English 100 EXPOSITORY WRITING
3 Credits
Section 62241, MWF 8:30 – 9:20 a.m.
Section 62045, MWF 9:30 – 10:30 a.m.
Section 62121, MWF 11:30 – 12:20 a.m.

INSTRUCTOR: Jean Shibuya (jshibuya@hawaii.edu)
OFFICE: Palanakila 119A
OFFICE HOURS: MWF: 10:30 – 11:20 a.m.
TTh 11:15 a.m. – 12:25 p.m., and other times by appointment
TELEPHONE: 236-9235
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 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 better in ENG 22 or Placement in ENG 100 or approval of designated Language Arts representative.

Activities Required at Scheduled Times Other Than Class Times

Completion of Windward Community College’s library unit (a requirement for passing the course), at least three conferences over drafts with the instructor, and approximately six hours per week of reading and writing. Make frequent checks with your hawaii.edu e-mail account, for that is how I will communicate with class members.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.

2. Engage in a writing process that includes exploring ideas, considering multiple points of view, developing and supporting a thesis, revising with the help of peer and instructor feedback, editing, and proofreading.

3. Find, evaluate, integrate, and properly document information from libraries, the Internet, and other sources, with an eye for reliability, bias, and relevance.
4 Read for main points, perspective, and purpose, and analyze the effectiveness of a variety of rhetorical strategies in order to integrate that knowledge into their writing.

**COURSE CONTENT**

**Course Goals:** By the end of the course, students should be able to

1. Understand and use the major steps in the writing process.
2. Have developed a sense of writing for an audience and understand how the audience, purpose, and language can influence the writer’s choices.
3. Understand and use college-level principles of composition such as unity, development, and organization.
4. Edit using standard principles of grammar, punctuation, mechanics, and usage of the English language.
5. Have written approximately twenty pages of prose using a variety of rhetorical strategies.
6. Know how to make effective use of writers’ resources such as handbooks, library materials, interview, and databases.
7. Respond thoughtfully in writing to published and peer essays and to recognize features of the writers’ styles and organization.
8. Use and document material from primary and secondary sources without plagiarizing.
9. Develop confidence as writers, and have an awareness of their strengths and weaknesses.

**Method of Instruction:** Class sessions will include lecture and whole-class and small-group discussions augmented by in-class writing and peer grouping. Peer groups members will share and respond to each other’s writing and discuss and evaluate assigned readings.

**COURSE TASKS**

**Strategies to reach the course goals:** Students will

1. Write a series of essays using the stages of the writing process for each one, turn in notes and drafts if required, continue to rework papers as necessary to reach a satisfactory level. The stages should demonstrate the ability to
   • use a variety of techniques to generate ideas
   • develop a focus, thesis, and an effective organization
   • discuss drafts with other to improve work
   • revise successive drafts for clarity and effectiveness
   • edit and proofread using standard principles of grammar, mechanics, and usage

2. Complete satisfactorily all sections of the WCC Library Unit.

3. Keep a Learning Log throughout the semester. This will contain exercises, responses to assigned essays, and informal discussion.

4. Do assigned units on grammar, punctuation, mechanics, and style and demonstrate editing skill and understanding of these topics in quizzes at the 80% level.

5. Write at least one in-class essay to demonstrate mastery of skills.

6. Read and discuss a variety of works.
7. Cooperate with classmates, sharing writing in progress, responding to peer work in small
groups, and be able to discuss their own writing in these groups and in periodic (at least
two) conferences with the instructor.
8. Submit a portfolio of revised work and commentary toward the end of the course.

**ASSESSMENT TASKS AND GRADING**

**Essays (610 points):** The point values for the seven assignments are

#1 Narration 80 points
#2 Summary 60 points
#3 Description/Data 80 points
#4 Definition 60 points
#5 Literary analysis 100 points
#6 Research paper 150 points
#7 In-class essay 80 points

**Learning log responses (100 points):** Up to ten written responses to the readings and other
assignments. Each response may receive up to 10 points unless it is late due to absence, or
deemed inadequate due to lack of content or some other deficiency.

**Grammar (50 points):** Complete ten scored quizzes (5 points each) on sentence structure,
grammar, and punctuation using the Bedford/St. Martin’s Exercise Central software program:
www.bedfordstmartins.com/bedguide

**Library Instruction Unit (30 points):** Complete three sections and tests with a score of 10 or more
points by the designated due date.

**Attendance (30 points):** Each week of class is two points. The last day to withdraw is Tuesday,
October 27, 2009.

**Portfolio of selected works (100 points):** Criteria will be provided.

**The final examination (80 points) includes an in-class essay. It will be on**

Section 62241 (8:30 class) Wednesday, December 16 from 8:30 to 10:20 p.m.
Section 62045 (9:30 class) Monday, December 14 from 9:30 to 11:20 a.m.
Section 62121 (11:30 class) Monday, December 16 from 11:30 a.m. to 1:30 p.m.
Grading:
Essays 610 points
Learning Log responses 100 points
Grammar quizzes 50 points
Library Unit 30 points
Attendance 30 points
Portfolio 100 points
Final exam 80 points

Total 1,000 points

Grades Available:
A = 900 points or higher
B = 800 – 899 points
C = 700 – 799 points
D = 600 – 699 points
F = below 600 points

N= indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning objectives and is not yet prepared to succeed at the next level, or the student has made consistent progress in the class but is unable to complete the class due to extenuating circumstances, such as major health, personal or family emergencies.

Learning Resources
Walker, Laurie. Study Skills for College Writers.
A loose-leaf binder to hold class notes, handouts, drafts, etc.
A good, recent college-level desk dictionary.

Additional Information
1. Class attendance is required. Please be prompt. I expect you to notify me by email or voice mail if you cannot attend class. You are responsible for making up any work and finding out what the assignments are and must be prepared for the next class. Missing nine classes (the equivalent of three weeks of class) will result in an F for the course.

2. Assignments must be typed, using a standard 12-point font, double-spaced and with 1-inch margins on each side. Turn in work that is due during class. Late work, except in the case of compelling reasons, will receive lower grades.

3. Keep all writing that is done for this class, including notes and drafts. This material may be used for practice in revision, for conferences, and for the learning log. Save all work on your computer hard-drive or flash drive.

4. Turn off cell phones and other sound-making devices. Do not eat in class.

5. Take advantage of my office hours to discuss concerns or problems in understanding the assignments.