ENGLISH 100  Expository Writing
3 credits

INSTRUCTOR:  Elizabeth “Libby” Young
OFFICE:    Hale ʻAkoakoa 239
OFFICE HOURS:    M,W 9 a.m. - noon or anytime by appointment
TELEPHONE:    235-7396  libby@hawaii.edu
EFFECTIVE DATE:  Spring 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

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. Prerequisite: “C” or higher in ENG 22 or Placement into ENG 100 or approval of designated Language Arts representative.

Activities Required at Scheduled Times Other Than Class Times:

Time spent in WCC library as needed to complete required library units and other research for class assignments.

*      *      *

“Writing is a powerful instrument of thought. In the act of composing, writers learn about themselves and their world and communicate their insights to others. Writing confers the power to grow personally and to effect change in the world.”

STUDENT LEARNING OUTCOMES

The student learning outcomes are:

• Write well-reasoned compositions that reveal the complexity of the topic they have chosen to explore or argue.
• Read for main points, perspective, and purpose; evaluate the quality of evidence, negotiate conflicting positions, and analyze the effectiveness of a text’s approach in order to integrate that knowledge into their writing.
• Choose language, style, and organization appropriate to particular purposes and audiences.
• Synthesize previous experience and knowledge with the ideas and information they encounter as they read and discover as they write.
• Use sources such as libraries and the Internet to enhance their understanding of the ideas
they explore or argue in their writing; analyze and evaluate their research for reliability, bias, and relevance.

• Use readers’ responses as one source for revising writing.
• Use standard disciplinary conventions to integrate and document sources.
• Edit and proofread in the later stages of the writing process, especially when writing for public audiences. Control such surface features as syntax, grammar, punctuation, and spelling.

### COURSE CONTENT

**Concepts or Topics** (List the terms, topics, or concepts students should know or understand)

- Major steps in the writing process.
- Writing for an audience and understanding how the audience and purpose influence a piece of writing.
- College-level principles of composition such as focus, unity, development, support, and organization.
- Effective use of writers’ resources such as handbooks, dictionaries, and libraries.
- Close reading of published essays, to recognize features of their style and to respond thoughtfully in writing to their ideas.
- Effective research methods and steps to writing a research paper.
- Ways of using and documenting material from secondary sources to support ideas.
- Summarizing and paraphrasing source material to avoid plagiarism.
- Using communication skills to share your writing with others and respond to their ideas.

**Skills or Competencies** (List what students should be able to do in order to complete the student learning outcomes)

1. Brainstorm and use other techniques to generate ideas.
2. Develop a focus/thesis and effective introduction to appeal to an audience.
3. Outline points that can form topic sentences with supporting examples, evidence and data.
4. Use the library and the Internet to research and document information.
5. Discuss your draft with others to improve your work and provide feedback to others.
6. Revise successive drafts for clarity and effectiveness
7. Proofread carefully and be able to edit your own writing using standard principles of grammar, punctuation, and usage.
8. Share your finished work with others and respond to their writing.
9. Read and analyze published writing for style and content and reflect on their effectiveness.

### COURSE TASKS

A. Write a series of papers as assigned, following the stages of the writing process for each one. This includes using prewriting techniques, shaping the material, rewriting/revising, and final editing. Each paper will have both a rough and final draft.

B. Respond to the writing of fellow students. In small groups, students will respond verbally and in writing to each other’s work. You will be able to discuss your own writing in these groups and during conferences with the instructor.

C. Do “learning logs” and reading responses. These writing exercises and personal responses to something you have read or experienced will help develop writing and thinking skills.
D. Participate in classroom activities and discussions. These will include writing “warm-ups” for brainstorming, discussion on topics related to the writing assignments, and grammar and punctuation review.

**ASSESSMENT TASKS AND GRADING**

**COURSE GRADES.** Grades are weighted as follows:

1. Writing Assignments  
   (includes 4 major essays -10% each  
   1 research paper – 20%  
   1 in-class final essay – 10%)  
   70%

2. Homework, class participation and attendance  
   10%

3. Library Units  
   10%

4. Grammar quiz  
   10%

Course grades will be based on the following:

A - a course average of 90% or better  
B - a course average of 80% or better  
C - a course average of 70% or better  
D - a course average of 60% or better  
F - fails to achieve an average of 60%  
N - measurable progress and regular attendance but doesn’t meet course SLOs  
W - official withdrawal through the registrar by deadline

Here are general guidelines for grading assignments:

A -- This paper has a clear, original thesis, is well-organized, has very few grammar/spelling/punctuation errors, has varied sentence structure, and — very important — is interesting to read.

B -- This paper also has a clear thesis and is fairly well-organized but is not as original as an A paper, has a few grammar/spelling/punctuation errors, and is fairly interesting to read.

C -- Although this paper has a thesis, its use of supporting evidence and organization makes it difficult to understand. It includes unrelated ideas and has significant grammar/spelling/punctuation errors, although it still holds a reader’s attention.

D -- This paper has a weak or unclear thesis and lacks supporting evidence and organization. It has many errors in grammar/spelling/punctuation, and word usage, and doesn’t hold the reader’s attention.

F -- An F paper is often a very rough draft which needs to be reworked into a more final form.
LEARNING RESOURCES

A. Skwire, David, Writing with a Thesis, eleventh edition
C. A good, recent college-level (hardback) dictionary, such as The American Heritage Dictionary

Additional Information

• **Attendance.** Because your participation is important to the class, you will be expected to attend class regularly and turn in work on time. Each student is allowed four absences during the semester, but any work done in class must be made up. Additional absences will count against your final grade. You will receive an “F” for disappearing rather than officially withdrawing before the deadline.

• **Writer’s Groups.** Research has shown that writers improve when they receive regular feedback from a group they trust. To help your writing grow, you will be sharing drafts with others and responding constructively to work in progress.

• **Conferences** – For each major paper, you will have a rough draft and final draft due date. After you meet in groups for feedback, you will be able to meet with the teacher for more suggestions to improve your work. These conferences are important as an opportunity to ask questions and receive individual advice to improve your writing.

• **Assignments and Deadlines.** All students are expected to take full responsibility for knowing what is assigned for each class session and must come prepared for that session. Rough drafts, final papers, and Learning Logs **must** be brought to class on the date assigned, not just emailed. Assignments turned in late will receive a lower grade. Plagiarism will not be tolerated and could result in a failing grade.

• **Paper Format.** You are required to turn in papers in typed form. Computers and printers are available on campus for students to use. Also, please save all writing done for this class, including notes and drafts. This material may be used for practice in revision and for conferences.

• **Time required.** You are expected to spend substantial study and writing time outside of class — a minimum of six hours per week. The library units will require several hours to complete but may be done via the Internet.

**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.*