ENGLISH 100  EXPOSITORY WRITING
3 credits
T/Th 3 – 4:15pm; Palanakila 124

INSTRUCTOR: Desi Poteet
OFFICE: Na‘uaao 129
OFFICE HOURS: T/Th 2:30 – 3pm
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EFFECTIVE DATE: Spring 2008

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 composition course on the writing process, including description, narration, exposition, and argument. Course stresses unity, development, organization, coherence, and other basic writing skills necessary for college writing. Prerequisite: C or higher in ENG 22 or placement into ENG 100 or approval of designated Language Arts representative. This course satisfies the “Written Communication” requirement of the Associate in Arts degree.

Activities Required at Scheduled Times Other Than Class Times

Three Library Unit sections, two conferences with the instructor, and homework assignments, including, but not limited to, online quizzes.

STUDENT LEARNING OUTCOMES (SLO)

The student learning outcomes for the course are:

1. Write well-reasoned compositions that reveal the complexity of the topic they have chosen to explore or argue.
2. Read for main points, perspective, and purpose; evaluate the quality of evidence, negotiate conflicting positions, and analyze the effectiveness of a text’s approach in order to integrate that knowledge into their writing.
3. Choose language, style, and organization appropriate to particular purposes and audiences.
4. Synthesize previous experience and knowledge with the ideas and information they encounter as they read and discover as they write.
5. Use sources such as libraries and the Internet to enhance their understanding of the ideas they explore or argue in their writing; analyze and evaluate their research for reliability, bias, and relevance.
6. Use readers’ responses as one source for revisiting writing.
7. Use standard disciplinary conventions to integrate and document sources.
8. 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

Welcome to English 100!

Acquiring new skills is a life-long activity and is not limited to the classroom experience. In whatever career path you choose, writing and reading are foundational skills that will support and serve you in achieving your personal and professional goals. Through a variety of activities, this course will add to your existing literacy toolbox and help you improve your composition skills, no matter what your academic or professional intentions may be.

Did you enter this classroom excited about composition? For many students, by the time they enter the college classroom, reading and writing are necessary “evils” they must endure for academic survival. (If you are one of those students, then Sniglets are for you.)

Over the course of this semester we will explore territories of words, images, and sounds. We will be adventurers, explorers, detectives – actively discovering our world through books, magazines, newspapers, essays, films, websites, art, plays, photographs, memoirs, interviews, etc. In the process of meeting diverse people, traveling to different places, encountering new experiences, and all the while sharpening our writing skills we will undoubtedly encounter new facets of ourselves. We will discover that reading and writing are not only necessary skills, but can be an amazing and rewarding adventure.

Your writing will improve with practice, practice, and yes, more practice. In class, we will be writing, sharing our journal deposits, increasing and refining our mechanical/technical skills, and discussing the readings. Since writing also improves with reading, we will read and discuss texts that explore and examine personal, family, community, national, international, and universal themes.

COURSE TASKS

Throughout this semester, we will meet the SLO through a variety of tasks.

Sneak Preview of Coming Attractions

Audio Books – Do you listen to books on your CD/tape player or iPod/MP3 player? Do you know you can borrow audio books on CD and tape or download audio files from the Hawai‘i State Library system? Being able to access books via an audio system allows you the ability to read texts while performing other tasks (walking, cleaning the house, washing the car).

The Bedford Guide for College Writers – This is more than a guide; it is a resource that will serve you long after you leave this classroom. It includes readings, exercises, and quizzes – all designed to strengthen your writing skills!!!

Conferences – Two conferences (minimum) with the instructor.
Discussions – I look forward to informed and enthusiastic class discussions based on our readings, activities, experiences, and insights.

E-mail – Even though E-mail can be an informal mode of communication, you will be expected to adhere to proper punctuation, grammar, and spelling when you E-mail your responses to films, audio books, and readings.

Films – Over the course of the semester, you will watch four films, each from a different genre (romantic-comedy, foreign, action, documentary, etc.).

Interview – You will interview a family member (preferably a grandparent) on their literacy experiences.

Journal – Our journals will be the banks into which we deposit our ideas, insights, responses, discoveries, etc. regarding our journey this semester.

Letters – You will write two letters to me. The first will outline your goals for this semester, and the second will reflect on your experiences during this course.

Library Unit – Getting to know and love a valuable resource!

Quizzes – In class and online.

Readings – In addition to reading selected passages from *The Bedford Guide for College Writers*, I will provide handouts of short readings. These snippets will introduce you to a WIDE ASSORTMENT of voices.

Writing Assignments – You will produce five formal essays (at least 2 pages each) and a formal research paper (at least 10 pages) that will grow out of the reading and writing we do in class.

- Narrative – an autobiographical essay relating to your experiences with reading and writing
- Interview – a response based on an interview conducted with a family member
- Analytical – compare and contrast two different magazines
- Judgment – summarize and critique one of the following: movie, short story, play, art show, audio book, etc.
- Argument – review the Letters to the Editor and write an opposing response to one of them or take a current legislative issue and write an opposing argument..
- Research – based on an area of interest you would like to explore further.

Final Portfolio – At the end of the semester you will prepare a portfolio, which will represent your semester’s journey through English 100. It will consist of your writing assignments in polished condition. It will also include both your letters to me, passages from your journal, and selections from your E-mail responses.

ASSESSMENT TASKS AND GRADING

Grades will be based on your participation and work during the semester. As everyone enters this classroom carrying a different skill set, our focus will be on growing, strengthening, and
improving our skill sets. Your final grade will reflect how you’ve developed and refined that skill set over the course of the semester. Your final grade will be based on your **timely** completion of assignments, journal work, final portfolio, and class participation. *If everyone works at an A level, then everyone will receive an A.*

**Required: Attendance and Participation and All Assignments Completed**

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<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Audio Books and E-mail responses (2 @ 10 pts.)</td>
<td>20 pts.</td>
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<tr>
<td>Films and E-mail responses (4 @ 10 pts.)</td>
<td>40 pts.</td>
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<tr>
<td>Formal Papers (5 @ 10 pts.)</td>
<td>50 pts.</td>
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<tr>
<td>Research Paper (1 @ 50 pts.)</td>
<td>50 pts.</td>
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<tr>
<td>Bedford Activities</td>
<td>100 pts.</td>
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<tr>
<td>Journal</td>
<td>100 pts.</td>
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<tr>
<td>Portfolio</td>
<td>300 pts.</td>
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<tr>
<td>Readings &amp; Weekly E-mail Responses (15 @ 10 pts.)</td>
<td>150 pts.</td>
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<tr>
<td>Class Participation</td>
<td>100 pts.</td>
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A – 900+
B – 800+
C – 700+
D – 600+
F – 599 and below

I will provide Extra Credit options throughout the semester; however, **Extra Credit does not replace any of the required assignments.**

*First EC option (1pt): WHAT IS A SNIGLET? E-mail me your answer; include source and example. For a **bonus point**, do you have a Sniglet of your own?*

**LEARNING RESOURCES**

Composition journal, pens, dictionary, 3-ring binder, and loose-leaf notebook paper.
Access to a computer and the Internet.

**ADDITIONAL INFORMATION**

**Classroom Etiquette**
Our classroom is a collaborative learning community. We each bring to this classroom a unique and valuable set of life experiences. We can learn from one another and in the process discover who we are… who we are still becoming. In order for us to take advantage of this exciting opportunity to discover, learn, and evolve, we must create an environment in which we respect, celebrate, and support our differences. **Mutual respect – at all times. No exceptions.**

**Absences**
Our classroom will be an exciting site of activities. Attendance is mandatory. Unavoidable absences (due to illness, for example) will require that you make up missed class work. Please contact me by E-mail to let me know the reason for your absence; in my reply, I will provide written instructions detailing make-up work.