UNIVERSITY OF HAWAII
WINDWARD COMMUNITY COLLEGE
Language Arts Division
English 100 Expository Writing (3.0 credits)
CRN 63041 Course Outline Fall 2011

Dr. Colleen Soares
Email: soaresc@hawaii.edu
Office: Na’au’ao 124
Phone: 236-9224 or ext. 224
Office hours: TTh 1:30-2:30 pm & other times by appointment
Class Schedule: TTh 3:30-4:45pm Classroom: Palanakila 124

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 (SLOs)

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 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 group members will share and respond to each other’s writing and discuss and evaluate assigned readings.

LEARNING RESOURCES


Required materials: a good college level dictionary and thesaurus, USB flash drive, college-ruled binder paper, pens, black or blue only, highlighter, and stapler.

This is a web-enhanced class. Students are required to have access to a computer with internet connectivity, and a UH Laulima account. I will communicate with class members using these two systems.

Activities required at times other than class times:
1. Six hours per week of reading and writing homework.
2. Frequent checks (at least daily) of your hawaii.edu e-mail account, and of the course Laulima web site.
3. Oct 25: Deadline for completion of WCC Library Research Unit (LRU) Exams. Students may take the exams two times on their own. If you fail the second time, you must be tutored by a librarian before taking the exam a third time. This is also the deadline to withdraw from class without an F, but with a W.
4. Individual conferences with the instructor will be scheduled and are required. Always bring your work and your textbook with you to our meetings.

TRiO Student Support Services: If you are a first generation college student, receive Pell grants, or have a documented disability, you are encouraged to use TRiO Student Support Services in the Na'aauao building, room 146.
**UH policy on nondiscrimination:** The university is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, handicap, marital status, arrest and court record, sexual orientation or veteran status...


**Student with Disabilities Statement:** Windward Community College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which stipulate that no student shall be denied the benefits of an education “solely by reason of a handicap.” Students with documented disabilities who believe that they may need accommodations in this class are encouraged to contact the Disability Specialist Counselor, Ann Lemke, at 235-7448. You may also stop by Akoakoa 213 for more information. Appropriate accommodations will be made with the guidance of the counselor.

**Student Assessment Notification:** With the goal of continuing to improve the quality of educational services offered to students, WCC conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

**EVALUATION TASKS AND GRADING**

1. **Essays (50%):** Five essays of 500-1250 words. The midterm and final exam essays will be written in class. Three other essays 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 sources. All assignments must be handed in on the assigned day to receive full credit. You will be required to make xerox copies of drafts of some essays for Peer Review of work in progress. All drafts must be turned in with the final draft of the essay, on time.

2. **Research paper (10%):** An investigational process 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.

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

4. **Grammar (10%):** Bedford Grammar Diagnostic completed, and up to ten scored quizzes on sentence structure, grammar, and punctuation.

5. **Library Research Unit (10%):** Complete exam by due date: Oct 25.

6. **Portfolio of selected works (10%):** Specific criteria will be provided.
Grades: A – 90%+; B – 80%+; C – 70%+; D – 60%+; F – 59% and below; “N”:

An “N” grade 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.

According to the Course Catalog, ‘A’ signifies excellent achievement; ‘B’ above average achievement; ‘C’ average achievement; ‘D’ minimal passing achievement; and ‘F’ less than minimal passing achievement. It takes consistently excellent and complete work, as well as consistent attendance and participation to earn an ‘A.’

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 (or improved sufficiently) in one semester. On the other hand, students who have been practicing these skills for the past twelve years may find that English 100 assignments are relatively easy.

COURSE REQUIREMENTS AND POLICIES

1. Patterns for College Writing, 11th ed: Readings and assignments from the textbook will be assigned. Based on diagnostic testing early in the semester, and on your writing, grammar exercises will be required. If your writing shows a need for review of grammar or structure, the online resources in the Bedford Web site will be a good study source.

2. Attendance: Attendance is very important because the skills required to pass this course
must be learned over a period of time through daily practice. Students are expected to attend all classes and arrive on time. We will do in-class writing and quizzes, and in-class peer editing and discussion, which are important in completing each essay successfully. Conferencing is a vital part of this class, and students will be notified of their standing prior to the Drop with a W date at mid-semester in order to choose whether to continue in the course or withdraw with a W as the course grade. Five absences in this class may be reason to lower the grade. Missing more than 20% of the class (6 absences either excused or unexcused) will usually result in a grade of ‘F’ (failure for attendance).

3. **Late Work policy:** All assignments are due on the due date. Late work may be accepted no more than 3 class periods after the given due dates. If students receive NC or no credit for the daily homework assignments, they should be made up by the next class meeting or the NC will revert to zero. Work submitted late will lose 10% of the possible points. In short, late work loses ONE letter grade. Being absent from class resulting in work being turned in late will also lose 10% of the possible points UNLESS arrangements are made PRIOR TO the absence. No matter the reason for the absence, I require documentation (including email if that is the method used) explaining the cause of the absence.

4. **Preparedness:** You are expected to check your UH email and the course Laulima website each day. Assignments will be posted on Laulima, and you need to check for updated homework, handouts and announcements. 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. You are responsible for making up any work and finding out what the assignments are and must be prepared for the next class. This is not an online course, so please do not email assignments to me unless arrangements have been made previously.

5. **Academic honesty:** This involves cheating and plagiarism (representing material that is not yours, as your own). It is expected that you will do your own work. All colleges and universities in the U.S. have strict policies on academic honesty. Plagiarized work will receive a failing grade. It is the instructor’s responsibility to request copies of sources in order to ascertain originality. Thus you should keep copies of all sources used in writing papers. Please honor this important code of conduct.

6. **Save Save your work** often. Save to your hard drive, to your USB (flash or thumb) drive, and you might 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 does happen, as some very sad students can attest!

7. **Keep all of the writing** you do for this class, including drafts. Drafts of essays will be turned in with the final copy. Writing will also be submitted in the final Portfolio.

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

9. **This is a PROCESS writing class.** Writing is a difficult skill and it takes time and practice to learn to write better. You will write, discuss, edit, revise and rewrite all essays. Revisions should be done very carefully, with close attention to the editing done by the instructor. You may correct minor errors neatly in pen on the final draft. You will do at least two drafts for each essay and you will turn in the final revision and all of the writing done for the assignment.
FORMATS FOR ALL PAPERS

Please adhere to the Formats listed below for all work. Consistancy and formats are important because I work very hard work to read your many papers, and to give you thoughtful and helpful feedback. It takes time. Your attention to the formats will be helpful to me because it saves time.

1. All out of class assignments must be typed, double-spaced, using Times New Roman 12-point font or Arial 11-point font, with 1-inch margins on each side.
3. Write at least 7-8 sentences in each paragraph.
4. Indent paragraphs 10 spaces (or 1 tab on computers).
5. Write a title on the top line: do not underline the title; do not put in quotation marks.
6. Use MLA format.
7. Do not include cover sheets for work.
8. The first page of all assignments should have ID (identification) on the top right side of the paper, and include the following:
   
   Name  
   Eng 100, CRN #  
   The type of assignment: (e.g. Essay, 1st, or final draft, LL #_, homework page #)  
   Date assignment was turned in

<table>
<thead>
<tr>
<th>IMPORTANT DATES FOR FALL 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, August 26</td>
</tr>
<tr>
<td>Mon, September 5</td>
</tr>
<tr>
<td>Mon, September 12</td>
</tr>
<tr>
<td>Tues, October 25</td>
</tr>
<tr>
<td>Fri, November 11</td>
</tr>
<tr>
<td>Thurs &amp; Fri, November 24-25</td>
</tr>
<tr>
<td>Thurs, December 8, 2011</td>
</tr>
<tr>
<td>Thurs, December 15: 3:30-5:30pm</td>
</tr>
</tbody>
</table>

Welcome to English 100!