ENGLISH 100  EXPOSITORY WRITING

3 Credits

INSTRUCTOR:  Lance Uyeda
OFFICE:  Na‘uao 129
OFFICE HOURS:  MW 11:00-12:00; TR 9:00-10:00; and by appointment
Please see my schedule at http://bit.ly/meetlance
TELEPHONE:  236-9229
EMAIL:  LKUYEDA@hawaii.edu
EFFECTIVE DATE:  Fall 2011

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu's Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

ENG 100 Expository Writing (3): 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 higher in ENG 22 or placement into ENG 100 or approval of designated Language Arts Representative. WCC: FW

Activities Required at Scheduled Times Other Than Class Times:

1. Three Library Research Unit (LRU) tests to be taken online. You must pass all three LRU tests with a score of 10/15 in order to receive credit for English 100.
2. At least two conferences

STUDENT LEARNING OUTCOMES

Students will:

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

Concepts or Topics

1. Writing process
2. Argumentation
3. Effective research
4. Organization
5. Audience and purpose
6. Rhetoric
7. Academic honesty
8. MLA style

Skills or Competencies—Students will:

1. Read for understanding and for analysis/argument
2. Engage in the writing process by:
   - Planning
   - Drafting
   - Discussing
   - Revising
   - Reflecting
3. Attend to stylistic/grammatical clarity
4. Conduct research
5. Write with sources by:
   - Paraphrasing
   - Quoting
   - Summarizing
   - Synthesizing
   - Arguing

COURSE TASKS

1. Keep everything.
2. Write at least three times a week in a commonplace book.
3. Compose multiple drafts of five writing assignments.
4. Contribute to a variety of group work assignments.
5. Make a brief presentation.
6. Create a process portfolio.

You must complete ALL assignments and receive credit for ALL library research units to pass this course. Work that is late or incomplete will receive partial or no credit.

| Writing Assignments       | 325 |
| Process/Portfolio Assignments | 75  |
| Group Work Assignments     | 50  |
| Commonplace Book           | 25  |
| Presentation               | 25  |
| TOTAL POINTS               | 500 |

Grades Available

A = 900 or above  
B = 800-899   
C = 700-799   
D = 600-699   
F = 599 or below

CR/NC Option: You must have the official CR/NC form signed by the instructor. You must receive a C or higher to receive credit for the course.

Students will keep a revisions portfolio of their work, including all drafts of all assignments. The portfolio is where you will receive credit for the peer review and reflection work you complete during the semester. It is also where you will receive credit for your final revisions to writing assignments 1-4. Remember: Don’t throw anything away! Your portfolio must include:

- Final drafts of assignments, which must be properly formatted to receive full credit
- All instructor-commented drafts
- All peer reviews
- A typed reflection on each assignment.
LEARNING RESOURCES

Required text: “They Say/I Say”: The Moves that Matter in Academic Writing, with Readings

Course Web: laulima.hawaii.edu (log in using your UH username and password)

COURSE POLICIES

In General, please:

1. Read this syllabus and all handouts and assignment sheets carefully.
2. Study writing models provided in the textbook and in class.
3. Come to class ready with questions.
4. Email or call me (lkuyeda@hawaii.edu; 236-9229) if you have a question that you feel cannot be addressed to the class.
5. See me in person.

In-Class:

English 100 will be taught in a computer lab. Students must have basic computer literacy and a University of Hawaii ID and password to access Laulima and join class activities.

This class involves daily discussions, group work, and other forms of participation in and out of class. Full participation in all activities will significantly benefit your writing performance and progress.

You may lose up to five points per class period for non-participation in activities or for distracting or rude behavior, which includes but is not limited to: 1) leaving your cell phone ringer on, 2) answering your cell phone, 3) text messaging, 4) surfing the net or checking email, 5) talking while a classmate or the instructor presents information, and 6) making disparaging or inappropriate remarks. If you have one or both hands under the table and spend time in class gazing longingly for some reason at your lap, I will assume that you are texting or checking your email and will subtract points accordingly.

Extra Help:

You are responsible for your own learning. I encourage you to ask me questions about the class and the readings and to ask for clarification at any time.

Free tutoring is available through TRiO Student Support Services; request a tutor early. The contact number for the TRiO office is 235-7487.

Absences/Tardiness:

Absences will count against your semester point total at the following rate:

<table>
<thead>
<tr>
<th>Absence #</th>
<th>Points Lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>n</td>
<td>10n</td>
</tr>
</tbody>
</table>

College classes are not like work days. They are, rather, like special sessions or workshops for which you’ve set aside time and money. Additionally, state taxpayers heavily subsidize your class time. For these reasons, you will lose ten points from your semester total for each class you miss. In other words, credit for attendance in this course is nonrefundable.

- Be on time. You will lose ten points for every three times you arrive late to class.
- It is your responsibility to keep up with work you miss. Ask your classmates for copies of their notes, for homework and other assignments, and for what other preparation you need for class.
**Required Conferences:**

You must meet with me in conference at least twice this summer. You can see me individually, in pairs, or in groups of three or four. Non-participation in conferences will be penalized as follows:

<table>
<thead>
<tr>
<th>Conferences Attended</th>
<th>Points Lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2 or more</td>
<td>0</td>
</tr>
</tbody>
</table>

You can maximize the utility of your conference time by meeting with me about your formal writing assignments, but I'm happy to spend as much time as you'd like discussing other questions or concerns.

**Homework:**

A completed assignment will decrease in value by 10% (of its initial point total) for each day it is late (weekends count as one day). A 100 point assignment, for example, will be worth 90 points on the first late day, 80 points on the second late day, and so on. Assignments that are late by seven calendar days or longer will not be accepted.

**Writing Standards:**

The work you turn in for grading should be typed and properly formatted. For all work in this course, please:

- Use 1-inch margins and 12 point Times New Roman font
- Remove extra spacing between your double spaced paragraphs
- Feel free to ask me about how to format/manipulate your word-processed documents.

**Emails/Calls:**

Please type grammatically correct emails, using complete words and full sentences (no shorthand, as in “where r u now”). Emails must contain a greeting (Aloha Bob, Dear Mr. Smith, or Hi Lance,) and a signature (Thank you, Sincerely, or your name only). This is a professional correspondence, and you must get in the habit of writing professionally.

If you have any problems or last minute emergencies, email me immediately or leave a voice mail on my office phone. For important requests, you should allow for a 24 hour turn-around time on emails. (If you have a question regarding a paper due on Thursday morning, please email me no later than Wednesday morning.) I rarely check email after 8:00 PM, and I often don’t check email at all on weekends.

**Extra Help:**

Please ask for help even if you are not sure you need it. Schedule your required conferences as soon as possible, especially if you are having difficulty. I am available to help you every day after class (or before) if necessary.

One of the best resources on campus is the TRiO Student Support Services (SSS) office, which coordinates tutoring for all students at WCC, and which provides a range of programs and opportunities to eligible students (see me for details). The contact number for TRiO SSS is 235-7487.

**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, Ann Lemke, at 235-7448, at lemke@hawaii.edu, or in Hale ‘Akoakoa 213.
COURSE POLICIES CONTRACT

I have read and reviewed my English 100 syllabus and course policies. By signing this document, I acknowledge not only that I understand the policies and requirements of this course, but also that I understand the consequences of not following these policies.

Signed: ____________________________  ______________________
           (signature)                (date)

_______________________________
           (print name)

QUESTIONNAIRE

Preferred Name _______________________________________

Preferred E-Mail Address _________________________________

Preferred Phone _____________________________

1. What do you hope this course will teach you? What are your goals in this class?

2. How can I help you meet these goals?

3. What do you intend to do to meet them?

4. What grade would you be satisfied with in this course? Why?

5. What else would you like me to know about you?