

## **EN 102 - EXPOSITORY WRITING**

**INSTRUCTOR: Jill Dahlman, Ph.D.**

**EFFECTIVE DATE: Fall, 2012**

Three Credits

Meeting Days/Times: online

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### **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.

To aid in the completion of the final research paper, each paper contributes to the final paper in some fashion. The first paper covers the history and background of the issue. The second paper covers the point and counterpoint of the issue. The third paper brings the two together, adding parts where necessary for cohesion and eliminating sections that no longer fit within the scope of the topic, in one cohesive paper.

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. 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, 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 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.

### 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.

## 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 learning tasks 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.

## 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 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

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.
- 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"](#)

**Point Summary (note: all papers and exams are required) (toc)**

TASK	POINTS/%
Learning Tasks Outlining / Musings Grading Exercise Modules / “Daily” Activities – “got it” postings / i-Cite Class Participation Quizzes CompClass/Syllabus quiz MLA/APA Quiz Vocabulary Quizzes (5) Grammar/Punctuation/Word Choices Quizzes (6) Plagiarism Exercise Discussion Boards	445 / 44.5%
Research Tasks Source (Research) Journal – 10 entries total x 5 pts each (50 points total or 5%)	50 / 5%
Paper #1 and Author’s Note (10 points)	85 / 7.5%
Paper #2 and Author’s Note (10 points)	135 / 12.5%
Paper #3 and Author’s Note (10 points)	210 / 20%
Final Exam <b>at a proctored site: Must be taken in order to pass the course!</b>	75 / 7.5%

**\*\*IMPORTANT NOTE\*\*** Chaminade University makes it quite clear in its mandates to professors that the final research paper of 10 sources and 3000 words is MANDATORY. If your final paper does not incorporate ten sources and is not at least 3000 words, you WILL NOT PASS THE CLASS. I cannot stress this enough! Please don’t do all of the work required to pass and then not complete the final paper. I will have to flunk you if you don’t have ten sources incorporated into a 3000+ word text! Your Works Cited will need to be picture perfect or you will flunk this section of the paper. (See the rubric below for further information on grading.)

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 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	It is unclear what	The purpose of the	No “works cited” page

	additional texts are being used and for what purpose.	techniques are being used	paper/thesis is unclear and/or not support is given.	was included in the paper.
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## **ASSIGNMENTS**

### **LEARNING TASKS / DISCUSSION BOARD POSTINGS**

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 and other learning tasks as noted in the course schedule in this class. There should be no concern for grammar or punctuation 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. **Generally speaking, the initial postings (two unless otherwise noted) are due on Fridays and the replies are due on Sundays.** 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 each of the prompt(s) outlined.** 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 in the form of “got it” postings or learning tasks posted in the blogs section of CompClass. 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 or watching a video with a small posting to demonstrate your knowledge. These will be very short descriptions of what you “got” out of the reading(s) or video(s)—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, “GOT IT!”

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.

### **QUIZZES**

Multiple quizzes will be assigned throughout the semester. This is a preview of what you can expect:

#### **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 – 50 points (5%)**

Words play an important role in writing. Oftentimes, there is a precise way of conveying a thought, and only a particular word will do. Other times, an individual may have heard a word before, but was uncertain how to best use that word in context. To aid in this, we will be tackling twenty-five new words approximately every two weeks as noted on the schedule. You will have 25 minutes to complete each quiz.

### **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.

### **PLAGIARISM QUIZ – 10 points**

This quiz asks you to examine and identify potential plagiarism scenarios.

### **MLA/APA QUIZ – 25 points**

This quiz can be taken any time during the course of the semester. It is multiple choice and covers both MLA and APA citation techniques.

## **GRADED ASSIGNMENTS**

### **WRITING ASSIGNMENTS**

Assignments are described below. Drafts (approximately one-half to three-fourths of the word count—of course, the more complete your essay, the better your feedback will be) and **two peer reviews are mandatory**. 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.

### **Musings / Outlines – 60 points (6%)**

Each paper will require two steps PRIOR to the rough draft. The first, “Musings” are thoughts that you have about the upcoming topic. You will not only be required to post your “Musings” but you will also be required to respond to (at a minimum!) two other “Musings.” Aim to provide suggestions for where the author can move his or her paper forward, perhaps suggest sources that the author might be able to use, or overall help the writer engage with the material. As a writer, you might want to tell the reader where you would like feedback or help moving forward.

Outlines are self-explanatory, however, you can find information about constructing an outline on CompClass should you need guidance in this area. As with the “Musings,” you will be required to post your own outline and respond to (at a minimum!) two other outlines. Again, aim to provide suggestions to help the writer move his or her paper forward, ask questions about the organization if you'd like, and overall give the kind of feedback you would like to receive

yourself. As a writer, you might want to tell the reader where you would like feedback or help moving forward.

### **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 per source).
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. Reminder: ALL FINAL PAPERS ARE DUE ON THE DATE INDICATED, NO EXCEPTIONS!
6. NOTE: If you have not handed in a rough draft or conducted the required number of peer reviews, I MAY NOT GRADE YOUR PAPER. You will receive a zero. All components are really and truly mandatory.

### **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 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. Consider reporters who were trusted versus those who many consider to be untrustworthy. For example, who was Ernie Pyle? What was his contribution to war reporting? Who is Walter Cronkite? What was the result of his reporting on the Vietnam War? Who is Geraldo Rivera? What was controversial about his reports from the battlefield in Iraq?
- 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? (Consider that there are only FIVE corporations that own every single media outlet in the country!) 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—The History and Background of the Issue: 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 or 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.

This paper is not necessarily a paper about Star Trek. It is a paper about the issues found in this episode of Star Trek. This is what you should be examining—not how many times Captain Kirk rolls on the floor or gets his shirt torn... ☺

### **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 (not a popular magazine!) that has been peer reviewed and that has a

bibliography or other type of reference list. Keep in mind that if you find an article that is directly on point, you can (and should!) swipe the articles from the reference list, thus making your research that much easier! 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?
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.

**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, and ebrary sources (NO WIKIPEDIA or “About.com,” or your mother, or other questionable source). Do not include encyclopedias, dictionaries, or other reference material. You need to look into the actual source and the author of that source. If there is no author, re-consider your use of the source. What might a lack of author suggest? If you are uncertain if a source is good (and good enough for the Source Journal), 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 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 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.

## Calendar

*Important Note: All reading assignments can be found under the week designated. For example, all of Week One's reading materials can be found under the folder marked "Week One" in Course Materials.*

### *Week One: October 1 through October 7*

- Course Material reading/viewing assignments for this week:
  - Magna Carta
  - John Locke
  - Rousseau – The Social Contract
  - Videos on the thesis statement
- Go to [www.yourcompclass.com](http://www.yourcompclass.com) and quickly read through the "Help" files there (watch the videos, too). Take the CompClass and Syllabus quiz **by Thursday, October 4**. Hint: info on the Writing Tab (questions on quiz on this section) can be found in the Writing Tab User's Guide found on any page of the Writing Tab.
- Post an autobiographical paragraph, focused on your background. Tell everyone something about yourself! Post a picture in the information section. **Due Thursday, October 4, 2012**
- **Friday, October 5** – Post initial discussion posting for the week (250 words); complete response postings by **Sunday, October 7**. Respond to the three articles you read. Do you agree with these philosophers? Disagree? Agree in part? Do you think their ideas are fantastical? Do you think we are closer to achieving their goals today or have we strayed from these ideas? Imagine the three writers in a conversation. For example, what do you imagine the creators of the Magna Carta might say to Rousseau and Locke?
- **Saturday, October 6 – Module:** Complete under "Reading": "Reading Critically for Academic Purposes and under "Writing": "Planning a Draft"
- **Sunday, October 7** –
  - Complete your Musings for Paper #1 and post under the topic noted in the Communicate tab. These don't have to be big—just a list of ideas, a very rough outline, or a VERY rough draft (even a freewrite!) is sufficient. Where are you going with this paper? What ideas do you have? Where would you like advice to get started? To find information? Respond to two (minimum!) of your peers' musings. Remember that you're attempting to help someone move ahead with his or her paper. Responses are **due Tuesday, October 9**.
  - Discussion post responses (no word count minimum) due

### *Week Two: October 8 through October 14*

- Course Material reading and viewing assignments for this week:
  - Primary and Secondary Research (see Course Materials, Week 2 folder)

- View videos on Finding Sources (Sue Grafton in folder), Evaluating Sources, Why Research Matters, Researched Writing: Fact versus Opinion, Integrating Sources (2 videos), and Peer Review (3 videos and a handout to help you with peer review); complete “got it” postings where indicated
- Thomas Paine – selections from *Common Sense* and *The Rights of Man*
- The Declaration of Independence
- The Articles of Confederation
- The United States Constitution
- **Tuesday, October 9** – Responses to “Musings” due. Remember to complete TWO (at a minimum!)
- **Wednesday, October 10** – Complete Diagnostic Quiz #1 (Basic Grammar; review section “B” in e-book to brush up.)
- **Thursday, October 11** - After you have reviewed the responses to your Musings, construct your Outline and post it in the Communicate tab where noted. Respond to two (minimum!) of your peers’ outlines by **Saturday, October 13**
- **Friday, October 12** –
  - Post initial discussion posting for the week (250 words each); complete response postings by **Sunday, October 14**.
  - Examine the birth of the nation. Specifically examine the Declaration of Independence as it compares with the Magna Carta, Locke, and Rosseau’s pieces. How might the Magna Carta, Locke, and Rosseau have influenced the writing of the Declaration of Independence and the founding fathers’ vision of the new nation? How might it have influenced the construction of the Articles of Confederation and the Constitution? What alternative question, keyword, or definition might help advance this discussion or turn up resources in an online database like EBSCO?
  - Make a list of all of the duties of an American citizen that you can think of. You may include not only civic duties, such as voting, but also other responsibilities that contribute to the public good, such as rearing a healthy, law-abiding child or practicing a useful trade or profession. Next to each duty, indicate whether it is the responsibility equally of men and women or whether it falls more on one sex than the other. If you are unsure about the application of some civic duty, such as responding to the military draft, do a little research to find out how men and women are obligated.
- **Saturday, October 13** –
  - Response to outlines due; remember to respond to TWO (or more!)
  - Explore use of EBSCO Online Research. Log in through the Chaminade University library website using your ID and password. 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.” Basic processes for conducting EBSCO searches are quizzable in this and subsequent units of the course and on the final exam.

- Practice searching in the EBSCO and "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. [In your blog](#), describe the library you visited, even if it is virtual. Include the date of your visit, what sort of orientation materials were available, and most important what sources you found for your research project.
- 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
- 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. Although viewing of the training videos is optional, the basic functions of the eBrary site may appear on quizzes in upcoming units of the course and on the final exam.
- Complete "Got it!" postings on Finding Sources (Sue Grafton in folder), Evaluating Sources, Why Research Matters, Researched Writing: Fact versus Opinion, Integrating Sources (2 videos)
- **Sunday, October 14 –**
  - Complete Vocab Quiz #1
  - Post responses on discussion posts (no word count minimum)
  - Complete the modules under the "Researching" section on "Integrating Sources," "Limiting Quotations," and "Using Signal Phrases"
  - After you have reviewed the responses to your Outline, construct your Rough Draft and post it in the Writing tab where indicated. Respond to two (minimum!) of your peers' rough drafts **by Wednesday, October 17**
  - Complete "Got it" posting on Peer Review folder

*Week Three: October 15 through October 21*

- Reading and viewing assignments for this week:

- Plato's "Allegory of the Cave"
- Hazlitt's "On the Pleasures of Hating"
- Researched Writing: Citing Sources
- **Wednesday, October 17 –**
  - Peer Review of Paper #1; Review two people's papers (at a minimum—more may earn extra credit points depending on how good they are!) These peer reviews need to be substantive. Comments like "great paper!" do nothing to help the writer. Likewise for spelling errors and comma placement errors. Look at the content. How can the writer improve the paper? If it needs a better organization to make it flow, tell the writer! The writer is generally too close to the paper to notice issues. Writers, be certain you've posted an author's note that tells a peer reviewer what you need specific help with. This helps the reviewer to give you the best possible feedback.
  - Complete your Musings for Paper #2 and post under the topic noted in the Communicate tab. These don't have to be big—just a list of ideas, an outline or a VERY rough draft is sufficient. Where are you going with this paper? What ideas do you have? Where would you like advice? Respond to two (minimum!) of your peers' musings **by Saturday, October 20**.
- **Friday, October 19 –**
  - Post initial discussion postings for the week (250 words each); complete response postings by **Sunday, October 21**.
    - Posting One – Consider what these two authors are trying to say about people and humanity in general. Though they were written more than 2000 years apart, Plato says some important comments on human nature that Hazlitt picks up on. Compare (find similarities) the two pieces. What central message is Plato trying to give forth, and in what way does Hazlitt extend that conversation? What would the two say to each other if they were to meet today? What might they say about the current political situation in America?
    - Posting Two - In what ways can the phrase "all men are created equal" be used to promote the radical reorganization of human society? What do you believe Jefferson meant by this phrase?
- **Saturday, October 20 –**
  - Responses to musings due. Remember that you're attempting to help someone move ahead with his or her paper.
  - Take Diagnostic Quiz #2 (Punctuation). Look through section "P" of your e-book for guidance.
  - Complete modules "Revising a Draft" found under the Writing" folder and "Using commas correctly" found under the "Editing" folder.
  - 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. Post your criteria, your grades and your justification/criteria for each grade on your blog. Next, look at your classmates' "grades" for these essays and see how they match up with yours. Comment on the grades and the criteria provided by your classmates.

- **Sunday, October 21 –**
  - After you have reviewed your peers' comments on your paper, revise and finalize your Paper #1. The final is due by 11:55 p.m. tonight.
  - Responses to discussion postings due (no word count minimum)

*Week Four: October 22 through October 28*

- Reading and viewing 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, which asks the question of whether or not reporters belong in the battlefield (or bias in the media). 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.
  - Week Four videos (Thinking Critically, Critical Reading, Drafting, News Media—post “got it” posting as to what you’ve learned from these videos)
  - Introduction/Conclusion advice (note: this is labeled “exercise,” but all you have to do is post a “got it!” posting.)
- **Tuesday, October 23 –** After you have reviewed the responses to your Musings, construct your Outline and post it in the Communicate tab where noted. Respond to two (minimum!) of your peers’ outlines **by Friday, October 26**
- **Wednesday, October 24 –**
  - Complete Vocab Quiz #2
  - Source Journal entries (3) due
- **Friday, October 26 –**
  - Outline responses due (comment on at least two outlines!)
  - Post “got it!” posting on Introductions and Conclusions

- Discussion Board postings due (250 words each); **responses due by Sunday, October 28**
  - Posting One - What kinds of rights are included in the Declaration of Independence? From where did these rights come? How did these rights transfer to the Constitution?
  - Posting Two – Imagine a conversation between Walter Cronkite and Geraldo Rivera. What might one reporter say to the other about reporters’ rights in the battlefield?
- **Sunday, October 28** –
  - Complete Module “Conducting a Peer Review”
  - Post responses to discussion postings (no word count minimum)
  - Post “got it!” posting to videos in Week Four folder

*Week Five: October 29 through November 4*

- Reading and viewing assignments
  - Economics of the Media Industry - 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 - 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, to separation of church and state (a ton on this topic!). 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 (see link in Course Materials, Week 5)
    - The Federalist Papers #84 and #85 (see link in Course Materials, Week 5)
  - Fallacies (PDF)
  - Argument (videos)
  - Organization (videos)
- **Monday, October 29** – After you have reviewed the responses to your Outline, construct your Rough Draft and post it in the Writing tab where indicated. Respond to two (minimum!) of your peers’ rough drafts **by Thursday, November 1**
- **Tuesday, October 30** – Diagnostic Quiz #3 due (Sentence Style). Review section “S” in e-book (“Sentence Style”) to prepare.
- **Thursday, November 1** – Peer Review of Paper #2; Review two people’s papers (at a minimum—more may earn extra credit points depending on how good they are!) These peer reviews need to be substantive. Comments like “great paper!” do nothing to help the writer. Likewise for spelling errors and

comma placement errors. Look at the content. How can the writer improve the paper? If it needs a better organization to make it flow, tell the writer! The writer is generally too close to the paper to notice issues. Writers, be certain you've posted an author's note that tells a peer reviewer what you need specific help with. This helps the reviewer to give you the best possible feedback.

- **Friday, November 2** – Complete the following discussion postings (250 words each):
  - Who Owns the Media? After examining the chapter scan “The Economics of the Media Industry,” post your own discussion concerning the problems and priorities surrounding so few companies owning the media. What kinds of problems do you foresee with little competition? What benefits could exist from this kind of arrangement? How might having so few companies influence how news is reported? What kinds of influence might this have on reporters in the battlefield? What might the influence of advertising have on the media? The reporters? (Note: it isn't necessary to answer all of these questions—answer whatever you feel comfortable answering.)
  - Examine one or two of the Federalist Papers. What connections can you find between the proposed new Constitution and the recommendation for adding Freedom of the Press in the Bill of Rights?
- **Sunday, November 4** –
  - Modules: Under the “Reading” folder, complete “Analyzing a Text” and under the “Writing” folder, complete “Understanding Academic Argument.”
  - Complete discussion posting responses (no word count minimum)
  - Complete “got it” posting on the Fallacies hand out and the “Argument” and “Organization” videos.

*Week Six: November 5 through November 11*

- Reading and viewing assignments
  - Henry David Thoreau – “Civil Disobedience” (article)
  - George Orwell – “Politics and the English Language” (article)
  - 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. No doubt, this kind of information will help you to formulate your argument on reporters in the battlefield.
  - Informational scan on integrating quotations and documentation (See document marked: Quotations and Documentation). Note: You do not need to complete the exercise noted in this scan. Do read it thoroughly,

however. You will discover tips about how to incorporate quotations in both MLA and APA style.

- Five Different Strategies for Reading
- The Bedford Research Room
- I-Cite
- **Tuesday, November 6** – After you have reviewed your peers’ comments on your paper, revise and finalize your Paper #2. The final is due by 11:55 p.m. tonight.
- **Wednesday, November 7** –
  - Complete Vocab Quiz #3
- **Friday, November 9** –
  - Source Journal Paper #2 due (5 entries)
  - Discussion Postings (250 words each) – response postings due **Sunday, November 11**
    - Post One: Henry David Thoreau advocates several different kinds of Civil Disobedience and the importance of the individual’s defiance of government in certain times. Discuss one or two of these kinds of disobedience and when they are appropriate. Why did you choose these particular avenues? Why might it be important to note these in a discussion on the media and politics or war? George Orwell discusses the language used by politicians and reporters in his article, “The Politics of the English Language.” In what way is language “political”? How might the “politics” be represented when a reporter is in the battlefield? How might the American public be persuaded to view something as good or evil? Can you cite specific instances where Orwell’s discussion rings true today? In what way(s) do Thoreau and Orwell “speak” to each other? Is their conversation effective? Once again, you do not need to answer all of these questions. Choose whatever feels comfortable and write about it.
    - Post Two: Examining the information you gleaned from *Media/Society*, address how regulations and requirements might help or hinder a reporter’s content when reporting from a battlefield. How and why might information be altered?
- **Saturday, November 10** –
  - Read through each folder under i-Cite. Complete all exercises in i-Cite. You need to know this information like the back of your hand—not kidding. I know professors at Chaminade who grade the Works Cited page FIRST. If it isn’t flawless, you automatically flunk the assignment. Learn this stuff. Use the tools provided to get you there.
  - Review
    - [MLA-1](#), [MLA-3](#), [MLA-4](#), [APA-1](#), [APA-3](#), [APA-4](#) in e-book, *A Writer’s Reference*, and complete Practice Quiz for MLA/APA. 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.
- Complete Diagnostic #4 – Word Choice. Read “W” in your e-book to prepare.
  - **Sunday, November 11** –
    - Complete Modules “Planning to write an argument essay” and “Topic Sentences” both found in the “Writing” folder. Pay special attention to the Topic Sentences tips. One way to see if your essay is organized well is to read the introduction and only the topic sentences of each paragraph. If you can get the gist of your argument by reading only those sentences, then your paper is organized well. If not, re-think your organization.
    - Complete discussion post responses (no word count minimum)
    - Complete “got it!” posting for “Five Different Strategies for Reading,” “Quotations and Documentation,” and The Bedford Reading Room.

*Week Seven: November 12 through November 18*

- Reading and viewing 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.
  - The Federalist Blog – Original Meaning: Freedom of Speech or of the Press (article)
  - The Hazelwood Decision and Student Press (article)
  - Freedom of the Press (article)
  - 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)
  - Read the scan on Planning and Organizing your paper. This looks really long, but it’s a very fast read and has tons of advice on writing and completing this large research project. Please disregard the “activities” associated with this reading. Only complete the activities that are listed for this week.
  - Folder marked: “Avoiding Plagiarism” (contains video and checklist)
  - Planning and Organizing your paper (PDF)
  - Folder marked: “Invention/Prewriting” (No doubt by now you have so much information that your head is swimming and you’re overwhelmed with the amount of information you have, where it came from, and how best to organize it into a lengthy essay. Panic not! ☺ The videos and scans provided will help you think about different ways of organizing. The videos will help you to see invention/pre-writing in a new, friendlier light—not as a time waster, but rather a time saver. The scans will show you different ways of organizing your paper. Look over these suggestions

carefully—see what you can apply to your own essay. Remember: The key to writing a good research paper is to recall the parameters, in your case, 10 pages (3000 words), 10 sources incorporated. A standard research paper contains three parts: Introduction, History/Background, Argument/Counterargument, and Conclusion based upon findings. You wrote the History/Background with Paper #1 and a portion of the Argument/Counterargument with Paper #2. New information may have complicated your take on things, but for the most part, the foundation is there. As long as your sources are solid (a good mix of EBSCO, .gov, .mil, .edu, .org, e-brary, print books), you're fine. It's just organizing what information you have and discovering what information you're missing. And that's what this week is all about: learning what to do with all of this information and putting it all together. ☺)

- **Tuesday, November 13** – Complete your Musings for Paper #3. These don't have to be big—just a list of ideas, an outline or a VERY rough draft is sufficient. Where are you going with this paper? What ideas do you have? Where would you like advice? Post your responses (minimum two!) by **Friday, November 16**
- **Friday, November 16** –
  - Responses to musings due. Be certain to comment on at least two musings.
  - Discussion postings (250 words each); responses due **by Sunday, November 18**
    - Posting One – Discuss something you learned from this week's articles. Be certain that you reference what you learned and where you learned it from. Why was this intriguing for you? What surprised you? Upset you?
    - Posting Two – Choose any of the court cases outlined and discuss its possible implications for reporters in the battlefield. Why is the court case important? What might be the result of the information gleaned from the battlefield as a result of this particular court case?
- **Saturday, November 17** –
  - 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, 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.
  - Complete "Plagiarism Exercise" (quiz worth 10 points)

- Complete the module “Avoiding Plagiarism” found in the “Researching” folder
- **Sunday, November 18**
  - Complete Diagnostic #5; read section “G” in your e-book to prepare
  - Post discussion board responses (no word count minimum)
  - Complete “got it!” posting for both “Planning and Organizing Your Paper” PDF and “Invention and Pre-writing” folder contents

*Week Eight: November 19 through November 25*

- Reading and watching 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 the blog)
  - Read the scan on Revising and Editing. You do not need to complete any of the “activities.”
    - No doubt you have grown as a writer. The work that you wrote at the beginning of the semester may surprise you when you re-read it today. You will no doubt find word choices that you’d like to change or global issues such as sentence and paragraph structure. Revising, editing, and proofreading, are three entirely different things. When combined, revising, editing, and proofreading should take as long as writing the paper itself. The pay-offs can be huge, oftentimes as much as a full letter grade (or more!) depending on how many changes you make.
  - Examine your own paper against the checklists provided on the scan. Taking the time to complete a really good revision, edit, or proofread pays off in the end!
  - Watch videos under folder marked “Audience.”
  - “For Argument or Position Papers” link to PDF
- **Monday, November 19** – After you have reviewed the responses to your Musings, construct your Outline and post it in the Communicate tab where noted. Respond to two (minimum!) of your peers’ outlines by **Wednesday, November 21**
- **Wednesday, November 21** –
  - Complete Vocab Quiz #4
  - Responses to outlines due
- **Friday, November 23** – Post discussion postings (250 words each)
  - Posting One – Provide a general reaction/commentary on Billera’s website. Clearly, he feels strongly about this blog. His sources are scholarly and credible. However, he makes some serious criticism against embedded reporting in general and specifically about the Iraq and Persian Gulf Wars. Do you agree or disagree with his stance? Why or why not? Be specific. What do you find questionable? What specifically do you agree with? What makes you agree or disagree with his position?
  - Posting Two – Imagine yourself as a reporter in the battlefield. You have come up with some compelling information that you believe the general

public should be aware of, but reporting it could jeopardize your position as an embedded reporter in the war and for the news agency you work for. Would you report on it? Why or why not?

- **Saturday, November 24** – Post a “got it” posting (see Communicate tab for link) about three of the sources you read from Billera’s website. Identify them as you discuss them. Read three other classmate’s postings and comment upon them.
- **Sunday, November 25** –
  - After you have reviewed the responses to your Outline, construct your Rough Draft and post it in the Writing tab where indicated. Respond to two (minimum!) of your peers’ rough drafts **by Wednesday, November 28**
  - Complete Modules: “Apostrophes” found in the “Editing” folder and “Writing for Public Audiences” found in the “Writing” folder
  - Post discussion board responses (no word count minimum)
  - Post “got it” posting for the discussion on “Revising,” “Argument and Position Papers” and the videos on “Audience”

*Week Nine: November 26 through December 2*

- Reading Course Content assignments
  - “Battlefield Bylines” by Terence Smith (read the links that are associated with this website as well as the website itself)
  - “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)
- **Wednesday, November 28** – Peer Review of Paper #3; Review two people’s papers (at a minimum—more may earn extra credit points depending on how good they are!) These peer reviews need to be substantive. Comments like “great paper!” do nothing to help the writer. Likewise for spelling errors and comma placement errors. Look at the content. How can the writer improve the paper? If it needs a better organization to make it flow, tell the writer! The writer is generally too close to the paper to notice issues. Writers, be certain you’ve posted an author’s note that tells a peer reviewer what you need specific help with. This helps the reviewer to give you the best possible feedback.
- **Thursday, November 29** – Complete (final) Diagnostic #6; review section “P” (specifically the part on “Mechanics”) to prepare
- **Friday, November 30** – Complete Discussion postings (250 words each); responses due **by Sunday, December 2**
  - Posting One - Post a comment about how your writing and research in this course have affected your attitude toward reporters in the battlefield. Be certain to address how you felt about this issue when coming into the class and how you feel now. If your position has changed, what changed it? If your position did not change, what reinforced your position? After watching “Journalists still at risk in Iraq,” do you feel differently about journalists in the battlefield
  - Posting Two – Do you find the idea of a journalist putting his/her life on the line to report the news strange? We expect soldiers to put their lives on the line for their job, but journalists are a different story, so to speak. What

of the idea of journalists dying in the battlefield? Does this affect how you feel about journalists in the battlefield?

- **Sunday, December 2 –**
  - Complete final Module: “Identifying and Editing Fragments” found in the “Editing” folder.
  - Begin final exam review. See "Final Exam Study Guide" in the Week Nine folder.
  - Complete MLA/APA Quiz by December 9. You only have one chance to take this, so be certain that you practice on the Exercises found under Course Materials.
  - Respond to discussion posts (no word count minimum)

*Week Ten: December 3 through December 9*

- Reading and watching assignments:
  - Watch videos posted on writing under pressure and essay exams.
- **Monday, December 3 –** After you have reviewed your peers’ comments on your paper, revise and finalize your Paper #3. The final is due by 11:55 p.m. tonight.
- **Wednesday, December 5 –** Complete Vocab Quiz #5
- **Thursday, December 6 –**
  - Source Journal Paper #3 (2 entries) due
  - Post “got it!” posting for the videos on writing under pressure and essay exams
- **Friday, December 7 –** Complete Discussion Postings (250 words each); responses due **by Sunday, December 9**
  - Posting One: Write a reflection about the course. What did you find helpful? Not helpful? What assignments would you do away with? Keep? If you were the instructor, what would you do differently next semester?
  - Posting Two: Write a posting of advice for next semester’s students. Provide specific pieces of advice—things you wish you had known or done differently is perfect!
- **Sunday, December 9 –**
  - Take your final exam by this date
  - Respond to classmates discussion posts (final! no word count minimum)
  - If you haven’t taken your MLA/APA Quiz...now would be a good time. The quiz closes tonight at 11:55 p.m. 😊