

Sample Syllabi and Assignments

As you build your own syllabi and assignments, you might consult these samples in Part III. Find more models and fresh ideas at hackerhandbooks.com/teaching.

S1 Sample syllabi

Syllabus 1: *The Bedford Handbook*, Eighth Edition, in English Composition 1010, spring semester 125

Syllabus 2: *Rules for Writers*, Seventh Edition, in College Composition and Reading, fall semester 131

Syllabus 3: *A Writer's Reference*, Seventh Edition, in English 101, spring semester 139

Syllabus 4: *A Pocket Style Manual*, Sixth Edition, in Advanced Composition, spring semester 145

S2 Sample assignments

Assignment 1: Workshop on Revising Paragraphs 157

Assignment 2: Textual Analysis 159

Assignment 3: Defining and Addressing Plagiarism 161

Assignment 4: Mechanics Workshop: Use of the Comma, Run-on Sentences, Pronoun-Antecedent Agreement, Pronoun Reference 163

Assignment 5: Visual Literacy and Analysis 165

Assignment 6: Essay 4: Writing in Your Discipline 167

ENGLISH COMPOSITION 1010

COURSE SYLLABUS

TERM: Spring 2010
PREREQUISITE: Completion of DSPW 0800 or acceptable placement scores
INSTRUCTOR: Bobbie Kilbane
PHONE: xxx-xxx-xxxx
OFFICE HOURS: Mon., Wed., Fri.: 10:10 a.m.–11:00 a.m. and 12:00 p.m.–3:00 p.m.
Tues.: Language Center 9:00 a.m.–10:30 a.m.; Office 10:30 a.m.–11:00 a.m.
Thurs.: 9:00 a.m.–10:00 a.m.
E-MAIL: x@volstate.edu
TEXTBOOKS: *The Bedford Handbook*, 8th edition, Diana Hacker and Nancy Sommers. Bedford/
St. Martin's, 2010.
The Longman Writer, 7th edition, Nadall, Langan, and Comodromos, eds. Pearson,
2009.

Overarching Goals

In English Composition 1010, students will develop and organize ideas, learn an effective writing process, and acquire mastery of composition fundamentals that will apply to a variety of writing situations throughout their academic and professional careers. English Composition 1010 will provide opportunities for students to discuss writing with instructors and peers in a safe and respectful learning environment.

Learning Objectives

Upon completing English Composition 1010, the student will be able to

- Organize essays that explain or describe a topic, narrate a personal experience, reflect on observations, and write an analysis
- Follow a process for writing an effective essay, apply invention strategies, revise drafts, and incorporate peer feedback
- Read and respond to different types of essays, observing rhetorical structure (reading as a writer)
- Identify and correct mechanical errors as part of the revision/editing process
- Analyze and comment on in-process writing, recognizing elements of strength and areas for improvement in written drafts
- Incorporate self-assessment and reflection into the writing process
- Integrate quotations, paraphrases, and summaries into his or her own writing and document them appropriately

Course Requirements

- Complete reading assignments before class (expect daily quizzes).
- Following a systematic writing process, compose four essays, two to four pages long, typed and double-spaced. Types of essays include personal narrative or description, comparison-contrast, cause-and-effect analysis, classification-division, and a research essay.
- Have a rough draft on the due date for a peer review (draft exchange).
- Maintain a course folder that includes all drafts of each essay.
- Attend at least one scheduled conference with instructor; you must bring an in-process draft of an essay.
- Avoid plagiarism—that is, using someone else's writing without acknowledging the source (see handout on plagiarism).

Attendance and Participation

On the negative side:

- More than three absences require written evidence (such as a doctor's excuse) that the student is unable to attend class. Each unexcused absence over four is figured into the student's average as a zero.
- Coming in late three times will lower your grade.
- Missing a scheduled conference will drop your grade one letter.
- Turning in late assignments must be arranged in advance with the instructor.
- Using any electronic devices or cell phones in class or leaving class to answer a call is not allowed.
- Coming to class without an assigned rough draft when we are working with the draft in class will be counted as a zero for the day.
- Behavior that suggests that the class is not important (sleeping, eating, chewing tobacco, leaving early) is not acceptable, and you will be asked to leave.

On the positive side:

- Be on time.
- Bring materials to class (use a dictionary for reading and writing assignments).
- Prepare for each class (READ ASSIGNMENTS).
- Participate in class and small group discussions.
- Ask your instructor for help or clarification; schedule a conference if necessary.
- Communicate with your instructor by e-mail.

Instructional Methods

- Small group discussions of written in-process drafts
- Class activities with full-class participation expected
- Mini-workshops on mechanics (troubleshooting)
- Conferences
- Brief lectures
- In-class writing

Evaluation

The final course grade will be based on the following:

- A course folder containing class notes, reflections on the readings and related topics, in-process drafts, daily quizzes, and other assignments=20%
- Four essays at 15% each + writing sample essay=60%
- Final portfolio (containing a final revision of each essay) and final essay=20%

The course folder and daily quizzes (20% of final grade) will include

- All rough drafts of each essay numbered to correspond to the final draft
- The graded final draft of each essay
- Rules Lists for each graded assignment
- Quizzes and reflections on readings

The final portfolio (20% of final grade):

- The final portfolio should contain final, revised drafts of all four essays and your final examination essay, which is written in class.
- The final portfolio will be graded on improvement of writing from the beginning to the end of English Composition 1010.
- The final portfolio is a pocket folder with the four final drafts on one side and the final examination paper on the other side.
- The final portfolio is worth 20% of the final grade.



Conferences

Conferences are meant to help students work on their own drafts. The instructor will not edit the draft and will only suggest revisions or improvements to the student. In the conference the instructor will serve as an informed member of the student's audience. Students will answer the following questions:

- What pleases you the most about this draft?
- What areas need more work?
- What changes are you considering?
- What questions would you like to ask me about the draft?

At the end of the course, students are required to meet with the instructor to review the course folder and discuss the scope, improvement, and quality of their writing for the whole semester.

ADA and Equal Opportunity Statement

In compliance with the Americans with Disabilities Act, it is the student's responsibility to disclose any disability to the Office of Disability Services to receive assistance with accommodations. It is the intent of VSCC to be free of discrimination or harassment on the basis of sex, race, color, religion, age, disability, political affiliation, sexual orientation, veteran status, or physical appearance.

Plagiarism Statement

According to the *Volunteer State Community College Student Handbook*, "Plagiarism is using other people's ideas as your own, copying all or parts of someone else's work, having another person write the assignment, getting too much assistance in writing, or failing to document accurately the use of source material" (14). Plagiarism is punishable by possible failure in the course, to be judged by the teacher, and a definite zero on the project. Students are responsible for seeking help if they are unsure about how or when to cite sources; ignorance of the rules is not a justification for plagiarism.

Financial Aid Statement

Students who are receiving Title IV financial assistance (Pell Grant, Student Loan, or SEOG Grant) must regularly attend class (a minimum of the first full week) or be subject to repay PART or ALL of the Federal Financial Aid received for the semester.





Assignment Schedule

English Composition 1010, Section 23

From Feb. 9, 2010 through May 4, 2010

Tues. Feb. 9:

- Essay 1 due
- Sentence Patterns Workshop (based on *The Bedford Handbook*)
- Assignment Guidelines Narrative Essay (2)

Thurs. Feb. 11:

- “4th of July” LW pp. 208-211
- “Charity Display” LW pp. 220-222

Tues. Feb. 16:

- “Shooting an Elephant” LW 213-218
- Mechanics Workshop (based on *The Bedford Handbook*)
- Return Essay 1

Thurs. Feb. 18:

- Chapter 8 LW “Revising Sentences and Words” pp. 110-135
- Activities 1 through 5 pp. 135-137

Tues. Feb. 23:

- Rules List on Essay 1 due (based on *The Bedford Handbook*)
- Student Models
- Mechanics Workshop (based on *The Bedford Handbook*)

Thurs. Feb. 25:

- No Class – Department Meeting

Tues. Mar. 2:

- Rough Draft Exchange – Narrative Essay (bring *The Bedford Handbook*)

Thurs. Mar. 4:

- Essay 2 (Narrative) due
- Chapter 15 “Writing Comparison-Contrast” LW pp. 346-362
- Assignment Guidelines—Comparison-Contrast

Spring Break March 8 through March 12

Tues. Mar. 16:

- “Slow Walk of Trees” LW pp. 362-364
- Return Graded Essay 2



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Thurs. Mar. 18:

- “Reality TV” LW pp. 370-372
- “Euromail and Amerimail” LW pp. 374-377

Tues. Mar. 23:

- Class Cancelled – Conference

Thurs. Mar. 25:

- Rough Draft Exchange Essay 3 Comparison-Contrast (bring *The Bedford Handbook*)
- Rules List on Essay 2 due (based on *The Bedford Handbook*)
- Assignment Guidelines – Research Project

Tues. Mar. 30:

- Meet in Library to Begin Research
- **Final Draft of Essay 3 due**

Thurs. Apr. 1:

- Meet in Library – Database Exercise/Group Members Assigned
- Chapter 16 “Cause and Effect” LW pp. 382-400 (quiz)

Tues. Apr. 6:

- Meet in Library – Problem Selection/Group Work on Research
- Return Graded Essay 3

Thurs. Apr. 8:

- Meet in Library – Groups Work on Research
- Documenting a Research Paper/*The Bedford Handbook* Section 53 MLA

Tues. Apr. 13:

- “Why We Crave Horror Movies” LW pp. 402-405
- Documenting a Research Paper/*The Bedford Handbook* Section 53 MLA
- Rules List on Essay 3 due

Thurs. Apr. 15:

- “Innocents Afield” LW pp. 407-409 and “Black Men and Public Space” LW pp. 412-414
- Exchange Rough Drafts of Individual Research Essays (bring *The Bedford Handbook*)

Tues. Apr. 20:

- **Individual Research Essays due**
- **Start Group Presentations**

Thurs. Apr. 22:

- Group Presentations

Tues. Apr. 27 and Thurs. Apr. 29:

- Conferences (individuals to be scheduled)
- Return Graded Essay 4





Tues. May 4:

- **Final Exam – 10:30 – 12:30**
- **Final Portfolios due (include four revised essays)**

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Syllabus 2: *Rules for Writers*, Seventh Edition

ENGL 1A: College Composition and Reading (4 Units, Section 6441)

Course Syllabus, Fall 2011

Instructor: Kevin Ferns
E-mail: x@yccd.edu
Voicemail: xxx-xxx-xxxx
Class Time and Location: Monday and Wednesday, 9:00–10:50 a.m., Room 801
(Writing Lab: Wednesday, 10:00–10:50 a.m., Room 845)
Office Hours and Location: M/W, 11:00 a.m.–12:50 p.m. and 3:00–4:00 p.m.; T/Th,
9:00–10:20 a.m. and 3:00–4:00 p.m.; or by appointment, Room 853C

REQUIRED MATERIALS

- Hacker, Diana, and Nancy Sommers. *Rules for Writers*, 7th ed. Boston: Bedford/St. Martin's, 2012. ISBN 0-312-64736-0.
- Muller, Gilbert. *The McGraw-Hill Reader*, 10th ed. Boston: McGraw-Hill, 2008. ISBN 978-0-07-353313-1.
- A good dictionary. You might try *Merriam Webster's Collegiate Dictionary*, 11th ed., although this one can be hefty. A lighter and cheaper model is the pocket *American Heritage Dictionary* (less than \$10 in our bookstore).
- A notebook or binder for recording notes, ideas, and freewrites (and to hold this syllabus).

Be sure to purchase the updated editions listed and bring all course materials to each class. If you need to make copies of assigned pages until you obtain your own copies of each text, these texts are on reserve in the library (for library use only).

COURSE PREREQUISITE

Satisfactory score on the Placement Examination and appropriate skills and knowledge or a grade of C or better in English 51.

COURSE OVERVIEW

"I write to find out what I'm thinking. I write to find out who I am.
I write to understand things."

—Julia Alvarez

"Writing and rewriting are a constant search for what one is saying."

—John Updike

English 1A is dedicated to reading, writing, and discussion to improve critical thinking and writing skills. You will explore the craft and process of writing and produce several original essays that demonstrate excellence in critical analysis, organization, and development. This course will emphasize critical thinking skills, and our primary focus will fall on skills required across disciplines (namely, the ability to understand and respond to a text, to develop and defend your own ideas, and to integrate sources with your own thinking). We will also consider mechanical and grammatical issues, and you will be responsible for observing the rules of standard English in all of the coursework you do. When you have completed this course, you will have written more than 5,000 words of formal writing and more than 20,000 words online, and you will be comfortable using formal research techniques to synthesize ideas from various sources to inform your opinion on a topic.

GRADES

Your final grade will be assessed based on your performance in four areas:



1. Quizzes, 10% Quizzes may be administered at the beginning of class on assigned readings.
2. Responses, 20% This includes in-class assignments and discussions on WebCT.
3. Exams, 30% Two midterm essay exams and a final in-class essay exam are required.
4. Essays, 40% Four draft and final essays are required.

A final grade of 90 percent or higher earns an A; 80 to 89 percent earns a B; 70 to 79 percent earns a C; and 60 to 69 percent earns a D. All grades are non-negotiable. If you are concerned about your progress in this class or would like to know your status, please e-mail me or see me during office hours, and we can discuss what you can do to improve your writing. We will be meeting during the writing labs to discuss your writing as well.

Quizzes (10%): Thoughtful critical reading is essential to your development as a writer, and you must make an effort to understand assigned readings before coming to class. At the beginning of class, a quiz may be given to assess your understanding of or engagement with assigned readings or lessons. I will use quizzes as a means to assess your progress and understanding of course material throughout the semester. If you miss a class or are late on the day a quiz is given, you will receive a zero for that quiz. You cannot make it up at a later date. Quizzes will be periodically returned to you with minimal comments and will be assessed on a check plus (outstanding response)/check (average response)/check minus (more effort needed) basis. This assessment will be converted to a percentage of your grade at the end of the semester. If you do not miss any quizzes and consistently earn check plus or check marks, you will receive an A or a B for this segment of your grade.

Responses and replies on WebCT and in-class writing assignments (20%): Prior to most class days, I will provide on WebCT a question or questions in the Discussions area related to the assigned readings. (To access WebCT, go to www.yccd.edu, click on Online/ITV, and then click on the WebCT Log-in button.) Your responses represent your initial informal thoughts, and this informal writing will help prepare you for the class discussion on the readings. In the response, you are writing to learn, so you can take chances, push yourself in new directions, and be creative with this writing. Your response will be viewed by your classmates; therefore, I expect you to maintain the attention to grammar, spelling, and critical thought (not to mention respect for fellow classmates) that you would show in essays and in class discussion. Before each class period, you will be required to log on to WebCT and post one response to this prompt (250-word minimum; type in the word count at the end of the post) and two paragraph-long replies to your classmates. Your responses and replies will be assessed on a credit or no-credit basis and converted to a percentage of your grade at the end of the semester. All response questions will be posted at least two days in advance of the due date, so you will have ample time to post your responses and replies. I will read your responses and reply privately at my discretion. Responses will not be accepted more than one week after the due date, so it is imperative that you keep up with the readings and responses. If you submit complete responses and replies on time, you will receive an A for this segment of your grade. Late or short responses are worth half credit, and failure to submit a response or replies to other students earns you a zero for that response. If you consistently fail to submit responses on time, you will not pass the class.

Exams (30%): You will write two in-class essays (10% each) in preparation for the English department final exam (10%). On both midterms and on the final, you will be asked to respond to a prompt in essay format. Each exam will be rated according to the rubric in this syllabus based on content, structure, organization, development of ideas, and mechanics: a 4+ is 100%, a 4 is 95%, a 4- is 90%, a 3+ is 85%, a 3 is 80%, a 3- is 75%, a 2+ is 70%, a 2 is 65%, and a 2- is 60%. Failure to complete a midterm or the final exam will result in a final grade of F for the course. I will be grading the midterm essays, but the final in-class essay will be graded by a team of professors from the WCC English department. You must maintain at least a C average (2+ or above) on this portion of your grade to pass the course.

Essays (40%): You must type and submit four draft and final essays by the beginning of class on





the due dates listed. I will not grade your draft essays, but I will be offering advice and comments for revision, as will your peers. The essay-writing and revision process is essential to producing a successful final draft; therefore, your essay grade will be reduced if you fail to do the following:

1. Submit drafts on time.
2. Meet the minimum word count.
3. Format according to MLA guidelines.
4. Participate actively in the peer review sessions.
5. Offer written feedback for each group member during the peer reviews (and submit a copy to me via e-mail).
6. Significantly revise your essays and submit a revision summary with each final essay detailing the changes made. Each revised essay should include a one-page revision summary cover sheet. Your revision summary is an analysis of how you revised your essay based on the information you received from your peers and/or instructor. In the revision summary, you should reflect on your writing process by identifying at least one writing problem you needed to solve as you revised (other than grammar and spelling) and explaining in detail how you solved it. In addition, you should discuss your revisions in the context of your essay's supporting points and organization. With your essay's purpose and audience in mind, discuss how you improved your writing. Your revision summary is your final essay's cover letter to me explaining how and why your essay is stronger based on the revisions made.

You will receive a grade (based on the rubric in this syllabus) on each revised essay, which will be due approximately one week after each peer review workshop. Revised essays should be submitted both in hard copy on the due date and electronically via www.turnitin.com (Class ID is xxxxxxx; enrollment password is xxxxx) before class on the assigned due date. Essays are always due at the beginning of class. Essays submitted late will be penalized up to half of the total essay grade. If you fail to turn in an essay or submit an essay more than one week late, you will receive an F grade for the course.

Some advice on grades: Keep in mind that your final letter grade will not have a plus or minus after it. Therefore, when it comes to borderline grades, the difference between rounding up to an A or down to a B may depend on whether you made a noticeable effort to improve in this class. I do notice such things as perfect attendance, thoughtful and enthusiastic participation in class discussions, careful attention to revisions in your writing, and a willingness to work hard consistently, and these qualities could make the difference between a passing grade and a failing one.

COURSE EXPECTATIONS

Attendance: The class experience is an essential component of your education, and your participation is vital to successful class discussions and activities. Therefore, attendance is required. I understand that emergencies sometimes occur, and you will be allowed three absences over the course of the semester. (I make no distinction between excused and unexcused absences, so please use your absences wisely.) Please arrive before the beginning of class and remain in class until you are dismissed. If you arrive excessively late or depart before the end of class, you will be considered absent for the day. If you are late or absent, you will be expected to follow up with a trusted classmate to determine what you have missed. If you miss more than three classes, your grade will drop one letter grade for each additional missed class (thus, an A student would earn a D on a sixth absence).

Academic integrity: As a student at Woodland Community College, you join a community of scholars committed to excellence in the teaching and learning process. I assume that you will pursue your studies with integrity and honesty, meaning you will never appropriate another person's words, thoughts, ideas, or data as your own. Plagiarism includes the following:





- Failure to properly cite the source of any material borrowed from an outside source (such as books, periodicals, and the Internet), including failure to use quotation marks to distinguish another author's exact words from your own, failure to give credit for the paraphrased ideas of others, and failure to include bibliographic information for all secondary sources used.
- Submitting any assignment not written by you for this class (such as an essay written by a friend or purchased from an online source, an essay written by you for another class, or an essay copied from a book, magazine, or other media source).

If you violate this policy, I am obligated under the Woodland Community College Student Honor Code to take disciplinary action that may include assigning an F grade for the assignment or an F grade for the course. Depending on the severity of the infraction, you may also be placed on disciplinary probation. If you have any questions or concerns regarding how to incorporate sources correctly or avoid plagiarism, please see me for assistance.

ADDITIONAL WRITING ASSISTANCE

Your success in this class depends on your commitment to improvement. I recommend that you take advantage of the opportunities available on the WCC campus at the Tutoring Center (Room 809). You can sign up for free peer tutoring to help you identify and prioritize your goals to improve your writing. You can also visit the English Writing Lab (Room 850) to work individually on your essays with the instructional assistant to improve your writing. I recommend that you sign up for these services early in the semester for maximum benefit. The longer you wait, the more difficult it is to make significant progress with your writing.

ACCOMMODATIONS

If you have a learning disability, please provide the appropriate documentation as soon as possible to ensure that you receive the necessary accommodations. This information will be kept confidential.

ELECTRONIC DEVICES

Please turn off and put away your phone, iPod, laptop computer, and any other electronic devices before entering the classroom.

FOOD

Please do not bring food into the classroom. Bottled beverages and coffee with a secure cap are permissible. Food and drink are not allowed in the computer labs.

GUESTS

Please do not bring your friends, pets, or children to class.

COMMITMENT

Whether you are reading, writing, or discussing your thoughts, your development as a writer depends on your commitment to each class activity. This course will demand a great deal of your time and effort over the next 16 weeks, and you will need to prioritize this class to make measurable progress. If you come to class every day prepared to participate and contribute, turn in assignments on time, and take an obvious interest in your work and in improving your writing ability, you will most likely succeed in this course.

OUT-OF-CLASS ESSAY SCORING RUBRIC

- C** = **Content, 25%**
- O** = **Organization, 25%**
- M** = **Mechanics and Punctuation, 25%**
- P** = **Process, 25%**





A = A superior essay (90–100 total; 23–25 per category) is fresh, personal, and engaging and includes the following:

- C: A well-chosen thesis clearly controls the direction of the paper; supporting points are thoroughly developed with clear, well-chosen, vivid examples; analysis of the subject is clear, thorough, and logical; the intended audience's needs are fulfilled.
- O: Paragraphs exhibit unity and coherence; organization is smooth and logical.
- M: Diction and tone are appropriate and exhibit flair and demonstrate superior control; sentence structure is varied and superbly managed; few, if any, errors in mechanics exist.
- P: Essay has correct formatting; all drafts, revisions, revision summary, and peer review materials are submitted on time with word count met; workshops are attended; significant revisions are made successfully.

B = A strong essay (80–89 total; 20–22 per category) is above average and succeeds at most of the following:

- C: Thesis is clear and worthwhile, and it controls the essay's direction; analysis is clear and logical, with only rare lapses; examples are well chosen but may occasionally be lacking in specificity or vividness.
- O: Organization is generally clear and logical; paragraphs support the thesis and are generally unified and coherent.
- M: Essay may contain a few errors or some ineffective sentences, but other sentences will show flair; essay generally shows evidence of careful proofreading (overall freedom from mechanical errors).
- P: Essay has decent formatting; all drafts, revisions, revision summary, and peer review materials are submitted on time; workshops are attended; most revisions are made successfully.

C = An adequate essay (70–79 total; 18–19 per category) is average and includes the following:

- C: The topic is very worthy of development in a college essay; essay generally features an appropriate tone for the assignment and intended audience; examples might be sparse and/or occasionally not quite to the point; the essay is primarily analytical, but the writer might depend at some points on narration where analysis is required.
- O: Organization is generally clear but sometimes formulaic; paragraphs support the thesis, but some might lack unity or coherence.
- M: Sentence structure might be choppy or lack variety; essay is generally free of errors in spelling, punctuation, and capitalization; occasional errors don't impede understanding.
- P: Essay has some formatting errors; most drafts, revisions, and peer review materials/workshops are submitted on time; word count may not be met; revision summary is too brief/lacks specificity, or not all revisions are made successfully.

D = A marginal essay (60–69 total; 15–17 per category) is below average and does the following:

- C: Essay responds simplistically to prompt; thesis is not clearly stated.
- O: Paragraphs may lack focus and wander from the point or not advance the thesis, mostly summarize, lack a controlling idea, have little or no analysis, or have little development.
- M: Sentences lack variety; significant proofreading, mechanical, and spelling errors are present.
- P: Essay has formatting errors; drafts, revisions, revision summary, and/or peer review materials are submitted late; workshops are not attended, or revisions are not made successfully; word counts are not met.



→

F = A failing essay (0–59 total; less than 15 per category)

The F essay is a clear fail that misunderstands the point of the assignment; lacks direction; is unduly brief; lacks development and coherence; or contains numerous spelling, punctuation, or grammar errors. Late submission or a lack of emphasis on the revision process and peer reviews can lead to an F paper as well.

IN-CLASS ESSAY SCORING RUBRIC

4 to 4+ (95–100%): A superior essay demonstrates a clear ability to go beyond the basics of the assignment and shows mastery of the critical thinking abilities that are required to understand, interpret, and argue the topic. In addition, it has only minor flaws. An essay in this category does the following:

- It addresses the topic clearly and responds effectively to all aspects of the task.
- It states or clearly implies the writer's position or thesis and provides in-depth analysis of the source essay.
- The response is clearly and logically organized with ideas supported by relevant reasons, well-chosen examples, strong transitions, and concrete details.
- The essay explores the issues thoughtfully and in depth without redundancy.
- Quoted passages or references to a source text are explained and credited to the author.
- Word choice is appropriate to the essay's audience and purpose and may show some flair.

3+ to 4– (85–90%): A strong essay demonstrates clear competence in writing by going beyond just the basic requirements of the assignment and demonstrating an ability to critically understand, interpret, and argue the topic. It may have some errors, but they are not serious enough to distract or confuse the reader. An essay in this category does the following:

- Clearly addresses the topic but may respond to some aspects of the task more effectively than others
- States or clearly implies the writer's position or thesis with strong analysis of the source essay's appeals
- Is clearly and logically organized and developed with relevant reasons and examples
- Shows some depth and complexity by explaining thoroughly while avoiding redundancy
- Displays syntactic variety and maintains appropriate vocabulary
- Credits to the author any quoted passages or references
- May have a few errors in grammar, mechanics, or usage

3– to 3 (75–80%): An adequate essay completes the basic requirements of the assignment. It may have some errors that distract the reader, but these errors do not significantly impede understanding. An essay in this category does the following:

- Addresses the topic but may slight some aspects of the task
- States or implies the writer's position or thesis with average analysis of the source text
- Is adequately organized and developed, generally supporting ideas with reasons, examples, and details
- Treats the topic simplistically or superficially and without depth, or may repeat ideas
- Displays some syntactic variety and maintains appropriate vocabulary
- May have some errors in grammar, mechanics, and/or usage

2 to 2+ (65–70%): A marginal essay demonstrates developing competence but may lack analytical insight into the topic or appropriate development, given the purpose of the essay. An essay in this category does the following:

- Distorts, neglects, or ignores aspects of the task and may confuse some aspects of the source essay
 - Announces the topic but lacks a stated or implied position or thesis
 - Lacks focus and demonstrates confused or illogical thinking
 - Is poorly organized or developed, has weak or irrelevant details, and may contain factual errors
 - Has problems with syntactic variety, simplistic or inappropriate vocabulary, and an accumulation of errors in grammar, mechanics, and usage such that it impedes understanding
-



1 to 2– (50–60%): A weak essay suggests possible difficulties in reading and writing and may have one or more of the following weaknesses:

- The essay displays confusion about the topic or ignores important aspects of the task; it lacks a thesis.
- It provides simplistic generalizations without support and has weak organization.
- Errors in grammar, mechanics, and usage impede reader understanding.

ENGLISH 1A COURSE SCHEDULE

The course schedule is designed to be flexible to meet your needs. The following assignments will be modified and detailed as we progress, and I will notify you as we make updates and changes to this schedule throughout the semester. I will list specific homework and reading response assignments on the board at the beginning of each class session and on WebCT. Page numbers refer to *The McGraw-Hill Reader* unless *Rules for Writers* is specified.

Date	Class Topic	Essays and Workshops
Mon., 8/15	Course Introduction	Writing history essay
Wed., 8/17	“Critical Thinking, Reading, and Writing” (2–11); Adler, “How to Mark a Book” (57–61); Elbow, “Freewriting” (68–71)	Writing Lab; Introduction to WebCT
Mon., 8/22	“Critical Thinking, Reading, and Writing” (11–27)	Essay 1 assigned: Evaluation and Response
Wed., 8/24	<i>Rules for Writers</i> , Chapter 5 (70–83); “Critical Thinking, Reading, and Writing” (32–54)	Writing Lab
Mon., 8/29	“Reading and Writing Effective Arguments” (104–114 and 126–129); <i>Rules for Writers</i> , Chapter 7 (102–110)	Writing Lab
Wed., 8/31	“The Penalty of Death” and “The Death Penalty Is a Step Back” (145–150)	
Mon., 9/5	Labor Day (No Class)	
Wed., 9/7	“Debate: Animal Research” (154–158)	Writing Lab
Mon., 9/12	“Debate: The Patriot Act” (160–170)	
Wed., 9/14	“Debate: The Patriot Act” (171–175)	Writing Lab; Essay 1 draft due (4 copies)
Mon., 9/19	“Critical Thinking, Reading, and Writing” (54–56)	Peer review workshop; peer essay evaluations due
Wed., 9/21	“Reading and Writing Effective Arguments” (117–126 and 129–143); <i>Rules for Writers</i> , Chapter 6 (84–101)	Writing Lab; Essay 2 assigned: Health and Medicine
Mon., 9/26	Midterm Exam 1: Evaluation and Response	Essay 1 final due with revision summary; submit to www.turnitin.com
Wed., 9/28	“Writing a Research Paper” (178–232); <i>Rules for Writers</i> , Chapters 53–60 (420–532)	Writing Lab





Date	Class Topic	Essays and Workshops
Mon., 10/3	“This Is the End of the World” (733–741)	
Wed., 10/5	“We Are Not Immune” (742–751)	Writing Lab
Mon., 10/10	“The Terrifying Normalcy of AIDS” (760–763); “The Globalization of Eating Disorders” (787–790)	
Wed., 10/12	“The Man Who Couldn’t Stop Eating” (764–777)	Writing Lab; Essay 2 draft due (4 copies)
Mon., 10/17		Peer review workshop; peer essay evaluations due
Wed., 10/19	“Why Are We Fascinated by Gangsters?” (558–575)	Essay 3 assigned: Media and Popular Culture
Mon., 10/24	Midterm Exam 2: Evaluation and Response	Essay 2 final due with revision summary; submit to www.turnitin.com
Wed., 10/26	“My Creature from the Black Lagoon” (582–589)	Writing Lab
Mon., 10/31	“Wonder Woman” (593–601)	
Wed., 11/2	“Escape from Wonderland” (610–622)	Writing Lab
Mon., 11/7	“Loose Ends” (577–578); “Supersaturation” (602–608)	
Wed., 11/9	“Red, White, and Beer” (590–592); “Analyzing Visual Texts” (28–32) and “An Album of Advertisements: Images of Culture”	Writing Lab; Essay 3 draft due (4 copies)
Mon., 11/14		Peer review workshop; peer essay evaluations due
Wed., 11/16	“Superstition” (676–686)	Essay 4 assigned: Philosophy, Ethics, and Religion
Mon., 11/21	“I Listen to My Parents and I Wonder What They Believe” (688–692); “Salvation” (693–695)	Essay 3 final due with revision summary; submit to www.turnitin.com
Wed., 11/23	Thanksgiving (No Class)	
Mon., 11/28	“The Allegory of the Cave” (704–707)	
Wed., 11/30	“The Culture of Disbelief” (716–724); “Not about Islam?” (709–711)	Essay 4 draft due (4 copies)
Mon., 12/5		Peer review workshop; peer essay evaluations due
Wed., 12/7	Final Exam Review	
Thurs., 12/8	Final Exam, Evaluation and Response, 8:00–11:00 a.m., Room TBA	Essay 4 final due with revision summary; submit to www.turnitin.com

Syllabus 3: *A Writer's Reference*, Seventh Edition

English 101: Syllabus

Instructor: Sheena Denney Boran
E-mail: x@olemiss.edu
Office: Somerville x
Office hours: MW 3-4, and by appointment

Course Texts

Bullock, Richard, and Maureen Daly Goggin, eds. *The Norton Field Guide to Writing, with Readings*. 2nd ed. New York: W. W. Norton & Company, 2009.

Hacker, Diana, and Nancy Sommers. *A Writer's Reference*. 7th ed. Boston: Bedford/St. Martin's, 2011.

Note: Readings outside the texts will be posted on Blackboard under Readings. You will be required to print out copies of the materials and bring them to class on the assigned dates. More information will be given in class.

Course Description

This course will assist students in recognizing and understanding different audiences and rhetorical purposes for reaching those audiences. Throughout the course, students will be assigned readings and participate in class discussions that serve to illuminate potential rhetorical purposes. In addition, students will regularly use a writing process that nurtures ideas and develops texts over time; the semester will feature major assignments from five different genres culminating in a portfolio project that serves to highlight this writing process. The assigned work in English 101 should prove simultaneously challenging and interesting and encourage students to work with their peers and their instructor in better understanding how the written language functions academically, professionally, and privately. To that end, students will examine ideas (both their own and those of others) critically, engage in reflective practices, begin to interact with and document secondary source material in anticipation of English 102, and learn to better understand and navigate the standard conventions of academic English.

Student Learning Outcomes

1. Students will demonstrate writing as a process that requires brainstorming, drafting, revising, editing, and proofreading.
2. Students will use writing to respond to readings, to explore unfamiliar ideas, to question thinking different from their own, to reflect on personal experiences, and to develop sound arguments.
3. Students will produce writing suitable for a variety of purposes, with an emphasis on academic purposes.
4. Students will integrate primary sources with their own ideas through summary, paraphrase, and quotation, and document those sources properly.
5. Students will produce writing that is free of serious grammatical and mechanical errors.

Grading

Memoir	10%
In-Class Essay	5%
Advertisement Analysis	15%

Sheena Denney Boran, University of Mississippi

Position Argument	20%
Photo/ Image Essay	15%
Homework/Class Participation	10%
Portfolio	25%

Major Due Dates

Monday, February 14 – Memoir Due
 Wednesday, February 23 – In-class Essay
 Monday, March 21 – Advertisement Analysis Due
 Monday, April 4 – Position Argument Due
 Monday, April 18 – Photo/Image Essay Due
 Monday, May 2 – Portfolio Due

Attendance Policy

Students are expected to attend all class meetings; improving writing skills takes time and is a process unlike learning content alone. In acknowledgment of the fact that students may experience some circumstances which prevent complete attendance, the following policy is in effect:

MWF Courses

1 day missed: no penalty
 2 days missed: no penalty
 3 days missed: no penalty
 4 days missed: no penalty
 5 days missed: final course grade lowered by one letter grade
 6 days missed: final course grade lowered by two letter grades
 7 days missed: final course grade lowered by three letter grades
 8 days missed: failure

There will be no excused or unexcused absences.

Late Work Policy

Due to the structured nature of this class, late work is unacceptable. If you are aware that you will be unable to meet a deadline, contact the instructor prior to the assignment due date.

Classroom Decorum

The classroom is a place of learning; others are paying to be here too. Please make sure not to distract others from learning and to respect the opinions of others. From time to time we will review each other's writing in peer review sessions. Please follow the guideline of being a "critical friend" in all of your responses to classmates' work. Students who cannot adhere to these behavioral expectations are subject to discipline in accordance with the procedures described in the M Book.

Disabilities

If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) or the Americans with Disabilities Act (ADA) and would like to request academic and/ or physical accommodations please contact Student Disability Services at 234 Martindale Center,



xxx-xxx-xxxx. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.

Plagiarism

All work that you submit under your name for credit at UM is assumed to be your original work. While teachers hope and expect that you will incorporate the thinking of others in your work, you must credit others' work when you rely upon it. In your written assignments, there are only three methods for properly integrating the work of others: quotation, paraphrase, and summary (see pp. 361-365, 376-379, 448-451, and 502-504 in *A Writer's Reference*).

The penalty for plagiarism in English 101 is failure of the course. Additional penalties are possible.

Policies Subject to Change

All information in this syllabus is subject to change at any time, especially during the first weeks of the semester. I will announce changes to our schedule during class time and also via Blackboard. You are responsible for changes to the schedule as they arise, regardless of whether or not you attend class.

DAILY SCHEDULE OF ACTIVITIES

Week One	
Mon., Jan. 24	Class introductions, Bios <i>HW: Read Robert Atwan on Opinion and Participating in Class Discussion (Blackboard)</i>
Wed., Jan. 26	Opinion Exercise, How to Talk in Class <i>HW: Discussion prompt response: "How I Write Papers." Bring to Friday's class.</i>
Fri., Jan. 28	College Writing, Chalk & Wire <i>HW: Read pp. 153-160 in Norton.</i>
Week Two	
Mon., Jan. 31	Introduction to Memoir, Brainstorming <i>HW: Choose the central event for your memoir, and write down everything you can remember about it. Read pp. 343-349 and pp. 826-830 in Norton and section C1-b in A Writer's Reference.</i>
Wed., Feb. 2	Drafting the Memoir, Narrating <i>HW: Select a narrative strategy for your memoir, and produce a rough draft that conforms to that narrative strategy, making appropriate use of time markers and transitions. Read pp. 324-332 and pp. 802-808 in Norton and p. 35 in A Writer's Reference.</i>
Fri., Feb. 4	Revising the Memoir, Describing <i>HW: Examine your own memoir and add sensory details. Read pp. 261-270 and pp. 819-824 in Norton and p. 36 in A Writer's Reference.</i>





Week Three	
<i>Mon., Feb. 7</i>	Revising the Memoir, Beginning and Ending <i>HW: Select appropriate beginning and ending strategies for your memoir. Revise accordingly. Be sure to revise transitions throughout your memoir so that it flows smoothly from beginning to end. Read sections C2 and C3 and pp. 32-33 in A Writer's Reference.</i>
<i>Wed., Feb. 9</i>	Memoir Peer Review <i>HW: Read pp. 367-372 in Norton and p. 22, Guidelines for peer reviewers, in A Writer's Reference.</i>
<i>Fri., Feb. 11</i>	Class Canceled – Conferences
Week Four	
<i>Mon., Feb. 14</i>	Paper One Due (Memoir) Introduction to In-Class Essay, The Writing Process <i>HW: Read sample in-class essays (Blackboard)</i>
<i>Wed., Feb. 16</i>	Reading Questions & Outlining <i>HW: Read pp. 272-277 in Norton and section C1-d in A Writer's Reference.</i>
<i>Fri., Feb. 18</i>	In-Class Essay, Guiding the Reader <i>HW: Read pp. 653-657 in Norton.</i>
Week Five	
<i>Mon., Feb. 21</i>	Practice In-Class Essay <i>HW: Reading TBA</i>
<i>Wed., Feb. 23</i>	Paper Two Due (in class essay) <i>HW: Read pp. 38 and 43-58 in Norton.</i>
<i>Fri., Feb. 25</i>	Introduction to Advertisement Analysis <i>HW: Read pp. 325-366 and 604-608 in Norton and pp. 68, 70, and 77 in A Writer's Reference. Begin searching for an advertisement to analyze in your essay.</i>
Week Six	
<i>Mon., Feb. 28</i>	Practice Advertisement Analysis <i>HW: Choose an advertisement (or group of advertisements) to analyze in your essay. Summarize the content of the advertisement in a brief paragraph. Read Rebecca Hollingsworth's "An Imperfect Reality" (Blackboard)</i>
<i>Wed., Mar. 2</i>	Drafting the Advertisement Analysis <i>HW: Read p. 70 and the outline on p. 72 in A Writer's Reference. Begin drafting analysis of your advertisement, making use of image analysis terms.</i>
<i>Fri., Mar. 4</i>	Drafting the Advertisement Analysis <i>HW: Read section A3-a in A Writer's Reference. Examine your advertisement for each of the appeals, as well as logical fallacies and underlying cultural assumptions. Revise your analysis to include this new information.</i>



Sheena Denney Boran, University of Mississippi



Week Seven	
<i>Mon., Mar. 7</i>	Class Canceled – Conferences
<i>Wed., Mar. 9</i>	Class Canceled – Conferences
<i>Fri., Mar. 11</i>	Advertisement Analysis Peer Review <i>Bring to class two hard copies of your Advertisement Analysis and two copies of the peer review sheet (Blackboard).</i> <i>HW: Read pp. 83-110 in Norton.</i>
Week Eight	
<i>Mon., Mar. 14</i>	Spring break, no class
<i>Wed., Mar. 16</i>	Spring break, no class
<i>Fri., Mar. 18</i>	Spring break, no class
Week Nine	
<i>Mon., Mar. 21</i>	Paper Three Due (Advertisement Analysis) Introduction to Position Argument <i>HW: Read pp. 283-299 and pp. 666-676 in Norton. Brainstorm at least three possible issues about which to write.</i>
<i>Wed., Mar. 23</i>	Drafting the Position Argument: Logos, Ethos, Pathos <i>HW: Read pp. 408-419 and pp. 684-695 in Norton. Choose the issue for your argument essay and generate a position statement.</i>
<i>Fri., Mar. 25</i>	Drafting the Position Argument: Quotation, Paraphrase, Summary <i>HW: Read pp. 67-85 in A Writer’s Reference and Ann Marie Paulin’s “Cruelty, Civility, and Other Weighty Matters” (Blackboard). Begin drafting Position Argument, focusing on what others say.</i>
Week Ten	
<i>Mon., Mar. 28</i>	Drafting the Position Argument: Responding to Others <i>HW: Read pp. 697-716 in Norton and section A2-f in A Writer’s Reference. Continue drafting Position Argument, focusing on your own position.</i>
<i>Wed., Mar. 30</i>	Revising the Position Argument <i>HW: Read chapter C3 in A Writer’s Reference. Revise Position Argument.</i>
<i>Fri., Apr. 1</i>	Position Argument Peer Review <i>Bring to class two hard copies of your Position Argument and two copies of the peer review sheet (Blackboard)</i>
Week Eleven	
<i>Mon., Apr. 4</i>	Paper Four Due (Position Argument) Introduction to Photo/Image Essay <i>HW: Read pp. 528-532 in Norton. Write a one-paragraph summary of the essay you want to adapt for this project.</i>
<i>Wed., Apr. 6</i>	Finding, Creating, and Using Photos and Images
<i>Fri., Apr. 8</i>	Virtual Class Meeting <i>HW: Collect or create at least 15 images for your essay. Read Simon Benlow’s “An Apology to Future Generations” (Blackboard).</i>





Week Twelve	
<i>Mon., Apr. 11</i>	Drafting the Photo/Image Essay <i>HW: Create a storyboard for your essay.</i>
<i>Wed., Apr. 13</i>	Revising the Photo/Image Essay <i>HW: Review chapter C3 in A Writer's Reference.</i>
<i>Fri., Apr. 15</i>	Photo/Image Essay Peer Review <i>Bring to class two hard copies of your Photo/Image Essay and two copies of the peer review sheet (Blackboard).</i>
Week Thirteen	
<i>Mon., Apr. 18</i>	Photo/Image Essay Due Photo/Image Essay Presentations
<i>Wed., Apr. 20</i>	Photo/Image Essay Presentations
<i>Fri., Apr. 22</i>	Photo/Image Essay Presentations/Portfolio preparation <i>HW: Read section C3-e in A Writer's Reference.</i>
Week Fourteen	
<i>Mon., Apr. 25</i>	Portfolio preparation
<i>Wed., Apr. 27</i>	Portfolio preparation
<i>Fri., Apr. 29</i>	Portfolio preparation
Week Fifteen	
<i>Mon., May 2</i>	Final tweaks/revision to portfolio Portfolio Due by 5:00 PM
<i>Wed., May 4</i>	Portfolio presentations
<i>Fri., May 6</i>	Portfolio presentations Last day of class

English 200: ADVANCED COMPOSITION

Three Credits

Meeting Days/Times:	(88545) Tuesdays and Thursdays, 7:30 a.m. to 8:45 a.m. – HOLM 248 (88546) Tuesdays and Thursdays, 9:00 a.m. to 10:15 a.m. – SAKAM B308
Instructor:	Jill Dahlman; x@hawaii.edu
Office:	KUY XXX
Effective Date:	Spring 2012 (January 9, 2012, through May 11, 2012)

**University of Hawaii at Manoa College of Languages,
Linguistics, and Literature**

MISSION STATEMENT

The College of Languages, Linguistics, and Literature (LLL) places the study of language in its many manifestations at the center of its students' education. Through small classes and close student-faculty interchange, the College prepares students for lifelong learning in English studies, Hawaiian and foreign languages, and applied and theoretical linguistics. While taking a global view of language, literature, and linguistics, LLL offers a special focus on Asia-Pacific-Hawai'i.

LLL faculty conduct research and produce scholarship according to the highest standards of inquiry and creativity in the liberal arts tradition. The range of faculty interests—from the analysis of language structure, acquisition, history, and use to the creation of teaching materials for familiar as well as less commonly taught languages; from the study of classic and contemporary texts of world literatures to the production of new literatures—reflects its commitment to innovation and excellence.

CATALOG DESCRIPTION

Further study of rhetorical, conceptual, and stylistic demands of writing; instruction develops the writing and research skills covered in Composition I. Pre: 100, 100A, 101/101L, or ELI 100. NI.

Activities Required at Scheduled Times Other Than Class Times

- Homework, including but not limited to CompClass discussion board postings, quizzes, reading of short essays, and other homework that may be noted in class
- Compilation of portfolio
- Writing assignments
- Research Unit to be completed independent of class
- Frequent checking of e-mail and CompClass discussion board

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STUDENT LEARNING OUTCOMES

Upon successful completion of English 200, students should be able to complete the following as independent learners. The student learning outcomes for the course are:

00. Write well-reasoned compositions that reveal the complexity of the topic students have chosen to explore or argue.
01. Read for main points, perspective, and purpose; evaluate the quality of evidence, negotiate conflicting positions, and analyze the effectiveness of a text's approach to integrate that knowledge into their writing.
02. Choose language, style, and organization appropriate to particular purposes and audiences.
03. Synthesize previous experience and knowledge with the ideas and information students discover as they read and write.
04. Use sources such as libraries and the Internet to enhance students' understanding of the ideas they explore or argue in their writing; analyze and evaluate their research for reliability, bias, and relevance.
05. Use readers' responses as one source for revising writing.
06. Use standard disciplinary conventions to integrate and document sources.
07. Edit and proofread in the later stages of the writing process, especially when writing for public audiences; control such surface features as syntax, grammar, punctuation, and spelling.

COURSE CONTENT

- **Discussion board postings** will satisfy learning outcomes 01, 03, 04, 05, and 06.
- Essays found in *Writing and Revising* and essay readings and discussions in *From Critical Thinking to Argument* will satisfy learning outcome 02.
- *A Pocket Style Manual, 6th Edition*, will aid in satisfying learning outcomes 03, 04, 06, and 07.
- **Writing assignments**, most of which are to be completed outside of class (see course schedule for specific details), will satisfy learning outcomes 01, 03, 04, 05, 06, and 07.
- **Homework**, including quizzes, will work toward all learning outcomes.

Concepts or Topics

- Ethos, pathos, logos (and other rhetorical skills)
- Rhetoric/rhetorical situation
- The differences among audiences; how to write to be effective for each audience
- The ability to write for specific purposes and to identify purpose in the writing of others.
- Learning to dig deeply into outside material, unpack the material, and understand its deeper meaning
- Understand the difference between summarizing, paraphrasing, and plagiarism

Skills or Competencies

1. Work independently to accomplish specific tasks, such as homework, research, and writing
2. Successfully manage time in order to complete all tasks
3. Follow directions
4. Ask questions to clear up misunderstandings, clarify directions, or seek assistance on papers (if needed)
5. Understand that writing is a process that takes time in order to produce excellent work
6. Understand the importance and necessity of mastering multiple proofreading and revision techniques
7. Demonstrate respect toward the professor and classmates at all times



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**SCORING BREAKDOWN—KEEPING TRACK OF SCORES**

Assignment	Grade	Out of Possible	Total
Discussion forum postings Need a total of 30 (x 3 points)		90	
Summary-Responses Need a total of 9 (x 5 points)		45	
Attendance/class participation		50	
Open-book quizzes		70	
Identity Unit • Major paper (mandatory) • Paper option(s)		40 20	
Music Unit • Major paper (mandatory) • Paper option(s)		40 20	
<i>Star Trek</i> Unit • Major paper (mandatory) • Paper option(s)		40 20	
Comic Book Unit • Paper option(s)		30	
Science Fiction Unit • Major paper (mandatory) • Paper option(s)		40 20	
Research Paper (all components mandatory) • Project proposal • Annotated bibliography (5 entries x 10 points) • Drafts and peer review • Project presentation • Research paper		25 50 10 50 90	
Portfolio		250	

COURSE TASKS

1. Attend each class meeting.
2. Complete all assigned readings on time.
3. Complete all assignments on time.
4. Use library resources for scholarly credibility.
5. Take the initiative to ask the instructor relevant questions both inside and outside of class.
6. Contribute to class discussions.



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ASSIGNMENTS

Discussion Board Postings: 90 points (10%)

To become great writers, we need practice. To that end, we will be using discussion board postings in this class. Thirty (30) discussion board postings will be required (two will be due each week). There should be no concern for grammar, punctuation, paragraphs, and so on, 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. If you choose to respond to another student's posting, you must be respectful in your response. 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. A discussion board posting must be 250 words (with a word count noted at the end of each posting) in order to qualify for full points. Each additional posting will earn you 3 points extra credit (up to 15 points extra credit).

The first two postings have been chosen for you. For the first 250-word posting, introduce yourself and tell your classmates something about yourself. What interests you? Why are you in school? What accomplishment are you most proud of? What do you hope to get out of this class (other than an A!)?

In the second posting, elaborate on why you are in this class, in this university, or in your major. How did you arrive at the conclusion to take this course, enroll at UH, or choose your major?

Note: Although there is no "definitive" due date for each discussion board posting, do yourself a favor and keep current with these! The last thing you want to be doing the week of finals is writing thirty-three discussion board postings. And as an added incentive for keeping current, I award 10 points extra credit at the end of the semester if you have kept current.

Summary-Responses: 45 points (4.5%)

Effective summarizing of articles, papers, and books (among other things) is important for writing good research papers. You will be required to write nine summary-responses to *Worlds of Exile and Illusion* by Ursula K. LeGuin. From the following reading schedule, you will need to choose nine sections to write a 500-word summary-response. The first 250 words should be a brief summary of the section you have read. The second 250 words should be your response to the section or the story itself. Consider the following questions when responding (however, you are not limited to these questions):

- Did you like or dislike this section? Why? What was appealing? What made you dislike the story? (Consider setting, character, plot, or other literary elements.) Would you recommend this story?
- What message (implicit or explicit) do you think the author is trying to offer about the present or the future?
- What character did you connect with the most? The least? Why did you make such a connection?
- Can you see parallels between today's society and society of the future?

Due Date: There is no specific due date for these postings; however, like the discussion board postings, you will want to keep current with the suggested due dates (noted in the chart) to ensure that you are not scrambling the week of finals to get these summary-responses in and, more important, that you are prepared to write the final major assignment: the argument paper. Should you choose to write additional postings, you will earn extra credit points (5 points per posting). Please be sure to post under the appropriate heading!

Posting due dates

Page	Due Date
3–28	January 20
28–57	January 27
57–82	February 3
83–115	February 10
115–139	February 17
139–166	February 24
166–190	March 2
190–215	March 9
215–247	March 16
248–276	March 23
276–307	April 6
307–338	April 13
339–370 (end)	April 20





Integrating Sources Quizzes (2): 70 points (7%)

Two online, do-at-home, open-book quizzes covering sources, plagiarism, MLA in-text citations, integration of sources, and MLA works cited and APA references lists will be covered. To successfully complete these quizzes, you will need to review these sections in *A Pocket Style Manual*. You may take each quiz *once* at any time *before February 28, 2012*. After February 28, the quizzes will no longer be available, and you will have lost 70 points.

Attendance: 50 points (5%)

In-class assignments are required. Time will be provided to work on these assignments. It is very difficult to work on in-class assignments if you are not in class. Please make every effort to be present in class. Points will be added for each class attended with participation. If you fall asleep, you will lose points. If you are habitually late or leave habitually early, your points will reflect this. If you are text messaging, disruptive, or otherwise not acting as a fully functioning member of this class at any time or in any way violate the University of Hawaii Student Conduct Code, you may be asked to leave, and you will incur an unexcused absence for each occurrence.

Unless you are able to provide written documentation as to why you were not in class (an excused absence, such as a doctor's/employer's note), your absence will be considered unexcused. Four unexcused absences will result in a one-letter reduction in your grade. Please note that if you are not in class for a scheduled peer review, it will be considered a double unexcused absence. Each additional absence (over three) will cost you 10 points. *If you miss six or more classes, you will fail the class—no matter how good your scores are.*

Tardiness in any way, shape, or form is not tolerated. You are expected to be at your job on time. This is your job. Your job is to be in the classroom before the start of class. **Being tardy two times will be considered an unexcused absence.** Because this class uses discussion as one of its methods of teaching, you cannot expect to learn something unless you are sitting in the classroom discussing the material. You are responsible for all missed assignments. And as an added incentive for perfect attendance, I award 10 points extra credit at the end of the semester if you have no absences—excused or unexcused.

Writing Assignments: 270 points (27%)

Assignments are described below. Four major assignments are required. You will determine the remainder of your points for each unit. Drafts and peer reviews are mandatory and are worth points. Without these drafts and peer reviews, you will lose 10% of your grade on each assignment. If you do not attend a peer review session, you will be docked two unexcused absences. Be present at these peer reviews!

Good writing takes time and multiple revisions. The schedule provides you with an opportunity to hand in a draft early in the process, so you will be able to easily complete the assignment. Not only does this method help you understand the process it takes to turn in a good paper, but it also provides you with ample time to complete and revise the assignment. All papers and all drafts must be turned in through the Writing Tab found on CompClass. Each draft that you are turning in for a grade must be submitted through the Writing Tab under the appropriate heading. If, for whatever reason, you cannot upload your document by the due date and time, e-mail the paper to me that night and turn in the paper copy at the beginning of the next regularly scheduled class meeting. If it isn't there before the class starts, it is late and definitely not eligible for full points.

The paper is due on the date indicated. Unless you are dead or in a documented coma, there will be NO EXCEPTIONS. Papers more than two class meeting days late are not eligible for points.





BASIC GUIDELINES FOR WRITTEN ASSIGNMENTS

If you follow all of these guidelines, you will earn 2 points extra credit on each major paper and 1 point extra credit on each minor or optional assignment. If you don't follow instructions, you will be docked points as noted.

Surname, First Name
English 100/Dahlman
Topic of/Title of Assignment
Due Date: Day Year Month

Place your name in the top left corner of the first page as noted.

1. Highlight your thesis (worth 4 points on the major paper/1 point on the minor/option paper) in one color.
2. Highlight each in-text citation in another color (worth 2 points on the major paper/1 point on the minor/option paper).
3. Place a word count at the end of the document (worth 4 points on the major paper/1 point on the minor/option paper).
4. For major papers only: Post your own paper and read postings from the members of this class on Comment.
5. A **bibliography or works cited page** must be attached to each paper (if not attached, a 4-point deduction on the major paper/1-point deduction on the minor/option paper will occur).
6. If you want to know what grade you would have received on any paper, attach a copy of the "general rubric" found at the end of this syllabus. You can print these out from the syllabus that has been posted on CompClass.
7. **OPTIONAL** (worth 5 points extra credit): Post constructive comments to someone's paper (not necessarily in your peer review group) during the week of peer review (up to two days before the due date). Comments should include the following: a general statement of your impressions after your first quick reading; a specific statement covering what you particularly like and what you see as problematic; and finally, a question that you feel will help the writer in his or her writing process.
8. **Reminder:** ALL FINAL PAPERS ARE DUE ON THE DATE INDICATED — NO EXCEPTIONS!

LEARNING RESOURCES

Students are expected to obtain and bring with them to each class meeting their Working Folder for portfolio workshops (announced and unannounced) and the following books: *A Pocket Style Manual* by Diana Hacker and Nancy Sommers and *Portfolio Keeping*, 2nd Edition, by Nedra Reynolds and Rich Rice. Additionally, students will be required to have an active hawaii.edu account in order to complete the Library Resource Unit and an Internet account to gain access to the discussion board on CompClass. Although you are not required to own a computer, access to both a computer and the Internet is a "must" for this class.

ADDITIONAL INFORMATION

A "**University Performance**" Standard: Students are expected to make a serious academic commitment to their success in this course. You must at least keep up with the syllabus schedule. Whenever possible, however, it is a good idea to work slightly ahead of the syllabus to compensate for the unexpected.





Plagiarism Policy: The University of Hawaii system defines plagiarism as follows:

Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and “dry-labbing,” which includes obtaining and using experimental data from other students without the express consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms, and fabricating data to fit the expected results (emphasis mine).

If you are caught plagiarizing in any manner that even remotely resembles the UH-system policy, you will be dealt with severely. This could include punishment ranging from a zero on the assignment to expulsion from the class or university. If plagiarism is suspected, the student will be expected to conference with me, to produce every single piece of documentation used in the assignment, and to orally defend his or her paper. If concern is still raised, or if the student requests independent assessment, the student shall be expected to appear before a panel of three professors with all evidence of documented sources and to orally defend his or her paper. In short, don’t do it.

Incomplete: An Incomplete is not automatically given. An Incomplete is considered only when less than 10% of all coursework is left to complete and only under extreme circumstances. In short, don’t expect it.

Grading

- A = 900–1,000 points
- B = 800–899 points
- C = 700–799 points
- D = 600–699 points
- F = 599 or below

Drop Dates

January 13, 2012 – No record; 100% refund

January 30, 2012 – No record; 50% refund

March 19, 2012 – Drop with a W on your record. Please note: It is far better to receive a W and repeat the course than to receive a D or an F. If you think that you are not going to pass, talk to me before the drop date.

PROPOSED SCHEDULE (NOTE: THIS IS NOT ETCHED IN STONE!)

Key: *WR* = *Writing and Revising* *CTA* = *From Critical Thinking to Argument*

Date	To Be Covered in Class	Homework
WEEK ONE Tuesday 1/10	<ul style="list-style-type: none"> • Syllabus and expectations 	<ul style="list-style-type: none"> • Post discussion board (DB) postings: <ol style="list-style-type: none"> 1. Welcome & Introductions 2. “Learning to Read”





Thursday 1/12	<ul style="list-style-type: none"> • General overview of CompClass • Drop date 1/13 with no record and 100% refund 	<ul style="list-style-type: none"> • Post draft of Reflecting paper by midnight Tuesday 1/17 in the Writing Tab • Option paper 1 (Identity) due Tuesday • Read Ch. 1 in <i>WR</i>
WEEK TWO Tuesday 1/17	<ul style="list-style-type: none"> • Draft 1 of Reflecting paper due by midnight • Choose DB topics • Review Ch. 1 in <i>WR</i> 	<ul style="list-style-type: none"> • Post DB postings 3 and 4 • Read Ch. 7 in <i>WR</i>
Thursday 1/19	<ul style="list-style-type: none"> • Review Ch. 7 in <i>WR</i> • Option paper 1 (Identity) due 	<ul style="list-style-type: none"> • Post draft 2 of Reflecting paper in the Writing Tab by midnight Tuesday 1/24 for peer review on Thursday • Complete Summary-Response 1 by Friday 1/20
WEEK THREE Tuesday 1/24	<ul style="list-style-type: none"> • Peer review of draft 2 of Reflecting paper (due by 1/29) • LIBRARY FIELD TRIP: Class held in Hamilton 113 with Ross Christensen (Head toward the back!) 	<ul style="list-style-type: none"> • Post DB postings 5 and 6 • Option paper 2 (Identity) due Tuesday • Read Ch. 5 in <i>WR</i>
Thursday 1/26	<ul style="list-style-type: none"> • Option paper 2 (Identity) due • Choose DB topics • Review Ch. 5 in <i>WR</i> • Drop date 1/30 with no record 	<ul style="list-style-type: none"> • Turn in final Reflecting paper and ALL IDENTITY ASSIGNMENTS on Tuesday • Bring in lyrics to song • Complete Summary-Response 2 by Friday 1/27
WEEK FOUR Tuesday 1/31	<ul style="list-style-type: none"> • Final Reflecting paper due • All Identity Unit assignments due • Choose DB topics • Rhetoric of music 	<ul style="list-style-type: none"> • Post DB postings 7 and 8 • Read Ch. 5 in <i>CTA</i>
Thursday 2/2	<ul style="list-style-type: none"> • Research proposal due • Rhetoric of music • Review Ch. 5 in <i>CTA</i> 	<ul style="list-style-type: none"> • Complete Summary-Response 3 by Friday 2/3 • Option paper 1 (Music) due Tuesday • Post draft 1 of Analysis paper in Writing Tab by midnight on Tuesday • Read Ch. 3 in <i>CTA</i>
WEEK FIVE Tuesday 2/7	<ul style="list-style-type: none"> • Draft 1 of Analysis paper due by midnight • Choose DB topics • Review Ch. 3 in <i>CTA</i> 	<ul style="list-style-type: none"> • Post DB postings 9 and 10 • Complete Summary-Response 4 by Friday 2/10 • Read Ch. 4 in <i>WR</i>



Jill Dahlman, University of Hawaii at Manoa College of Languages, Linguistics, and Literature



Thursday 2/9	<ul style="list-style-type: none"> • Option paper 1 (Music) due • Review Ch. 4 in <i>WR</i> 	<ul style="list-style-type: none"> • Turn in Option paper 2 (Music) on Tuesday • Post draft 2 of Analysis paper in the Writing Tab by midnight on Monday for peer review on Tuesday • Read Ch. 2 in <i>WR</i>
WEEK SIX Tuesday 2/14	<ul style="list-style-type: none"> • Peer review of draft 2 of Analysis paper (due by 2/19) • Choose DB topics • Review Ch. 2 in <i>WR</i> 	<ul style="list-style-type: none"> • Post DB postings 11 and 12
Thursday 2/16	<ul style="list-style-type: none"> • Option paper 2 (Music) due • Watch <i>Star Trek</i> 	<ul style="list-style-type: none"> • Complete Summary-Response 5 by Friday 2/17 • Turn in final Analysis paper on Tuesday • All assignments (Music) due Tuesday
WEEK SEVEN Tuesday 2/21	<ul style="list-style-type: none"> • Final Analysis paper due • All Music Unit assignments due • Choose DB topics • Watch <i>Star Trek: The Next Generation</i> 	<ul style="list-style-type: none"> • Post DB postings 13 and 14
Thursday 2/23	<ul style="list-style-type: none"> • Watch <i>How William Shatner Changed the World</i> 	<ul style="list-style-type: none"> • Option paper 1 (<i>Star Trek</i>) due Tuesday in class • Complete Summary-Response 6 by Friday 2/24 • Post draft 1 of Explaining paper in the Writing Tab by midnight on Tuesday • Read Ch. 11 in <i>WR</i>
WEEK EIGHT Tuesday 2/28	<ul style="list-style-type: none"> • Draft 1 of Explaining paper due by midnight • Choose DB topics • Discussion of annotations • Review Ch. 11 in <i>WR</i> 	<ul style="list-style-type: none"> • Annotated Bibliography 1 due Thursday • Read Ch. 2 in <i>CTA</i>
Thursday 3/1	<ul style="list-style-type: none"> • Option paper 1 (<i>Star Trek</i>) due • Annotated Bibliography 1 due • Review Ch. 2 in <i>CTA</i> 	<ul style="list-style-type: none"> • Post DB postings 15 and 16 • Option paper 2 (<i>Star Trek</i>) due Tuesday in class • Annotated Bibliography 2 due Tuesday • Complete Summary-Response 7 by Friday 3/2 • Post draft 2 of Explaining paper in the Writing Tab by Monday at midnight for peer review on Tuesday



Jill Dahlman, University of Hawaii at Manoa College of Languages, Linguistics, and Literature



WEEK NINE Tuesday 3/6	<ul style="list-style-type: none"> • Class ONLINE! • Peer review of Explaining paper (due by 3/11) • Annotated Bibliography 2 due 	<ul style="list-style-type: none"> • Complete Summary-Response 8 by Friday 3/9 • Annotated Bibliography 3 due Thursday
Thursday 3/8	<ul style="list-style-type: none"> • Class ONLINE! • Option paper 2 (<i>Star Trek</i>) due • Annotated Bibliography 3 due 	<ul style="list-style-type: none"> • Post DB postings 17 and 18 • Turn in final Explaining paper on Tuesday • All Option papers (<i>Star Trek</i>) due Tuesday • Read Ch. 7 in <i>CTA</i>
WEEK TEN Tuesday 3/13	<ul style="list-style-type: none"> • Final Explaining paper due • All <i>Star Trek</i> Unit assignments due • Choose DB topics • Review Ch. 7 in <i>CTA</i> • MLA Workshop 	<ul style="list-style-type: none"> • Complete Summary-Response 9 by Friday 3/16 • Annotated Bibliography 4 due Thursday • Read Ch. 4 in <i>CTA</i>
Thursday 3/15	<ul style="list-style-type: none"> • Annotated Bibliography 4 due • Discussion of comic books (in general) • Review Ch. 4 in <i>CTA</i> 	<ul style="list-style-type: none"> • Post DB postings 19 and 20 • Option paper 1 (Comics) due Tuesday 3/20 • Annotated Bibliography 5 due Tuesday 3/20 • Mandatory! Integrating Sources Quizzes (2) due Thursday 3/22
WEEK ELEVEN Tuesday 3/20	<ul style="list-style-type: none"> • Annotated Bibliography 5 due • Option paper 1 (Comics) due • Choose DB topics 	<ul style="list-style-type: none"> • Post DB postings 21 and 22 • Read Ch. 3 in <i>WR</i>
Thursday 3/22	<ul style="list-style-type: none"> • Integrating Sources Quizzes (2) due TODAY • Review Ch. 3 in <i>WR</i> • Portfolio/Research Paper Workshop 	<ul style="list-style-type: none"> • Option paper 2 (Comics) due Tuesday • All Comics papers due Tuesday 4/3 • Read Ch. 1 in <i>CTA</i>
WEEK TWELVE Tuesday 3/27	<ul style="list-style-type: none"> • No school: Spring break • Final drop date 3/19 with no record 	
Thursday 3/29	<ul style="list-style-type: none"> • No school: Spring break 	
WEEK THIRTEEN Tuesday 4/3	<ul style="list-style-type: none"> • Option paper 2 (Comics) due • All Comics papers due TODAY • Choose DB topics • Review Ch. 1 in <i>CTA</i> • Portfolio/Research Paper Workshop 	<ul style="list-style-type: none"> • Post DB postings 23 and 24 • Rough draft 1 of Argumentation paper due Thursday • Read Ch. 10 in <i>WR</i>



Jill Dahlman, University of Hawaii at Manoa College of Languages, Linguistics, and Literature



Thursday 4/5	<ul style="list-style-type: none"> • Rough draft 1 of Argumentation paper due • Review Ch. 10 in <i>WR</i> • Portfolio/Research Paper Workshop 	<ul style="list-style-type: none"> • Option paper 1 (SF) due Tuesday • Read Ch. 6 in <i>CTA</i>
WEEK FOURTEEN Tuesday 4/10	<ul style="list-style-type: none"> • Option paper 1 (SF) due • Choose DB topics • Review Ch. 6 in <i>CTA</i> • Portfolio/Research Paper Workshop 	<ul style="list-style-type: none"> • Post DB posting 25 and 26 • Post draft 2 of Argumentation paper in the Writing Tab by Wednesday at midnight for peer review on Thursday • Read Ch. 6 in <i>WR</i>
Thursday 4/12	<ul style="list-style-type: none"> • Peer review of Argumentation paper (due by 4/21) • Review Ch. 6 in <i>WR</i> • Portfolio/Research Paper Workshop 	<ul style="list-style-type: none"> • Option paper 2 (SF) due Tuesday • Post draft 1 of Research paper in the Writing Tab by Tuesday at midnight
WEEK FIFTEEN Tuesday 4/17	<ul style="list-style-type: none"> • Draft 1 of Research paper due by midnight • Option paper 2 (SF) due • Choose DB topics • Portfolio/Research Paper Workshop 	<ul style="list-style-type: none"> • Post DB posting 27 and 28 • Final Argumentation paper due Tuesday • All SF papers due Thursday • Read Ch. 8 in <i>WR</i>
Thursday 4/19	<ul style="list-style-type: none"> • Final Argumentation paper due • All SF papers due TODAY • Review Ch. 8 in <i>WR</i> • Portfolio/Research Paper Workshop 	<ul style="list-style-type: none"> • Post draft 2 of Research paper in the Writing Tab by Sunday at midnight for peer review on Tuesday • Read Ch. 9 in <i>WR</i>
WEEK SIXTEEN Tuesday 4/24	<ul style="list-style-type: none"> • Draft 2 of Research paper due by midnight • Peer review of Research paper due by 4/30 • Choose DB topics • Review Ch. 9 in <i>WR</i> • Presentations! 	<ul style="list-style-type: none"> • Post DB postings 29 and 30
Thursday 4/26	<ul style="list-style-type: none"> • Presentations! 	<ul style="list-style-type: none"> • Turn in final Research paper and portfolio Tuesday 5/1
WEEK SEVENTEEN Tuesday 5/1	<ul style="list-style-type: none"> • Presentations! • Portfolio/Research paper due 	



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GENERAL RUBRIC FOR ALL PAPERS
(include with your paper if you want specific feedback)

Item	A–B (✓+)	B–C (✓)	C–D (✓–)
Argument _____	The argument is superior in content.	The argument is average in content.	The argument is below average in content.
Thesis _____	Your thesis is excellent, and your paper follows the thesis.	Your thesis is average, and your paper somewhat follows the thesis.	Your thesis is below average, and your paper does not follow the thesis.
Introduction and conclusion _____	Your introduction and conclusion are on point, and the reader can easily follow your line of reasoning from start to finish.	Your introduction OR conclusion are on point, and the reader can somewhat follow your line of reasoning from start to finish.	Your introduction and conclusion are not on point, and the reader cannot easily follow your line of reasoning from start to finish.
Support _____	Your argument relied on established facts rather than on emotion (no name calling; sticking to the objective facts).	Your argument relied on some established facts rather than on emotion.	Your argument relied heavily on emotion rather than on fact; you often leave your reader wondering what is going on.
Counterargument _____	You took another side into account (acknowledged counterarguments; possibly even refuted a few).	You may not have explicitly taken another side into account, but the viewpoint conveyed in the paper is objective.	You took no other side into account.
Accuracy _____	Your facts were accurate and indicated that you read outside sources for clarity (i.e., you did the homework).	Most of your facts were accurate and indicated that you read some outside sources for clarity (i.e., you did the homework).	Your facts were not accurate and indicated that you had not read outside sources for clarity (i.e., you did not do the homework).
Grammar and punctuation _____	Your grammar and punctuation were excellent, with minimal errors.	Your grammar and punctuation were average, with errors that did not get in the way of the meaning of your paper.	Your grammar and punctuation were below average, with errors that got in the way of the meaning of your paper.
In-text citations _____	Your in-text citations and works cited/bibliography are excellent.	Your in-text citations and works cited/bibliography are average.	Your in-text citations and works cited/bibliography are below average—you need serious help.
Proofreading _____	You have few, if any, corrections to make.	You have a few corrections to make if you want to make this a stellar paper.	You have many corrections to make.

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Assignment 1: Workshop on Revising Paragraphs

Time required: 20 to 50 minutes

Purpose: Teaching paragraph revision

Pre-workshop homework assignment: Have students bring their handbooks and a copy of their first essay to class.

Workshop on Revising Paragraphs

As a class, begin by modeling the following steps with a sample paragraph (see handout). Then work individually, in pairs, or in small groups to complete the activity with your own paragraphs. You may want to refer to your handbook's advice on sentence structure, word choice, transitions, topic sentences, and paragraphing. If you are still lost, ask questions!

Activity

1. From your essay, choose a paragraph in need of significant revision, and explain why you think it needs to be revised.
2. Write down the first word or couple of words from each sentence in list form. If you find yourself writing the same words repeatedly, consider other ways you might begin your sentences to create variety. (Later, when you revise your entire essay, you can list the first word for each *paragraph* to check for variety.)
3. Now consider whether your sentences are varied in length. Do your paragraphs contain long sentences or short sentences, or a combination? Use a mix of long and short sentences within each paragraph to avoid monotony and choppy. Can you combine any sentences? Should some longer sentences be broken into two or more shorter sentences?
4. Consider consistency and coherence. Look back at your thesis sentence and then reread the paragraph you are working on. Is the paragraph clearly related to your thesis? Does it effectively support your main idea? If not, talk with your partner about whether the paragraph is irrelevant and should be removed or whether it can be revised to clearly offer support.
5. In addition to supporting your thesis, each paragraph should focus on one main point. Identify the main ideas in the paragraph. Does the paragraph begin with one point or idea (usually expressed in a topic sentence) and then move on to a new one? If so, you should probably divide those ideas into separate paragraphs. If those new paragraphs are too short or choppy, you may want to add to them, keeping the focus on one main idea.
6. (If you created two paragraphs in step 5, choose only one for discussion in step 6.) Do the sentences in your paragraph proceed smoothly from one idea to the next? For example, if you begin the paragraph with a topic sentence, does your next sentence logically follow and build on that idea? If not, how might you reorganize the paragraph so that each sentence follows logically from the sentence before it?

Laura Detmering, Northern Kentucky University

Assignment 2: Textual Analysis

Time required: At least one week for students to complete a draft outside of class. Allow roughly two weeks for peer review, instructor comments, and revision.

Purpose: Teaching textual analysis and argument

Book in use: *The Arlington Reader*, Second Edition (2008), by Lynn Z. Bloom and Louise Z. Smith

Due dates

Rough draft: Due by e-mail no later than by 5:00 p.m., September 16.

Final draft: Due in class (entire paper packet) on September 30.

Assignment overview

This assignment, an analysis of a text, involves writing similar to what scholars produce for book reviews in academic journals such as *Computers and Composition Online* or *Kairos*. Most published reviews are 1,000 words or less. The norm for publication is 500–800 words, and writing such a brief essay can be a challenge. Writers must decide which details are most important and which insights are pivotal. Luckily for you, this assignment gives you three to five pages to play with so that you have more room to discuss the article in detail. Here’s how you start:

- Choose one of the articles below.
- In small groups, summarize key points of the article.
- Think about criteria.
 - Develop specific criteria and apply them to the text. We will brainstorm in class about different criteria and when they are most effectively used. The Source Evaluation Sheet exercise will help with analyzing article content.
- Write your draft. Get feedback. Draft again.
 - Your group’s discussion and input will provide a strong foundation, but your essay will be just that—yours. The thesis, argumentative structure, and flow of ideas will be your own.
 - Submit your rough draft as an e-mail attachment. I will return your draft via e-mail with feedback in comment fields.

Articles available in your reader for the textual analysis

- “Notes of a Native Speaker” by Eric Liu; pp. 112–117
- “Blaming the Family for Economic Decline” by Stephanie Coontz; pp. 229–231
- “Every Dictator’s Nightmare” by Wole Soyinka; pp. 476–479
- “Designer Genes” by Bill McKibbin; pp. 501–510
- “Life in the Lap of Luxury as Ecosystems Collapse” by William E. Rees; pp. 678–682

Elements of a textual analysis

Your textual analysis should be a fully developed argumentative essay (three pages is okay, but a thorough discussion will likely fill four or five pages) with a clear thesis, an introduction, several body paragraphs, and a conclusion. Before handing it in, check it for the following:

- **A clear introduction to the article:** Be sure that you clearly state the author’s name and the article title within the first paragraph of your textual analysis.
- **A brief summary of the article:** Early in your textual analysis, you should include a very brief summary of the article and any background information that the reader might need to understand the topic. Don’t assume that the only possible audience is your instructor or that she has already read the article. Your draft will also be read by your peers, who can give valuable feedback on clarity. In addition, your end-of-semester portfolio may be read and evaluated by an instructor who is unfamiliar with these articles. Keep the summary short without sacrificing clarity.



- **A discussion of the article's audience and purpose:** Whom is the author trying to reach? What information is the author trying to convey to those readers?
- **An evaluation based on relevant criteria:** You must present your own thesis (separate from the author's thesis) regarding the success of the article. Clearly state your overall judgment of the article's effectiveness and note the specific criteria that you have used in making that judgment (for example, validity, quality of research, and attention to important counterarguments).

To be sure that your criteria are relevant, keep in mind the author's purpose; different audiences have different expectations. For example, it would be unfair to fault the author for using too many technical terms if specialists in the field or even undergraduates in that major are the intended audience. In a case like that, it would be better to simply make a point about the article's value as a research source for undergraduates without relevant scholarly background. You could note that the article uses jargon or assumes background knowledge and recommend that the undergraduate researcher keep a dictionary handy.

- **References and details to support the evaluation:** Assume that your readers do not have the article in front of them or that they have not read it. You need to provide them with specific evidence (in the form of several quotations or paraphrases) to support your conclusions. You also need to explain specifically how this evidence supports your judgment; do not assume that the connection is clear.

When you quote or paraphrase from the text, include page numbers in parentheses. See your handbook for models.

- **Conclusion:** Offer a fully developed claim about the overall validity of the article. You may remind readers of both good and bad points of the writing. It may be useful to discuss your views concerning the effectiveness of this source for different audiences.

Please feel free to ask me for help, either during office hours (4:30–5:30 Wednesday, before class) or by appointment. I can also answer questions by e-mail. Good luck!

Assignment 3: Defining and Addressing Plagiarism

Time required: One session of 15 minutes or more for discussion of the assignment. One week is recommended for writing time outside of class.

Resource: This assignment assumes that students are enrolled in CompClass. The assignment can be revised to work without CompClass.

Purpose: Teaching the meaning of plagiarism and how to avoid it

Guidelines

Your goal is to write an in-depth discussion of plagiarism in roughly 1200 words. The key to writing this paper successfully is to choose a focus and support it with evidence. Once you have chosen your focus and done some preliminary research, create an outline. Organize your thoughts as specifically and as logically as possible.

Be sure to define terms that can have multiple or ambiguous meanings so that your reader knows what you mean. Don't assume that your reader agrees with you. As the writer, you guide the reader into a new way of thinking: your own. Be sure you don't lose the reader on the journey!

Finally, remember that a tight thesis will drive your paper (and will make it much easier to write!).

Prompts

The prompts that follow can help you brainstorm. As you think through them, choose just one direction that interests you and will allow you to write a tightly focused essay.

What does plagiarism mean?

- Think back to the first time you heard the word *plagiarism* or participated in a discussion about it. What was the context? What was the message?
- Who owns *your* ideas? What if they've been influenced by outside sources—your parents, school, church, the media?
- How well do you know how to avoid plagiarism? What are your strategies?
- What definitions of plagiarism can you find by doing a Web search? Try the same search in CompClass. What do you discover?
- If you incorporate ideas into your writing after a teacher/tutor conference or peer review, are you plagiarizing?
- A writer's understanding of plagiarism and intellectual property may be culturally defined. In some non-Western cultures, for example, writers might weave the words of others into their own without citation as a gesture of respect and with the understanding that readers recognize the source. Should accommodations be made in American universities for students from such cultures?
- Legal writing and other professional writing often depends on templates and boilerplates. Is this kind of writing plagiarism?
- Remaking movies and songs and repurposing of TV clips are common. Under what circumstances might such activities be considered plagiarism?
- Is there a difference between, say, forgetting to cite something (or not knowing how) and using another person's ideas wholesale without credit? Are both acts plagiarism?
- When people buy things, they assume ownership. When students purchase essays online, do they own those ideas? Should they be able to turn in purchased essays as their own work?

How should we deal with plagiarism?

- What do we call people who have been accused of plagiarism? What do these labels reveal about how we view these people?

Jill Dahlman, University of Hawaii at Manoa



- Punishments for academic plagiarism vary widely; look at a sampling of college handbooks (many are online). Should plagiarism punishments be standardized?
- If a first-year student has no prior knowledge of plagiarism, no knowledge of how or why to cite sources, how should the university deal with that person as a writer? Should there be some sort of entry test? A mandatory tutorial? Or a learn-as-you-go policy?

Jill Dahlman, University of Hawaii at Manoa

Assignment 4: Mechanics Workshop: Use of the Comma, Run-on Sentences, Pronoun-Antecedent Agreement, Pronoun Reference

Time required: One session of at least 50 minutes

Purpose: Teaching comma usage, run-on sentences, pronoun-antecedent agreement, pronoun reference

Book in use: This assignment has been planned with *The Bedford Handbook*, Eighth Edition. It can easily be revised to work with *Rules for Writers* or *A Writer's Reference with Exercises*. Hacker handbooks without built-in exercises can draw on PDF exercises on their book's companion site.

Preparation: Groups will need to be prepared to share their exercise answers with the class. They can provide handouts or project their work.

Instructions

Using *The Bedford Handbook (BH)* as a reference, each group should prepare a ten-minute presentation on the major rules and key terms governing one of the grammatical discussions below. Group members should complete the exercise associated with their topic ahead of time and share their corrections with the class, explaining the reason for each correction or why an already correct item needs no change.

- Each member of the group should take part in the group presentation.
- In addition to preparing their group presentations, students should complete each of the following exercises on their own. Students should raise questions about any exercise items they do not understand during the group presentation on that exercise.

Group 1: Major Uses of the Comma, *BH*, Section 32, Exercise 32–1

Group 2: Unnecessary Commas, *BH*, Section 33, Exercise 33–1

Group 3: Run-on Sentences, *BH*, Section 20, Exercise 20–2

Group 4: Pronoun-Antecedent Agreement, *BH*, Section 22, Exercise 22–1

Group 5: Pronoun Reference, *BH*, Section 23, Exercise 23–1

Assignment 5: Visual Literacy and Analysis

Time required: Two sessions of at least 50 minutes for prewriting and peer review. Time for writing outside of class.

Preparation: Students should bring a draft and their handbooks for the peer review workshop.

Purpose: Teaching visual analysis

Task overview

Drawing from the ideas generated in our class discussion, write a two-page essay that analyzes the visual text shared in class. Avoid simply describing the image. Instead, assert a position on the meaning of the image, and show your readers how the elements in the image contribute to the overall meaning of the text.

Purpose of the assignment

- To practice rhetorical analysis through writing about a visual image
- To enhance visual literacy skills
- To practice essay-writing skills

Assignment steps and due dates

1. Prewriting/idea generation: Complete in class on _____.
2. Preliminary draft for peer review workshop: DUE at the beginning of class on _____.
3. Revised drafts: Once you have received feedback from the peer review workshop, revise your draft at least once before you turn it in. I recommend that you complete at least three drafts, taking your second draft to the writing center/lab for additional feedback.
4. **Final draft: DUE on _____.**

Essay guidelines

1. **Introductory paragraph:** Your introduction should (1) engage the reader, (2) provide appropriate background information about the visual text (a brief description), and (3) assert your thesis. In this case, your thesis will be your assertion of what the intended meaning of the image is: What is the image trying to “say” to its audience?
2. **Body paragraphs (at least 3):** Each body paragraph should include a topic sentence that clearly supports the thesis. Each paragraph should (1) identify an element of the visual text that contributes to its overall meaning, (2) briefly describe the element to establish a context for your readers, and (3) explain HOW the element conveys or contributes to the central meaning of the visual text. **Answering the “HOW” part is crucial to your analysis. It is not enough to just identify the characteristics; you must also discuss how these characteristics create meaning or make a statement.**
3. **Concluding paragraph:** The concluding paragraph should (1) evaluate the effectiveness of the visual image and (2) lead the reader out of the essay.

Formatting instructions

Use MLA style for formatting your paper and citing your source (in a works cited page).



Assessment guidelines

Successful papers will display the following characteristics:

- A thesis that clearly and fluidly asserts the meaning of the visual text
- Developed body paragraphs that identify, explain, and analyze the elements of the image that contribute to the visual text's overall meaning
- Organization that supports the thesis and helps readers follow your discussion
- Clear, error-free sentences in academic English
- Accurate page formatting and citations in MLA style

Extra help

If you have any specific questions about your draft, stop by my office during office hours or visit the writing center in _____.

Assignment 6: Essay 4: Writing in Your Discipline

Time required: Time for writing outside of class. One session of 30 to 50 minutes for group workshops.

Purpose: Teaching writing in the disciplines

Book in use: This assignment works best when students are using *A Writer's Reference with Writing in the Disciplines* or *Writing in the Disciplines: Advice and Models*, a Hacker Handbooks Supplement.

Preparation: Students should bring their Hacker handbook to each class session.

Discipline-specific content: 250 words

Discipline discourse analysis: 500 words

Outline due _____ for group workshops

Rough draft of 500 words for conferences due by beginning of class on _____

Assignment overview

As I stated on the first day of class, ENGL 1101 is not just an English course. It is a writing course administered by specialists in the English department. ENGL 1101 and 1102 are required in part because they prepare you to write for courses in your major. We establish principles such as assignment analysis, coherence, structure, development, and critical thinking. Once you can demonstrate proficiency in these areas, you should be able to transfer those skills to writing assignments in your history, science, philosophy, business, education, and other courses.

This assignment, Essay 4, asks you to create *discipline-specific content* (DSC)—in other words, a short piece of writing in your discipline. Find your major on the following list and see the type of assignment you should produce for the DSC. If your major is not represented on the list, or you have not declared a major, please e-mail me right away! (Note: If you choose an assignment that is NOT associated with any major in the following list, please contact me for approval of your assignment topic.)

DSC assignments by major

1. Business (includes Management, Finance, Marketing)
You are managing a project for a major insurance company. Insurance premiums are going up across the board at the start of the next calendar year, and you oversee a group of insurance agents who must be informed of the new premiums for different policies. Generally speaking, the major medical policies will increase an average of 25 percent; the dental policies will increase an average of 15 percent; and the eye-care policies will increase an average of 30 percent. Patients covered by policies affected by these premium increases may alter their coverage (number of dependents registered under an account, type of policy, breadth of coverage) during the next open enrollment period, depending on whether they have private coverage or are enrolled under a group plan. Write a memo to the insurance agents you oversee to (a) inform them of the premium increase and (b) explain their role as insurance agents during this transition to higher premiums. Refer to your Hacker handbook for tips on writing well for a business audience.
2. Education (includes Exercise Science, Early Childhood)
During your time at this university, you will be required to design curricula (plural of *curriculum*) for classes you might teach. Your assignment is to create a lesson plan around the theme of sharing. The concept of sharing is often emphasized as we prepare K–12 students to become part of a larger community. How will your role as a physical education teacher (Exercise Science majors) or an elementary school teacher (Early Childhood majors) dictate how you should teach your students about sharing? Be creative, and refer to your Hacker handbook for the components involved in writing a lesson plan for an audience of educators.



3. Art (includes Art History and other related fields)

Whether you are an artist who creates or an art historian, you need a critical framework, a set of ideas about what art is and what makes good art. This critical framework helps you appreciate art on a higher level, and the framework also helps you explain art to others. The best way to develop a critical framework is by learning about various critical theories and practicing your skills by criticizing art. Your assignment is to choose a piece of artwork and critique it. (Provide either a picture of the artwork in the text or a URL where I can look at it online.) Begin by explaining in general terms your framework; feel free to refer to an existing critical school. Then analyze the artwork using that framework, making sure to provide detailed evidence from the work itself. I have made a photocopy from a guide to writing about art that you will receive in class.

4. Sciences (includes Biology, Chemistry, Communication, Pre-Engineering, Nursing, Psychology, Sociology, Computer Science)

When taking science courses related to your major, you will have to know how to write a literature review. These short assignments, which consider and evaluate the findings of a number of research papers, allow students to show that they comprehend the prevailing research. Review an article that I have given you (you will receive it in class unless you request an electronic copy in advance), OR choose an article of your own with my approval. Use the description set forth in your Hacker handbook to guide you as you compose your review.

5. Theater (includes Theater Education)

When exploring the world of theater, you will need to know how to critically assess a performance of a play. Write a review of the film *A Midsummer Night's Dream* (DVD number 3 in the library), analyzing how well the play has been adapted to the screen and discussing the acting, scenery, cinematography, and so on. For a model, see Roger Ebert's review of the film (<http://rogerebert.suntimes.com/apps/pbcs.dll/article?AID=/19990514/REVIEWS/905140304/1023>).

Discipline discourse analysis

After composing the discipline-specific content of 250 words, write a 500-word analysis of the discussion (or discourse) going on in your field.

Address the following questions:

- What are people writing about in your discipline, and how are they writing about it?
- What are the most common genres of writing in your field (for example, research articles, case studies, lab reports, reviews of literature, critical analyses)?
- How is ENGL 1101 preparing you to write in your discipline?
- What aspects of your writing process should you focus on now, while you are learning the basics, so that you can best prepare yourself for your major courses?

You will be graded on the following:

1. Fulfilling the prompt. (If you need clarification of these instructions, e-mail me or come talk to me about a draft.)
2. A coherent and well-placed thesis/main idea.
3. Using sound, well-developed evidence.
4. Other items as listed on the First-Year Composition rubric.

If you have any questions regarding this assignment, let me know by e-mail or in class.