

A Learning Community: The Voices of Hawaiian Consciousness and Identity HWST 107 and ENG 022

Through the perspective of the Hawaiian people, we will examine how the 'āina and language, oral and written, can shape who we are. Explore with us the origin and development of traditional Hawaiian society in the areas of language, religion, economics, arts, and history. Discover the relationships between traditional and contemporary Hawaiians in the struggle to sustain Hawaiian voice and identity.

MA KA HANA KA 'IKE
'AOLE PAU KA 'IKE I KA HĀLAU HO'OKAHI

English 022 Introduction to Expository Writing

03

INSTRUCTOR: Ellen Ishida-Babineau
OFFICE: Palanakila 119
OFFICE HOURS: MW, 11:30 a.m.-12:30 p.m.
TTh, 1:30-2:30 p.m.
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EFFECTIVE DATE: Fall 2009

Windward Community College Mission Statement

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

A refresher course focusing on grammatical form and writing well formed sentences and paragraphs. Use of reference materials and dictionaries is stressed.

Prerequisite: Completion of ENG 021 or placement into ENG 022, or consent of instructor.

Activities Required at Scheduled Times Other Than Class Times

1. Three library sections are to be completed at the library outside of class sessions.
2. Three conferences are **required**: one initial conference early in the semester and two research essay conferences. Mid-semester and end-of-the-year conferences are optional; a Projected Grade Sheet can be requested to inform you of your progress.
3. Meet with Ann Lemke (counselor) at least once during the month of September.

COUNSELOR: Ann Lemke

OFFICE: 'Ākoakoa 213

TELEPHONE: 235-7448

OFFICE HOURS: By Appointment

Email: lemke@hawaii.edu

STUDENT LEARNING OUTCOMES

At the completion of ENG 022, you should be able to:

1. Use a writing process to produce organized and grammatically correct papers and summaries.
2. Apply analytical, study and life skills to course tasks.
3. Apply strategies that include finding, evaluating, and documenting information from various sources.

At the completion of this Learning Community, you should be able to:

- Articulate through writing and oral presentation an understanding of how language, religion, economics, arts, and history can define a people's identity.
- Participate in a supportive classroom community through collaboration and group efforts.

COURSE CONTENT

Concepts or Topics

- Main point or central thought
- Organizational structure and patterns
- Techniques to strengthen coherence in writing.
- Development of ideas
- Study skills
- Literal comprehension
- Interpretative comprehension
- Critical reading skills
- Connotations and denotations
- General versus specific
- Collaboration
- MLA style
- Rules of mechanics, grammar, punctuation
- Word choice

Issues

- Plagiarism
- Attitude towards writing
- Attitude towards learning

Skills or Competencies

1. Distinguish between general and specific items.
2. Write direct statements of main idea (topic sentence) and central thought (thesis statement).
3. Provide major and minor details to support the main thought.
4. Use techniques to ensure coherence in writing: key words, synonyms, pronouns, and transition words.
5. Use the linear outline or another form of outlining as part of the writing process.
6. Use basic elements in various methods of writing.
7. Distinguish among statements of fact, opinion, or both.
8. Use appropriate writing style for academic writing.
9. Use the steps in writing a research paper.
10. Create note cards, a working bibliography, and an outline for a research paper.
11. Cite material appropriately and effectively in MLA style.
12. Use the writing process techniques.

Course Tasks

1. Complete all assigned chapters and exercises from the text, Exploring Writing: Paragraphs and Essays.
2. Complete all assigned supplementary exercises
3. Show a basic understanding of sentence skills by correcting errors in sentence structure, grammar, punctuation, and usage by scoring at least 70% on all quizzes. Each quiz may be retaken once after completion of supplementary retest material. Times and days for this supplementary instruction will be provided by the instructor.
4. Demonstrate the ability to apply basic principles of unity, development, and organization, starting with writing effective paragraphs and short essay by submitting:
 - Formal Writing Assignments.** You will be required to write at least five paragraphs and/or short essays, using different modes of development, including the argument research essay. These pieces will be assessed on the elements of strong academic writing. The subject of the assignments may be connected to Hawaiian Studies 107 concepts or topics.
 - Journal Entries.** You will be completing approximately 10 entries based on topics that will explore your personal experiences. These entries will be assigned points ranging from 0-5 depending on the depth of ideas and coherence.

—**Reflective writing entries:** During the week, you may be asked to reflect on the week's work, either during the class period or outside of class. These entries will be assigned points ranging from 0-5 depending on the depth of ideas and coherence.

- Complete the library sections (Sections 1, 2, and 3) with a satisfactory score and submit research assignments as part of the research process. Adhere to deadlines; late work will affect your grade for the argument/research paper. You must have a UH account and password in order to access the library units online. This is the same account you use for online registration and registration updates.

All three sections must be completed with scores of 10 correct out of 15 in order to pass this course. If any or all of the library sections are not successfully completed, you will receive an I (Incomplete).

Section 1: September 11, Friday
 Section 2: September 25, Friday
 Section 3: October 16, Friday

Assessment Tasks and Grading

- Complete in-class writing sample during the first week of instruction.
- Complete all grammar/mechanics mastery quizzes with at least 70% proficiency.
- Complete the Final Grammar and Short Essay Exam in class during the Final Exam period. The Final Exam must be 70% or above for meeting the objectives of this course. A student scoring less than 70% will have to repeat the course.
- Meet with instructor for initial conference and research essay conferences; mid-semester and end-of-the-year conferences are optional.
- Complete all journal entries, formal writing assignments, and reflective pieces using the appropriate paper format.

Journal entries, formal writing assignments, and reflective writing pieces done outside of the class period must be typed.

Formal Writing Assignments: All the work in the process must be included with the final paper, including pre-writing strategies, outlines, rough drafts. A Writer Response Form and a peer evaluation must be turned in with the piece. Points are given.

Grades will be assigned with the successful completion of all course objectives and the writing level achieved by the end of the semester. You must show critical thinking and writing proficiency that qualifies you for English 100 level work.

Grades available:

- A = 90% or better
- B = 80% –89%
- C = 70% –79%
- D = 69% or 60% (Note: You must have a C or better in order to register in ENG 100)
- F = 59% and below

The official withdrawal deadline: **October 27, Tuesday.**

Grades will be based on the following:

Attendance (A = 0-2 absences, B = 3-4, C = 5-6, D = 7-8, F = 9+)	5%
Journal Assignments (points 0-5 given)	10%
Writing Assignments (WA# 1-4 graded)	15%
Writing Assignment (WA# 5 graded: Research essay)	15%
Final Grammar and Short Essay Exam (must be 70%+)	15%
Grammar/Mechanics Mastery Quizzes	20%
Homework Assignments	15%
Reflective Writing Assignments (points 0-5 given)	5%
	100%

Learning Resources and Materials

1. Langan, *Exploring Writing: Paragraphs and Essays*
2. *American Heritage* College Dictionary or other college-level dictionary.
3. Two portfolios to submit writing assignments: one for formal writing and the second for journals. Each portfolio should be labeled.
4. Pens: blue or black ink for text assignments; red or green for correcting work.
5. A monthly or weekly planner/calendar
6. Recommended: One 2" three-ring binder and index dividers to organize course work and to keep all writing pieces. Do not discard anything related to your writing (pre-writing, drafts, peer responses, reflective writing) and **keep copies of your papers on electronic file.**

Student Contributions

1. Attendance: Class sessions are designed to give you the opportunity to practice and review skills and concepts. Therefore, attendance will be part of the grading. Attendance will be taken at the beginning of each session. **Five or more absences before the official withdrawal date, excused and unexcused, may result in an N grade for this course.**
 - If you are unable to attend the class session (for verifiable medical or emergency reasons), please contact the instructor immediately. If you are unable to reach the instructor, please leave a message on the voice mail. Phone numbers are on the first page of this course outline. If you do not call me, homework will not be accepted.
 - Be on time! **A tardy of 10 minutes or more will count as an absence.** However, it is to your benefit to attend the rest of the class session even if you are late. Homework assignments are generally given at the end of the class period.
2. If you must bring a pager or cellular phone into class, please set it on silent or off. Use of electronic devices during class time and during test taking is not allowed.
3. Homework: Complete and submit work by specified deadlines. If you are absent, make sure you get the assignments from your instructor or a classmate. You are responsible for homework assigned during your absence.
4. Testing: all tests and retests will be in The Testing Center (Alakai 106), except for the final exam which is taken in class. You will be given specific deadlines to complete tests.
5. You are responsible for your own learning. Ask questions and seek clarification when things are not clear to you. Stop by and see me if you are having difficulty. Office hours are found in the front page. Free tutoring is available from TRIO, a student services support program. Request a tutor early. The contact number for the TRIO office is 235-7487.
6. Organize your life and yourself. Use a daily or monthly planner to keep track of assignments, deadlines, and personal errands
7. Please read your UH email account for any alerts or messages from your instructor.
8. Take pride in the work you submit. The work you turn should be typed. **Submit written assignments in the proper format** (see Writing/Journal Assignment/Reflective Writing Directions for more information.)
 - Margins: 1- 1.25 inch on all sides
 - On the top, left side of paper: Your full name, course, date, and name of assignment
 - Include an appropriate title for the writing assignment
 - Font: Times New Roman (12); Arial (11); Verdana (11).

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Akoakoa 213 for more information.

English 022: Introduction to Expository Writing (TTH)

Fall 2009 Tentative Syllabus

Assignments are due on the days listed and are subject to change.

Date	Class Activities/Text Assignments	Writing Assignments and Journal Deadlines	HAWST 107
Aug 25	Course Outline ENG 022 Course Writing sample assignment		
Aug 27	Introductions Chapter 32: Manuscript Form		
Sept 1	The Library Units: Meet at library (10:30) Chapter 1. An Introduction to Writing	Reflective Writing 1 Sentence Skills Diagnostic Test due	Māla visit
Sept 3		Journal Paragraph 1	
Sept 8	Chapter 2: The Writing Process		
Sept 10	Chapter 41: Effective Word Choice	Journal Paragraph 2 Library Unit Section 1 due on September 11, Friday	
Sept 15	Chapter 3: The First and Second Steps in Writing		
Sept 17	Review: Parts of Speech Exams: The Short Answer Questions		
Sept 22	Chapter 4: The Third and Fourth Steps in Writing		Practice Short Answers
Sept 24	Chapter 21: Subjects and Verbs (Predicates)	Journal Paragraph 3 Library Unit Section 2 due on September 25, Friday	1 st Mid-Term Exam for HWST 107
Sept 29	Chapter 5: Four Bases for Revising Writing		Māla visit
Oct 1	Types of Sentences (handouts) Chapter 25: Regular and Irregular Verbs	Reflective Writing 2	
Oct 6	Chapter 12: Description/Chapter 13: Narration Writing Assignment #1: Description/Narration Paragraph to be assigned	Journal Paragraph 4	
Oct 8	Chapter 27: Additional Information about Verbs		
Oct 13	Chapter 6: Exemplification Writing Assignment #2: Exemplification Paragraph to be assigned	Writing Assignment #1 Description/Narration Draft due for peer review	Māla visit
Oct 15	Chapter 24: Run-Ons	Reflective Writing 3 Library Unit Section 3 due on October 16, Friday	
Oct 20		Writing Assignment #2 Description/Narration Final due	
Oct 22	Chapter 15: Introduction to Essay Development Chapter 23: Fragments	Journal Paragraph 5	2 nd Mid-Term Exam for HWST 107
Oct 27	Chapter 16: Writing the Essay	Writing Assignment #2 Draft due for peer review <i>Last Day to Officially Withdraw.</i>	

Date	Exploring Writing: Paragraphs and Essays	Writing Assignments and Journal Deadlines	HAWST 107 Topics
Oct 29		Writing Assignment #2 Exemplification Final due	
Nov 3	Chapter 17: Introductions, Conclusions, and Titles		
Nov 5	Chapter 18: Developing the Comparison-Contrast Essay (pp. 311-314) Writing Assignment #3: Comparison-Contrast Essay to be assigned. Subject-Verb Agreement	Journal Essay 6	
Nov 10		Writing Assignment #3 Comparison-Contrast Essay Draft due for peer review	Māla visit
Nov 12	Chapter 18: Developing the Cause-and-Effect Essay (pp. 308-311) Writing Assignment #4: Cause-and-Effect Essay to be assigned Chapter 28: Pronoun Agreement and Reference	Journal Essay 7	
Nov 17		Writing Assignment #3 Comparison/Contrast Essay Final due	
Nov 19	Chapter 18: Developing the Argument Essay with Research (pp. 327-329) Writing Assignment #5: Argument Research Essay to be assigned. Chapter 28: Pronoun Agreement and Reference	Journal Essay 8 Writing Assignment #4 Cause and Effect Essay Draft due for peer review	
<p>Writing Assignment #5: Argument Research Essay First Conference: subject, working outline, and working bibliography November 25 and 30; December 1- 3, 2009</p>			
<p style="text-align: center;"><i>November 26-27: Thanksgiving Recess</i></p>			
Nov 24	Chapter 20, Writing the Research Paper	Writing Assignment #4 Cause and Effect Final due	
<p style="text-align: center;">Writing Assignment #5: Argument Research Essay Second Conference: rough draft, note cards December 3-9, 2009</p>			
Dec 1	Writing the Research Paper continued		Māla visit
Dec 3	Writing the Research Paper continued Chapter 29: Pronoun Types		
Dec 8		Journal Essay 9: Based on HAWST 107 Creative Expression project	Creative expression presentations
Dec 10	Last Day of Instruction: Preparing for Final Exam Reflective Writing 4 (in class): Self Assessment Chapter 31: Misplaced and Dangling Modifiers	Writing Assignment #5 Argument Research Essay due 12 noon in The Testing Center on December 11, Friday.	
<p style="text-align: center;">FINAL EXAM: December 17, Thursday; 9:30-11:20 a.m. Sentence Skills Achievement Test and Essay</p>			