English 100 Expository Writing
Three credits
Course Reference Number 63248: MW 2:00-3:15 p.m.
Course Reference Number 63142 MW 5:30-6:45 p.m.

INSTRUCTOR: Jenny Webster
OFFICE: Hale Palanakila #119
OFFICE HOURS: M/W 3:15 p.m. – 5:30 p.m. and by appointment
TELEPHONE: ext. 291
EMAIL: jennyrw@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

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. (3 hours lecture)
Prerequisite: Grade of “C” or better in ENG 22 or placement into ENG 100 or approval of designated Language Arts representative.

Activities Required at Scheduled Times Other Than Class Times

Completion of Windward Community College’s Library Research Unit (a requirement for passing the course), at least three conferences over drafts with the instructor, and approximately six hours per week of reading and writing. Make frequent checks with your hawaii.edu e-mail account and our Laulima Web site, for that is how I will communicate with class members.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course 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.

## COURSE CONTENT

**Concepts or Topics**

- Major steps in the writing process.
- Writing for an audience and understanding how the audience and purpose influence a piece of writing.
- College-level principles of composition such as focus, unity, development, support, and organization.
- Effective use of writers’ resources such as handbooks, dictionaries, and libraries.
- Close reading of published essays, to recognize features of their style and to respond thoughtfully in writing to their ideas.
- Effective research methods and steps to writing a research paper.
- Ways of using and documenting material from secondary sources to support ideas.
- Summarizing and paraphrasing source material to avoid plagiarism.
- Using communication skills to share your writing with others and respond to their ideas.

**Skills or Competencies**

1. Brainstorm and use other techniques to generate ideas.
2. Develop a focus/thesis and effective introduction to appeal to an audience.
3. Outline points that can form topic sentences with supporting examples, evidence and data.
4. Use the library and the Internet to research and document information.
5. Discuss your draft with others to improve your work and provide feedback to others.
6. Revise successive drafts for clarity and effectiveness.
7. Proofread carefully and be able to edit your own writing using standard principles of grammar, punctuation, and usage.
8. Share your finished work with others and respond to their writing.
9. Read and analyze published writing for style and content and reflect on their effectiveness.

## COURSE TASKS

1. Write a series of essays using the stages of the writing process for each one. This includes using prewriting techniques, shaping the material, rewriting/revising, and final editing. Each paper will have both a rough and final draft. (Remember: first, you make it. Then, you make it good.)
2. Complete all of the sections of the WCC Library Research Unit.
3. Do “learning logs” and reading responses. These writing exercises and personal responses to something you have read or experienced will help develop writing and thinking skills.
4. Write two in-class essays to demonstrate a mastery of your skills.
5. Read, write, and discuss a variety of texts.
6. Respond to the writing of fellow students. In small groups and on our Laulima Web site students will respond verbally and in writing to each other’s work. You will be able to discuss your own writing in these groups and during conferences with the instructor.
7. Submit a portfolio of revised work at the end of the course.
ASSESSMENT TASKS AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Narrative essay</td>
<td>80</td>
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<tr>
<td>Summary</td>
<td>40</td>
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<tr>
<td>Review</td>
<td>40</td>
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<tr>
<td>Literary analysis paper</td>
<td>100</td>
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<td>Cause and Effect paper</td>
<td>100</td>
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<tr>
<td>Research paper</td>
<td>150</td>
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<td>Midterm in-class essay</td>
<td>60</td>
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<tr>
<td>Final in-class essay</td>
<td>100</td>
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<tr>
<td>Learning log responses</td>
<td>100</td>
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<tr>
<td>Attendance and daily reading assignments</td>
<td>100</td>
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<tr>
<td>Library Instruction Unit</td>
<td>30</td>
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<tr>
<td>Portfolio of selected works</td>
<td>100</td>
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Here are general guidelines for grading assignments:

A -- This paper has a clear, original thesis, is well-organized, has very few grammar/spelling/punctuation errors, has varied sentence structure, and — very important — is interesting to read.

B -- This paper also has a clear thesis and is fairly well-organized but is not as original as an A paper, has a few grammar/spelling/punctuation errors, and is fairly interesting to read.

C -- Although this paper has a thesis, its use of supporting evidence and organization makes it difficult to understand. It includes unrelated ideas and has significant grammar/spelling/punctuation errors, although it still holds a reader’s attention.

D -- This paper has a weak or unclear thesis and lacks supporting evidence and organization. It has many errors in grammar/spelling/punctuation, and word usage, and doesn’t hold the reader’s attention.

F -- An F paper is often a very rough draft which needs to be reworked into a more final form.

Grading
A -- 90%+
B -- 80% - 89%
C -- 70% - 79%
D -- 60% - 69% (You must earn at least a C to enroll in English 100.)
F -- 59% and below
W -- Official Withdrawal

LEARNING RESOURCES


Additional Information

1. Class attendance is required. Please be prompt. I expect you to notify me by email if you cannot attend class. You are responsible for making up any work and finding out what the assignments are and must be prepared for the next class. Missing five classes will seriously affect your grade and you will be counseled to drop or repeat the course.
2. Assignments must be typed, using a standard 12-point, Times New Roman font, double-spaced and with 1-inch margins on each side. Turn in work that is due during class. Late work, except in the case of compelling reasons, will receive no credit or lower grades.

3. Keep all writing that is done for this class, including notes and drafts. This material may be used for practice in revision, for conferences, and for the learning log. It will be turned in with your Portfolio at the end of the course. Please, as a backup, save all work on your computer hard-drive or flash drive.

4. Turn off cell phones and other sound-making devices. Do not eat in class.

5. Take advantage of my office hours and timely email messages to discuss concerns or problems in understanding the assignments.

**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.*

Revised August 28th, 2011