English 100 - Introduction to Expository Writing
3 Credits
CRN 61035: TR 11:30 a.m. - 12:45 p.m., Hale Palanakila 124
CRN 61036: TR 2:30 p.m. – 3:45 p.m., Hale Palanakila 122

INSTRUCTOR: Mary Segura
OFFICE: Hale Na`auao 122
OFFICE HOURS: MWF 10:00 a.m – 11:00 a.m.
              T 4:00 p.m.-5:00 p.m.
              R 1:00 p.m.-2:00 p.m.
TELEPHONE: (808) 236-9222
E-MAIL: maryb@hawaii.edu
EFFECTIVE DATE: Fall 2012

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

This college-level composition course promotes critical reading, the writing process, rhetorical principles, research strategies, and the documentation of sources.

Prerequisites: Grade of “C” or better in ENG 22 or placement into ENG 100 or approval of designated Language Arts representative.

STUDENT LEARNING OUTCOMES

- Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.
- 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.
- Find, evaluate, integrate, and properly document information from libraries, the internet, and other sources, with an eye for reliability, bias, and relevance.
- 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

• Writing as a process
• Unity, support, and coherence
• Purpose and audience
• Broad and specific statements
• Main ideas and supporting sentences
• Passive and active voice
• Mechanics and grammar
• Writing summaries and essays

Skills or Competencies

1. Apply varied sentence structures in writing.
2. Correct writing to avoid errors in grammar and usage.
3. Write essays using different methods of organization and development.
4. Practice the writing process.
5. Write thesis statements.
6. Distinguish between general and specific statements.
7. Identify purpose and audience for writing.
8. Discuss, analyze, and critique essays.
9. Prepare outlines to organize thoughts.
10. Write clear and precise summaries of readings and resource materials.
11. Collaborate with others to improve writing.

COURSE TASKS

1. You will write fifteen reader responses during the semester. Reader responses will be at least 250 words long. At the end of the semester, you will print out all of your reader responses and include them in your portfolio. You will write a one-page self-assessment of your reader responses to be used as a cover sheet for your reader responses.

2. You will write three essays during the semester. Each essay will be developed from drafts, which will be peer-reviewed. On draft days, you are to bring two copies of your draft: one to be submitted to me and one to be reviewed by your peers. Drafts must be complete to receive points. You will use the drafts to make significant improvements to your essays. Your drafts and final essays should be typed and double-spaced in Arial 12 pt font. Your name, the class and CRN, the date, and the assignment should be typed on the upper left-hand side of the first page; your last name and the page numbers should be typed in the upper right-hand corner of each page of your essay. On the day
the essays are due, you will submit your essays in a folder with all of the pre-writing and drafts that led to the development of the essay. I reserve the right to refuse to accept essays that do not meet the minimum requirements for the assignment and that are not accompanied by the pre-writing and drafts.

3. You will write an eight to ten page research paper on a current, local political race. To prepare for the research paper, you will produce an annotated bibliography, which will include bibliographic information and summaries of the sources that you intend to use in your research paper.

4. In a team of three, you will prepare a grammar presentation for the class. You and your team will prepare a ten minute lesson pertaining to grammar or mechanics for the class. A successful lesson will include an introduction to the lesson, an explanation, and an activity for the class.

5. Throughout the semester, you will collect all of your writing, formal and informal pieces, in a portfolio. The portfolio will be turned in at the end of the semester with a cover letter discussing your observations about your growth and development as a writer.

Activities Required at Scheduled Times Other Than Class Times

- **Library Research Units**
  You must complete all three library units in order to pass this section of English 100. If you do not complete the library units satisfactorily, you will not pass this section of English 100.

  If you have already completed the LRUs for another class, please let me know, and I will verify the completion with the librarians.
# ASSESSMENT TASKS AND GRADING

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Reader responses</td>
<td>(25 reader responses)</td>
<td>100</td>
</tr>
<tr>
<td>Essays</td>
<td>(Three essays)</td>
<td>300</td>
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<tr>
<td>Drafts</td>
<td></td>
<td>100</td>
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<tr>
<td>In-class essay</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Annotated bibliography</td>
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<td>50</td>
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<tr>
<td>Research paper</td>
<td></td>
<td>150</td>
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<tr>
<td>Grammar Presentation</td>
<td></td>
<td>50</td>
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<tr>
<td>Portfolio</td>
<td></td>
<td>100</td>
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<td><strong>Total</strong></td>
<td></td>
<td>900</td>
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All assignments must be completed to pass the class.

### Grading

- **A** – 90% +
- **B** – 80% - 89%
- **C** – 70% - 79%
- **D** – 60% - 69% (You must earn at least a C in English 100 to take some Writing Intensive classes.)
- **F** – 59 and below
- **W** - Official Withdrawal

**N** – Given at the instructor’s discretion, the "N" grade indicates that the student has not demonstrated attainment of the student learning outcomes for the class despite having consistently attended class and completing all the assignments. The “N” grade may also be assigned in cases where the student is unable to complete the class due to extenuating circumstances.

### Grading scale

- 100 – 90% = A
- 89- 80% = B
- 79 – 70% = C
LEARNING RESOURCES

Textbook:


Required:

Pens and paper.

Recommended:

A college-level dictionary, a flash drive, and access to a computer and the internet.

ADDITIONAL INFORMATION

Expectations:

A. You are expected to contribute to the class in a collegial and supportive manner. Listen attentively and interact respectfully with others. Put cell phones, pagers, and other electronic devices on silent or vibrate during class. Do not answer incoming calls during class time. If you receive a call that you _must_ answer, quietly excuse yourself from the class with the least possible amount of disruption, and return the call outside of the class. Return to class as soon as possible. Consistent calls during class time may be deemed disruptive behavior.

B. This is a college class. Please do not text, Tweet, use Facebook, or engage in other similar activities during class time. While these activities obviously distract your attention from the class, they can also interfere with others’ abilities to focus on class.

C. Class attendance is critical for student success. You should come to class on time. If you cannot make it to class, please inform me of your absence by phone or by email prior to class. Time does not stand still when you miss class. Find out from your classmates what you missed during your absence, and come prepared for the next class.

If you miss five classes, you will fail this class. There are no excused absences. Late arrivals and early departures will be marked as absences.

D. Papers are due in class on the due date. You will be allowed one late paper during the course of the term. Once you have used your late paper, subsequent late papers will be docked by one grade per day.
E. Each of the assigned papers will have a designated minimum number of pages. Papers must meet the minimum number of pages assigned to be considered for grading. If an assignment is to write four to five pages, the paper must be a minimum of four full pages, not three pages and two lines or three and three-fourths pages. Papers must be submitted with all drafts and prewriting.

F. We will discuss the issue of plagiarism in detail during class. For now, be aware that if you submit a paper that you have plagiarized in part or in whole, you will receive an F for the assignment. This pertains to all writing assignments. If you are discovered to be a “serial plagiarizer,” I may pursue the more formal actions as described in the Student Conduct Code.

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 ʻAkoakoa 213 for more information.

This course outline may be revised at a later time.