English 100 EXPOSITORY WRITING  
3 Credits  
Section 60075, MWF 8:30 – 9:20 a.m.  
Section 60076, MWF 9:30 – 10:30 a.m.  
Section 60217, MWF 11:30 – 12:20 a.m.  
Section 60074, TTh 8:15 – 9:30 a.m.

INSTRUCTOR: Jean Shibuya (jshibuya@hawaii.edu)  
OFFICE: Manaleo 112  
OFFICE HOURS: MWF: 10:30 – 11:20 a.m.  
TTh 9:30 a.m. – 12:30 p.m., and other times by appointment  
TELEPHONE: 236-9235  
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 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:

- Write well-reasoned compositions that reveal the complexity of the topic they have chosen to explore or argue.
- 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.
- Choose language, style, and organization appropriate to particular purposes and audiences.
- Synthesize previous experience and knowledge with the ideas and information they encounter as they read and discover as they write.
- 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.

- Use readers’ responses as one source for revising writing.
- Use standard disciplinary conventions to integrate and document sources.
- 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**

**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

<table>
<thead>
<tr>
<th>#</th>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>#1</td>
<td>Narration</td>
<td>80</td>
</tr>
<tr>
<td>#2</td>
<td>Summary</td>
<td>60</td>
</tr>
<tr>
<td>#3</td>
<td>Description/Data</td>
<td>80</td>
</tr>
<tr>
<td>#4</td>
<td>Definition</td>
<td>60</td>
</tr>
<tr>
<td>#5</td>
<td>Literary analysis</td>
<td>100</td>
</tr>
<tr>
<td>#6</td>
<td>Research paper</td>
<td>150</td>
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<tr>
<td>#7</td>
<td>In-class essay</td>
<td>80</td>
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**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 Monday, March 23, 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 60075 Wednesday, May 13 from 8:30 to 10:20 a.m.
- Section 60076 Monday, May 11 from 9:30 to 11:20 a.m.
- Section 60217 Monday, May 11 from 11:30 a.m. to 1:30 p.m.
- Section 60074 Tuesday, May 12 from 8:30 to 10:20 a.m.
**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Essays</td>
<td>610</td>
</tr>
<tr>
<td>Learning Log responses</td>
<td>100</td>
</tr>
<tr>
<td>Grammar quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Library Unit</td>
<td>30</td>
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<tr>
<td>Attendance</td>
<td>30</td>
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<tr>
<td>Portfolio</td>
<td>100</td>
</tr>
<tr>
<td>Final exam</td>
<td>80</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>

**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 for MWF, six classes for TTh (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.