ENGLISH 100     EXPOSITORY WRITING
3 credits
MWF 10:00 – 10:50; 12:00 – 12:50; 1:00 – 1:50 in Pālanakila 124
TTH 11 – 12:15 in ʻĀkoakoa 132

INSTRUCTOR: Desi Poteet
OFFICE: Pālanakila 119
TELEPHONE: 429-4020
OFFICE HOURS: MWF 11 – 12; TTH 9:30 – 10:30 and by appointment
E-MAIL: poteetd@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 outside of class:
In addition to regular assignments, students must complete the Library Research Unit (3 sections with a score of 10 or more in each), conference with the instructor to discuss drafts, meet with designated S.I., complete online quizzes, and dedicate at least six hours of study time per week for assignments.

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 also take us on amazing and rewarding adventures.

Your writing will improve with practice, practice, and yes, more practice. In class, we will be writing, increasing and refining our mechanical/technical skills, discussing the readings, and sharing our insights. Since writing also improves with reading, we will read and discuss texts that explore and examine personal, family, community, national, international, and universal themes.

LEARNING RESOURCES


Required Tools: Two notebooks, a 3-ring binder with dividers, paper, pens (no pencils, please), highlighters, a college-level dictionary, and access to a computer and the Internet.

Suggested Tools: A portable hole-puncher, a stapler, and a paperback Hawaiian dictionary.
COURSE TASKS  We will meet the SLO through a variety of tasks. Here’s a preview:

Audio Books – You will listen to and review 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!
Class Chronicle – Your chronicle will be the bank into which you deposit your ideas, insights, responses, discoveries, etc. regarding your journey through English 100 this semester.
Conferences – You will meet with the instructor to discuss your drafts.
Discussions – I look forward to informed and enthusiastic class discussions based on our readings, activities, experiences, and insights.
Film – Over the course of the semester, you will watch and review a film.
Interview – You will conduct interviews as one method of gathering information.
Library Units – This exercise will familiarize you with the resources necessary for research. You must pass all three units with a score of 10 or better or you will not pass English 100.
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 (minimum) formal essays, a formal research paper (at least 10 pages) that will grow out of the reading and writing you do in class, and a reflection essay (at least 2 pages) regarding your journey this semester—all in MLA format. In addition, we will do writing exercises 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

Your final grade will be based on: the quality and timely completion of assignments, insightful work, the quality of your final portfolio presentation, class attendance, and 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.

Class Participation (attendance, quizzes, homework, discussion) 25%
Class Chronicle 10%
Writing Assignments 30%
Research Report 10%
Portfolio (including all drafts) 25%

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

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.

Attendance
Our classroom can be an exciting site of interesting activities. Attendance is MANDATORY. Late arrivals disrupt the class, so please be on time. 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 five (5) classes will lower your grade, and you may be asked to repeat this course. A total of nine or more (9+) absences/late days will result in failure to pass the 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, or you may stop by Hale ’Ākoakoa 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.

To minimize distractions, please turn off and put away your cell phones and other electronic devices. Also, please no eating or drinking in class.

Mutual respect – at all times. No exceptions.

“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