ENG 100 Composition I
3 Credits
CRN 61037 and 61475 on MWF 8:30 to 9:20 a.m.
CRN 61038 and 61476 on MWF 9:30 to 10:20 a.m.

INSTRUCTOR: Jean Shibuya
OFFICE: Palanakila 119A
OFFICE HOURS: MWF 8 to 8:30 a.m., TTh 8 to 8:30 a.m., 11:15 a.m. to 12 and other times by appointment
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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. 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

In addition to regular assignments, students must complete the Library Research Unit (required to pass the course: 3 quizzes with a score of 10 or more in each), have at least three conferences with me to discuss drafts, complete online quizzes, and dedicate at least six hours of study time per week for assignments. Check 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**

**Course Goals:** By the end of the course, students should be able to

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**

**Strategies to reach the course goals:** Students will

1. Write a series of essays using the stages of the writing process for each one, turn in notes and drafts if required, 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 other to improve work
   • revise successive drafts for clarity and effectiveness
   • edit and proofread using standard principles of grammar, mechanics, and usage

2. Complete satisfactorily all sections of the WCC Library Research Unit.

3. Keep a Learning Log throughout the semester. This will contain exercises, responses to assigned essays, and informal discussion.

4. Do assigned units on grammar, punctuation, mechanics, and style and demonstrate editing skill and understanding of these topics in quizzes at the 80% level.

5. Write at least one in-class essay to demonstrate mastery of skills.

6. Read, discuss, a write about a variety of assigned readings.

7. Cooperate with classmates, sharing writing in progress, responding to peer work in small groups, and be able to discuss their own writing in these groups and in periodic (at least three) conferences with the instructor.

8. Submit a portfolio of revised work and commentary at the end of the course.
ASSESSMENT TASKS AND GRADING

Essays (470 points): The point values for the five assignments are

#1 Narrative essay 90 points
#2 Summary 60 points
#3 Description/Data essay 90 points
#4 In-class essay 80 points
#5 Research paper 150 points

Learning log responses (200 points): Ten typed analytical responses to the assigned readings or other written assignments. Each response may receive up to 20 points unless it is late due to absence, or deemed inadequate due to lack of content or some other deficiency.

Grammar (50 points): Complete ten scored quizzes (5 points each) on sentence structure, grammar, and punctuation using the Bedford/St. Martin’s Exercise Central software program: www.bedfordstmartins.com/bedguide

Library Instruction Unit (30 points): Complete three sections and tests with a score of 10 or more points by the designated due date.

Attendance and responses to daily reading assignments (100 points) assignment. Points will be allotted equally among the written homework assignments depending on their number. Attendance is MANDATORY.

Late arrivals disrupt the class, so please be on time. Three late arrivals equal one day of absence. Missing more than five (5) classes will lower your grade, and you may be counseled to repeat this course. A total of nine or more (9+) absences will result in failure to pass the course. The last day to withdraw is Monday, October 29, 2012.

Portfolio of selected works (100 points): Criteria will be provided.

Your final grade will be based on the quality and timely completion of assignments, 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 by the specified due date to receive passing credit. Plagiarism will not be tolerated. All sources used in your papers must be properly cited.

Grading:

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<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Essays</td>
<td>470</td>
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<tr>
<td>Learning Log responses</td>
<td>200</td>
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<tr>
<td>Grammar quizzes</td>
<td>50</td>
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<tr>
<td>Library Research Unit</td>
<td>30</td>
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<tr>
<td>Attendance</td>
<td>100</td>
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<tr>
<td>Portfolio</td>
<td>100</td>
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Grades Available:  
A = 855 points or higher  
B = 764 – 854 points  
C = 668 – 763 points  
D = 573 – 667 points  
F = below 573 points  
N= 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.

LEARNING RESOURCES

Required:
The Bedford Guide for College Writers, 9th ed. 2011 by Kennedy, Kennedy, and Muth; Study Skills for College Writers by Laurie Walker; and access to a computer and the Internet.

Recommended tools: A loose-leaf binder to hold class notes, handouts, and drafts, a good, recent college-level desk dictionary, and a USB thumb/flash drive.

Additional Information

1. Class attendance is required. Please be prompt. I expect you to notify me by email or voice mail 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.

2. Assignments must be typed, using a standard 12-point 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 notes and drafts that are done for this class. This material may be used for practice in revision, for conferences, and for the learning logs. Save all work on your computer hard-drive or flash drive.

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