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. (3 hrs. lect.) Prerequisite: Completion of ENG 21 or placement into ENG 22, or consent of instructor.

Activities Required at Scheduled Times Other Than Class Times

Library Sections will be completed outside of class. At least three conferences with the instructor during the semester are required.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

• Use a writing process to produce organized and grammatically correct papers and summaries.
• Apply analytical, study, and life skills to course tasks.
• Apply strategies that include finding, evaluating, and documenting information from various sources.
COURSE CONTENT

Concepts or Topics

- Main point or central thought
- Organizational structure and patterns
- Techniques to strengthen coherence in writing
- Development of ideas
- Study skills
- Literal comprehension
- Interpretative comprehension
- Critical reading skills
- Connotations and denotations
- General versus specific
- Collaboration
- MLA style
- Rules of mechanics, grammar, punctuation
- Word choice
- Plagiarism

Upon satisfactory completion of this course, you should:

A. Be able to find a topic for prewriting, outlining, ordering, drafting, revising, and editing; be able to use techniques to improve your writing process.

B. Understand and practice the accepted principles of grammar, punctuation, and usage of the English language effectively.

C. Apply the basic principles of composition and writing process (unity, development, and organization) in writing paragraphs and essays that have subjects that are not too narrow, or generalizations that are too broad; that have clear topic sentences and thesis statements; that provide specific examples and details to support generalizations; and that progress logically and in an organized manner.

D. Use the beginning steps of the research process, including writing notes, summaries, outlines, and bibliographies; use library resources efficiently.

E. Cite material appropriately and effectively in MLA writing style.

COURSE TASKS
Upon satisfactory completion of this course, you should:

A. Show a basic understanding of sentence skills by correcting errors in sentence structure, grammar, punctuation, and usage by scoring at least at the 80% level on quizzes. Each quiz may be retaken once. A retake requires proof that the appropriate section in the textbook has been reviewed. Makeup days for each quiz will be announced in class.

B. Demonstrate the ability to apply basic principles of unity, development, and organization. We will begin by learning to write effective topic sentences, paragraphs, and short essays. You will be required to write at least four paragraphs and two essays. Any returned assignment marked with a "revise" must be revised until a satisfactory grade is assigned.

C. Keep a journal and make two entries a week. Journal topics will be both assigned and free choice.

D. Complete the Library Research Unit (three sections) with a satisfactory score and submit, on schedule, assignments that are parts of the research paper process. The short research report that results from these activities will be graded with a letter grade.

**ASSESSMENT TASKS AND GRADING**

You must do all assignments and take all quizzes to pass this course. *If you do not complete the three sections of the Library Research Unit with passing scores, you will not pass the course.* You must demonstrate critical thinking and writing proficiency that qualifies you for English 100 level work.

Writing Assignments..........................35%
Journal...........................................20%
Research report..............................15%
Quizzes............................................15%
Attendance and conferences...............5%
Final Grammar and Short Essay Exam........10%

Total: 100%

**Grades Available:**

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

CR/NC option available: Please see me before the withdrawal date. You must have the official CR/NC form signed by your instructor before the withdrawal deadline, **********

You must have at least a C to receive credit for the course.

**LEARNING RESOURCES**
Textbook:

Required tools:
portfolio with gussets, blue or black ink, a notebook or folder.

Recommended:
American Heritage College Dictionary or another college-level
dictionary, a USB/thumb flash drive, access to a computer and the Internet

Additional Information

Expectations
A. Class attendance is mandatory. Please notify me if you are going to be absent. It
is your responsibility to keep up with work you miss. Find out from your peers
what was missed, such as announcements, assignments, handouts, etc., and be
prepared by the following class.

Make-up quizzes will be allowed if you have contacted me about your absence
before the quiz. Make-up quizzes must be completed by the next class session
unless prior arrangements have been made. Makeup tests can only be done at the
testing center and not during regular class time.

Chronic absences, even if you have a good reason, will affect your grade. If you
have five or more excused or unexcused absences, you may be counseled to
repeat the course. Chronic lateness will affect your grade in a negative way; please
be prompt.

B. You are expected to maintain a supportive learning environment with appropriate
behavior in class demonstrated by showing consideration for others, paying
attention, and focusing on specific tasks. Watch alarms, cell phones,
beepers, entering the classroom late, etc., are distracting and interrupt the
learning process. Please turn sound-makers off during class.

C. You are responsible for your own learning. See me about any concern that may
interfere with your meeting the objectives of this course.

D. Expect to spend at least two hours of preparation out of class for every hour
spent in class.

E. Meeting the objectives requires writing, thinking, doing individual exercises,
participating in class discussions, and doing group work.

DISABILITIES ACCOMMODATION STATEMENT
If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.

**TENTATIVE COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>WEEK ONE</th>
<th>8/23</th>
<th>INTRO TO COURSE</th>
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<tbody>
<tr>
<td></td>
<td>8/25</td>
<td>TEAM WORK, JOURNAL #1</td>
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<td></td>
<td>8/27</td>
<td>DIAGNOSTIC TEST / SENTENCE SKILLS</td>
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<tr>
<th>WEEK TWO</th>
<th>8/30</th>
<th>CONFERENCE #1</th>
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<tbody>
<tr>
<td></td>
<td>9/1</td>
<td>LIBRARY INSTRUCTION / GUEST SPEAKER</td>
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<tr>
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<td>9/3</td>
<td>QUIZ #1</td>
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<th>WEEK THREE</th>
<th>9/6</th>
<th>LABOR DAY – NO CLASS</th>
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<tbody>
<tr>
<td></td>
<td>9/8</td>
<td>PARAGRAPH #1</td>
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<td></td>
<td>9/10</td>
<td>JOURNAL #2</td>
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<tr>
<th>WEEK FOUR</th>
<th>9/13</th>
<th>LRU #1 DUE</th>
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<tr>
<td></td>
<td>9/15</td>
<td>JOURNAL #3</td>
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<td>9/17</td>
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<tr>
<td></td>
<td>9/22</td>
<td>PARAGRAPH #2</td>
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<td>9/24</td>
<td>JOURNAL #4</td>
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<th>9/27</th>
<th>COLLABORATIVE WRITING</th>
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<tr>
<td></td>
<td>9/29</td>
<td>JOURNAL #5</td>
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<td>10/1</td>
<td>QUIZ #3</td>
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<th>WEEK SEVEN</th>
<th>10/4</th>
<th>LRU #2 DUE</th>
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<td>10/6</td>
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<th>10/11</th>
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<td>10/13</td>
<td>JOURNAL #7</td>
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<th>10/18</th>
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<td>10/20</td>
<td>JOURNAL #8</td>
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<td>10/22</td>
<td>MLA WORKSHOP</td>
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<tr>
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<th>10/25</th>
<th>ESSAY #1 DRAFT (Last day of official withdrawal – 10/26)</th>
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<tr>
<td></td>
<td>10/27</td>
<td>JOURNAL #9</td>
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<tr>
<th>WEEK 11</th>
<th>11/1</th>
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11/3  JOURNAL #10
11/5  ESSAY #1 REVISION

WEEK 12
11/8  RESEARCH PAPER OUTLINE
11/10 CONFERENCE #4
11/12 QUIZ #6

WEEK 13
11/15 RESEARCH PAPER DRAFT
11/17 WORKSHOP
11/19 TBA

WEEK 14
11/22 RESEARCH PAPER REVISION
11/24 QUIZ #7
11/26 THANKSGIVING – NO CLASS

WEEK 15
11/29 PRACTICE GRAMMAR FINAL
12/1  TBA
12/3  PRACTICE ESSAY FINAL

WEEK 16
12/6  GRAMMAR WORKSHOP
12/8  REFLECTIONS
       LAST DAY OF CLASS

**Final Examination date:**

December 13, 2010 from 9:30-11:20 a.m.