

**EN101 – INTRODUCTION TO EXPOSITORY WRITING****INSTRUCTOR: Jill Dahlman, Ph.D.****EFFECTIVE DATE: Winter, 2016  
January 11, 2016 to March 26, 2016**

Three Credits

Meeting Days/Times: online

Contact: Jill Dahlman, Ph.D.

[jill.dahlman@adjunct.chaminade.edu](mailto:jill.dahlman@adjunct.chaminade.edu)

Skype: dr.jill.dahlman; Facetime: jilldahlman@gmail.com

Office Hours: Appointment via Skype or Facetime

**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 LaunchPad course management system in particular. Students are expected to engage in active online discussion via LaunchPad.

**REQUIRED TEXTBOOKS/TECHNOLOGY:**

Access to a computer and specifically to the technology of LaunchPad containing the e-book, *The Bedford Guide for College Writers*, 10th Ed. (instructions to obtain this below). The book, *The Transition to College Writing*, 2<sup>nd</sup> 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.

The online portion of our course is open for student registration. Follow these steps to get started. If you need additional guidance, consult the student "Get Started" guide, especially the system requirements, which list the recommended browsers.

To register for the course go to: <http://www.macmillanhighered.com/launchpad/bedguide10e/2817112>

PLEASE bookmark the page to make it easy to return to.

You have three options to enroll in the course: you can purchase direct access; you can buy an access code (supplied with the package sold at the Chaminade University bookstore), or you can get free 21 day access while deciding.

To navigate and start using LaunchPad please consult the Get Started guide and/or view the video that explains the system. **This is highly recommended.**

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 9 a.m. to 3 a.m. EST, 7 days a week:

- by phone at (800) 936-6899

**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 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 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.

### **INSTRUCTIONAL PROCEDURES**

We will be using LaunchPad, a software technology available through the Internet. Your grade is dependent upon the successful completion of writing assignments noted in this syllabus, LaunchPad 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 LaunchPad 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**

As noted earlier, in addition to Keith Hjortshof's *The Transition to College Writing*, 2<sup>nd</sup> Ed., this course requires the purchase of LaunchPad, which contains the e-book *The Bedford Guide to College Writing*, 10th Ed.. All other texts will be supplied on LaunchPad. You can gain access for a limited period of time at no cost (21 days), but that access does not last forever—you will eventually need to

purchase access. You can purchase an access card for LaunchPad through the bookstore or by following the instructions noted earlier.

#### • 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 \(Online Writing Lab\)](#)
- [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. **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 LaunchPad. 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 LaunchPad. (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.

**PLEASE NOTE:** I cannot/will not pass you if you don't complete **ALL THREE ESSAYS** and participate in two grading conferences. This is an essay writing class that prepares you for research

essay writing in EN102, 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, 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.

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

TASK	POINTS/%
Daily Activities (unit activities [200 points], transition postings [56 points])	255 / 25.5%
Op/Ed (Nine, 500-word mini essays at 15 pts each—full credit)	135 / 13.5%
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 / 13.5%
Essay #3 (1500 words) + reflection essay (150 points essay; reflection 10 points)	160 / 16%
Final Exam: <b>Must be taken in order to pass the course!</b> 150 points total	150 / 15%
Course Reflection Essay	55 / 5.5%

### 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.

Most of the daily activities will consist of completing units on LaunchPad. To receive full credit for the assignment, you will need to complete the pre-test of the subject, read the material, and complete the post-test. In some cases, a Learning Curve assignment, an adaptive, game-like activity

will be required. If Learning Curve is part of the assignment, you will need to achieve 300 points in the “game” in order to receive full credit. Reading the material is helpful! It will help you to answer the questions quickly and correctly.

Some of the 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 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.

## 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 125 words or more** is required. You may NOT copy and paste replies on ANY assignment. **If you do not meet word count, the post will not be counted.** 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, after the first two responses have been posted, the deadline dates 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.

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. 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).

## WRITING ASSIGNMENTS

### OpEd Assignment – 15 points each, full credit; total: 135 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 (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.

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. 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 125 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 and worth 10% of the total grade. 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!). If you are commenting on grammar or punctuation, you MUST refer to the specific location in the e-book for the author to consult. The peer review is also worth 10%. 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 substantive 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 LaunchPad **by 11:59 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 essay is due on the date indicated. NO EXCEPTIONS.** You have a one-hour grace period to get it in. If, for any reason, LaunchPad 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 LaunchPad, 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 2016)  
 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 LaunchPad 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!). LaunchPad 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.)

\_\_\_\_\_ Have you scheduled a grading conference?

**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.

### ***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 assignment.)
- Relate one article we have read to a contemporary issue. Is the issue still going on? In what way? What connections do you see?
- How do Stanton's general political aims contrast with Jefferson's goals in the Declaration of Independence?
- Elizabeth Cady Stanton used the Declaration of Independence as a template for her Declarations of Sentiments and Resolutions. Some scholars put forth the idea that she plagiarized. Did she do that or did she simply use a well-known document to help her construct her document? To answer this well, you will need to explore the way writing was taught in Stanton's and Jefferson's time and what **exactly** plagiarism is and how it might or might not apply to this particular document.
- 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 (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 and negotiate your grade. You will have a say in your grade when we conference. Essay #3's grading conference is **optional** and comes with a 5% extra credit. Bear in mind, that without the conference, you leave it all in my hands. ☺ **My Skype name is dr.jill.dahlman.** My Facetime email is jilldahlman@yahoo.com. **You will need to initiate the call once you see that both of us are on.**

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

There are two sections to this final exam: one revision of a pre-written first page of an essay (worth 50 points), and a revision (with substantive additions) of one of your essays. **If you do not take both 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 revise in any way 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 don't need to "finish" the essay; you only need to revise the one page you have been provided.**

You have the opportunity to turn in ONE essay fully and completely revised as the second portion of your final exam grade. It **MUST** be a revision--you can't re-do an essay you missed. Choose your worst essay **that we have graded together on Skype (or FaceTime)**, turn on "track changes" so that I can see the changes you made, and **add 500 words to your essay**. Turn in the version with track changes. Email these to me at my Chaminade account. I will re-grade it, and based upon both the revision and the additional words, that new grade will be your final exam grade.

**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 101 student, but be certain to explain the answers to the questions in that letter.

**CALENDAR--FOLLOW THIS!**  
**(Not Everything is on LaunchPad)**

**WEEK ONE – January 11 to January 17****Last day to add/drop/change: January 19**

- o Daily Activities **due Tuesday, January 12:** Read Chapter 15 in your e-book, Writing Online, and complete "got it!" posting on the chapter; don't forget to respond to two of your peers' postings!
- o Daily Activities **due Wednesday, January 13:** Read Chapter 1 in your e-book and complete Learning by Doing activity.
- o Read Ch. 1 in *Transition*; complete discussion posting by **Friday, January 15**; complete response **by January 17**
- o OpEd: Cass Sunstein, "To Become an Extremist" due **Friday, January 15**; responses (two) **due January 18**
- o Plan your Essay #1. Look through your options and begin brainstorming, freewriting, and planning Essay #1. The rough draft will be due January 24.

**WEEK TWO – January 18 to January 24****Last day to add/drop/change: Tuesday, January 19**

- o Op/Ed responses to Sunstein **due Monday, January 18**
- o Daily Activities **due Tuesday, January 19**: Complete Drafting unit and complete “got it!” posting; don’t forget to respond to two of your peers’ postings!
- o Daily Activities **due Thursday, January 21**: Complete Patterns of Organization unit and complete Learning Curve assignment. Be certain to hit 300 points in Learning Curve in order to get full credit.
- o Read Ch. 2 in *Transition*; complete discussion posting **by Friday, January 22**; complete response **by Sunday, January 24**
- o OpEd: Read Margaret Sanger, “The Cause of War” and Jonathan Swift, “A Modest Proposal,” and post your op/ed **by Friday, January 22**; responses (two) **due Monday, January 25**
- o Daily Activities **due Saturday, January 23**: Complete Revising unit and complete “got it!” posting; don’t forget to respond to two of your peers’ postings!
- o Essay #1 rough draft **due Sunday, January 24**

**WEEK THREE – January 25 to January 31****Last date to complete work from Week One and Two with no penalty: January 27**

- o Op/Ed responses to Sanger and Swift **due Monday, January 25**
- o Daily Activities **due Tuesday, January 26**: Read “How Do You Peer Review?” found in the Course Materials folder. Watch “Peer Review: What is peer review?” (<https://www.youtube.com/watch?v=O3lkm8LsgoU>), “Otis College: Peer Writing Review Process” (<https://www.youtube.com/watch?v=24apK7i32xg>), and “Writing Peer Review (Peer Critique) TOP 10 Mistakes” (<https://www.youtube.com/watch?v=iBuq4qgRhCc>) youtube videos. Post “got it!” response that encompasses a discussion on what you’ve discovered about good and bad peer reviews.
- o Essay #1 Peer Review **due Wednesday, January 27**. Be certain to refer to SQOOCH handout to help you with this (found in the course materials section).
- o Daily Activities **due Thursday, January 28**: Complete Thesis Statements unit and complete “got it!” posting; don’t forget to respond to two of your peers’ postings!
- o Read Ch. 3 in *Transition*; complete discussion posting **by Friday, January 29**; complete response **by Sunday, January 31**
- o OpEd: Elizabeth Cady Stanton, “Declarations of Sentiments and Resolutions” and Sojourner Truth - “An’t I a Woman?” **due Friday, January 29**; 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](http://www.youtube.com/watch?v=4vr_vKsk_h8)
- o Daily Activities **due Saturday, January 30**: Complete Topics and Main Ideas unit; complete Learning Curve segment. Be certain to hit 300 points in Learning Curve in order to get full credit.
- o Essay #1 Final **due Sunday, January 31**; book a Skype grading conference on our course Google calendar.

**WEEK FOUR – February 1 to February 7**

- o Op/Ed responses to Elizabeth Cady Stanton and Sojourner Truth **due Monday, February 1**
- o Daily Activities **due Tuesday, February 2**: Complete Argument unit; complete Learning Curve segment. Be certain to hit 300 points in Learning Curve in order to get full credit.

- o Daily Activities **due Thursday, February 4:** Complete Parallelism unit; complete Learning Curve segment. Be certain to hit 300 points in Learning Curve in order to get full credit.
- o Read Ch. 4 in *Transition*; complete discussion posting **by Friday, February 5;** complete response **by Sunday, February 7**
- o OpEd: Rachel Carson, “The Obligation to Endure” due **Friday, February 5;** response **due Monday, February 8**
- o Begin working on Essay #2. Rough draft is due on Sunday, February 14.

#### **WEEK FIVE – February 8 to February 14**

- o Op/Ed responses to Carson **due Monday, February 8**
- o Daily Activities **due Tuesday, February 9:** Complete Argument unit; complete Learning Curve segment. Be certain to hit 300 points in Learning Curve in order to get full credit.
- o Daily Activities **due Thursday, February 11:** Complete Sentence Variety unit.
- o Read Ch. 5 in *Transition*; complete discussion posting **by Friday, February 12;** complete response **by Sunday, February 14**
- o OpEd: Thomas Jefferson, “The Declaration of Independence,” Abraham Lincoln, “The Gettysburg Address,” Chief Joseph “Surrender,” and Chief Seattle, “Chief Seattle Address” **due Friday, February 12;** response **due Monday, February 15**
- o Essay #2 rough draft **due Sunday, February 14**

#### **WEEK SIX – February 15 to February 21**

- o Op/Ed responses to Jefferson, Lincoln, Chief Joseph, and Chief Seattle **due Monday, February 15**
- o Daily Activities **due Tuesday, February 16:** Complete Argument unit; complete Learning Curve segment. Be certain to hit 300 points in Learning Curve in order to get full credit.
- o Essay #2 Peer Review **due Wednesday, February 17.** Be certain to refer to SQOOCH handout to help you with this.
- o Daily Activities **due Thursday, February 18:** Complete Sentence Variety unit.
- o Read Ch. 6 in *Transition*; complete discussion posting **by Friday, February 19;** complete response **by Sunday, February 21**
- o OpEd: Paulo Friere “The Banking System of Education,” **due Friday, February 19** response **due Monday, February 22**
- o Essay #2 Final **due Sunday, February 21;** book a Skype grading conference on our course Google calendar.
- o Begin work on Essay #3. Rough draft will be due Sunday, February 28.

#### **WEEK SEVEN – February 22 to February 28**

**Last day to withdraw (on record): February 26. 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.**

- o Op/Ed responses to Friere **due Monday, February 22**
- o Daily Activities **due Tuesday, February 23:** Complete Wordiness unit
- o Daily Activities **due Thursday, February 25:** Complete Comma unit; complete Learning Curve segment. Be certain to hit 300 points in Learning Curve in order to get full credit.
- o Read Ch. 7 in *Transition*; complete discussion posting **by Friday, February 26;** complete response **by Sunday, February 28**

- o Op/Ed: Francis Bacon, “Of Studies,” and Plato’s “Allegory of the Cave” **due Friday, February 26**; response **due Monday, February 29**
- o Essay #3 rough draft **due Sunday, February 28**

### **WEEK EIGHT – February 29 to March 6**

- o Op/Ed responses to Bacon and Plato **due Monday, February 29**
- o Daily Activities **due Tuesday, March 1**: Complete Semicolons and Colons unit; complete Learning Curve segment. Be certain to hit 300 points in Learning Curve in order to get full credit.
- o Essay #3 Peer Review **due Wednesday, March 2**. Be certain to refer to SQOOCH handout to help you with this.
- o Read Ch. 8 in *Transition*; complete discussion posting by **Friday, March 4**; complete response **by Sunday, March 6**
- o OpEd: Zora Neale Hurston, “How it Feels to be Colored Me” and Martin Luther King, Jr., “Letter from a Birmingham Jail” due **Friday, March 4**; response **due Monday, March 7**
- o Daily Activities **due Saturday, March 5**: Complete Apostrophes unit; complete Learning Curve segment. Be certain to hit 300 points in Learning Curve in order to get full credit.
- o Essay #3 Final **due Sunday, March 6**; book a Skype grading conference on our course Google calendar, if you want to earn a 5% bonus on your essay grade.
- o Begin work on final assignments/final exam.

### **WEEK NINE – March 7 to March 13**

- o Op/Ed responses to Hurston and King **due Monday, March 7**
- o Daily Activities **due Tuesday, March 8**: Complete Pronouns unit; complete Learning Curve segment. Be certain to hit 300 points in Learning Curve in order to get full credit.
- o Daily Activities **due Thursday, March 10**: Complete Quotation Marks unit; complete Learning Curve segment. Be certain to hit 300 points in Learning Curve in order to get full credit.
- o OpEd: Richard Hazlitt, “On the Pleasure of Hating” due **Friday, March 11**; response **due Monday, March 14**
- o 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 26**.

### **WEEK TEN – March 14 to March 20**

#### **All Final Exams due by March 26**

- o Op/Ed responses to Hazlitt due **Monday, March 15**
- o FINAL EXAM (both parts!) **due by Saturday, March 26**
- o Course Reflection Essay **due Sunday, March 20**

**All Final Exams due by March 26 – No extensions given! Plan ahead!**