

**Request for Renewal of  
English 100: Composition I  
as an FW course**

**Leeward Community College  
Spring 2007**

<b>Page</b>	<b>Contents</b>
2	Course Description
2	Changes
3	Assessing of Course
3	Hallmark 1
3	Hallmark 2
3	Hallmark 3
4	Hallmark 4
4	Hallmark 5
Appendix	
5-10	Sample ENG 100 Course Syllabus
11-17	Sample ENG 100 Writing Assignment

## I. Course Description

(Core Outline, 01/19/06; 2006-2007 Course Catalog Description)

### **ENG 100: Composition I (3) AA/FW**

*3 hours of lecture per week.*

*Grade of "C" or higher in ENG 21 and ENG 22, or equivalent reading and writing courses; or placement into ENG 100 and ENG 102; or approval from the Language Arts Division.*

Provides practice in producing substantial compositions at the college transfer level for courses across the curriculum. Engaging in research activities, students evaluate and integrate sources into their compositions. Following a recursive writing process, they analyze the rhetorical, conceptual, and stylistic demands of writing for various purposes and audiences. Students apply the principles of expository writing and produce compositions that have clear ideas, adequate support, logical organization, and correct sentence structure. Students become proficient language users, independent learners, and thoughtful members of an academic community.

#### STUDENT LEARNING OUTCOMES:

Upon successful completion of English 100, students should be able to demonstrate the following as independent learners:

1. Write in a style appropriate to a particular audience and purpose.
2. Use a multi-step writing process and make effective use of written and oral feedback.
3. Write well-developed compositions with clear thesis statements
4. Find errors in their own writing and correct them.
5. Know how to find information from books, periodicals, or from other resources.
6. Use and combine sources without plagiarizing.
7. Give credit to others when using their words and ideas in writing.
8. Write an acceptable in-class composition on an assigned topic.
9. Complete at least 5,000 words of finished prose—equivalent to approximately 20 typewritten pages.
10. Demonstrate an ability to locate and use newspapers, magazines, books and reference materials in a library.

## II. Changes

The course title was changed from “Expository Writing” to “Composition I.”

### III. Assessing of Course

Below are descriptions of course materials that illustrate how the course meets the Written Communications Foundations Hallmarks.

**Hallmark 1:** *Students are introduced to different forms of college-level writing, including, but not limited to, academic discourse, and are guided in writing for different purposes and audiences.*

ENG 100 introduces students to different forms of college-level writing. The ENG 100 Catalog Course Description states that this course “provides practice in producing *substantial compositions at the college transfer level for courses across the curriculum.* Engaging in research activities, students evaluate and integrate sources into their compositions. Following a recursive writing process, they analyze the rhetorical, conceptual, and stylistic *demands of writing for various purposes and audiences.*” [Emphases added.]

The student learning outcomes for the course include “Write in a style appropriate to a particular audience and purpose.” In addition, the ENG 100 Core Outline states that students in this course will “focus on academic writing,” “write various types of essays, . . . [which] may include academic writing, research essays and rhetorical modes such as classification-division, comparison-contrast, cause-effect, and persuasion,” and “discuss, critique and analyze various texts, which may include professional and student writings.”

**Hallmark 2:** *Students get guided practice of writing processes (planning, drafting, critiquing, revising, and editing) and making effective use of written and oral feedback form the faculty instructor and from peers.*

Students in ENG 100 will be able to “use a multi-step writing process and make effective use of written and oral feedback” (SLO #2). At its core, ENG 100 stresses writing as a recursive process; thus, students are taught and then required to put into practice the generation of ideas, planning, and drafting, revising and editing of various forms of academic writing. Students also make use of the writing process through participation in discussions and group activities designed to develop and clarify thought, viewpoint, perspective and to sharpen critical thinking. Students in ENG 100 also regularly participate in peer critique and conferences with their instructors, classmates, and on-campus writing consultants.

**Hallmark 3:** *Require at least 5000 words of finished prose—equivalent to approximately 20 typewritten/printed pages.*

One of the student learning outcomes for ENG 100 includes “Complete at least 5,000 words of finished prose—equivalent to approximately 20 typewritten pages” (SLO #9). Students fulfill this requirement by composing a variety of essays in various genres, including, but not limited to, narrative, observation, comparison and contrast, argumentation, and evaluation.

**Explanatory Notes:**

- *"Finished prose" is defined as writing which has received peer and/or instructor feedback, has usually undergone student revision, and has been formally evaluated by the instructor. Writing such as journal entries, email letters, pre-writing exercises, unrevised in-class writing, or feedback to peers should not normally be considered "finished prose."*
- *E-mail letters, pre-writing exercises, unrevised in-class writing, or feedback to peers should not normally be considered "finished prose."*

**Hallmark 4:** *Help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences; teach appropriate ways to incorporate such information, acknowledge sources and provide citations.*

Four of the student learning outcomes for ENG 100 address information literacy: "Know how to find information from books, periodicals, or from other resources," "Use and combine sources without plagiarizing," "Give credit to others when using their words and ideas in writing," and "Demonstrate an ability to locate and use newspapers, magazines, books and reference materials in a library" (SLO's 5, 6, 7, 10, respectively).

Students in ENG 100 gain information literacy and research skills through regular instruction from librarians and instructors in the location, appropriation, and incorporation of research materials. All ENG 100 students are also required to complete the Information Literacy tutorial and exam, which tests students' knowledge and understanding of locating and utilizing information and research materials.

**Hallmark 5:** *Help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.*

The recursive nature of the writing process naturally assumes that writers critically assess, and understand how others are likely to assess, their writing based on their use of elements such as diction, syntax, structure, tone, and logic. Thus, ENG 100 students regularly receive assignments that ask them to evaluate and respond to texts that make use of these elements in various ways. Such assignments teach students how to evaluate their own texts and the texts of others from a technical perspective (diction, syntax, structure, etc.), and teaches them how to integrate outside sources in a logically and contextually sound manner. These assignments also address the higher imperative of ENG 100, which is to teach students how to negotiate the variety of discursive methods they are likely to find in college.

**Appendix**

Sample English 100 Course Syllabus

Appendix  
Sample English 100 Course Syllabus

LEEWARD COMMUNITY COLLEGE  
Language Arts Division  
Course Syllabus – Fall 2006  
ENGLISH 100 – Composition I (3.0 credits)

---

-

“The beautiful part of writing is that you don't have to get it right the first time, unlike, say, a brain surgeon.” ~Robert Cromier

**Catalog Course Description:**

Provides practice in producing substantial compositions at the college transfer level for courses across the curriculum. Engaging in research activities, students evaluate and integrate sources into their compositions. Following a recursive writing process, they analyze the rhetorical, conceptual, and stylistic demands of writing for various purposes and audiences. Students apply the principles of expository writing and produce compositions that have clear ideas, adequate support, logical organization, and correct sentence structure. Students become proficient language users, independent learners, and thoughtful members of the academic community.

**Prerequisite:**

Appropriate reading and writing placement test scores, or ENG 22 with a grade of C or better or equivalent, or approval from Language Arts Division.

**Recommended Preparation:**

Computer experience: basic knowledge of word processing, cutting and pasting, sending attachments, e-mail, navigating the Internet.

**Student Learning Outcomes:**

In this course you will develop strategies and skills for effective college-level writing and critical reading and thinking. You will receive instruction in the composition process and you will practice various kinds of writing, including analysis, interpretation, argument, and writing from sources (research).

By the end of the semester you should be able to:

1. Write in a style appropriate to a particular audience and purpose
2. Use a multi-step writing process and make effective use of written and oral feedback
3. Write well-developed compositions with clear thesis statements
4. Find errors in your writing and correct them.

5. Know how to find information from books, periodicals, or from other resources
6. Use and combine sources without plagiarizing
7. Give credit to others when you use their words and ideas in your writing
8. Write an acceptable in-class composition on an assigned topic
9. Complete at least 5,000 words of finished prose—equivalent to approximately 20 typewritten pages
10. Demonstrate an ability to locate and use newspapers, magazines, books, and reference materials in the library

### **Course Content:**

During the semester, English 100 students will:

1. Learn combinations of writing and research-related skills geared toward helping the student write proficiently in college courses.
2. Engage the writing process from idea generation and planning to drafting, revising, proofreading, and editing.
3. Write about ideas through reflecting, analyzing, proposing, debating, and researching.
4. Write various types of essays that may include narrative, comparison-contrast, cause-effect, persuasion, and review.
5. Write short reaction papers related to readings, discussions, and personal reflection.
6. Study and practice various proofreading and editing skills to produce writing that is coherent, concise, and free of grammatical, mechanical, and structural errors.
7. Learn to locate and evaluate sources relevant to writing and correctly utilize these sources in student's writing.
8. Learn how to use the library to make effective use of newspapers, magazines, books, journals, and various on-line resources.
9. Discuss and analyze various texts to clarify thought, develop viewpoint, and sharpen critical thinking skills.

*“The act of writing is an act of optimism. You would not take the trouble to do it if you felt it didn't matter.” ~Edward Albee*

### **Textbooks and other Resources:**

- Maimon, Elain P. Janice H. Peritz and Kathleen Blake Yancy. *The New McGraw Hill Handbook*. Boston: McGraw Hill, 2007.
- 3.5” high-density disk, CD ROM, or 80-250 MB flash drive

### **Class Assignments:**

Writing assignments are divided into formal and informal categories. Formal assignments (essays) represent the bulk of the bulk of the course work and will comprise the majority of your grade. Informal assignments seek to test your knowledge of writing-related and grammatical concepts and to provide you with an opportunity to practice your critical thinking, proofreading, and editing skills.

**Note:** For all formal paper deadlines, papers must be typed or word-processed. To pass the class, your total word count must be at least 5000 words.

- |                                 |                 |             |
|---------------------------------|-----------------|-------------|
| 1. Autobiography (narrative)    | 1000-1250 words | (4-5 pages) |
| 2. Investigative essay          | 1000-1250 words | (4-5 pages) |
| 3. Argumentative Research Essay | 1500-1750 words | (5-6 pages) |
| 4. Evaluation/Review            | 1000 words      | (3 pages)   |

- **Grammar Assignments:** All grammar assignments must be typed and properly formatted (12-point Times New Roman font, double-spaced, one-inch margins)
- **Reading Responses:** At various points in the semester you will be assigned to read and respond to short articles and essays. Your responses to these readings must be typed, properly formatted (12-point Times New Roman font, double-spaced, one-inch margins), and should clearly demonstrate that you've read and understood the material and that you've given careful consideration to the discussion questions.
- **Essay Drafts:** Each formal writing assignment will go through a three-draft process. Your grade for the second and final drafts will be based primarily on demonstrated improvement—going above and beyond addressing and peer- or instructor-related comments/suggestions to improve the overall quality of the writing.
- **Proofreading and Editing:** ALL work that you submit for this class should be neat, readable, and error-free. You must take your workmanship seriously, for it represents your commitment to the assignment, the class, and the learning process in general.
- **Quizzes:** Four quizzes will be administered roughly every four weeks. These quizzes will test your knowledge of various grammatical concepts, lectures, discussion topics, and writing-related concepts. Quizzes cannot be made-up unless you have a medical-related emergency (which must be verified by a doctor's note).

With all assignments, the main requirement is that you give each your full attention and effort. The relationship between the material and student is founded in part upon reciprocity; in other words, you get out what you put in.

### **DEADLINES FOR ALL PAPERS WILL BE ANNOUNCED IN CLASS**

“Read, read, read. Read everything—trash, classics, good and bad, and see how they do it. Just like the carpenter who works as an apprentice and studies the master. Read! You'll absorb it. Then write. If it is good, you'll find out. If it's not, throw it out the window.” ~ William Faulkner

### **Grading:**

The final course grade will be determined as follows:

- A** – Earn 90-100% of possible points
- B** – Earn 80-89% of possible points
- C** – Earn 70-79% of possible points
- D** – Earn 60-69% of possible points
- F** – Earn less than 60% of possible points

### **Academic Integrity:**

The concept of “higher education” is founded on the principles of integrity, honesty, reciprocity, and truth. As a student of higher education, you are expected to embody these practices through your words (written and oral) and actions. Violations of these principles are taken very seriously and will be met with equally serious consequences (an “F” for the assignment and, possibly, for the course). The most serious of these violations are cheating and plagiarism as defined below. Ignorance of these definitions will not provide an excuse for such acts.

### Academic Dishonesty

1. Cheating: includes but is not limited to giving or receiving unauthorized assistance during an examination; obtaining or distributing unauthorized information about an examination before it is given; using inappropriate or unallowable sources of information during an examination; 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 the 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 documents 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 material in more than one course without obtaining authorization from the instructors involved.

### **Class Policy:**

- Regular attendance and class participation are necessary for success in this class. Unless approved by your instructor, missed in-class assignments, quizzes, and essays cannot be made up for credit. If you are late for an in-class assignment or an exam, you will not receive extra time to complete the assignment or exam. If you stop coming to class without officially withdrawing, you will get an “F” for the course.

- While your daily presence and participation in each class is voluntary, your overall experience in the class and your grade will benefit the greatest from your active participation in *all* class activities.
- All out-of-class papers must be typed (both rough drafts and final drafts), double-spaced, 1” margins, with a 12-point Times New Roman font. Any assignment that deviates from these parameters will not be accepted, nor will handwritten homework assignments be accepted. Unless approved, I do not accept e-mailed assignments.
- It is your responsibility to hand in all work on time. I will accept assignments that are one class period late, but you will be penalized half of the full-credit for the assignment. Assignments that are more than one class period late will not be accepted.
- The class will be run as a writing workshop, which means you will be sharing your work with your classmates. Keep this in mind if you decide to include highly personal or revealing material in your writing.
- Always bring your textbook to class unless otherwise specified. Take the time to familiarize yourself with your textbook, and make frequent and ample use of the variety of highly useful material contained therein.
- All technological devices must be turn OFF at the beginning of each class. Please do not talk during lectures or discussions unless to ask questions or make comments relevant to the course (which of course is always encouraged).
- Enjoy yourself! Your success is my primary goal; it should also be your goal and you should be willing to work hard to realize that goal. Consider your enrollment in this class as a golden opportunity to learn skills that are going to benefit you greatly throughout your college careers and your lives, and you get to do this by engaging and exploring a variety of discursive methods within a community of your peers.

If at any point in the semester you have questions or concerns, are struggling with any of the assignments, need advise on time management, or simply want to talk about some of your ideas related to the course, please do not hesitate to contact me or make an appointment to see me in my office. I look forward to working with all of you and I anticipate a fun and productive semester.

*“You can take for granted that people know more or less what a street, a shop, a beach, a sky, an oak tree look like. Tell them what makes this one different.” ~ Neil Gaiman*

### **Course Homepage and E-mails:**

We will utilize a very rudimentary homepage for the class, which each of you should have access to via your MyUH accounts. On this web page I will post homework

assignments, documents that you will need to download (all of which will be in MS Word), and announcements. In addition, you will have access to various links that you may find helpful, and you will have access to e-mail, which you can use to contact your classmates or me. It is imperative that you check this site every day as I will periodically make changes to assignment guidelines and due dates.

Any assignments that you send to me via e-mail (when permissible) must be sent in MS Word. Do not send documents using Word Pad, MS Works, or Excel. Any documents that cannot be opened on time by me will be considered late and penalized accordingly.

### **Draft Conferences:**

At several points during the semester you will meet with me so that we can address your individual writing needs.

- Individual conferences will last for 15-20 minutes. Students must be on time, alert, and ready to listen and offer feedback during the conference.
- You are only required to attend during the day and time you are assigned.
- You will be given credit for your attendance of the conferences, although part of your grade will be based on your participation during the conference. If you fail to show up on your assigned day and time, you cannot make up a conference.
- Be prepared to answer questions related to your goals as a writer, to the content of your writing, and to the writing process in general.
- We will meet in my office (LA 215) for the conferences.

### **Students with Disabilities Statement:**

Leeward Community College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which stipulate that no students shall be denied the benefits of an education “solely by reason of handicap.” Students with documented disabilities who believe that they may need accommodations in this class are encouraged to contact the Coordinator of the KAKO`O`IKE (KI) program as soon as possible to ensure that such accommodations are implemented in a timely fashion. The KI office is located in L-208, across from the elevator in the library building, or you may call 455-0421 for more information.

*“Any writer, I suppose, feels that the world into which he was born is nothing less than a conspiracy against the cultivation of his talent—which attitude certainly has a great deal to support it. On the other hand, it is only because the world looks on his talent with such a frightening indifference that the artist is compelled to make his talent important.”*

James Baldwin

## Argumentative Research Essay Guidelines

What is the purpose of this essay?



A natural outcome of the critical thinking you are expected to do in college is speaking or writing in which you formulate and defend your own point of view. This is called *argument*. Argument in this sense does not mean quarreling; rather, it means taking a position on an issue and supporting it with evidence and good reasoning. The most persuasive arguments attempt to make the argument relevant/interesting to a wide range of readers by presenting ideas in a provocative, yet reserved, manner. Thus, in order to “sell” their arguments, writers frequently meld a

variety of discursive methods (narrative, observation, comparison and contrast, evaluation, etc.) with their arguments. In short, the best arguments are multi-dimensional.

Argument is essential to a democratic society. Unless people can discuss their differences in a rational, intelligent manner, they cannot make well-informed decisions about how to govern themselves. An important part of a college education is learning how to contribute, as a citizen, to the public discourse. The ability to formulate coherent, well-supported argument will enhance your ability to persuade people in your community (or discourse community) or workplace to see your viewpoint or think and act in the ways you advocate. This essay is designed to help you to develop the critical thinking and arguing skills you will need to achieve these goals. **[Addresses Hallmark 1]**

(source: Hult, Christine, Thomas A. Hult. Eds. *The New Century Handbook*. 2<sup>nd</sup> ed. New York: Longman, 2002. )

---

In order to do well on this essay, you must stay on top of things. Once you fall behind, it will be very difficult for you to catch up, so keep an eye on deadlines and always think one step ahead. While you will be required to conduct research and properly incorporate that research into your essay, you should look for ways to do so that are creative and interesting. Think of the eventual outcome of this essay in terms of its usefulness; simply restating what is already known about a given topic is not very useful to your audience.

## Your Assignment

1. Essentially, your task will be to argue for or against the validity of a particular issue, policy, or problem that you find interesting. You may choose any topic you wish, although you will be required to clear the topic with me (with a proposal) before you begin the research/drafting process.
2. The minimum page requirement for this essay is five pages (about 1,250 words) of finished prose; the maximum length of the essay is six pages. All drafts for the essay must be properly formatted in MLA style. Any essay that deviates from any of these basic parameters will be penalized heavily. **[Addresses Hallmark 3]**
3. All deadlines will be announced in class and on WebCT.
4. During the course of the drafting process, we will do various activities in class related to the essays themselves, but we will also do some exercises/activities related to art of rhetorical persuasion, logic, and textual analysis. It will be in your best interests not to miss any classes. **[Addresses Hallmarks 1 and 2]**

## The Essay

- **Your topic must be open to debate.** In order for your argument to be sound and logical, you must choose a topic that is open for discussion, that is multi-faceted, and that is able to be supported with an appropriate amount of research. Be sure to spend an appropriate amount of time conceptualizing your topic so that you choose something specific enough to be adequately examined, argued, and supported within six pages. It is strongly recommended that you engage in some prewriting activities before you start investing time and energy into the research/writing of the essay. **[Addresses Hallmark 2]**
- In order to be successful the essay must include a strong claim of value thesis statement, a body that thoroughly, logically, and critically examines your topic, not just from the platform you choose to argue from, but from the “opposing side” as well, and a conclusion that both reinforces the primary concepts you present in your thesis. We will be doing some activities in class that will help you to hone your thesis-writing skills.
- Your essay should not necessarily seek to resolve the argument you present, but should instead seek to persuade your reader to acknowledge and adopt a particular viewpoint. Your role as an argumentative writer is not to coerce or strong-arm your reader into thinking a certain way or believing a certain claim. Rather, you will attempt to compel your reader to agree with you through a patient and measured argumentative discussion of relevant ideas and



*“These are the headlines, and we’ll be back in a moment to blow them out of proportion.”*

viewpoints, which include the use of other's viewpoints (outside sources, one of which must include an oppositional perspective). [Addresses Hallmark 5]

- Do not simply recite the arguments of others. Your argumentative essay will be informed by a central question(s) that you will address through the logical presentation of an argument that is based on your cumulative efforts as a researcher. Your findings will enable you to formulate a supported argument that makes a concerted effort to address the critical questions of *who, what, why, when, where, and how*; otherwise, you have not basis and justification for your argument. [Addresses Hallmark 5]
- Avoid subjectivity (personal opinion, bias, judgment), do not proselytize, avoid restating the words of your outside sources, and do not exploit your research in order to further your own imperatives as a writer (in other words, don't blow things out of proportion or twist the truth).
- Your reader should be able to answer the following questions by the end of the essay [Addresses Hallmark 5]:
  - What is purpose of the writer's argument? What does the writer hope to prove or show, and has the writer done so in a compelling manner?
  - What is the writer's stance and what justifications does the writer give for assuming this position?
  - How does this argument make a definitive contribution to the relevant issue? Would others find this essay useful? Why?
- In order for your claims to be credible, you must support them with a substantial amount of sound, reliable evidence. This evidence must be presented in tandem with your argument and should be used to support your claims; your outside sources should never speak or present your argument for you. You will be required to utilize a minimum of **four** outside sources, all of which must be properly documented and formatted. [Addresses Hallmark 4]
- Any evidence of plagiarism, intentional or unintentional, will result in an automatic "F" for the project. Don't procrastinate (since this often leads to desperate measures like plagiarizing) and be careful about citing sources. [Addresses Hallmark 4]

### To maximize your chances of writing a successful paper:

1. Follow directions to the letter. First, carefully analyze the assignment guidelines to ensure you have a firm understanding of the purpose behind that assignment. Ask questions if you are unclear as to what the writing assignment calls for. Be sure to submit all of the required components of the essay (outline, drafts, critiques) when they are due and to address all requirements



- specified in the assignment guidelines. **[Addresses Hallmark 2]**
2. Create an effective outline for your paper. This outline should define what you intend to achieve (the points you will state and develop) in your introduction, body, and conclusion. It should be an expression of your brainstorming the paper's major points and the means (such as relevant examples, quotes, etc.) for developing (explaining, analyzing) those points. **[Addresses Hallmark 2]**
  3. Seek help in editing. Make good use of the time you spend with your peers in class, not just during peer critiques, but before and after class. Proofread (orally and silently) and edit your own work. **[Addresses Hallmark 2]**
  4. Come to draft conferences prepared with questions, comments, or concerns. It's imperative that you communicate with your classmates or me if you are having trouble with any facet of your essay. **[Addresses Hallmark 2]**
  5. For the sake of your essay, pay close attention to the in-class lectures that pertain to the essay and to argumentation. Many of the concepts that will be presented are concepts that you will be expected to utilize in your essay.

### **Argumentative Proposal Guidelines**

The proposal is somewhat of an informal declaration of what you plan to discuss in your essay and how you plan to discuss it. Your proposal needs to be one full page: no more, no less. Double space, use 12-point font, and use one-inch margins. Include your name in the top left-hand corner, include a title, and then move into the body of your proposal. This should be no more than three paragraphs. You should also have a header and a page number.

Here are a few of the things you should consider *before* drafting your proposal:

1. What is the broad definition of my topic? What aspect of this topic do I plan to discuss? How can I narrow my focus of this aspect down so that it will be manageable enough to sufficiently argue within five pages? How can I narrow this down even further . . . ?
2. Where do I stand on my issue? How devoted am I to my issue and how vigorously do I plan to defend and assert my viewpoints? Why have I chosen this topic and (other than a grade) what vested interest do I have in my topic?
3. Anticipating objections: Who is my opposition and where does the opposition stand? When you anticipate objections to your argument or proposal, you are making an effort to see the others' viewpoints. By making an effort to not only anticipate the opposition, but to use the opposition against itself, you build your own argument and show yourself to be a conscientious and open-minded writer and persuader. It's strongly suggested that you conduct some preliminary research and see what's available in terms of information, opinions, publications, etc. Also, try out a few of the invention strategies in order to get your thoughts in order. **[Addresses Hallmark 5]**
4. Can I find an adequate amount of *credible* evidence to back up my claims and assertions?

5. \*\*
6. Although you should keep the use of outside sources to a minimum, you must properly cite any outside sources you use in your proposal.
7. Avoid making self-evident announcements: “I plan to rebuke the opposition . . .” or “I plan to use the following sources . . .” It’s obvious that you’re going to be doing these things; there’s no need to state it.

After you consider some of the answers to these questions, you’re ready to begin drafting your proposal. The beginning of the proposal should include at least a tentative thesis statement that tells your reader what *specific* aspect of your topic you plan to argue, *why* this topic is worth arguing, and *what* you hope to eventually show through the process of argumentation.

Think of the proposal in terms of a game plan, which will outline how you plan to achieve victory. Keep your proposal objective; if you utilize any outside sources, do so very sparingly and make sure you cite them; keep your language formal and watch your tone.

This is worth 20 points of your final paper grade and will be submitted about one week prior to your first draft.

---

**[Addresses Hallmarks 2 and 4]**  
**Conducting Web-Based Research**

Leeward Community College

1. From the LCC Homepage, go to the “Library Services” link
2. Go to the “Research and Reference” link. This will take you to the search engine link page, which will allow you to access the various academically-sponsored search engines.
3. If you move your cursor over the link icon for each of the search engines, a brief summary of the nature of the search engine will pop up.
4. The two engines you will find most helpful are EBSCO*host* and Lexis Nexus.

**Tips for Using EBSCO Host**

1. If you try to access EBSCO or Lexis-Nexis from an off-campus computer, you will need your student I.D. number to gain access. Once you click on the EBSCO link, type in your last name and enter your student I.D. number. You shouldn’t need your student I.D. if you use an on-campus computer. (If you don’t have a student I.D., go to My Account on MyUH Portal to retrieve your student I.D. number.)

2. After clicking on the EBSCO link, you will be taken to the EBSCO database hub. From here, you will want to launch your search from the following link:
  - a. [Complete Collection of EBSCO/host Databases](#): click on this link to go to the EBSCO database link. The database you want to pay particular attention to is “Academic Search Premiere” (ASP), which will give you access you a wide range of periodicals from all over the world. Click on any one of the database links to begin your search.
3. [For ASP] Remember to be fairly specific with regards to the language that you enter into the search fields; otherwise, you’re likely to end up with too many results.
  - a. ASP offers full-text articles. If you only want access to full text articles, be sure to click the box in the “Limit Your Results” field. (Just keep in mind that in doing so, you’re limiting your search results. Otherwise, I would suggest not changing the search limit fields).
  - b. Once you type in your keywords and get your results, pay close attention to the following:
    - i. Title: oftentimes the title can tell you a great deal about what the article is about. But don’t let this be the determining factor. If you’re not sure, check it out and read the abstract or the opening paragraph of the article.
    - ii. Date of Publication: It is generally in your best interest to get the most current information available on your respective topic.
    - iii. Title of Publication: This is important because if you’re researching an issue that is important to a particular region or country (like the United States), you probably wouldn’t want to use information from a publication published in another country (like the *Irish Times*).
    - iv. Whether the article is full-text or not. If the article is full-text, you will see HTML Full-Text at the bottom of the citation. Otherwise, you will only have access to a citation and abstract.

### **Tips for Using Lexis Nexis**

1. You will need your student I.D. card in order to access Lexis Nexis. Once you click on the Lexis Nexis link, simply type in your last name and your student I.D. number.
2. This will take you to the Lexis Nexis database hub.
3. From here you can launch your search. Keep in mind that Lexis Nexis does not have multiple search fields, so you will be want to be fairly specific in your wording. In addition, Lexis Nexis will only give you 125 results per search, sorted by date (which is good, because you’re at least assured to get the most recent information).

4. Once you find an article or citation that you want to read or use, you can e-mail it to yourself so that you don't have to copy down all of the publication information, and so that you can print the article at home later. Simply click on the "tag" box to the left of the article citation and go to the e-mail icon in the upper right side of the screen.

### **Tips for Using WWW Search Engines**

1. When using sites like Google and Yahoo, you're sure to get tens of thousands, perhaps millions of hits, for any given keyword search. Try using the "Advanced Search" feature, which allows you to set search limits and greatly reduce the number of hits you get for your searches.
2. Take note of the domain suffixes for the websites you come across. Generally, you can have more confidence in websites that end in .gov, .edu, or .org, than in websites that end in .net or .com.

### **Other Links/Resources You May Find Useful**

1. Use the research tools available to you via Research Central (in your WebCT class site). You may find it particularly helpful to view the Public Agenda site to at least familiarize yourself with varying viewpoints on your given topic.
2. <http://www.time.com/time/> - full text articles daily on national and world events.
3. <http://www.salon.com/> - provocative news articles
4. [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page) : A good site for general information on virtually any topic you can imagine. Each entry also contains a number of links to related topics. \*\*Note: use this site only as a means of gaining foundational knowledge for your topic. Do not use this as a primary source.
5. LCC Library carries an excellent journal entitled *Opposing Viewpoints*. Each journal contains a number of essays that present the respective topic from both the "pro" and "con" perspective.