ENGLISH 100 (3 Credits) COMPOSITION I Fall 2012
(61088) Mon & Wed, 7:00 – 8:15 am Hale Pālanakila 122
(61215) Mon & Wed, 8:30 – 9:45 am Hale Pālanakila 122
(61472) Mon & Wed, 8:30 – 9:45 am Hale Pālanakila 122
(61320) Tues & Thurs, 4:00 – 5:15 pm Hale Pālanakila 124
(61269) Tues & Thurs, 5:30 – 6:45 pm Hale Pālanakila 124

August 20th Monday to December 14th Friday Fall 2012 Academic Semester
All Office Hours by Appointment during the Instructional Period prior to Final Exam Week
Mondays & Wednesdays 6:30-7:00 am; 8:15-8:30 am; 9:45-10:45 am; 10:45-11:30 am
Tuesdays & Thursdays 3:30 – 4:00 pm; 6:45-7:15 pm

All Office Hour Locations for Conferences: Pre-arranged in Classroom Area and/or Library Compound
Office: Hale Na’aauao 124 (Do not drop any papers or messages at this location!)

See Prof. Cubero’s Final Exam Schedule for Contact Location during Final Exam Week
Direct Contact: tcubero@hawaii.edu + Tel/Voice: (808) 381-5492

University of Hawaii Email Address: tcubero@hawaii.edu
E-mail only at the above OFFICIAL UH Portal address. Text Messages phoned-in will not be read.
Depend on UH Portal and UH Laulima Communication Tools for maintaining OFFICIAL COURSE CORRESPONDENCE.

Course Syllabus
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.

YOUR CONTINUED ENROLLMENT/REGISTRATION IN THIS COURSE AND SECTION ACKNOWLEDGES YOUR UNDERSTANDING AND AGREEMENT OF ALL ACADEMIC CONDITIONS AND REQUIREMENTS.

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
Completion of Windward Community College’s Library Research Unit (a requirement for passing the course), at least three conferences over rough 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 important information periodically sent to you.

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.

ACTIVITIES REQUIRED OUTSIDE OF CLASS
Expect to spend at least 9 hours per week in this course outside of scheduled class times.
1. Library sections completed outside of class
2. Extensive course work
3. Two conferences with instructor

REQUIRED TAKING & PASSING OF THE WINDWARD CC LIBRARY RESEARCH UNIT EXAMS
In order to adequately prepare to perform academic writing in this and all other college courses, you are required to participate and pass our campus Library Research Units with Tests. In order for your rough drafts and final copies of the MLA and the APA Research Assignments in this class to be reviewed and evaluated, you must first complete this campus library requirement by the designated date that will be announced in class and published in the COURSE CALENDAR found in your UH Laulima Course Website Resources Link. NOTE: Not completing all these library unit tests by the due date will delay your continued progress in this course. Completing this requirement in your ENG 22 semester is recognized.

As the student, to pass this ENG 100 course: You must complete and have a 70% or above passing average for all of the above required three WindwardCC Library Research Units with Tests, in addition to having a separate passing average for all regular course work.

NOTE: If you do not complete and have a passing average of all the above required three Library Research Units, you must register for another ENG 100 with a different professor and retake the course! As well, if you pass the Library Research Units but do not have a passing average for all the separate regular course work, you must also register to retake another ENG 100 with a different professor!

Each above Component is worth a 100 pt value for GENERAL AVERAGE OF TOTAL COURSEWORK!

ATTENDANCE
Your continued registration/enrollment in this course acknowledges your understanding and agreement of course requirements.

Rough Drafts and Final Copies: E-mailed rough drafts and final copies of assignments will not be accepted! You must print and submit two (2) copies!

Timothy Cubero, Jr. M.A.Ed.
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 APA/MLA document material from primary and secondary sources without plagiarizing.

9. Develop confidence as writers, and have an awareness of their strengths and weaknesses.

Learning Resources

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

Method of Instruction: Class sessions will include lecture and whole-class and small-group discussions augmented by in-class writing and peer grouping. Peer groups members will share and respond to each other’s writing and discuss and evaluate assigned readings.

PLAGIARISM
All student work must be generated and written authentically. All submitted work must be free of plagiarism. Offenses include grade reduction, failure of the course, and other administrative action.

Timothy Cubero, Jr. M.A.Ed.
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 two) conferences with the instructor.

8. Submit a portfolio of revised work and commentary at the end of the course.

ACCESS TO THE INTERNET FOR RESEARCH, WRITTEN EXERCISES, SUBMITTING OF WRITINGS

College-Level, Unabridged Dictionary and Thesaurus, Internet-Access and Email Address w/ Attachment Capability
Lined, white folder Paper not torn out of a spiral notebook, blue/black/red pens, number 2 pencils, erasers, correction fluid, typing paper, word processor, Floppy-Disks &/or Thumb Drive, with budget for possible photocopying of work

Online Grammar Instruction: For extended grammar and writing instruction, see your online Bedford/St. Martin’s Exercise Central software program:
www.bedfordstmartins.com/bedguide

Library Instruction Unit: 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: Prompt, daily attendance is required and necessary to understand connected concepts. Attendance is graded. Provide written and signed explanation for class absences. Check our campus website for the last day to withdraw.

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Portfolio of Selected Works: Criteria will be provided.

Final Exams: The final examination includes a grammar test and an in-class essay with outline. For the summer session, final exams will be given during the last two class meeting days.

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. 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 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. 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.

Use of the Internet for the Assistance of Learning
As a student registered/enrolled in this course and section, you must access the Internet to: (1) perform research for assignments, and (2) submit rough drafts for editorial review at the direction of your professor in this class. You are expected to use instructional feedback to independently re-author, revise, and/or edit identified course work in order to create the final version of particular assignments ready to be evaluated with a final grade.

Follow additional instruction throughout the semester that describes these conditions further. Remember that following directions becomes part of the learning process that may lead to the success of an assignment.

E-mailed rough drafts and final copies of assignments will not be accepted! You must print and submit.

Timothy Cubero, Jr. M.A.Ed.
Addtional Information

Class Policies

Attendance and Missed Work
Come to every class, be on time, and stay in class until the end of the period. If you have five or more excused or unexcused absences, you may be counseled to repeat the course and it will affect your grade. *If you miss 9 days of class, you will fail this class.*

All students are responsible for everything done in class and for all assignments made, whether they are present or not. Students who are absent should talk to me or another student to find out what happened in class and prepare for any assignments missed.

Preparedness and participation: You need to participate in class discussions, group work, and other class activities. In addition, be prepared to take notes during every class. This is standard in U.S. college classes. You must also have your homework done BEFORE class and make sure you bring your text and other supplemental materials.

Submitting Late Work: Papers are due on the dates they are scheduled to be handed in. Late papers will be marked down one letter grade and they will not be accepted after one week from the due date. In specific cases, such as a family emergency or an illness requiring a doctor's care, extensions may be given. Please contact me as soon as possible should an emergency arise.

Make-up Exams and Quizzes: Quizzes cannot be made up. As for in-class writes and final exams, you are expected to take careful note of the dates and to be there. Students are expected to attend final exams on the dates scheduled. In extreme cases of real family emergency or student illness, it may be possible to reschedule an exam.

Discipline, Decorum, and Academic Freedom: Students are expected to conduct themselves as adults, showing respect to other students and to the teacher. Students can not use cellular telephones or pagers (beepers). Students who use electronic dictionaries should be certain that the sound is turned off.

Academic Honesty: Students are expected to behave honestly and with integrity. A student must not copy any assignment from a book or another person or from an assignment done for another class without the proper citation. Any student who cheats on an academic exercise (any work submitted for points, grades, or credit), lends assistance to others, or who hands in, as a completed assignment, work that is not his or her own, will be penalized. Should any of these practices occur, the student will receive a zero for the assignment and may receive an F for the course. In addition, the matter will be referred to the Department Chair. If you are not sure whether you are plagiarizing in dishonest activity, see Professor Cubero.

Timothy Cubero, Jr. M.A.Ed.
ASSESSMENT TASKS AND GRADING
Assignments (possible maximum 100% each):

Mode of Evaluation ~ Assignments and Examinations

PROJECTED SEMESTER WRITING ASSIGNMENTS WHEN PRESCRIBED

AS A STUDENT REGISTERED IN THIS COURSE AND SECTION, YOU MUST PASS BOTH SEMESTER EXIT EXAMS IN GRAMMAR AND ESSAY / OUTLINE WRITING IN ADDITION TO ALL COURSE REQUIREMENTS WITH A REQUIRED MINIMUM C- % / 70% AVERAGE: A TOTAL MINIMUM 980 POINTS REQUIRED. YOUR CONTINUED ENROLLMENT/REGISTRATION IN THIS COURSE AND SECTION ACKNOWLEDGES YOUR UNDERSTANDING AND AGREEMENT OF ALL ACADEMIC CONDITIONS AND REQUIREMENTS.

<table>
<thead>
<tr>
<th>MINIMUM POINT AVERAGE NEEDED</th>
<th>ACTUAL POINT AVERAGE EARNED</th>
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<tbody>
<tr>
<td>1. ATTENDANCE</td>
<td>70% C-</td>
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<tr>
<td>2. GRAMMAR REVIEW &amp; EXERCISE</td>
<td>70% C-</td>
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<td>3. NARRATIVE ESSAY</td>
<td>70% C-</td>
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<td>4. COMPARISON &amp; CONTRAST OUTLINE &amp; ESSAY</td>
<td>70% C-</td>
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<td>5. CAUSE &amp; EFFECT OUTLINE &amp; ESSAY</td>
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<td>6. LITERARY ANALYSIS OUTLINE &amp; ESSAY</td>
<td>70% C-</td>
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<td>7. SUMMARY &amp; RESPONSE OUTLINE &amp; ESSAY</td>
<td>70% C-</td>
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<tr>
<td>8. THE SEVEN (7) RHETORICAL COMPONENTS FOR ARGUMENT</td>
<td>70% C-</td>
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<td>9. THE CLAIMS, SUPPORT, AND WARRANT COMPONENTS</td>
<td>70% C-</td>
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<tr>
<td>10. RESEARCH PAPER # 1: THE APA ARGUMENTATIVE PROJECT *</td>
<td>70% C-</td>
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<td>11. MID-EXAMINATION</td>
<td>70% C-</td>
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<tr>
<td>12. RESEARCH PAPER # 2: THE MLA ARGUMENTATIVE PROJECT *</td>
<td>70% C-</td>
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<td>13. PARTICIPATION (ORAL PRESENTATIONS for the Research Projects)</td>
<td>70% C-</td>
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<td>14. REQUIRED LIBRARY UNITS</td>
<td>70% C-</td>
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<td>15. EXIT FINAL EXAMINATIONS</td>
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<td>(Minimum C- / 70% earned/required for each exam)</td>
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<tr>
<td>PART 1: GRAMMAR INVENTORY TEST</td>
<td>70% C-</td>
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<tr>
<td>PART 2: ESSAY IN-CLASS WRITING WITH OUTLINE</td>
<td>70% C-</td>
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THE CONTROVERSIAL INFORMATIVE & ARGUMENTATIVE RESEARCH ESSAYS # 1 and 2 *
All rough Drafts & Research Note Taking must be saved/submitted to your professor in order to earn full academic credit. Based on a prescribed disciplinary field and Collegiate Library Research Skills Demonstrating the Academic Documentation Protocol
(#1 APA) The American Psychological Association (7 to 10 pages) – Six (6) Minimum Sources Required
2 Books, 2 Periodicals, 2 Professional Academic Journals
(#2 MLA) The Modern Language Association (7 to 10 pages) – Six (6) Minimum Sources Required
2 Books, 2 Periodicals, 2 Professional Academic Journals

Save an emergency back-up copy of all printed work submitted. Do not submit your only printed copy!

PLAGIARISM
All student work must be generated and written authentically. All submitted work must be free of plagiarism. Offenses include grade reduction, failure of the course, and other administrative action.

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 May 25, 2011

Timothy Cubero, Jr. M.A.Ed.
Writer’s Responsibilities to Practice

Revising Stage
1. Did I read my extended paragraph and composition orally?
2. Did I use the best word or words to help my readers see, hear, feel, taste, think about and remember my message?
3. Did I choose strong action words?
4. Does my writing have an interesting beginning?
5. Does my writing have an ending?
6. Do I have any sentences or groups of words that I don’t need?
7. Did I leave out any necessary words or groups of words?
8. Did I overuse any of the following words: and, so, then, good, bad, nice, pretty, really, a lot?
9. Are the ideas that I want to communicate clearly stated?
10. Are my extended paragraphs and the final essay’s components unified? Do I start new paragraphs as my ideas change in the final essay?
11. Have I chosen the strongest, most vivid words I know to express my thoughts? (Did I try a thesaurus for synonyms?)
12. Have I avoided cliches?
13. Have I used a variety of sentences? Could I combine some to make them more interesting? Could I divide some to make them clearer?
14. Are there any words or phrases I don’t need?

Editing Stage
1. Have I checked for all spelling mistakes and corrected them?
2. Are all my sentences complete?
3. Do I have the correct marks at the end of my sentences? (period., question mark?, exclamation point!)
4. Does each sentence start with a capital?
5. Are the proper words capitalized?
6. Are there any fused sentences (comma-splices, run-ons)?
7. Are there any awkward sentencing, or any dangling modifiers?
8. Did I use the correct form of the verb to express time? (Present, past, future).
   Have I been consistent in use of verbs within the context?
9. Are the verb forms in agreement with the subject?
10. Did I check for common mistakes in words that sound alike? (There-their-they’re; know-no; our-hour; feel-fill)
11. Are the pronoun-antecedents clear?

If My Paper Is Going to be Distributed to Others
1. Is my handwriting or typing neat and legible?
2. Is my title properly placed on the page?
3. Have I left adequate margins?
4. Have I indented every paragraph of the final essay?
5. Did I proofread my paper to make sure that I have not made new mistakes?

Both at-home and timed / untimed in-class writings will test the student’s ability to clearly respond to a topic in a specific, clear, and interesting manner. It will be read and evaluated by your professor on how well you, the writer, demonstrate the following behavioral learning objectives:

1. limit your paper to the topic chosen
2. organize your ideas
3. supply supporting details, and
4. observe the conventions, in usage and mechanics, of Standard Edited American English

Timothy Cubero, Jr. M.A.Ed.
Grading Philosophy

The grade of **A** 90 – 100% **EXCELLENT OUTSTANDING SCHOLARSHIP**
Outstanding scholarship and an unusual degree of intellectual initiative. Student-writer reflects and exceptional knowledge and understanding of concepts, matched with a serious attitude for the task involved. A sincere effort is demonstrated, with an excellent command of the skills of an effective writer.

**Content**
An important controlling idea fully developed with concrete, vivid detail.

**Organization**
Essay is ordered in necessary steps that reveal a sense of symmetry and emphasis; paragraphs unified and coherent; transitions that reveal the progress of the argument.

**Expression**
Sentences that are varied and forceful; diction that is fresh, precise, and idiomatic; tone that complements the subject, distinguishes the writer, and defines the audience.

**Mechanics**
In accord with standard usage.

The grade of **B** 80 – 89% **SUPERIOR**
Superior work done in a consistent and intellectual manner. Student-writer reflects a growing development, concerted knowledge, and understanding beyond the level of mere competence. Writing skills are acceptable, manageable, and serviceable.

**Content**
A controlling idea developed with consistently pertinent detail.

**Organization**
Essay ordered in necessary steps; paragraphs unified and coherent; transitions that aid the reader in effective manner.

**Expression**
Sentences that are correct and varied; diction that is clear and idiomatic; tone that fits the subject, persona, and audience.

**Mechanics**
No serious deviations from standard usage.

The grade of **C** 70 – 79% **AVERAGE AND ADEQUATE**
Average grade indicating a competent grasp of subject matter. This is the minimal level of competence expected by your professor. The student-writer demonstrates an understanding and basic minimum knowledge of the subject and topic. Writing skills are acceptable and serviceable-manageable. This is an honorable grade.

**Content**
A controlling idea that is apparent and supported with relevant detail.

**Organization**
Order of essay apparent; paragraphs unified and for the most part coherent; transitions functional.

**Expression**
Sentences that are correct but ordinary; diction that is generally correct and idiomatic; tone that is acceptable for the subject.

**Mechanics**
Noticeable deviations from standard grammar, punctuation, and spelling.

Timothy Cubero, Jr. M.A.Ed.
The grade of **D** 60 – 69%  **POOR & WEAK**

Inferior work that is noticeable and grammar, writing style, and/or content of subject and topic. Work that shows weaknesses in one or more of the criteria areas listed above, especially if these areas of weaknesses have not been cleared up over a period of time.

**Content**

A controlling idea that is too general, vague, or confused and is insufficiently supported with specific details.

**Organization**

Order and emphasis of essay inappropriate; paragraphs jumbled or underdeveloped; transitions unclear, mechanical, or tedious.

**Expression**

Sentences that lack necessary subordination, are tediously patterned, or immature, awkward; diction that is vague or unidiomatic; tone inconsistent.

**Mechanics**

Difficulty with fragments or comma-spliances, run-ons; dangling modifiers; agreement or reference errors; or other errors in grammar, punctuation, or spelling.

The grade of **F** 0 – 59%  **FAILING**

Failed to grasp even the minimum subject matter; no credit is given. Serious weaknesses in one or more of the criteria listed above, especially if these have not been improved at all or barely at all during a designated period of time in the writing process. Writing skills are unacceptable and are not serviceable.

**Content**

No discernible idea controlling random details.

**Organization**

Order and emphasis of essay indiscernible; paragraphing lacking or wholly arbitrary; transitions lacking.

**Expression**

Sentences that are incoherent; diction that is non-standard; tone indiscernible.

**Mechanics**

Serious problems with fragments or comma-spliances, run-ons; dangling modifiers; agreement or reference errors; or other errors in grammar, punctuation, or spelling.

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**Timothy Cubero, Jr. M.A.Ed.,  UH-WCC Developmental English**

M.A.Ed., Pepperdine University Graduate School of Education & Psychology, 1981
B.A., University of Maryland at College Park, English and Secondary Education, 1977
Second Master’s Degree Candidate, California State University at Dominguez Hills
Born & raised in the Maryland-Washington, D.C. Metropolitan Area; moved to Hawaii in 1978
UH Lecturer in English since 1994 at Honolulu, Kapiolani, and Leeward Community Colleges
University of Hawaii Professional Assembly Member (UHPA)
Schofield Army Chaplaincy – Former Staff Organist for Historic Soldiers’ Chapel, since 1988