Windward Community College

English 100 Expository Writing (3.0 credits)

Sec. 60315 TR 8:15 – 9:30a.m. Palanakila 124
Sec. 60433 TR 1:30 – 2:45p.m. Palanakila 227
Sec. 60439 MW 1:30 – 2:45p.m. Palanakila 102

INSTRUCTOR: Dr. Colleen Soares  EMAIL: soaresc@hawaii.edu
OFFICE: Na’auao 124  TELEPHONE: 236-9224 or ext. 224
OFFICE HOURS: MW 8–9a & 3–4 p; TR 10:30–11:45p; 3–4p; and by appt
EFFECTIVE: Fall 2010

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.

STUDENT LEARNING OUTCOMES

The student learning outcomes (SLOs) 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.

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 two 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, because that is how I will communicate with class members.

LEARNING RESOURCES


Required Tools: USB thumb/flash drive; college-ruled binder paper; 2 folders; 3-ring binder with dividers; black or blue pens (no pencils, please); highlighters (bright yellow is best); portable hole puncher; stapler; college-level print dictionary; and access to a computer, and the Internet.

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

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.

If you are a first generation college student, receive Pell grants, or have a documented disability, you are encouraged to contact TRiO Student Support Services in Na'auao 146.

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
a. use a variety of techniques to generate ideas
b. develop a focus, thesis, and an effective organization
c. discuss drafts with others to improve the work
d. revise successive drafts for clarity and effectiveness
e. 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 (50%):** Five essays of 500-1250 words. The midterm and final exam essays will be written in class. Three others will be written out of class, and will require extensive revisions, and adhere to MLA format. At least one out of class essay will use 2-3 sources. Drafts of out of class essays must be completed by the assigned day to receive full credit. This allows time for revision and for students to give and receive feedback with partners or groups, and to meet with the instructor. This means that you will be required to make xerox copies of drafts of some essays for peer collaboration of work in progress. In order to get full credit for an essay, all drafts must be turned in with the final draft of the essay, on time.

**Research paper (10%):** An investigational essay of 1250-1750 words on a topic TBA, using 5-6 sources, including a book, a journal article, a news article, and a reliable internet article. We will study MLA documentation in class and you will be required to correctly document all sources, using MLA guidelines for in-text citations and annotated works cited list.

**Learning log responses (10%):** Up to ten thoughtfully (i.e. thought filled) written responses to readings and other assignments. Each response may receive full points unless it is late due to absence, or inadequate due to lack of content or other deficiency.

**Grammar (10%):** At least ten scored quizzes on sentence structure, grammar, and punctuation using the Bedford/St. Martin’s Exercise Central software program: www.bedfordstmartins.com/bedguide

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

**Portfolio of selected works (10%):** Criteria will be provided toward the end of the semester.
Evaluation:

- Essays (3 out of- & 2 in-class) 50%
  - Midterm essay 10%
  - Final exam essay 10%
- Research Paper 10%
- Homework, participation: 30%
  - Grammar quizzes 10%
  - Library Unit 10%
  - Learning Logs 10%
- Final portfolio 10%

Grades

- 90 - 100% = A
- 80 - 89% = B
- 70 - 79% = C
- 60 - 69% = D
- Below 60% = F

According to the Catalog, “A” signifies “excellent achievement”; “B,” “above average achievement”; “C,” “average achievement”; “D,” minimal passing achievement”; “D,” “less than minimal passing achievement”; and “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.” (25)

Most students need to try hard in order to meet the course’s SLOs, but that does not necessarily result in competency at the end of one semester. Weaknesses in reading, writing, researching and critical thinking skills that have accumulated over the years probably cannot be rectified in one semester. On the other hand, students who have been practicing these skills for the past twelve years may find that Eng 100 assignments are relatively easy.

Additional Information  Course Requirements and Policies

The Bedford Guide for Writers: Readings and exercises from our textbook will be assigned as needed, based on diagnostic testing early in the semester. If your writing shows a need for review of grammar or structure, The Handbook part of the text is an excellent study source.

Attendance: Attendance is very important because the skills required to pass this course must be learned over a period of time through daily practice. We will do in-class writing and quizzes, and in-class peer editing and discussion, which are important in completing each essay successfully. Attendance will be taken. The instructor reserves the right to fail a student for excessive absence. Five absences in this class may be reason to lower the grade. Six unexcused absences will automatically result in a grade of F (failure for attendance). You are responsible for making up any work and finding out what the assignments are and must be prepared for the next class.

Preparedness: You are expected to come to class prepared to participate in all exercises, discussions, or group tasks, and to attend all assigned tutoring sessions and conferences with your instructor.
Conferences: Individual conferences with the instructor outside of class will be scheduled and are required.

Xerox copies of essay drafts: You will be required to make xerox copies of drafts of some of your essays for peer and group collaboration of work in progress. This is essential for the improvement of your writing.

Academic honesty: This involves cheating and plagiarism, or copying written material that is not your own, including other student papers. It is discussed in the Windward CC Course Catalog. It is expected that you will do your own work. All colleges and universities in the U.S. have strict policies on plagiarism. Work that is not done by you will receive an F, at the time, or retroactively. The matter may be referred to your counselor, and could result in expulsion from school. You are expected to honor this important code of conduct.

Save Save Save your work again and again. Save to your hard drive, to your thumb drive, and email yourself an attachment of your latest essay draft. Emailing yourself every essay can save you if your computer crashes and you lose your thumb drive. It happens!

Keep all writing done for this class, including notes and drafts. This material may be used for practice in revision, for conferences, and for Learning Logs. All writing will be submitted in the final Portfolio at the end of the course.

Cell phones: Turn off cell phones and other devices. Do not eat in class.

Office hours and appointments: Come see me to discuss concerns or problems with assignments. Don’t be afraid to talk to me and ask for help, and don’t procrastinate. I am happy to meet with you to discuss your essays or review other work during office hours or another scheduled time. However, I am unable to edit essays that you email me. My job is not to "correct" your essays; it is to help you revise on your own for complexity, clarity, organization, and proper grammar. Always bring your work and your textbook with you to our meetings.

Take care of yourself. You will be working hard this semester. Get organized right away, and get enough sleep (8 hrs), exercise and food.

IMPORTANT DATES Fall Semester 2010 (for other dates, see the WCC Course Catalog)
Fall term begins, Mon. 23 Aug.
Last day to register, Fri. 27 Aug.
Holiday: Labor day, Mon. 6 Sept.
Last day to drop (No ‘W’ on transcript), Mon. 13 Sept.
Last day to withdraw (‘W’ on transcript), Tues. 26 Oct.
Holiday: Election day, Tues. 2 Nov.
Holiday: Veterans day, Thurs. 11 Nov.
Holiday: Thanksgiving recess, Thurs. 25-26 Nov.
Last day of class, Thurs. 9 Dec.
Exam period, 13-16 Dec.

Welcome to the class! I look forward to working with you and helping your writing develop.
When you finish each Essay or Research paper assignment, you will turn in the final revision and all of the writing you have done for the assignment. Put this work in a file folder, with your name clearly written on the tab. You may decorate the folder if you wish. The folder should contain the following five parts, with number 1 on the top, number 2 next, and so forth. The details here may seem excessive, but they are given for two reasons. Someday, attention to detail may save your life, or at least your job. In regards to my work, reading many papers and giving you thought-filled feedback is very hard work. Thus, your attention to detail will be extremely helpful to your professor. It may also earn you better grades.

1. **Final Draft**: Assignments must be typed, using a 12-point font, double-spaced and with 1-inch margins on each side. The first page identifies the assignment as shown below. Type the final draft making very careful changes as suggested on previous drafts, and then PROOFREAD slowly and carefully. You may correct minor errors neatly in pen on the final draft. No need to waste more paper (trees) and ink for a few neat corrections.

2. **Drafts**: Except for the first page, all pages are numbered; pages for each separate draft are stapled together, and the first page identifies the assignment as shown below.

3. **Peer Review response**: When we do Peer Review workshops, include your peer’s response to your draft. The classmate’s name must be on the Peer response paper and on your draft.

4. **Invention**: Numerous pages of rough, unpolished free and focused writing for the essay. If you used sources, include photocopies of the first page in this section.

5. **Self-evaluation: learning from your own writing process**: Write a letter to me, telling me: a) what you were trying to do in the paper; b) what seemed to work, what did not; c) what parts of your paper you like best and what parts least; d) how the paper developed and changed from invention through drafts to the final draft; e) what major decisions you made in composing it; f) and what you learned from the assignment. This self-evaluation should be detailed, honest, and as informal as if you were talking to me. It will also be helpful for your final Portfolio.

**FORMATS for all papers:**
1. use standard-size 8.5 X 11 inch and college-ruled binder paper for handwritten work
2. use the same size and font printing as on this syllabus; nothing larger
3. double space all writing; no extra space between paragraphs
4. write 5-8 sentences in every paragraph
5. indent 10 spaces (1 tab on computers/typewriters) for all paragraph indents
6. place a title on the top line: do not underline the title; do not put in quotation marks
7. use MLA format
8. do not include cover sheets for work, unless suggested by the teacher
9. label all papers with the following ID (identification) on the top right side of the paper:
   - (Your name)
   - Eng 100, Sec #
   - (Title and other ID of the assignment):
   - 1st, 2nd, ...etc. draft, LL#, homework page #
   - (Date)