Swift, you may not write it on Jonathan Swift for Paper #2 or Paper #3.

- Write an extension of one OpEd. (You may choose this option three times for all three papers if you wish, but it may not be all on the same op/ed assignments.)
- Relate one article we have read to a contemporary issue. Is the issue still going on? In what way? What connections do you see?
- Swift's "A Modest Proposal" is a satire. Read a few things about satire and discover how this method of persuasion works and why it works. Swift's proposal takes a position that is so extreme that readers must necessarily disagree with it. By taking such a position, Swift ridicules the English political system that he considers corrupt and insensitive and implies another, more reasonable argument that the reader must infer. What is the real argument that Swift is making in "A Modest Proposal"? What social reforms does he propose?
- How do Stanton's general political aims contrast with Jefferson's goals in the Declaration of Independence?
- Stanton writes that men have "usurped the prerogative of Jehovah himself" and claimed the "right to assign for [women] a sphere of action" (para. 17). What do you think she means? Do you think her point is valid today?
- In "The Causes of War" (Sanger), the writer emphasizes the role of women. How does Sanger's argument build on Elizabeth Cady Stanton's points in her Declaration of Sentiments and Resolutions?

MIDTERN AND FINAL EXAMS (100 points each – 20% total)

The final exam will have an essay component to be taken **at a proctored site or through ProctorU**. You must make arrangements with either Proctor U or me (a limited number of Skype exams are available) to take these examinations. **Without taking and passing these examinations, you will not pass this class.**

The week prior to the scheduled midterm or final examination, a list of questions will be posted on CompClass. Of those questions, four will appear on the exam. Of those four 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 (30% of the score) and how thoroughly you answer the question(s) (70% of the score). The exams are open-book, open notes. You may bring anything you need to the exam to help you with this process EXCEPT a pre-written essay.

Be certain to scan and email or otherwise forward your notes to me. These process notes are worth 30% of your final grade for each examination.

Exams may be taken through ProctorU, through Skype (a limited number of appointments are available with me), or via arrangement with Chaminade University's AUP office. If you choose to take the exam through either ProctorU or through Skype, the exams are online. Both ProctorU and myself have the passwords to get onto the exam. Neither Chaminade's AUP office nor satellite campuses always have Internet access, and thus you may be relegated to hand-writing your essay. If you choose to use ProctorU, the exams are already registered, so you may take them at any time the exam is open. Be certain to make arrangements early because ProctorU will charge you an additional fee for anything less than 72 hours notice. If you will be using the Skype appointments with me, be certain you make arrangements with me. Don't assume that I will be available all of the time whenever you're ready (like ProctorU is). I teach face-to-face courses as well as this online course, and my time for Skype appointments is limited.

COURSE REFLECTION LETTER – 50 points (5%)

This simple, 500-word (or more), narrative assignment is designed for you to reflect back on the semester to think about where you were as a writer. It asks you to think about how far you've come and to consider what tools, lessons, etc. got you to where you are. Consider your learning processes this semester and the implications of your learning. There is no "right" reflection. There is no "wrong" reflection. There's only a consideration of you as a writer.

As you write this reflection, think about the 5 W's and an H of journalism: Who, What, Where, When, How, and Why. Who were you as a writer and academic at the beginning of the semester? How have you progressed as both an academic and a writer? What have you learned? How have you learned it? Where did you find the most success? The most struggles? How did you overcome any difficulties this semester? When will you foresee yourself using the skills you learned this semester? Why does this learning, this reflection on your learning, matter?

CALENDAR

WEEK ONE – July 2 through July 8

- Daily Activities/Quizzes **due Tuesday, July 3:** Read section C1 (Planning) in your e-book, and watch the three videos (clustering, freewriting, and outlining) and complete “got it!” posting
- Daily Activities/Quizzes **due Thursday, July 5:** B1 (Parts of Speech), B2 (Parts of Sentences), G1 (Subject Verb Agreement) and complete quiz noted and Exercise B2-5 (subjects) noted.
- Read Ch. 1 in *Transition*; complete discussion posting by **Friday, July 6**; complete response **by Sunday, July 8**
- OpEd: Read Margaret Sanger, “The Cause of War” and post your op/ed by **Friday, July 6**; responses (two) **due Monday, July 9**
- Daily Activities/Quizzes **due Saturday: July 7:** CompClass/Syllabus quiz

WEEK TWO – July 9 through July 15

- Op/Ed responses to Sanger **due Monday, July 9**
- Daily Activities **due Tuesday, July 10:** Read section C2 (Drafting) and complete quiz
- Daily Activities **due Thursday, July 12:** Read section P1, P2 (Commas, Unnecessary commas) in your e-book and complete quiz
- Read Ch. 2 in *Transition*; complete discussion posting by **Friday, July 13**; complete response **by Sunday, July 15**
- OpEd: Jonathan Swift, “A Modest Proposal” **due Friday, July 13**; responses (two) **due Monday, July 16**
- Daily Activities **due Saturday: July 14:** Read section C3 (Revising) in your e-book and watch “Revising is Dumb” and “Revising: Student Writers” videos and complete “got it!” posting.

WEEK THREE – July 16 through July 22

- Op/Ed responses to Swift **due Monday, July 16**
- Daily Activities **due Tuesday, July 17:** Read “Peer Review Reference Desk” (“Best Practices,” “Peer Fears,” and “Don’t Take it Personally” in this folder) and “Tried-and-True Techniques for Peer Review.” Watch “Giving Feedback: Student Writers,” “Getting Feedback: Student Writers,” and “Revising with Peer Comments” videos. Play Peer Factor game (Episode I) at least twice and complete Exercise C3-1, “Conducting a Peer Review.” Post “got it!” response that encompasses a discussion on what you’ve discovered about good peer reviews.
- Daily Activities **due Thursday, July 19:** Read section B3 (Subordinate Word Groups) in your e-book and complete quiz noted.
- Read Ch. 3 in *Transition*; complete discussion posting by **Friday, July 20**; complete response **by Sunday, July 22**
- OpEd: Elizabeth Cady Stanton, “Declarations of Sentiments and Resolutions” and Thomas Jefferson, “The Declaration of Independence” **due Friday, July 20**; response **due Monday, July 23**
- Daily Activities **due Saturday, July 21:** Read section G2 (Verb Forms, tenses, and moods) in your e-book and complete quiz noted.
- Paper #1 rough draft **due Sunday, July 22**

WEEK FOUR – July 23 through July 29

- Op/Ed responses to Stanton and Jefferson **due Monday, July 23**
- Daily Activities **due Tuesday, July 24**: Read section C4 (Writing paragraphs) in your e-book and complete C4-2 “Topic Sentences” and C4-3 “Transitions” exercises.
- Paper #1 Peer Review **due Wednesday, July 25**. Be certain to refer to SQOOCH handout to help you with this.
- Daily Activities **due Thursday, July 26**: Read section B4 (Sentence Types) in your e-book and complete exercise B4-2, “Sentence Types”
- Read Ch. 4 in *Transition*; complete discussion posting **by Friday, July 27**; complete response **by Sunday, July 29**
- OpEd: William James, “Habit” and Samuel Johnson, “On Self Love and Indolence” **due Friday, July 27**; response **due Monday, July 30**
- Daily Activities **due Saturday, July 28**: Read section P3 (Semicolon and Colon) in your e-book and complete quiz on Semicolons and Colons.
- Paper #1 Final **due Sunday, July 29**

WEEK FIVE – July 30 through August 5

- Op/Ed responses to James and Johnson **due Monday, July 23**
- Daily Activities **due Tuesday, July 31**: Read section S1 (Parallelism) in your e-book and complete online quiz.
- Daily Activities **due Thursday, Aug 2**: Read section W2 (Wordy Sentences) in your e-book and complete online quiz.
- Daily Activities **due Saturday, Aug 4**: Read section G3 (Pronouns) in your e-book and complete online quiz.
- MIDTERM **due by Sunday, August 5**

WEEK SIX – August 6 through August 12

- Daily Activities **due Tuesday, Aug 7**: Read section S2 (Needed Words) in your e-book and complete exercise S2-2 and S2-3.
- Daily Activities **due Thursday, Aug 9**: Read section W3 (Active verbs) in your e-book and complete the daily activity quiz.
- Read Ch. 5 in *Transition*; complete discussion posting **by Friday, August 10**; complete response **by Sunday, August 12**
- OpEd: Francis Bacon, “Of Studies,” and Plato’s “Allegory of the Cave” **due Friday, August 10**; response **due Monday, August 13**
- Daily Activities **due Saturday, Aug 11**: Read section P4 (Apostrophe) in your e-book and complete the daily activity quiz.
- Paper #2 rough draft **due Sunday, August 12**

WEEK SEVEN – August 13 through August 19

- Op/Ed responses to Bacon and Plato **due Monday, August 13**
- Daily Activities **due Tuesday, Aug 14**: Read section S3 (Problems with Modifiers) in your e-book and complete daily activity quiz.
- Paper #2 Peer Review **due Wednesday, August 16**. Be certain to refer to SQOOCH handout to help you with this.

- Daily Activities **due Thursday, Aug 16:** Read section W4 (Appropriate Language) in your e-book and complete daily activity quiz.
- Read Ch. 6 in *Transition*; complete discussion posting by **Friday, August 17**; complete response **by Sunday, August 19**
- OpEd: Zora Neale Hurston, “How it Feels to be Colored Me” and Martin Luther King, Jr., “Letter from a Birmingham Jail” due **Friday, August 17**; response **due Monday, August 20**
- Daily Activities **due Saturday: Aug 18:** Read section G4 (Adjectives and Adverbs) in your e-book and complete daily activity quiz.
- Paper #2 Final **due Sunday, August 19**

WEEK EIGHT – August 20 through August 26

- Op/Ed responses to Hurston and King **due Monday, August 20**
- Daily Activities **due Tuesday, Aug 21:** Read section S4 (Shifts) in your e-book and complete daily activity quiz.
- Daily Activities **due Thursday, Aug 23:** Read section W5 (Exact Language) in your e-book and complete daily activity quiz.
- Read Ch. 7 in *Transition*; complete discussion posting by **Friday, August 24**; complete response **by Sunday, August 26**
- OpEd: Richard Hazlitt, “On the Pleasure of Hating” due **Friday, August 24**; response **due Monday, August 27**
- Daily Activities **due Saturday: Aug 25:** Read section P5, (Quotation marks) in your e-book and complete daily activity quiz.
- Paper #3 rough draft **due Sunday, August 26**

WEEK NINE – August 27 through September 2

- Op/Ed responses to Hazlitt **due Monday, August 27**
- Daily Activities **due Tuesday, Aug 28:** Read section S5, S6 (Mixed constructions, Sentence Emphasis) in your e-book and complete daily activity quiz.
- Paper #3 Peer Review **due Wednesday, August 29.** Be certain to refer to SQOOCH handout to help you with this.
- Daily Activities **due Thursday, Aug 30:** Read section G5, G6 (Fragments and Run-ons) in your e-book and complete daily activity quiz.
- Read Ch. 8 in *Transition*; complete discussion posting by **Friday, August 31**; complete response **by Sunday, September 2**
- OpEd: Rachel Carson, “The Obligation to Endure” due **Friday, August 31**; response **due Monday, September 3**
- Daily Activities **due Saturday: Sept 1:** Read Section P6 (Other Punctuation Marks) in your e-book and complete daily activity quiz.
- Paper #2 Final **due Sunday, September 2**

WEEK TEN – September 3 through September 9

- Op/Ed responses to Carson **due Monday, September 3**
- Daily Activities **due Tuesday, Sept 4:** Read section S7 (Sentence Variety) in your e-book and complete daily activity quiz.

- Daily Activities **due Thursday, Sept 6:** Read section W6 (dictionary and thesaurus) in your e-book and complete a posting in “got it!”
- Daily Activities **due Saturday: Sept 8:** Read section P8, P9, P10 (Capitalization, Abbreviations and numbers, Italics) in your e-book and complete daily activity quiz.
- Course Reflection Paper **due Sunday, September 9**
- FINAL EXAM **due by Sunday, September 9**