ENGLISH 100  EXPOSITORY WRITING
3 credits
M, W, F 10:30 – 11:20 A.M.; Pānakila 124

INSTRUCTOR: DESI POTEET
OFFICE: NA’AUAO 131
TELEPHONE: CELL – 429-4020
OFFICE HOURS: M/W/F 9:30 – 10:20 A.M. AND BY APPOINTMENT
E-MAIL: POTEETD@HAWAII.EDU
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: Grade of “C” or higher in ENG 22
or placement into ENG 100 or approval of designated Language Arts representative.

STUDENT LEARNING OUTCOMES (SLO)

The student learning outcomes for English 100 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.
Welcome to English 100!

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.

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 amazing and rewarding adventures.

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.

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

LEARNING RESOURCES

Composition journal, pens, dictionary, 3-ring binder, and loose-leaf notebook paper.
Access to a computer and the Internet.
COURSE TASKS *Throughout this semester, we will meet the SLO through a variety of tasks*

**Audio Books** – We will be listening to the unabridged version of *Stiff: The Curious Lives of Human Cadavers* by Mary Roach, WCC’s Common Book (’08-'09); it is available for purchase at the WCC Bookstore. You will also listen to an audio book of your choice.

**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 reading and 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, for the purpose of this class we will use it as an opportunity to practice proper punctuation, grammar, and spelling when e-mailing responses to films, audio books, and readings.

**Films** – Over the course of the semester, you will watch and review two 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 Units** – Getting to know and love a valuable resource!

**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 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 literacy experiences.
- Interview – a response based on an interview conducted with a family member.
- Analytical – compare and contrast two different sources.
- Judgment – summarize and critique an assigned article.
- Argument – write opposing responses to a question presented by instructor.
- Research – develop a paper regarding different learning styles and multiple intelligences.

**Final Portfolio** – At the end of the semester you will prepare a portfolio representing your journey through English 100.
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**

- Audio Books (2) and Films (2) responses (4 @ 10 pts.)  40 pts. possible
- Formal Papers (5 @ 10 pts.)  50 pts. possible
- Research Paper (1 @ 60 pts.)  60 pts. possible
- Bedford Activities  100 pts. possible
- Journal  100 pts. possible
- Portfolio  300 pts. possible
- Readings & Weekly Responses (15 @ 10 pts.)  150 pts. possible
- Class Participation  100 pts. possible

A – 850+
B – 750+
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?*

**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. 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.