English 022  Introduction to Expository Writing
3 CREDITS
MW 1:00-2:15

INSTRUCTOR:  Robert Barclay
OFFICE:  ‘Ākoakoa 236
OFFICE HOURS:  M-W-F: 8:30-11:30 T-Th: 8:30-10:00 or by appt.
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EFFECTIVE DATE:  Fall 2012

Windward Community College Mission Statement

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

A refresher course focusing on grammatical form and writing well formed sentences and paragraphs. Use of reference materials and dictionaries is stressed.
Prerequisite: Completion of ENG 021 or placement into ENG 022, or consent of instructor.

ACTIVITIES REQUIRED OUTSIDE OF CLASS

1. Three Library Research Unit tests.

2. Three conferences are required with the instructor. Bring a draft of one of your writing assignments to each conference. Additional conferences are strongly encouraged.

STUDENT LEARNING OUTCOMES

At the completion of this course, you should be able to:

1. Use a writing process to produce papers that have precision and clarity.

2. Apply critical reading skills to various written sources.

3. Complete a short paper involving research strategies that include finding, evaluating, and documenting information from various sources.

4. Successfully complete the required library units and apply these library search skills.

5. Use critical analysis to write concise and accurate summaries.

6. Demonstrate ethical and responsible behaviors in writing and other academic endeavors.
COURSE CONTENT

Concepts or Topics

• Main point or central thought
• Organizational structure and patterns
• Techniques to strengthen coherence in writing.
• Development of ideas
• Study skills
• Literal comprehension
• Interpretative comprehension
• Critical reading skills
• General versus specific
• Collaboration
• MLA style
• Rules of mechanics, grammar, punctuation
• Word choice

Issues

• Plagiarism
• Attitude towards writing
• Success in college

Skills or Competencies

1. Distinguish between general and specific items.
2. Write direct statements of main idea (topic sentence) and central thought (thesis statement).
3. Provide major and minor details to support the main thought.
4. Use techniques to ensure coherence in writing: key words, synonyms, pronouns, and transition words.
5. Distinguish among statements of fact, opinion, or both.
6. Use an appropriate writing style for academic writing.
7. Create an annotated bibliography and an outline for a research paper.
8. Cite material appropriately and effectively in MLA style.

ASSESSMENT TASKS AND GRADING (all assignments, except quizzes, must be completed with passing grades to pass this course—NO EXCEPTIONS)

Because this section of English 22 is a special, accelerated section, I reserve the right to make adjustments to the following list of course tasks as necessary. Changes will be discussed in class.

[A=90+, B=80+, C=70+, D=60+, F= <60]

1) Pretest 5%
2) Affective Issues Paper 5%
3) 8 short papers 5% each.
4) 8 Writing Skills exercises 2% each
5) Three Mandatory Conferences with Instructor
6) Three Revised Short Papers 5% each
7) Affective issues Follow-up Paper 5%
8) Discussion Participation 13%
9) Post test 5%

Learning Resources and Materials

1) Sharp, *A Writer’s Handbook*
2) Learning Express, *Writing Skills*

You’ll also need a flash drive, access to a good word processing program, and a stapler.
EXPECTATIONS

This classroom will be a place of active learning, which requires you to arrive on-time and prepared to contribute. There will be no opportunity for you to simply show up and daydream or doodle in the back. If you are not prepared, or do not participate, you will be considered absent.

You are responsible for your own learning. Ask questions and seek clarification when things are not clear to you. Stop by and see me if you are having difficulty. Free tutoring is available on campus. See me for details.

PAPER AND ASSIGNMENT POLICY

Drafts are due on the dates specified. Late drafts lose one letter grade. Drafts more than a week late will lose two letter grades. Do not submit papers as email attachments, or send email drafts to me for editing. If you want help with any of your papers (for this class or any other) come see me during my office hours or make an appointment. I am always happy to help. Messy or incomplete work will be returned as “unacceptable,” and then considered late. Also, be sure to activate and check your Hawaii.edu email account, as that is how I may communicate with the class.

ATTENDANCE POLICY

Attendance Policy: This is not a correspondence course. There are no excused absences. Schedule your medical appointments outside of class times. You are required to show up and participate. Failure to do so will result in a lowering of your grade. If, for whatever reason, you think you will miss more than six classes this semester, then this is not the class for you. There will be no make-up quizzes and no extra credit. Five absences (amounting to missing over two full weeks of the semester) will lower your final grade one letter; six and seven absences lowers it another grade each time. Eight absences results in an F final grade. As such, you will be wise to not miss class except for real illnesses or emergencies. If you do miss class, it is your responsibility to find out what you missed, or if any changes have been made to assignments. If it is a day that we are conducting peer reviews of your drafts, you are still responsible to get that done. If life prevents you from regularly attending, then drop the course. If life prevents you from attending after the drop deadline, contact the Dean with proof of a valid excuse (medical emergency, death in the family) and you will receive a late withdrawal without penalty. Valid excuses for late withdrawal do not include employer or child care demands. Bottom line: you must attend class, on time, and be prepared to contribute.

PLAGIARISM POLICY

Plagiarism will not be tolerated. If you do plagiarize, you will be dis-enrolled from the course, receive a failing grade, and the incident will be filed within your permanent academic record. All sources used in your papers must be properly cited according to MLA format (Appendix B of your textbook). If in doubt, see me and I will help you cite your source.

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.
AFFECTIVE ISSUES PAPER

Think about how your life outside of class affects your education. Some things are helpful, such as parents or friends who are willing to help with your homework, reliable transportation to get here, access to tutors, maybe a quiet comfortable place to study, etc. Some other things might not be so helpful, such as a demanding job, childcare issues, unreliable transportation, the lack of a computer, a hectic home life that prevents you from studying, etc. For this paper, first make two lists: one with all the things that will help you succeed in college, and another with things that might hurt your ability to succeed. Now write one page on how to make the most of those things that can help you succeed, and another page on how you plan to address those things that might hurt your ability to succeed.

SHARP PAPER

Several times this semester, you will do in-class writing from the Sharp book, and you will do so longhand. After class, type up what you have written with minimal correction for grammar and punctuation.

REVISED SHARP PAPERS

You will choose three of your Sharp papers for expansion and revision. We’ll talk about how to do this in class.

AFFECTIVE ISSUES FOLLOW-UP PAPER

Take a look at the affective issues paper you wrote at the beginning of the semester, and write two pages on how well you took advantage of your advantages, and how well you corrected or addressed your disadvantages.

Portfolio

Just as in 100, you will collect all your work in this class in a portfolio.

Affective Issues Paper
8 short papers
3 revised short papers
Affective issues Follow-up Paper