English 100  Expository Writing
3 Credits     Spring 2009
TTH 5:30-7:55
Palanakila 124

INSTRUCTOR:  Janine Oshiro
OFFICE:  Na'auao 146 (TRiO Room)
OFFICE HOURS:  5:00-5:30 in Palanakila 124
TELEPHONE:  236-9231 x 231 (voicemail only)
EMAIL:  Messages through Comp Class

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 ENG22 or placement into ENG100 or approval of Language Arts representative.

ACTIVITIES REQUIRED OUTSIDE OF CLASS

In addition to regular assignments, students must fulfill the college-mandated Library Research Unit (3 sections with a score of 10 in each) in order to pass. Students are also encouraged to attend office hours or schedule other meeting times for additional help. If you do not have computer or internet access at home, please familiarize yourself with the computer lab hours on campus as you will need to use Comp Class online.

LEARNING RESOURCES AND MATERIALS

Comp Class access code for online activities

Recommended: Your peers are a great learning resource. I encourage you to exchange contact information with a classmate so that you can help each other succeed.

Other materials: 3 Ring Binder with organizing tabs
Flash drive
Notebook
Dictionary
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Course Tasks to Promote Outcomes</th>
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<tr>
<td>Write well-reasoned compositions that reveal the complexity of the topic they have chosen to explore or argue.</td>
<td>Complete multiple drafts of each essay to fully explore and question your original ideas.</td>
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<td>Use specific examples and provide sound evidence, while avoiding easy answers, logical fallacies, and clichés.</td>
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<td>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.</td>
<td>Articulate the choices and effects made by other writers, and apply that knowledge into your own essays through strategic modeling.</td>
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<td>Choose language, style, and organization appropriate to particular purposes and audiences.</td>
<td>Engage in a variety of formal/informal writing for different purposes and audiences.</td>
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<td>Write in a variety of modes: to profile, narrate, compare and contrast, propose a solution, describe, analyze, interpret, evaluate, reflect, etc.</td>
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<td>Reflect upon the rhetorical choices you make in relation to your intended purpose and audience through Reflection Memos that accompany each essay.</td>
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<td>Synthesize previous experience and knowledge with the ideas and information they encounter as they read and discover as they write.</td>
<td>Write in a classroom community and a larger academic community, citing from each other's essays as well as published sources.</td>
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<td>Thoroughly discuss cited materials in essays; use ideas and information from others to help develop your own ideas.</td>
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<td>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.</td>
<td>Complete the Library Research Unit.</td>
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<td>Conduct research using a variety of sources.</td>
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<td>Summarize, evaluate, and discuss the relevance of sources in an annotated bibliography.</td>
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<td>Use standard disciplinary conventions to integrate and document sources.</td>
<td>Demonstrate knowledge and proper use of MLA format in an annotated bibliography and essays.</td>
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<td>Recognize the importance of proper citation to take part in a larger, dynamic academic conversation.</td>
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<td>Use readers’ responses as one source for revising writing.</td>
<td>Participate in peer review discussions and complete written responses.</td>
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<td>Critically incorporate suggestions made by peers and instructor in each significantly revised draft.</td>
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<td>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.</td>
<td>Create a personal editing checklist to aid in revision.</td>
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<td>Review fundamentals and pass quizzes.</td>
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"A writer is not so much someone who has something to say as he is someone who has found a process that will bring about new things he would not have thought of if he had not started to say them." --William Stafford

In this course we will engage in the writing process; we will use the act of writing to discover and develop fresh and complicated ideas about who we are, what we read, and the world we live in. We will often start with a question; and while we may find a suitable answer, that answer will hopefully lead us to yet another question. And another. We will consider, very carefully, the choices that we make as writers and the resulting effects. We will cover some basic mechanics and grammar, but more importantly, I hope that we will—together—create an invigorating learning environment in which you can indulge your curiosity, ask difficult questions, confuse yourself with possibilities, revise for a moment of clarity, and surprise yourself with what results in the sometimes wild, sometimes meticulous, and transformative process of composing words.

"Some people will never learn anything, for this reason, because they understand everything too soon." --Alexander Pope

Let us begin with the assertion that academic writing is not boring. Revision is not a chore. Writing requires taking risks. You will write a variety of academic essays, bearing in mind that essay comes from the French word essayer, meaning to try, to attempt. In other words, go for it! Try out a few ideas, always with the opportunity to revise, revise, revise. If you feel uncertain, confused, and don't know what to write, then you are probably at a good place to begin the drafting process. Revision and peer review will play a big role in this class. Your active participation and your willingness to support and engage your peers will determine the quality of your time here. Be prepared for group work. Be prepared to discuss the assigned readings everyday. Be prepared to take part in stimulating academic "conversations" with other writers through the miracle of MLA citation. Topics for some essays are flexible, so I hope you will make use of the opportunity to move toward deeper understanding of issues that really matter to you, draft by careful draft.

**ACTIVE LEARNING AND PARTICIPATION**

Students are responsible for the grade that they earn in this course. I have set up grading criteria and standards to insure fairness and academic integrity, but you are ultimately responsible for your success. I am here to facilitate your learning experience and assist you as much as possible to fulfill the Student Learning Outcomes for English 100 and achieve your academic goals.

To help you keep track of your progress, fill out The English 100 ALPS, Active Learning and Participation Schedule. Discussions and activities that occur in class are designed to help you succeed in your essays. As such, regular attendance is required and counts toward your grade in the form of Active Learning Points.

At the end of the semester, I will drop two absences. Please save those two absences for emergencies. Six absences will result in a final grade of "F." In the event of an extended emergency, I advise you to withdraw as soon as possible and take the class at another time. If the withdrawal date has passed, see the Dean of Student Services for assistance. As the class progresses, I encourage you to exchange contact information with a classmate because it is your responsibility to find out what you missed. Office hours provide additional support to regularly attending students, and should not be a substitute for regular class attendance.
COURSE TASKS AND GRADING

★ Essays 50%
   Essay 1: Beliefs and Influences in Action/Profile 10%
   Essay 2: Beliefs and Influences in Action/Compare & Contrast 15%
   Essay 3: Short Story Interpretation 10%
   Essay 4: Research Proposal 15%

★ Final Portfolio and Evaluation Process 20%
   Significantly revised essays totaling 20 pages
   Portfolio Letter
   Participation in Portfolio Review Process/Completed Evaluation

▲ Active Learning Points 10%
   Active Learning and Participation Points
   Completion of ALPS
   Essay Reflections
   Goals and Final Reflection

← Fundamentals 10%
   Grammar Activities and Quizzes
   Pop Reading Quizzes
   Selected in-class writing and smaller writing assignments
   Personal Editing Checklist
   Final Exam

□ Writer's Blog 10%
   10 assigned entries
   4 free entries
   15 comments posted on peers' blogs

Students may earn the following grades:
   A = 100-90 Reflects exceptional work.
   B = 89-80 Reflects very good work.
   C = 79-70 Reflects adequate work.
   D = 69-60 Reflects poor work.
   F = 59-0 Reflects inability to complete work.

Important Note: All formal essay assignments (20 pages of significantly revised writing) and
the college mandated Library Research Unit must be completed in order to pass this course.
If your current grade is an "A," but you do not complete the Library Research Unit with
passing scores, you will receive an "F." If you do not turn in one essay, but still maintain a
"B," you will receive an "F."

DISABILITIES ACCOMMODATION STATEMENT

If you have a disability that could limit your ability to participate and succeed in this course,
you are encouraged to contact the Disability Specialist Counselor, Ann Lemke, at 235-7448.
You may also stop by Akoakoa 213 for more information. I am unable to make the
appropriate accommodations for you without the guidance of the counselor.
ESSAY AND ASSIGNMENT GUIDELINES

Each essay assignment involves many steps that are detailed in the assignment sheet. Revision works best if you do your very best on draft one and complete each step on time. If you are unable to turn in a first draft on time, this will prevent you from receiving timely peer review. You are responsible for finding a classmate to do peer review with you if you miss the peer review period. You earn peer review points by providing a classmate with feedback; you do not receive points by asking someone outside of class to review your essay. Late drafts will not receive full credit.

I am happy to meet with you to discuss your essay during office hours or a scheduled time. I am, however, unable to respond electronically or edit essays that you email me. My job is not to "correct" your essays, rather it is to help you revise on your own for complexity, clarity, organization, and grammar. We will use "Comment," an online feedback system. Essays posted late may not receive feedback.

The Writer's Blog
The Writer's Blog entries often help to prepare you for a class period, so late entries do not accomplish that goal. Blog entries are credit/ no credit. Thoughtful 2+ paragraph entries receive 5 points. Entries that are up to one day late receive 3 points. Entries any later may be posted, but they will not receive credit. The Blog is meant to be an informal electronic notebook that allows for class preparation and peer feedback. I will also maintain a blog to offer helpful tips and comments informally.

Format for Formal Assignments
Include your name, my name, class, and date. Double-space the entire document and use 1" margins. Center your interesting and provocative title. Do not use a cover sheet. Use 12 point Times New Roman font for all documents. To make a heading with your last name go to View > Header and Footer. Align on the right and type your last name and insert page number. Your last name and the current page number will automatically appear on each page.

Cindy Leong
Instructor Janine Oshiro
English 100
15 January 2009

Ejecting the iPod

The iPod is the most significant piece of technology that has affected my life. I can't leave home without synching my most recent playlist, and yet I sometimes
Format for Informal Assignment
For informal handwritten assignments, label with name, date, and assignment. For example:

Cindy Leong
1/30/09
In-class freewrite: My favorite place

My favorite place is and is not the beach. I hate the way the wet sand feels on my feet, and I hate the mess it leaves in my car, but I love listening to the ocean and the sound of the wind…

Process Binder and Portfolio
Do not throw away any brainstorming, freewriting, peer review sheets, or process work. Organize a three ring binder to hold all class materials. You may want to include tabs for ALPS, in-class writing, each individual essay assignment and process work, and handouts. Keeping your materials organized will help you prepare the Final Portfolio at the end.

Your portfolio will include:
- Final drafts of Essays
- All drafts and all peer reviewed copies of your work
- Peer review letters and materials you provided for your peers
- Personal Editing Checklist
- Reflection Memos
- In class writing and process work
- Grading Rubrics for assignments
- Sample Blog entries and comments

Creating Original Work
Students are expected to compose new, original essays for each assignment. Let your voice shine and grow through the course of the semester. Please do not reuse previously written essays. We will cover MLA documentation to avoid faulty paraphrasing and unintentional plagiarism. Plagiarism, the use of other people's words and ideas, in part or whole, without proper citation is a serious offense, and cases will be referred to the Dean of Student Services. Students who engage in acts of academic dishonesty face serious consequences, including failure.

STUDENT CONDUCT AND PROFESSIONALISM

Familiarize yourself with the Student Regulations section of the General Catalogue, particularly the Student Conduct Code and Disruptive Behavior Policy. Silence cell phones and do not eat in the computer lab. Let's be mindful of the positive learning environment we are all responsible for creating when we enter the classroom.

FINALLY…LAST WORDS TO BEGIN THE SEMESTER

"The only impeccable writers are those that never wrote." –William Hazlitt