Objectives
In this class you will develop your skills in writing, reasoning, argumentation, and research. For many of the assignments, you will be able to choose research topics that integrate your own interests with the discourses and vocabularies of specific academic disciplines. This approach gives you the opportunity to explore fields you might like to pursue in your further studies at the university. Your writing assignments will build your skills in all the key dimensions of research-based composition. You will also gain experience with collaborative research and writing, which will prepare you for team-based projects in future classes and in your careers. While much of your work in this class will prepare you for the kinds of communication situations you will encounter here at the university, the fundamental goal of the class is to help you become a confident and effective communicator in a variety of professional situations.

This is an online class. For the whole semester, all interaction with your instructor and your classmates will be by way of the UH Laulima and the Enhanced InSite systems, apart from two required in-person conferences, which we can conduct in Laulima Chat or Skype if you’re not on O’ahu.

This course fulfills the Foundations requirement in Written Communication (FW). The learning outcomes for this course, established by the UHM General Education Committee, are as follows:

Students will be introduced to the rhetorical, conceptual, and stylistic demands of writing at the college level; courses give instruction in composing processes, search strategies, and composing from sources. This course also provides students with experiences in the library and on the Internet and enhances their skills in accessing and using various types of primary and secondary materials.

Most of your assignments will emphasize the process of writing. You will submit drafts of most of your writing projects, which I will review along with a group your peers. You will have a chance to revise in response to the comments you receive, and I will grade only the revised versions of your projects.

PLEASE NOTE
Online classes demand a high level of commitment and self-discipline. They can offer excellent training in the modes of planning, time management, and peer interaction that characterize the work lives of many professionals, but you have to be ready to meet the particular challenges of the format. Keep close track of the schedule of reading and writing assignments, and be as active as possible in the weekly blogging, which will help you get to know your peers and feel more connected with them.

If you’re having trouble adjusting to the online format, get in touch with me right away and we’ll try to find solutions.

Contacting Me
Email is the best way to reach me. My address is zuern@hawaii.edu. I don’t respond to email on weekends.

During my office hours (MW 1:30-3:00), you can reach me by phone at 956-3019. Outside those times I may not answer, but you can leave me a voicemail message.

Learning Outcomes
If you complete this class successfully, you will be able to

• Compose a text to achieve a specific purpose and respond adeptly to an identifiable audience.

• Provide evidence of effective strategies for generating, revising, editing, and proofreading a text in order to produce finished prose.
• Compose a text that makes use of source material that is relevant and reliable and that is integrated in accordance with an appropriate style guide.

• Compose writing that expresses your viewpoint and is supplemented by outside sources.

• Manage your workflow effectively to complete high-quality projects within specific time parameters.

• Work effectively in computer-mediated communication and collaboration environments.

Assignments
Unless I indicate otherwise, you must submit your assignments to the Enhanced InSite system by 11:59 pm on the due date listed in the Schedule.

You will do other writing in the class, but only these assignments will be graded.

Weekly Blog Posts and Comments (posts = 1-3 paragraphs, comments = 1 paragraph x 2)
3 points each, 45 points total

Writing Project 1 (3-4 pages)
representing a discussion within a community 25 points

Writing Project 2 (3-4 pages)
comparing and analyzing arguments within a discussion 25 points

Writing Project 3 (3-4 pages)
taking a position within a discussion 25 points

Writing Project 4 (6-7 pages)
developing your own argument and representing your research 50 points

Writing Project 5 (1 paragraph + supporting materials)
summarizing your argument and outlining your presentation 15 points

PowerPoint Presentation (7 slides)
presenting your research to an audience 25 points

Writing Project 6 (2-3 Wiki pages + links)
connecting your project with the work of others and writing in collaboration 25 points

In-Class Essay Exam Question Exercise/Literary Analysis
responding to essay exam questions and analyzing literary texts 15 points

Total Points for the Class: 250

Formats and File Naming Conventions for Assignments
You may submit your documents as Word .doc or docx files. For each assignment, please follow the file naming conventions indicated in the Schedule. You will always start the file name with your last name, a hyphen, and a shortened name of the assignment. Example: zuern-project1.

Course Policies

Grading
You must complete all assignments to receive a passing grade in this class. I will lower grades for late assignments by one letter grade for every day past the due date.

I will not read drafts that are submitted more than one day past the deadline.

You may check your grades for completed assignments in the Enhanced InSite gradebook.
I will use the following scale to determine your grades:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Points</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>245</td>
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<tr>
<td>A</td>
<td>235</td>
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<tr>
<td>A-</td>
<td>225</td>
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<tr>
<td>B+</td>
<td>215</td>
</tr>
<tr>
<td>B</td>
<td>205</td>
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<tr>
<td>B-</td>
<td>195</td>
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<tr>
<td>C+</td>
<td>185</td>
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<td>C</td>
<td>175</td>
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<td>C-</td>
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<td>D+</td>
<td>155</td>
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<td>D-</td>
<td>135</td>
</tr>
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<td>F</td>
<td>below 135</td>
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</tbody>
</table>

In compliance with university policy, I will give incompletes only in cases of documented medical or family emergencies.

**Attendance**

Although this class does not meet synchronously, you must post to the blog every week and comment on at least two of your classmates’ blog posts each week. If circumstances arise that make it difficult for you to keep up with the assigned work, please inform me immediately. Don’t wait until the end of the session, when it will be harder to make accommodations.

**Conduct**

Your relationships with your classmates and with me are governed by the University of Hawai‘i at Mānoa Student Conduct Code [<http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/>], which also applies in all the online environments we will be using this semester. I expect you to act in a professional and respectful manner in all of these settings.

In online learning environments it is especially important to maintain respectful relationships with all participants. Without visual signals to indicate that you’re making jokes or being ironic, misunderstandings (and bad feelings) can easily arise, and interpersonal problems can quickly escalate. This class is your opportunity to practice professional behavior in computer-mediated communication situations—situations that are very common in today’s business world.

I also expect you to adhere to the UH Executive Policy on the Use and Management of Information Technology Resources [<http://www.hawaii.edu/infotech/policies/itpolicy.html>]. If you feel that the conduct of another student in the class is interfering with your ability to work productively, please speak with me about the problem immediately. If you feel that my behavior is impairing your learning, speak with the Associate Chair of the Department of English in KUY 402 (956-3087).

**Academic Integrity**

You must adhere to the university’s standards of academic integrity as stated in the University of Hawai‘i at Mānoa Student Conduct Code:

Because UHM is an academic community with high professional standards, its teaching, research, and service purposes are seriously disrupted and subverted by academic dishonesty. Such dishonesty includes cheating and plagiarism as defined below. Ignorance of these definitions will not provide an excuse for acts of academic dishonesty.

1. Cheating includes but is not limited to giving or receiving unauthorized assistance during an examination; obtaining unauthorized information about an examination before it is given; submitting another’s work as one’s own; using prohibited sources of information during an examination; fabricating or falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting of facts in order to obtain exemptions from course requirements.

2. Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual’s work without attributing that borrowed portion to
the individual; neglecting to identify as a quotation another’s idea and particular phrasing that was not assimilated into the student’s language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or “drylabbing,” which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms. (UHM Student Conduct Code).

Access
If you feel you need reasonable accommodations because of the impact of a disability, please contact the KOKUA Program at 956-7511 or 956-7612 in Room 013 of the QLSS. You should also speak with me privately to discuss your specific needs. I am happy to work with you and the KOKUA Program to address access needs related to your documented disability.

Schedule

Subject to change.

You should complete the reading by the day on which it is assigned, as it will often help you plan for the upcoming assignment.

Remember that all writing assignments are due on the day they are listed, so always look ahead to see what’s coming up.

Tuesday, August 25

Looking Ahead
You should start thinking about an issue that deeply concerns you. To jump-start your thinking, as yourself: “What do I love?” “What do I hate?” “What am I most afraid of?” “What would I be willing to fight for?” “What would I be willing to fight against?” The more passionate you are about your topic, the more you’ll get out of this first assignment.

See the guidelines for Writing Project 1 in the Laulima Resources Assignments folder for more guidance. A rough introductory paragraph for this assignment is due on Friday, August 28.

Writing: Blog Post 1

Get acquainted with your blog in Laulima. Choose “Blogs” from the menu on the left and play around with the tool until you’re comfortable with it. You can always edit or delete your first drafts—if you’re not a blogger, it can take a little time to get used to the system and the writing format.

In 3 paragraphs, describe yourself to your classmates. Make sure to include your personal goals, your reasons for coming to the university, your academic interests, and your interests outside of school.

Include at least one detail about yourself that others would find surprising.

In the blog, you can use fairly informal language, but keep in mind that not everyone will be familiar with common abbreviations and phrases people use in blogs and text messaging. Your goal is to be understood. Remember, too, that this is a professional setting and you need to keep your posts clean and respectful. The same principle applies to your comments on your classmates’ blogs.

You can wait until next week to start commenting on the other blogs.

Friday, August 28

Reading: Handbook 3-16

any TWO of the four online essays (on Stakeistan’s site, view the CNN video) in the August 28 folder in the Reading folder in the Laulima Resources section
Writing: Rough Paragraphs for Writing Project 1

Compose at least two informal paragraphs outlining the issue you’d like to research and write about for Writing Project 1. Search the Internet for evidence of the discussion that’s going about the issue. Start evaluating some of these sources to determine if you want to use them for your draft of the whole paper.

You should include at least two references (Web site names and URLs are enough) along with the paragraphs.

Although these paragraphs are informal, you should use complete sentences and vocabulary you think is appropriate for an academic setting.

As with all writing assignments, submit your paragraphs to the Enhanced InSite site.

Tuesday, September 1

Reading: Handbook 17-28 (up to Chapter 6); Handbook 51-67 (all of Chapter 7)

Writing: Blog Post and Comments 2

In 2-3 paragraphs, write about one of the online essays you read last week.

In your post’s “Title,” clearly indicate the piece you’re writing about.

What did you think about the piece? Who do you think the target audiences for the piece are? Did you like the writing? (Remember that the narration for the video was also written.) Why or why not?

Comment on at least 2 of your classmates’ posts from last week. Try to find things you have in common with these fellow students. If you know of sites that would help them with their projects, include links in your comments.

From now on, you must always comment on at least two of your classmates’ posts for the week.

Friday, September 4

Reading: Handbook 28-42

Writing: Draft of First Two Paragraphs of Writing Project 1

Write at least two paragraphs in which you introduce your reader to the issue you will be discussing in the paper. You should also indicate the different positions people are taking on the issue.

Tuesday, September 8

Writing: Blog Post and Comments 3

In 2-3 paragraphs, describe the issue you have chosen for your first paper assignment for your classmates. Make sure to explain why this issue is important to you.

You should include at least two references to possible online sources in the form of live links. Get used to the menu in the Edit mode for blog posts; the little “globe + chain” icon lets you add links to your posts (select the text you want to use as a link, then click the icon and enter the URL).

Reviewing: Using the Enhanced InSite reviewing system and the rubric for Writing Project 1 Opening Paragraphs, complete your peer reviews for your two review partners’ first two paragraphs.
Friday, September 11

Writing: Draft of Writing Project 1

Submit a complete draft of Writing Project 1 to the Enhanced InSite site.

Tuesday, September 15

Writing: Blog Post and Comments 4

Reflect on your experience of drafting Writing Project 1. What do you like about your draft? What aspects of your draft do you expect will have to change for the final version? What have you learned about your issue in the course of researching and writing the paper?

You might also say what you have learned from reading your classmates’ drafts.

Reviewing: Using the Enhanced InSite reviewing system and the Writing Project 1 rubric, complete your peer reviews for your two review partners’ drafts for Writing Project 1.

Friday, September 18

Looking Ahead

Work on your revisions for Writing Project 1, the final version of which will be due on Tuesday, September 22.

Reading: Handbook 43-51 (up to Chapter 7); Handbook 71-78

Tuesday, September 22

Looking Ahead

Start researching to find more sources to choose from for the comparison you will be doing in Writing Project 2

Writing: Blog Post and Comments 5

Final Version of Writing Project 1

Friday, September 25

Reading: Handbook 159-182 (Chapters 16-17)

Writing: Two paragraphs describing the two sources you plan to compare for Writing Project 2

Tuesday, September 29

Reading: Handbook 182-194 (Chapters 18-19)

Writing: Blog Post and Comments 6

Friday, October 2

Writing: Draft of Writing Project 2

Submit a complete draft of Writing Project 2 to the Enhanced InSite site.

Tuesday, October 6

Writing: Blog Post and Comments 7
**Reviewing:** Using the Enhanced InSite reviewing system and the **Writing Project 2** rubric, complete your peer reviews for your two review partners’ drafts for Writing Project 2.

**Friday, October 9**

**Looking Ahead**

Work on your revisions for Writing Project 2, the final version of which will be due on **Tuesday, October 13**.

**Tuesday, October 13**

**Writing: Blog Post and Comments 8**

Final Version of Writing Project 2

**Friday, October 16**

**Conferences this Week**

Please sign up for an appointment to discuss your final writing projects for the class.

**Reading:** Handbook 79-90; materials on Stephen Toulmin’s informal logic in the October 16 folder in the Reading folder in the Laulima Resources section

**Writing:** Write at least two paragraphs in which you state the argument you will be making in Writing Project 3.

Your paragraphs must include a **clear statement of your claim**, they must **introduce the issue**, and they must indicate what **kinds of sources** you will be drawing on to make your argument.

Your paragraphs should implicitly or explicitly acknowledge the primary audience for whom you are writing.

**Tuesday, October 20**

**Writing: Blog Post and Comments 9**

**Reviewing:** Using the Enhanced InSite reviewing system and the rubric for **Writing Project 3 Opening Paragraphs**, complete your peer reviews for your two review partners’ first two paragraphs.

**Friday, October 23**

**Writing: Draft of Writing Project 3**

**Tuesday, October 27**

**Writing: Blog Post and Comments 10**

**Reviewing:** Using the Enhanced InSite reviewing system and the rubric for **Writing Project 3**, complete your peer reviews for your two review partners’ drafts for Writing Project 3.

**Friday, October 30**

**Looking Ahead**

Work on your revisions for Writing Project 2, the final version of which will be due on **Tuesday, November 3**.
Have a fun and safe Halloween.

Tuesday, November 3

Writing: Blog Post and Comments 11

Final Version of Writing Project 3

Friday, November 6

Looking Ahead
Start drafting Writing Project 4, which will be the longest paper you will write this semester. It will require more sources than the others, so build up your list of references by going to the library and doing smart searches on the Internet. The draft of this paper will be due on Friday, November 13.

Reading: Handbook 99-107 (Chapter 11)

Tuesday, November 10

Writing: Blog Post and Comments 12

Friday, November 13

Writing: Draft of Writing Project 4

Tuesday, November 17

Looking Ahead
Start working on your PowerPoint slides, which will be based on the argument you are making in Writing Project 4. These presentations will be due on Tuesday, November 24.

Reading: Handbook 108-117 (Chapter 12)

Writing: Blog Post and Comments 13

Friday, November 20

Conferences this Week
Please sign up for an appointment to discuss your final writing projects for the class.

Looking Ahead
Meet with your collaboration team members to start planning for Writing Project 6. Use the Laulima Chat room or meet in person.

Reading:

Writing:

Reviewing: Using the Enhanced InSite reviewing system and the rubric for Writing Project 4, complete your peer reviews for your two review partners’ drafts for Writing Project 4.

Tuesday, November 24

Reading:

Writing: Blog Post and Comments 14

PowerPoint

Friday, November 27
Tuesday, December 1

Reading:

Writing:

Writing: Blog Post and Comments 15

Friday, December 4

Reading:

Writing:

Tuesday, December 8

Reading:

Writing: Blog Post and Comments 16

Use this post to reflect on the semester and say goodbye to your classmates.

Friday, December 11

Writing: Final Version of Writing Project 6

All remaining written work