ENGLISH 22  INTRODUCTION TO EXPOSITORY WRITING
3 credits
M, W, F 8:30 – 9:20 A.M.; Mānaleo 116

INSTRUCTOR:  Desi Poteet
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EFFECTIVE DATE:  Spring 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: Credit for ENG 21 or placement into ENG 22, or consent of instructor.

STUDENT LEARNING OUTCOMES (SLO)

The student learning outcomes for English 22 are:

1. Use a writing process to produce papers that have precision and clarity.
2. Apply critical reading skills to various written sources.
3. Complete a short paper involving research strategies that include finding, evaluating, and documenting information from various sources.
4. Successfully complete the required library units and apply these library search skills.
5. Use critical analysis to write concise and accurate summaries.
6. Demonstrate ethical and responsible behaviors in writing and other academic endeavors.
Welcome to English 22!

COURSE CONTENT

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.

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 a variety of activities. 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 amazing and rewarding adventures.

Your writing will improve with practice, practice, and yes, more practice. In class, we will be writing, increasing and refining our mechanical/technical skills, and discussing the readings. Since writing also improves with reading, we will read a variety of texts.

***Activities Required at Scheduled Times Other Than Class Times:*** Library Units, three conferences with the instructor, online quizzes, and homework assignments.

LEARNING RESOURCES


Supplies: Composition journal, pens, 3-ring binder, and loose-leaf notebook paper.

Additional: Access to a computer and the Internet; college-level dictionary.
**COURSE TASKS** Throughout this semester we will meet the SLO through a variety of tasks

**Class Discussions** – I look forward to informed and enthusiastic class discussions based on our readings, activities, experiences, and insights.

**Conferences** – Three conferences (minimum) with the instructor.

**E-mail** – Even though e-mail can be an informal mode of communication, for the purpose of this class we will use it as an opportunity to practice proper punctuation, grammar, and spelling.

*Exploring Writing by John Langan* – This text will provide a foundation for our work throughout the semester, as well as an important resource that will serve you long after you leave this classroom. It includes readings, exercises, and quizzes – all designed to strengthen your reading and writing skills!!!

**Film** – Over the course of the semester, you will watch and review one film.

**Journal** – You will keep a journal throughout the semester. It will be the banks into which you deposit 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 Units** – Getting to know and love a valuable resource!

**Portfolio** – At the end of the semester you will prepare a portfolio representing your journey through English 22.

**Quizzes** – You will take quizzes in class and online; it’s one way to assess your progress.

**Readings** – These snippets will introduce you to a WIDE ASSORTMENT of voices.

**Writing Assignments** – You will produce at least five formal essays and a short formal research paper that will grow out of the reading and writing we do in class.
**ASSESSMENT TASKS AND GRADING**

Grades will be based on your participation and work during the semester. Since 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*

- Final Grammar and Short Essay Exam: 10%
- Journal: 20%
- Quizzes: 10%
- Portfolio: 20%
- Research Report: 15%
- Writing Assignments: 25%

A – 90% or above
B – 80% - 89%
C – 70% - 79%
D – 60% - 69% (You must earn at least a C to enroll in ENG 100.)
F – 59% and below

**ADDITIONAL INFORMATION**

**Absences**

Our classroom will be an exciting site of activities. *Attendance is mandatory.* Unavoidable absences (due to illness, for example) require that you make up missed class work. If you are absent, (1) please contact me by e-mail to let me know the reason for your absence; (2) contact your class buddies to find out (a) what you missed in class and (b) what is due.

**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.*