

EN 101 – INTRODUCTION TO EXPOSITORY WRITING

INSTRUCTOR: Jill Dahlman, Ph.D.

**EFFECTIVE DATE: Winter, 2015
January 12, 2015 to March 28, 2015**

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. It will also last your entire college career.

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 essay, 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 essay. 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 essay. 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 ESSAY WILL RECEIVE A FAILING GRADE FOR THE SEMESTER. *There are no warnings. If an act of plagiarism is especially egregious, your actions will be reported to the Dean who may choose further action outside of the failing grade. This could include expulsion from the university.*

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 essays (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 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 global 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@bfwpub.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 or due dates.** If you save everything 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. Unless otherwise noted in this syllabus, 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, unless otherwise specifically noted on the syllabus 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 (quizzes/activities, grammar/punctuation presentation, “got it!” postings, class participation)	305 / 30.5%
Op/Ed (Nine, 500-word mini essays at 10 pts each—full credit)	90 / 9%
Essay #1 (1000 words) + reflection essay (100 points essay; reflection 10 points)	110 / 11%
Essay #2 (1250 words) + reflection essay (125 points essay; reflection 10 points)	135 / 12.5%
Essay #3 (1500 words) + reflection essay (150 points essay; reflection 10 points)	160 / 16%
Final Exam: Must be taken in order to pass the course! Three parts; 150 points total	150 / 15%
Course Reflection Essay	50 / 5%

PLEASE NOTE: I cannot/will not pass you if you don't complete ALL THREE ESSAYS. This is an essay writing class, and if you don't write essays, then you aren't fulfilling the student learning outcomes.

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 important: 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 essay that does not come in when it is due runs the risk of being left on my desktop 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

CLASS PARTICIPATION – 305 points (30.5%)

TRANSITION 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 (Transition) 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.

You will be graded not only upon your completeness of these entries (**each original post should be 250 words or more**), but also how well you responded to other people's posts. **A minimum of two responses of 100 words or more** is required. 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).

GRAMMAR & PUNCTUATION PRESENTATIONS

Let's face facts: grammar and punctuation are boring. ☺ I don't like teaching it any more than you like learning about it. It's about as exciting as watching paint dry. But...there are some things that you can learn from each other about grammar and punctuation. To help with this, each of you will need to create a visual presentation on one of the following selections of grammar or punctuation. The topics are available on a first-come/first-served basis, so choose your topic and email me. If you have not emailed me **by January 23**, I will assign a topic to you and a presentation date, and you may not like either. It's best to choose what you want and when you want to do it. ☺ The presentation will need to be uploaded in the Communicate tab under the section marked "Grammar & Punctuation Visuals." You will need to choose one of the topics (each comes with a specific due date) and create a presentation that is both engaging and memorable.

As a reader/viewer, your job is to leave a post that tells **the author** what you got out of the presentation and how you plan on applying what you learned in your future essays. Be descriptive and complete. Don't write, "Good job!" because that doesn't tell the author how to improve. This is part of your participation grade, so be certain to be complete. Get your responses to these presentations in within a week of the due date.

TOPIC	DUE DATE	RESPONSE DUE DATE
Sentence Emphasis (S6), Sentence Variety (S7), & Sentence Types (B4)	1/24	1/27
The Comma... (insert scary music here) (P1)	1/24	1/27
Needed Words (S2) & Wordy Sentences (W2)	1/31	2/3
Unnecessary commas (P2)	1/31	2/3
Modifiers (S3) & Adjectives & Adverbs (G4)	2/7	2/10
The semicolon and colon (P3)	2/7	2/10
Shifts (S4), Mixed Construction (S5) & Active Verbs (W3)	2/14	2/17
The apostrophe (perhaps the most abused piece of punctuation EVER...) (P4)	2/14	2/17
Subject-Verb Agreement (G1)	2/21	2/24
Quotation Marks (P5) (Be certain to talk about the NO SINGLE QUOTES thing unless it's a quote inside of a quote)	2/21	2/24
Pronouns (G3)	2/28	3/3
Other Punctuation Marks (P6)	2/28	3/3
Sentence Fragments (G5) & Run-on Sentences (G6)	3/7	3/10
Capitalization (P8) & Appropriate Language (W4)	3/7	3/10
Abbreviations and numbers (P9)	3/14	3/17
Italics (P10) & Exact Language (W5)	3/14	3/17

“DAILY” ACTIVITIES

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 a “got it!” posting designed to not only test your knowledge but to also take the place of a classroom conversation about the text. A “got it!” posting is 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!” A few of the activities will be short quizzes. The calendar will note which daily activities are quizzes and which activities should be “got it” activities.

Be absolutely certain that you do only what is required: only what is listed in the calendar. I really appreciate students who want to go above and beyond—those individuals who decide to write up all of the answers on the exercises in the readings. This is really wonderful! But it **won't be graded**. So...you might want to look before you leap and only **do what is listed in the calendar**.

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. Like the discussion postings/Transition postings, you will

be required to respond to your peers' postings. Again, a **minimum of two reply postings (50 words minimum) are required for all "got it!" postings.** The **minimum word requirement on the original postings is 150 words.** Basically, just write something thoughtful that demonstrates what you "got" out of the reading and that initiates or furthers the conversation about the subject.

WRITING ASSIGNMENTS

OpEd Assignment – 10 points each, full credit; total: 90 points

Each week you will be assigned seminal text/argument(s)/essays/speeches 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 **(minimum 100 words)** noted are part of your grade for this assignment **(they are worth 30% of the Op/Ed grade)**, 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 essay are mandatory (peer reviews should concentrate on improving content versus grammar and punctuation hints—more comments is better!). Both the rough draft and the peer reviews are worth 10% of the essay'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 ESSAY.** 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 essay, it also provides you with ample time to complete and revise the assignment. All essays 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 essay to me that night. Continue to use the “late assignment submission” method to get your essay 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 essay is due on the date indicated. NO EXCEPTIONS. You have a one-hour grace period to get it in. If, for any reason, CompClass is being uncooperative, you **MUST** send your essay to me, contact Tech Support, and get the essay posted as soon as possible thereafter. The emailing of the essay only saves you from late penalties. If you do not email the essay prior to the due date and you cannot demonstrate that you have contacted Tech Support to rectify the problem (send me an email with the name of the Tech and the report number), then late charges as follows apply:

12 hours late (after the one hour grace period): 10% of the essay grade
24 hours late (after the one hour grace period): 20% of the essay grade
36 hours late (after the one hour grace period): 30% of the essay grade
48 hours late (after the one hour grace period): **NO CREDIT** (but you may still grade conference with me to determine how best to improve your writing)

The only thing emailing me the essay ensures is that you are not incurring late deductions. That’s it. If the essay is not posted on CompClass, it’s not getting graded. Bottom line.

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 2015)
Title of essay
2. **Double-space** your essay (worth 2 points).
3. **Highlight your thesis statement** (worth 4 points) in one color.
4. **Highlight each quotation** in another color (worth 2 points per source).
5. Place a **word count** for the CONTENT ONLY at the bottom of your essay (before the Works Cited). This is worth 4 points.
6. **A Works Cited page** must be included with each essay (if not included, the essay will be deemed plagiarized and a zero grade will be awarded). It doesn’t have to be perfect, but a legitimate attempt must be made. Look in your e-book *A Writer’s Reference* for a sample Works Cited and model source entries.
7. **Complete and upload your author’s note** with your essay (worth 10 points per essay!). (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 essay
 - 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 essay? Is the essay double-spaced?

_____ Have you highlighted all in-text citations in a color that is different from your thesis statement highlight?

_____ Have you placed a word count on the bottom of the document? (Remember that you only need a word count for the content!)

_____ Have you submitted your Reflection essay as an Author’s Note? (Each Reflection Essay is worth 10 points!)

_____ Have you highlighted your thesis in a color that is different from your highlighted in-text citations?

_____ Have you included a Works Cited? (Not all essays will require this element.)

REFLECTION ESSAY (Author’s Note) –full credit (provided all questions are answered)

This is a **required element** for every essay submitted. In the author’s note (see the Writing Tab User’s Guide for specific instructions), answer the following questions:

1. What is this essay 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 essay if you are assigned it for a future class?
5. Identify how I can help you most in response to this essay (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 essay. 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 Essays #1, #2, and #3

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

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

Essay #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 Essay #1 on Jonathan Swift, you may not write it on Jonathan Swift for Essay #2 or Essay #3.

- Write an extension of one OpEd. (You may choose this option three times for all three essays if you wish, but it may not be all on the same OpEd 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?
- Make a proposal to me. If you have an idea based off of any of our readings and you want to write an essay based off of that idea, email me and tell me what you propose to do. I may not say, "yes," but then again, I just might. ☺

Grading conferences for Essays #1 and #2 are mandatory. This is a Skype session set at a mutually convenient time. This session is a one-on-one conference where we discuss your essay and negotiate (yes, negotiate!) your grade. You will have a say in your grade if we conference. Essay #3's grading conference is **optional**. Bear in mind, though, that without the conference, you leave it all in my hands. ☺ **My Skype name is dr.jill.dahlman** You will need to initiate the call once you see that both of us are on.

FINAL EXAM (150 points – 15% total)

There are three sections to this final exam: one multiple choice based off of the "got it!" postings (worth 25 points), one revision of a pre-written 1st page of an essay (worth 50 points), and an essay exam (worth 75 points). All sections of the exam can be taken at any time during the last week of class and the week of finals.

For the revision portion, you will be supplied the first page of six essays. Choose ONE essay to revise in any way that you think will help to improve the essay. You will have two hours to complete this portion, and the revision section must be turned in through the writing tab. You can take as much time on this as you'd like. **Important**

note: You don't need to "finish" the essay; you only need to revise the one page you have been provided.

For the essay exam portion, 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 outlines/notes (30% of the score) and how thoroughly you answer the question(s) (70% of the score). The exams are open-book, open notes.

*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 and **must be forwarded to me prior to taking the essay exam.** Once I receive those notes, I will send to you the password. The exam must be taken within 12 hours of receiving the password, and you may not take more than two hours to complete the exam. Anything longer than two hours will result in a failing grade.*

Important Note regarding the process notes: These must be specific, but you cannot submit anything close to a pre-written essay. You can't simply write an outline that says, "Topic Sentence. Point 1. Point 2. Point 3." The outlines/clusters/bubbles/webs must demonstrate that you put some thought into the question, and the process notes must demonstrate that you understand that there is a process to writing a good essay. These notes can include quotations that will help to prove your point. They can include sentences. **They cannot be anything close to a pre-written essay.** Basically, write these in a way that will help you breeze through the essay section without handing in something so detailed and so specific that the essay has been pre-written. If I ultimately determine that these process notes are close to a pre-written essay, you will not get ANY credit for the process notes. None. Zip. Nada. Be specific on your notes, but don't pre-write the essay.

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 – January 12 to January 18

Last day to add/drop/change: January 20 (100% refund)

- Daily Activities **due Tuesday, January 13:** Read section C1 (Planning) in your e-book, and watch the three videos (clustering, freewriting, and outlining) and complete “got it!” posting; don’t forget to respond to two of your peers’ postings!
- Daily Activities **due Wednesday, January 14:** Read sections B1 (Parts of Speech) and B2 (Parts of Sentences), and complete “got it!” posting; don’t forget to respond to two of your peers’ postings!
- Read Ch. 1 in *Transition*; complete discussion posting by **Friday, January 16;** complete response **by January 18**
- OpEd: Cass Sunstein, “To Become an Extremist” due **Friday, January 16;** responses (two) **due January 19**
- Daily Activities/Quizzes **due Saturday: January 17:** CompClass/Syllabus quiz
- Plan your Essay #1. Look through your options and begin brainstorming, freewriting, and planning Essay #1. The rough draft will be due January 25.

WEEK TWO – January 19 to January 25

Last day to add/drop/change: January 20

- Op/Ed responses to Sunstein **due Monday, January 19**
- Daily Activities **due Tuesday, January 20:** Read section C2 (Drafting) and complete “got it!” posting; don’t forget to respond to two of your peers’ postings!
- Daily Activities **due Thursday, January 22:** Read section W6 (dictionary and thesaurus) in your e-book and complete “got it!” posting; don’t forget to respond to two of your peers’ postings!
- Read Ch. 2 in *Transition*; complete discussion posting **by Friday, January 23;** complete response **by Sunday, January 25**
- OpEd: Read Margaret Sanger, “The Cause of War” and Jonathan Swift, “A Modest Proposal,” and post your op/ed by **Friday, January 23;** responses (two) **due Monday, January 26**
- Daily Activities **due Saturday: January 24:** Read section C3 (Revising) in your e-book and watch “Revising is Dumb” and “Revising: Student Writers” videos and complete “got it!” posting; don’t forget to respond to two of your peers’ postings!
- Essay #1 rough draft **due Sunday, January 25**
- Read through weekly Grammar Presentation and provide constructive comments for the author.

WEEK THREE – January 26 to February 1

Last date to complete work from Week One and Two: January 27

- Op/Ed responses to Sanger and Swift **due Monday, January 26**
- Daily Activities **due Tuesday, January 27:** 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.

- Essay #1 Peer Review **due Wednesday, January 28**. Be certain to refer to SQOOCH handout to help you with this (found in the course materials section).
- Daily Activities **due Thursday, January 29**: Read section B3 (Subordinate Word Groups) in your e-book and complete “got it!” posting; don’t forget to respond to two of your peers’ postings!
- Read Ch. 3 in *Transition*; complete discussion posting **by Friday, January 30**; complete response **by Sunday, February 1**
- OpEd: Elizabeth Cady Stanton, “Declarations of Sentiments and Resolutions” and Sojourner Truth - “An’t I a Woman?” **due Friday, January 30**; responses (two) **due Monday, February 1**; for a different perspective on Truth’s speech, watch the YouTube video here:
http://www.youtube.com/watch?v=4vr_vKsk_h8
- Daily Activities **due Saturday, January 31**: Read section G2 (Verb Forms, tenses, and moods) in your e-book and complete “got it!” posting; don’t forget to respond to two of your peers’ postings!
- Essay #1 Final **due Sunday, February 1**; look at the announcement board to find a time to hold your Skype grading conference. Let me know your preference.
- Read through weekly Grammar Presentation and provide constructive comments for the author.

WEEK FOUR – February 2 to February 8

- Op/Ed responses to Elizabeth Cady Stanton and Sojourner Truth **due Monday, February 2**
- Daily Activities **due Tuesday, February 3**: Read section C4 (Writing paragraphs) in your e-book and complete C4-2 “Topic Sentences” and C4-3 “Transitions” exercises (found in the assignment tab).
- Daily Activities **due Thursday, February 5**: Read section S1 (Parallelism) in your e-book and complete “got it!” posting; don’t forget to respond to two of your peers’ postings!
- Read Ch. 4 in *Transition*; complete discussion posting **by Friday, February 6**; complete response **by Sunday, February 8**
- OpEd: Rachel Carson, “The Obligation to Endure” due **Friday, February 6**; response **due Monday, February 9**
- Read through weekly Grammar Presentation and provide constructive comments for the author.
- Begin working on Essay #2. Rough draft is due on February 15.

WEEK FIVE – February 9 to February 15

- Op/Ed responses to Carson **due Monday, February 9**

- Read Ch. 5 in *Transition*; complete discussion posting **by Friday, February 13**; complete response **by Sunday, February 15**
- OpEd: Thomas Jefferson, “The Declaration of Independence” and Chief Seattle - “Chief Seattle Address” **due Friday, February 13**; response **due Monday, February 16**
- Essay #2 rough draft **due Sunday, February 15**
- Read through weekly Grammar Presentation and provide constructive comments for the author.

WEEK SIX – February 16 to February 22

- Op/Ed responses to Jefferson and Chief Seattle **due Monday, February 16**
- Essay #2 Peer Review **due Wednesday, February 18**. Be certain to refer to SQOOCH handout to help you with this.
- Read Ch. 6 in *Transition*; complete discussion posting by **Friday, February 20**; complete response **by Sunday, February 22**
- OpEd: William James, “Habit” and Samuel Johnson, “On Self Love and Indolence” **due Friday, February 20**; response **due Monday, February 23**
- Essay #2 Final **due Sunday, February 22**; watch the announcement board for a list of dates/times available for a Skype grading conference. Let me know your preference.
- Read through weekly Grammar Presentation and provide constructive comments for the author.
- Begin work on Essay #3. Rough draft will be due Sunday, March 1.

WEEK SEVEN – February 23 to March 1

Last day to withdraw (on record): February 27. Please note: this is not fatal! It is far, far better to have a “W” on your record than an “F.” You can recover from a “W.” It is difficult to recover from an “F.” **Please contact me if you are on the fence about whether or not to withdraw.**

- Op/Ed responses to James and Johnson **due Monday, February 23**
- Read Ch. 7 in *Transition*; complete discussion posting by **Friday, February 27**; complete response **by Sunday, March 1**
- Op/Ed: Francis Bacon, “Of Studies,” and Plato’s “Allegory of the Cave” **due Friday, February 27**; response **due Monday, March 2**
- Essay #3 rough draft **due Sunday, March 1**
- Read through weekly Grammar Presentation and provide constructive comments for the author.

WEEK EIGHT – March 2 to March 8

- Op/Ed responses to Bacon and Plato **due Monday, March 2**
- Essay #3 Peer Review **due Wednesday, March 4**. Be certain to refer to SQOOCH handout to help you with this.
- Read Ch. 8 in *Transition*; complete discussion posting by **Friday, March 6**; complete response **by Sunday, March 8**
- OpEd: Zora Neale Hurston, “How it Feels to be Colored Me” and Martin Luther King, Jr., “Letter from a Birmingham Jail” **due Friday, March 6**; response **due Monday, March 8**

- Essay #3 **Final due Sunday, March 8**; watch the announcement board for a list of dates/times available for a Skype grading conference. Let me know your preference, if you want to earn a 5% bonus on your essay grade.
- Read through weekly Grammar Presentation and provide constructive comments for the author.
- Begin work on final assignments/final exam. Catch up on any missing work that is still open to be worked on.

WEEK NINE – March 9 to March 15

- Op/Ed responses to Hurston and King **due Monday, March 9**
- Read the contents of the Exam folder concerning writing under pressure. Post “Got it!” posting and two replies by **Tuesday, March 10**
- OpEd: Richard Hazlitt, “On the Pleasure of Hating” due **Friday, March 13**; response **due Monday, March 16**
- Take the final exam (at least Part I!); begin process notes for Part II (the essay part); take the final exam (Part III, revision) by **Saturday, March 28**.
- Read through weekly Grammar Presentation and provide constructive comments for the author.
- Any outstanding **response** discussion posts (posts on *Transition* and Grammar Presentations) must be completed by **March 21**. No new original posts will be accepted. Don’t wait on this! If you wait until March 21, you won’t finish.

WEEK TEN – March 16 to March 22

All Final Exams due by March 28

- Op/Ed responses to Hazlitt due **Monday, March 16**
- FINAL EXAM (all parts!) **due by Saturday, March 28**
- Any outstanding **response** discussion posts (posts on *Transition* and Grammar Presentations) must be completed by **March 21**. No new original posts will be accepted. Don’t wait on this! If you wait until March 21, you won’t finish.
- Course Reflection Essay **due Sunday, March 22**

All Final Exams due by March 28 – No extensions given! Plan ahead!