

**EN102 – EXPOSITORY WRITING**  
**INSTRUCTOR: Jill Dahlman, Ph.D.****EFFECTIVE DATE: Summer, 2015**  
**July 6, 2015 to September 12, 2015**

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 research papers 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.

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 (instructions to obtain this below).

This course requires no printed textbook purchase. However, you must purchase a subscription to CompClass, unless you already have a valid subscription from English 101.

If you do not yet have a valid CompClass subscription, go to <http://courses.bfwpub.com/writersref7e.php> and purchase one. Be sure that you get enrolled in CompClass with *A Writer's Reference*, 7<sup>th</sup> Ed.

If you already have a valid subscription (subscriptions are good for 365 days), go to the same initial page, <http://courses.bfwpub.com/writersref7e.php> and then click on "Need to switch courses" next to the Login box. There may be a potential problem if you previously clicked "Remember me on this computer" which may result in your being automatically logged on to your earlier course, so be careful about this. If that is the case, try logging in to this url:

[https://purchase.bfwpub.com/purchase/portal\\_switch\\_course/portal\\_switch\\_course.php?productId=writersref7e\\_p](https://purchase.bfwpub.com/purchase/portal_switch_course/portal_switch_course.php?productId=writersref7e_p)

If you have problems registering, purchasing, or logging in, please contact Customer Support. You can reach a representative 24 hours a day, 7 days a week:

- through the online form
- by chat

Or from 3 a.m. to 9 p.m. HST, 7 days a week:

- by phone at (800) 936-6899

**COURSE OBJECTIVES and STUDENT LEARNING OUTCOMES**

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 research paper development in a written text.
  - To demonstrate thesis sentences
  - To demonstrate topic sentences.
  - To demonstrate clear supporting examples for thesis sentence and topic sentences.
  - To demonstrate logical and clear connections between topic/thesis sentences and supporting examples.
4. To demonstrate an organized paper.
  - To demonstrate an effective introductory paragraph.
  - To demonstrate an effective concluding paragraph.
  - 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).
  - 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.
  - To demonstrate an understanding of the difference between a bibliography and a works cited page.
  - To demonstrate an understanding of plagiarism.
  - 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.
  - To demonstrate the ability to evaluate the validity of source information.
  - To demonstrate the ability to distinguish between reason and belief.
  - To demonstrate the ability to apply and integrate material from sources.

**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 August 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 August 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 or RECYCLING WORK, or COPYING PEER WORK AND SUBMITTING AS YOUR OWN 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 assignments (if needed).
5. An understanding that writing is a process that takes time and practice 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 (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. Avoid the use of pronouns such as "we," "I," "you," or "us." Be certain that your pronoun usage actually refers to something. ☺

### **Texts**

All texts outside of CompClass will be supplied on CompClass in the Course Materials tab.

#### **• 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. If life gets in the way, please notify me IMMEDIATELY. I cannot help you if you don’t tell me what’s going on. Not all work can be made up, and we need to discuss the problem in order to solve it.

**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. (Essays come with their own rules—see below for details) **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)**

<b>TASK</b>	<b>POINTS/%</b>
Daily/Weekly Activities “Got it!” postings (9 w/ 2 replies each) – 45 points Modules (4) – 20 points i-Cite (all exercises) – 40 points Research Proposal – 7/19 – 50 points Source Exercises (10 entries) – week four – 50 points Dialogical Notebook (15 entries) – week six – 50 points Annotated Bibliography (20 entries) – week eight – 75 points	330 / 33%
Op/Ed (Nine, 500-word mini essays at 10 pts each—full credit)	90 / 9
Essay #1 (1500 words) + reflection essay (100 points essay; reflection 10 points) – this is the first rough draft of your final essay. Not completing it and not completing the mandatory peer reviews will result in a 20% deduction off of the final grade of essay #3. Not completing a conference on the essay will result in a 30% (total) deduction from the final essay #3.	10 / 1%
Essay #2 (2250 words) + reflection essay – this is the second rough draft of your final essay. Not completing it and not completing the mandatory peer reviews will result in a 20% deduction off of the final grade of essay #3. Not completing a conference on the essay will result in a 30% (total) deduction from the final essay #3.	10 / 1%
Essay #3 (3000 words) + reflection essay (350 points essay; reflection 10 points)	360 / 16%
Final Exam: <b>Must be taken in order to pass the course!</b> 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 **the FINAL ESSAY** and participate in two grading conferences AND take and pass all components of the **final exam**. This is an essay writing class that prepares you for research essay writing in college classes, and if you don't write essays, then you aren't fulfilling the student learning outcomes.

Grade	Integration of Sources	Clarity and Rhetoric	Organizational Development	Grammar, Mechanics, & Citation
<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	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.
<b>F</b>	It is unclear what additional texts are being used and for what purpose.	It is unclear what techniques are being used	The purpose of the paper/thesis is unclear and/or not support is given.	No “works cited” page was included in the paper.

**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, even if you do complete all of the work quickly. 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 – 255 points (25.5%)

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.

Modules – There are modules that will require you to read, watch, and complete an exercise. These are credit/no credit assignments. Either everything is done well and you earn full credit...or it isn't. ☺

Many of the daily activities will consist of completing units on CompClass. To receive full credit for the assignment, you will need to read the material and complete a short quiz or a “Got it!” posting with two replies. A **“got it!”** posting is designed to not only test your knowledge but to also take the place of a classroom conversation about the text or video. (Sometimes, you will need to do both a unit exercise and a “got it!” posting.) 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. **The minimum word requirement on the original postings is 150 words. A minimum of two reply postings (50 words minimum) to posts that are not yours are required for all “got it!” postings.** You may NOT copy and paste replies on ANY assignment. **If you do not meet word count, the post will not be counted.**

**Be absolutely certain that you do only what is required: only 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.** Exceptions will be made on a case-by-case basis and only for good reason.

## WRITING ASSIGNMENTS

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

Each week you will be assigned seminal text/argument(s)/essays that you will need to read and formulate an opinion on. Consider how these texts complicate issues. 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 (or more) 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.

Keep in mind that these writings are NOT easy reads. Some of them are a little dense and chewy. These texts, though, are recommended by academics as texts that have influenced their own thinking, and if you take your time, you can really get something interesting out of them. Just take your time. Learning how to read writings that are not easy is the best way to learn how to read academic writing—something you will have to do a lot of in your college career.

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). You may NOT repeat any replies on any assignment. 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**

There is one formal essay assignments for this class. Two drafts (word counts noted) are mandatory and worth 20% of the total grade of the final essay. Thus, without these two drafts, accompanying peer reviews (worth 20% of the final grade on Essay #3) and two grading conferences on your two rough drafts, you will not pass the course. **Two** substantive peer reviews per essay are mandatory—see guidelines below. (Peer reviews should concentrate on improving content. Any comments on grammar or punctuation MUST refer to the specific location in the handbook.) The peer review is also worth 10% per draft. In other words, without both the drafts and the two peer reviews on each draft, **you will lose 40% of your grade on the final essay**. Furthermore, if you have not handed in these rough drafts or conducted the required number of substantive peer reviews and grading conference, **I MAY NOT GRADE YOUR FINAL 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 CompClass **by 11:55 p.m. 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 attempt to get your essay posted. It is just as important for your peers to see your work (if not more so!) than it is for me. Your peers have to comment so that they don't lose points. I show zero tolerance for denying your peers the rights to their points.

**The essays are 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

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
  - EN102/Dahlman
  - Date (Ex: 20 July 2015)
  - Title of essay
2. Double-space your essay (worth 2 points).
3. Highlight your thesis statement in one color (worth 4 points).
4. Highlight each quotation in another color (worth 2 points per source).
5. Place a word count for the CONTENT ONLY (not including header or Works Cited) at the bottom of your essay (before the Works Cited) (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 on CompClass 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!). CompClass provides you with a location for "notes." Use that for your author's note.

### **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 color?

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

\_\_\_\_\_ Have you submitted your Reflection essay? (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 (Author’s Note) –full credit (provided all questions are answered)**

This is a **required element** for every essay submitted. In the note section provided in the assignment’s dropbox, 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.

**Peer Review Checklist (Answer all questions!)**

- ✚ Does the writer make an effort to “hook” the audience and to establish the importance of the topic to a busy reader?
- ✚ In the introductory paragraph, did the writer provide a “road map” or “preview” of the main points to be covered in the paper (e.g., a forecasting statement)?
- ✚ Does the research paper have a clear thesis, which has been suitably narrowed for the length of the paper? Is it stated in the first paragraph? Does the writer get to the point quickly, without a lot of preliminary discussion?
- ✚ Is the thesis capable of being disproved?
- ✚ Does the thesis focus on a single, specific point?
- ✚ Does the writer use transitions between paragraphs and make sure each paragraph has a topic sentence? Is the content of each paragraph relevant to the thesis? Does the writer provide viable support for the thesis in the body paragraphs, by offering evidence such as facts and statistics, examples, expert opinion, personal experience, discussion of passages in primary texts, or analogy?
- ✚ Is the level of language appropriate to a general, well-educated audience?
- ✚ Does the writer define any unfamiliar terms after the introductory paragraph, and provide any necessary background information at the same point, to establish the context of the thesis?

- ✚ For the research, does each reference have a proper parenthetical citation in MLA style? Is there a corresponding end citation in proper MLA style?
- ✚ Does the paper contain too much quotation?
- ✚ Are any chosen sources credible?
- ✚ Does the research paper flow smoothly and with a unified voice?
- ✚ Is the paper padded, or is the writing powerful and lean?
- ✚ Does everything in the paper work toward proving the thesis, or is there digression?
- ✚ Is there a suitable conclusion?

### **Assignment Choices for Essays #1, #2, and #3**

Essay #1 – 1500 words minimum. No maximum, but try not to get too crazy. **Due 7/26**  
 Essay #2 – 2250 words minimum. No maximum, but try not to get too crazy. **Due 8/23**  
 Essay #3 – 3000 words minimum. No maximum, but try not to get too crazy. This is the final essay, so be certain it's perfect! **Due 9/6**

Choose one of the following documentaries as the base for your research project. Most (if not all) are available on Netflix or YouTube. Look for an argument in the documentary and turn that argument into a research topic. You do NOT have to agree with the argument in the documentary. Feel free to contact me to inquire about something else you'd like to do your essay on. I may not agree to the topic, but we can always discuss it.

- |                                       |   |
|---------------------------------------|---|
| ○ <i>DamNation</i>                    | ○ <i>Enron: The Smartest Guys in the Room</i> |
| ○ <i>The Eleventh Hour</i>            | ○ <i>Bowling for Columbine</i>                |
| ○ <i>The Invisible War</i>            | ○ <i>The Devil Came on Horseback</i>          |
| ○ <i>Bigger, Stronger, Faster</i>     | ○ <i>The Island President</i>                 |
| ○ <i>Room 237</i>                     | ○ <i>Food, Inc.</i>                           |
| ○ <i>The Act of Killing</i>           | ○ <i>For the Bible Tells Me So</i>            |
| ○ <i>Cosmos: A Spacetime Odyssey</i>  | ○ <i>Sicko</i>                                |
| ○ <i>Who Killed the Electric Car?</i> | ○ <i>Let the Fire Burn</i>                    |
| ○ <i>The Source Family</i>            | ○ <i>Born into Brothels</i>                   |
| ○ <i>Into the Abyss</i>               | ○ <i>Trouble the Water</i>                    |
| ○ <i>The Thin Blue Line</i>           | ○ <i>In the Shadow of the Moon</i>            |
| ○ <i>Hoop Dreams</i>                  | ○ <i>An Inconvenient Truth</i>                |
| ○ <i>How to Survive a Plague</i>      | ○ <i>Chasing Ice</i>                          |
| ○ <i>Vaccines: Calling the Shots</i>  | ○ <i>Supersize Me</i>                         |
| ○ <i>Blackfish</i>                    | ○ <i>Iris</i>                                 |
| ○ <i>Waltz with Bashir</i>            |   |

### **Sources for the essay:**

**You must incorporate a minimum of ten sources into your research essay. Minimum. These should be a mix of primary and secondary sources.**

Are you thinking of going to Google? Think again. Stop. Right now. This is a college research course, and while there are many good sources on the Internet, you need to learn how to work the academic databases in order to have credibility in your argument

and research. Who are the people who write articles on the Internet? Are they credible? Chances are they aren't, so...if you're not comfortable going to a dentist for a broken shoulder, then you should probably stick with the experts and their articles found in the academic databases. Does this mean that the Internet is off limits? No. Not at all. Some Internet sources are great. Some? Not so much. So here's the deal:

1. Definitions: If you're defining something, use the Oxford English Dictionary only. Look at the word, its origins, its current uses. Academic? Most definitely
2. Wikipedia, Answers.com, Ask Jeeves: ABSOLUTELY NOT. You can use it as a starting point (use the reference lists!), but you can't use it as a source in your essay. Look at the reference list. Chances are there is a source you can use in there. Think of Wikipedia (and its like) as if you were in third grade and you needed to get a general idea about something. That's about all Wikipedia is good for: getting a general idea. But you're writing about something specific on this college essay project, so you should use databases that will help you get from A-Z faster and more efficiently.
3. Online sources in general: The .whatever will help you figure out whether the source is viable. .com is a commercial site. Anyone can have a .com site. .edu is an educational site, but be careful with .edu sites. Some professors put up fake websites to teach students a lesson. Don't pick anything from a K-12 site! In other words, don't quote a 7<sup>th</sup> grader. That's just crazy. .org sites, while non-profit in nature, generally have an agenda (not that .edu sites don't...). Be aware of that agenda. .gov and .mil are government sites. By and large, these are excellent for getting original documents, speeches, etc., even though the .mil sites can be less than forthcoming or a wee bit biased for very obvious reasons.
4. On CompClass, in Course Materials, go to *Research and Documentation Online*. Choose the subject matter your research topic best fits under, and see what online resources are available.
5. News sources: Avoid like the plague. Not kidding. Six corporations own nearly every single media outlet in the nation. That means six people are controlling what you see and how the information is presented. There's an agenda here, people. No good. If the source is from something not owned by a corporation, you stand a better chance. BBC and Al Jazeera are also pretty good because they don't answer to anyone in the U.S. and aren't as easily purchased by American companies with an agenda.
6. Academic databases: Aim for CQ Researcher, which generally has pros and cons of issues. It's published by the Library of Congress. Head to Academic Search Premier (can also be found in EBSCO, among others—EBSCO is the vendor. Be certain you know what database your source is coming from! This is vitally important for your Works Cited.). Some databases are specific to a subject and thus are very helpful for specific topics. Figure out what's what. Call the librarian if you need to. Reliable sources are essential to success in this (and future) college course.
7. **Bottom line: The total number of academic sources (from databases) must outweigh online (not vetted) sources.**

**Grading conferences for Essays #1 and #2 are mandatory.** This is a Skype (free download) or Facetime session set at a mutually convenient time. Generally speaking, you have 15 hours a day to play with. The first conference will take approximately 30-45 minutes (unless you have a lot of questions), and each conference after that will go faster. This session is a one-on-one conference where we discuss your essay. Essay #3's grading conference is **optional** and comes with a 5% extra credit. **My Skype name is dr.jill.dahlman.** My Facetime email is jilldahlman@gmail.com. You will need to initiate the call once you see that both of us are on.

### **Tools in your research essay toolbox**

To write a really great research essay requires organization and clear thinking about a topic, the research you unearth, and your analysis of that information. To help you stay on track, a series of tools will be used: the proposal, the source exercises, the dialogical notebook, and the annotated bibliography. As you proceed through your college courses, you will find that these organizational tools will help you to easily write a substantial research paper. Certainly when you leave this course you will probably not use all of them at the same time; however, learning what's available to you will help you to determine what will help you stay on track (and be successful!) on future writing/research projects.

**Important hint: If you want to save yourself time, headache, and heartache, work on the source exercises, dialogical notebook, and annotated bibliography simultaneously, and devote time to these assignments EACH WEEK. This way, you're only adding the five extra sources for each assignment and not running around at the last minute trying to accumulate information from the previous exercise. Trust me on this, please. These are tools for helping to make writing a research essay easy—they are not “busy work” assignments. Several of these tools have literally saved my \*\*\* when I was an undergraduate and graduate student. Completing the tools PRIOR TO an essay means that the tools help to write the essay all by itself.**

### **Research Proposal – due 7/19**

You've watched a couple of different documentaries, and you think you know what you want to write your research essay on. Great! Now is the time to figure out whether the topic you have chosen is viable. Can you sustain the topic for 10 weeks? Can you find enough sources to use in your essay? Once you've committed to this essay topic, you're in for the long haul, so make certain this is something that you can do.

Assemble and review your research materials: topic, ideas, research question, working thesis, and a list of resources. This is the basis for your proposal. Write this proposal to me telling me what you plan on researching. Give me a timeline (schedule) for when each piece of the puzzle will be completed. Demonstrate in a list form that you have a minimum of 10 sources (Internet and Academic Database) that you found to help you with this project. This doesn't need to be long, but it does need to be complete (see the above topics for what I'll be looking for). Turn this in on the Writing Tab on CompClass.

**Source Exercises (10 sources) – due 8/2**

Using the template found under Course Materials, complete a Source Exercise sheet for ten different sources. Turn this in via the Dropbox on CompClass.

**Dialogical Notebook (15 sources) – due 8/16**

A dialogical notebook is just a discussion that you have with a set of sources. Does the source say something that you don't agree with or you think is complete balderdash? Here's the place to figure it all out. A dialogical notebook is cyclical. That is, with each new thing you find out, you should be led to a different source, which will have a quote that requires you to analyze it.

Don't freak out over the number of required sources! Using ten of the sources from your Source Exercises and five new sources, complete the following template:

Source	What I think the source.	What I need to find out.	What I found out.
What the source says:			

You will be graded on how complete the notebook is. The more complete, the better your chances of getting a great grade.

**Annotated Bibliography (20 sources) – due 8/30**

You can re-use the 15 sources that you found up to this point, and add in five new sources in order to complete an annotated bibliography. A good annotated bibliography presents the citation in proper MLA format. The sources are alphabetized (no special markings—no numbers, bullets, pretty font—just keep it straightforward). Your annotated bibliography needs to include the following information:

- Author biography (brief)
- 25-30 word summary of the source (article, chapter, book, etc.)
- A statement as to the relation to the thesis
- Two (minimum) quotations with explanations of them and the importance to supporting your thesis and in-text citations

**FINAL EXAM (150 points – 15% total)**

There are three sections to this final exam: one revision memo of a pre-written first page of an essay (worth 50 points), a multiple choice MLA citation exam (50 points), and a multiple choice/short answer exam (worth 50 points) that covers the videos, readings. All sections of the exam can be taken at any time during the last week of class and the week of finals. **If you do not take all three sections of the Final Exam, you will fail the course.**

For the revision portion, you will be supplied the first page of six essays. Choose ONE essay to write a revision memo that tells the author the best way to improve the essay for a 102 course. Advise of databases, where the essay is lacking, and anything else that you think will help to improve the essay. The revision section must be turned in through the dropbox provided. You can take as much time on this as you'd like.

**Important note:** **You only need to provide a revision memo on the one page you have been provided.** Demonstrate that you know how to take a bad essay draft to an "A" research essay.

The two multiple choice sections are pretty self-explanatory. You will only have one shot at taking these exams, so don't click on them unless and until you are prepared to complete the quizzes in ONE sitting—the first sitting. These are timed exams! You will have 45 minutes to complete EACH exam. The MLA Exam consists of 60 questions. The final, third portion, has not yet been written, but expect it to be similar to the MLA exam.

### **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? If you'd like, you can present this reflection letter as a letter to a future 102 student, but be certain to explain the answers to the questions in that letter.

### **CALENDAR--FOLLOW THIS!**

#### **WEEK ONE – July 6 to July 12**

##### **Last day to add/drop/change: July 13 (100% refund)**

- Daily Activities **due Wednesday, July 8:** Complete i-cite unit (watch the animated introduction, complete all three tutorials, and complete the source practice) and complete "got it!" posting on what you learned; don't forget to respond to two of your peers' postings!
- OpEd: Paulo Friere, "The Banking System of Education," due **Friday, July 10;** responses (two) **due July 13**
- Plan your Essay #1. Look through your options and begin watching documentary/ies, brainstorming, freewriting, and planning Essay #1 (rough draft **due July 26**). The research proposal will be **due July 19**.

#### **WEEK TWO – July 13 to July 19**

##### **Last day to add/drop/change: Monday, July 13**

- Op/Ed responses to Friere **due Monday, July 13**
- Daily Activities **due Tuesday, July 14:** Read section A1 in your ebook and complete "got it!" posting; don't forget to respond to two of your peers' postings!
- Daily Activities **due Thursday, July 16:** Read section R1 in your ebook and watch videos noted on the assignment tab and complete "got it!" posting; don't forget to respond to two of your peers' postings! Review "Exploring Topics" and "Narrowing a Topic" checklists, and apply to your own research proposal.

- Op/Ed: Read Walter Benjamin, “The Work of Art in the Age of Mechanical Reproduction,” and post your op/ed by **Friday, July 17**; responses (two) **due Monday, July 20**
- Research Proposal **due Sunday, July 19**
- Source Exercises for 10 sources **due Sunday, August 2**

### **WEEK THREE – July 20 to July 26**

**Last date to complete work from Week One and Two with no penalty: July 23**

- Op/Ed responses to Benjamin **due Monday, July 20**
- Daily Activities **due Tuesday, July 21**: Read section R2 in your ebook and watch videos noted on the assignment tab and complete “got it!” posting; don’t forget to respond to two of your peers’ postings! Review Planning a Search and Skimming Sources checklists, and apply to your own project.
- Daily Activities **due Thursday, July 23**: Read through Evaluating Sources checklist and apply to your own project. Optional! ☺ Watch the video named in “Write-On” regarding campus resources and improving your academic English.
- Op/Ed: Thomas S. Kuhn, “The Structure of Scientific Revolutions,” **due Friday, July 24**.
- Essay #1, rough draft #1 of research essay **due Sunday, July 26**
- Essay #1 Final first rough draft **due Sunday, August 2**
- Source Exercises for 10 sources **due Sunday, August 2**.

### **WEEK FOUR – July 27 to August 2**

- Op/Ed responses to Kuhn **due Monday, July 27**
- Daily Activities **due Tuesday, July 28**: Read section MLA-1 in your ebook and watch videos noted on the assignment tab and complete “got it!” posting; don’t forget to respond to two of your peers’ postings!
- Essay #1 Peer Review **due Wednesday, July 29**. Be certain to answer all questions on the peer review checklist (in this syllabus)
- Daily Activities **due Thursday, July 30**: Read section A2 and A3 in your ebook and watch videos noted on the assignment tab and complete “got it!” posting; don’t forget to respond to two of your peers’ postings!
- Op/Ed: Louis Althusser, “Ideology and Ideological State Apparatuses” **due Friday, July 31**; response **due Monday, August 3**
- Source Exercises for 10 sources **due Sunday, August 2**, submit to the dropbox
- Essay #1 Final first rough draft **due Sunday, August 2**; email your availability to hold your Skype grading conference.
- Begin working on Essay #2, second rough draft for final essay **due Sunday, August 9**.

### **WEEK FIVE – August 3 to August 9**

- Op/Ed responses to Althusser **due Monday, August 3**
- Daily Activities **due Tuesday, August 4**: Read section R3 and MLA-2 in your ebook, complete module and watch videos noted on the assignment tab and complete “got it!” posting; don’t forget to respond to two of your peers’ postings!

Read through Taking Notes and Avoiding Plagiarism checklists and apply to your project.

- Op/Ed: Roland Barthes, “The Death of the Author,” **due Friday, August 7**; response **due Monday, August 10**
- Essay #2 second rough draft **due Sunday, August 9**
- Dialogical Notebook for 15 entries **due Sunday, August 16**, submit to dropbox

### **WEEK SIX – August 10 to August 16**

- Op/Ed responses to Barthes **due Monday, August 10**
- Daily Activities **due Tuesday, August 11**: Read section MLA-3 in your ebook, watch Write-on tutorial, “Integrating Sources in MLA Style,” complete module on integrating sources, and watch videos noted on the assignment tab and complete “got it!” posting; don’t forget to respond to two of your peers’ postings!
- Essay #2 Peer Review **due Wednesday, August 12**. Use the Drafting checklist to review your peers’ essays—answer all of the questions in addition to those questions found in the Peer Review section. After you have examined the comments made on your essay, read through Revising checklist and apply to your own project.
- Daily Activities **due Thursday, August 13**: Complete modules on identifying signal phrases and limiting quotations. Read through Integrating Sources checklist and apply to your own project.
- Op/Ed: Theodor Adorno and Max Horkheimer, “The Culture Industry as Mass Deception,” **due Friday, August 14**; response **due Monday, August 17**
- Essay #2 Final **due Sunday, August 16**; email available times for a Skype grading conference. Let me know your preference.
- Dialogical notebook final **due Sunday, August 16**
- Begin work on Essay #3. Rough draft will be **due Sunday, August 23**. This essay should be pretty close to “finish” by this point...

### **WEEK SEVEN – August 17 to August 23**

**Last day to withdraw (on record): August 22. 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 Adorno and Horkheimer **due Monday, August 17**
- Daily Activities **due Tuesday, August 18**: Read section MLA-5 in your ebook. Use editing checklist and rubric (found on this syllabus) to check your final essay #3 prior to submitting it. Complete “got it!” posting; don’t forget to respond to two of your peers’ postings!
- Op/Ed: Rachel Carson, “The Obligation to Endure,” **due Friday, August 21**; response **due Monday, August 24**
- Essay #3 rough draft **due Sunday, August 23**
- Annotated Bibliography, 20 entries, **due Sunday, August 30**, submit in the dropbox

### **WEEK EIGHT – August 24 to August 30**

- Op/Ed responses to Carson **due Monday, August 24**

- Essay #3 Peer Review **due Wednesday, August 26**. Be certain to refer to SQOOCH handout to help you with this.
- OpEd: Edmund Burke, “The Sublime and the Beautiful,” due **Friday, August 28**; response **due Monday, August 31**
- Annotated Bibliography, 20 entries, **due Sunday, August 30**
- Begin work on final essay (**due September 6**) and final exam.

**WEEK NINE – August 31 to September 7**

- Op/Ed responses to Burke **due Monday, August 31**
- OpEd: Banksy’s image for Greenpeace due **Friday, September 4**; response **due Monday, September 7**
- Essay #3 Final **due Sunday, September 6**; email a list of dates/times available for a Skype grading conference, if you want to earn a 5% bonus on your essay grade. Let me know your preference.
- Take the final exam by **Saturday, September 12**.

**WEEK TEN – September 7 to September 13****All Final Exams due by September 12**

- Op/Ed responses to Banksy due **Monday, September 7**
- FINAL EXAM (everything!) **due by Saturday, September 12**
- Course Reflection Essay **due Sunday, September 13**

**All Final Exams due by September 12 – No extensions given! Plan ahead!**