ENGLISH 100 EXPOSITORY WRITING
3 credits
T, Th 8:15 – 9:30; M, W, F 12:30 – 1:20 Pālanakila 124

INSTRUCTOR: Desi Poteet
OFFICE: Naʻuaʻao 124
TELEPHONE: 429-4020
OFFICE HOURS: M, W, F 10:30 – 11:30; T, TH 9:30 – 10
and by appointment
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EFFECTIVE DATE: Spring 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

English 100 is a composition course on the writing process, including description, narration,
exposition, and argument. The 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 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.
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, no matter what your academic or professional intentions may be. Through a variety of activities, this course will add to your existing literacy toolbox and help you improve your composition skills.

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, Web sites, 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 outside of class:*** Library Research Units, two conferences with the instructor, online quizzes, and homework assignments.

LEARNING RESOURCES


Required Tools: USB thumb/flash drive, composition journal, 3-ring binder with dividers, paper, pens (no pencils, please), highlighters, a portable hole puncher, a stapler, a college-level dictionary, and access to a computer and the Internet.
COURSE TASKS  We will meet the SLO through a variety of tasks.  Here’s a preview:

Audio Books – You will listen to and review at least one unabridged 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.

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 conduct interviews as one method of gathering information.

Journal – Your journal will be the bank into which you deposit your ideas, insights, responses, discoveries, etc. regarding your journey this semester.

Library Units – You must pass all three units with a score of 10 or better within the first four weeks of class.

Quizzes – You will take quizzes in class and online to assess your progress.

Readings – These snippets will introduce you to a wide assortment of voices and topics.

Writing Assignments – You will produce five (5), two-page formal essays (narrative, interview, analytical, judgment, argument) and a formal research paper (at least 10 pages) that will grow out of the reading and writing you do in class.

Final Portfolio – At the end of the semester you will prepare a portfolio, a collection of your work that represents your journey through English 100.

“Why do writers write?  Because it isn’t there.”  Thomas Berger

ASSESSMENT TASKS AND GRADING

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:  the quality and timely completion of assignments, insightful journaling, the quality of your final portfolio, and your enthusiastic class participation.

Required:  Attendance and Participation and All Assignments Completed.  NO EXCEPTIONS.  Assignments that do not meet minimal proficiency (receiving an F grade) must be redone to receive passing credit.
Mid-Term Exam 10%
Final Exam 10%
Formal Papers (5) 20%
Research Paper (1) 10%
Portfolio (including all drafts) 50%

A – 90%+; B – 80%+; C – 70%+; D – 60%+; F – 59% and below

Plagiarism will not be tolerated. All sources used in your papers must be properly cited according to MLA format. If in doubt, see me prior to turning in your paper.

**ADDITIONAL INFORMATION**

*Mutual respect – at all times. No exceptions.*

**Absences**
Our classroom will be an exciting site of activities. **Attendance is MANDATORY.** If you do miss a class, it is YOUR responsibility to contact your classmates to find out what you missed and what you need to do for the next class. **Missing more than 5 classes will affect your grade, and you may be asked to repeat this course.**

**Content Warning**
A college education provides you with a valuable opportunity to explore the world around you in new ways, broadening your life experiences. Literature, in particular, reflects the human condition in all its complexity, and sometimes literature contains content (profanity, violence, sexuality, etc.) that may offend you. If you would prefer not to expose yourself to these things through readings, audio books, films, class discussions, then this may not be the class for you.

**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](mailto:lemke@hawaii.edu), or you may stop by Hale ’Akoakoa 213 for more 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.**

“You can approach the act of writing with nervousness, excitement, hopefulness, or even despair – the sense that you can never completely put on the page whatever’s in your mind and heart. You can come to the act with your fists clenched and your eyes narrowed, ready to kick ass and take down names. You can come to it because you want a girl to marry you or because you want to change the world. Come to it any way but lightly. Let me say it again: you must not come lightly to the blank page.”  

Stephen King, *On Writing: A Memoir of the Craft*