**English 100  Expository Writing**

<table>
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<tr>
<th>Credits</th>
<th>Section</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>3</td>
<td>63351</td>
<td>TTh 9:30-10:45</td>
<td>Hale Palanakila 124</td>
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<td></td>
<td>63097</td>
<td>TTh 11:00-12:15</td>
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**INSTRUCTOR:**  Jeannine J. Buckley  
**EMAIL:**  jeannine.buckley@hawaii.edu  
**OFFICE:**  Hale Na’auao 124  
**OFFICE HOURS:**  TTh 8:30 – 9:30 pm (in classroom)  
**TELEPHONE:**  236-9224  
**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**

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.

**Activities Required at Scheduled Times Other Than Class Times**

1. Completion of Windward Community College’s Library Research Unit (a requirement for passing the course). A passing score of 10 is required for each of the three sections.
2. Students should attend at least three conferences with the instructor, and are encouraged to attend office hours when they need assistance.
3. Time at WCC library as needed to complete required library units and other research for class assignments.
4. Be prepared to devote approximately six or more hours per week of reading and writing, outside of class time.
STUDENT LEARNING OUTCOMES

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.

LEARNING RESOURCES

Required Textbooks:

Required tools:
Computer and Internet access (including access to Laulima)***
Blue or black ink, and a notebook or folder
USB/thumb flash drive

Recommended:
American Heritage College Dictionary or another college-level dictionary

COURSE CONTENT

Course Goals

1. Write a series of essays using the stages of the writing process for each one, turn in required drafts, continue to rework papers as necessary to reach a satisfactory level. The stages should demonstrate the ability to
   • use a variety of techniques to generate ideas
   • develop a focus, thesis, and an effective organization
   • discuss drafts with others to improve work
   • revise successive drafts for clarity and effectiveness
   • edit and proofread using standard principles of grammar, mechanics, and usage

2. Review grammar for mastery and attain 80% scores or higher on quizzes.

3. Master the use of MLA formatting for academic papers and pass the MLA test.

4. Respond thoughtfully and critically to assigned readings and assert your own ideas and claims in a logical and consistent way.

5. Pass the Library Research Unit tests with a score of 10 or more on each section before the last day of class.
6. Write at least one in-class essay to demonstrate mastery of skills.
7. Participate in group work and cooperate with classmates, responding to peer writing and discuss your own writing in these groups.
8. Demonstrate an effective process for writing an argumentative research paper, including steps such as selecting and narrowing a topic, preparing a works cited page, creating a preliminary thesis, reading and comprehending complex source material, note taking, preparing a final outline, drafting, revising, proofreading and editing, posting final draft to turnitin.com, and summarizing findings orally to the class.

In order to accomplish course goals, students will:

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.

COURSE TASKS

“The desire to write grows with writing.” – Erasmus
Writing is a recursive process; it takes time and effort to develop good writing. It means taking risks and trying again and again. Think of yourselves as new writers rather than students merely getting a grade. Own your writing and don’t be afraid to make mistakes.
My aim is to help you achieve your goals in becoming effective writers so that you may succeed in your academic careers and in life. By learning the moves to academic writing and using templates from the text, you will learn how to craft your own writing. I hope to foster a positive and exciting learning environment where we can engage in interesting discussions. My goal is to stretch your mind getting you to think deeper about issues in our world, how ideas are written, and how we react to them. In that way, this course is as much about developing critical thinking skills as it is an expository writing class.

Reading Questions
Students are required to respond with substantial replies (at least one full page) to the questions (typed and MLA format) at the end of the readings assigned from the They Say, I Say textbook. Be prepared to share responses in groups or with the entire class.
Essays

Students are required to turn in an outline, draft, peer review and revision for each essay. Peer reviews must be performed in class. As writing is a process, it is crucial to turn in drafts on time to gain feedback from peers and instructor. Late drafts of papers are not accepted for feedback but should be turned in with the final packet of each assignment. To earn full credit on each essay, students must turn in all four components.

***Major assignments listed below are to be posted to Laulima for credit and grading in MSWord or similar version. Note: I do not have access to pages documents.***

Format

All essays must be typed, using a standard 12-point font, double-spaced and with 1-inch margins on each side, conforming to MLA formatting. See pages 67-104 in *The Little Penguin Handbook*.

Grammar Quizzes/ MLA Test

You are required to take and pass five grammar quizzes from content in *The Little Penguin Handbook*. Additionally, there is a scheduled MLA test. The content of the test and quizzes will be on Chapters 14, 22, 26, 29, 30 and 33. You must take these tests in Laulima site.

Conferences

For each major paper, there is a rough draft and final draft due date. After peer review activities, you are required to meet with me at the agreed upon conference time for suggestions for improvement. You are required to attend at least three conferences during the semester.

ASSESSMENT TASKS AND GRADING

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<th>Task</th>
<th>Percentage</th>
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<tr>
<td>Summary</td>
<td>5%</td>
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<tr>
<td>Reading Questions</td>
<td>15%</td>
</tr>
<tr>
<td>Three Expository Essays</td>
<td>30%</td>
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<tr>
<td>Five Grammar Quizzes (2 points each)</td>
<td>10%</td>
</tr>
<tr>
<td>MLA Test</td>
<td>5%</td>
</tr>
<tr>
<td>Final Essay Exam</td>
<td>10%</td>
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<tr>
<td>Argumentative Research Paper</td>
<td>15%</td>
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<tr>
<td>Attendance</td>
<td>10%</td>
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Total: 100%

Grade Scale

A = 90% or above
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% and below
CR/NC option available: Please see me before the withdrawal date. Your must have the official CR/NC form signed by your instructor before the withdrawal deadline.

**Additional Information**

**Attendance**
Class attendance is mandatory. It is your responsibility to keep up with work you miss. Find out from your peer what was missed, such as announcements, assignments, handouts, etc., and be prepared by the following class.

Chronic absences, even if you have a good reason, will affect your grade. More than two absences will lower your grade. *If you have six or more excused or unexcused absences, you may fail the course.* Chronic lateness will also affect your grade in a negative way; three or more late arrivals will reduce your grade.

**Late Work**
Being absent from class is not a reason to turn in late work; if an assignment is due and you are absent, please email me a copy of it showing me that work was done on time. Except for compelling reasons, late work will not be accepted. *If allowed*, late work will receive a reduced grade.

**Make-up work**
Missed work will only be accepted if you have made arrangements with me ahead of time. Make-up quizzes will *only* be allowed if you have contacted me about your absence before the quiz.

**Cell phones and Electronic Devices**
Please turn off and put away cell phones and all electronic devices in your bag prior to the start of each class; if you text or use Facebook during classroom time, you may be asked to leave and get a zero on a given assignment.

**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.*