English 100 - Introduction to Expository Writing
3 Credits
CRN: 64405: MWF 10:30 a.m. – 11:20 a.m., Hale Palanakila 124
CRN: 64031: MWF 11:30 a.m. – 12:20 p.m., Hale Palankila 124
CRN: 64215: TR 11:30 a.m. – 12:45 p.m., Hale Palanakila 124

INSTRUCTOR: Mary Segura
OFFICE: Hale Na`auao 122
OFFICE HOURS: Mondays 9:00 a.m. to 10:00 a.m.,
Tuesdays 10:00 a.m. to 11:00 a.m.,
Fridays 9:00 a.m. to 10:00 a.m.,
or by appointment
TELEPHONE: (808) 236-9222
E-MAIL: maryb@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. (3 hours lecture)
Prerequisite: Grade of “C” or better in ENG 22 or placement into ENG 100 or approval of designated Language Arts representative.

STUDENT LEARNING OUTCOMES

The student learning outcomes are:

- 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

<table>
<thead>
<tr>
<th>Concepts or Topics</th>
<th>Skills or Competencies</th>
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</thead>
<tbody>
<tr>
<td>Writing as a process</td>
<td>1. Apply varied sentence structures in writing.</td>
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<tr>
<td>Unity, support, and coherence</td>
<td>2. Correct writing to avoid errors in grammar and usage.</td>
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<tr>
<td>Purpose and audience</td>
<td>3. Write essays using different methods of organization and development.</td>
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<tr>
<td>Broad and specific statements</td>
<td>4. Practice the writing process.</td>
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<tr>
<td>Main ideas and supporting sentences</td>
<td>5. Write thesis statements.</td>
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<td>Passive and active voice</td>
<td>6. Distinguish between general and specific statements.</td>
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<tr>
<td>Mechanics and grammar</td>
<td>7. Identify purpose and audience for writing.</td>
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<tr>
<td>Writing summaries and essays</td>
<td>8. Discuss, analyze, and critique essays.</td>
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<td>9. Prepare outlines to organize thoughts.</td>
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<td></td>
<td>10. Write clear and precise summaries of readings and resource materials.</td>
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<td></td>
<td>11. Collaborate with others to improve writing.</td>
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</table>

COURSE TASKS

1. You will write sixteen reader responses during the course of the semester and post them to the class Laulima site. An example for the reader response format can be found on page 30 of the textbook. Reader responses should 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 in your portfolio.

2. You will write four essays during the semester. Each essay will be developed from drafts, which will be peer-reviewed. On draft days, you are to bring three copies of your draft: one to be submitted to me and two to be reviewed by your peers. 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 one research paper this semester. As a precursor to the research paper, you will prepare an annotated bibliography, which will include bibliographic information and summaries of the sources that you intend to use in your research paper.

4. There will be 10 quizzes during the semester that will cover concepts addressed in class or in the readings.

5. With two other members of the class, you will write a paper and present a rhetorical analysis of a visual representation. If you miss your presentation day, you must make an appointment with me to make up the missed presentation.

6. You will assemble all of your writing during the course of the semester in a portfolio. You may determine how you want to present the contents of your portfolio. Your portfolio will include a coversheet that assesses your personal growth as a writer during the semester.

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. Library Research Units must be completed by March 30, 2012.

  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>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reader responses (16 reader responses)</td>
<td>100</td>
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<tr>
<td>Quizzes (10 quizzes)</td>
<td>100</td>
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<tr>
<td>Essays (Four essays)</td>
<td>400</td>
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<tr>
<td>Drafts</td>
<td>125</td>
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<tr>
<td>In-class essay</td>
<td>50</td>
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<tr>
<td>Annotated bibliography</td>
<td>75</td>
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<tr>
<td>Research paper</td>
<td>125</td>
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<tr>
<td>Portfolio</td>
<td>100</td>
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<tr>
<td>Group visual analysis project</td>
<td>50</td>
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<tr>
<td>Final exam (CRN 64405 Monday, May 7, 2012: 9:30-11:30)</td>
<td>75</td>
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<tr>
<td>Final exam (CRN 64031 Wednesday, May 9, 2012: 11:30-1:30)</td>
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<tr>
<td>Final exam (CRN 64215 Tuesday, May 8, 2012: 11:30-1:30)</td>
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<tr>
<td>Total</td>
<td>1200</td>
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</table>

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 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.

### Point scale

- 1200 – 1080 = A
- 1079 - 960 = B
- 959 – 840 = C
- 839 – 720 = D
- 719 and lower = F

### LEARNING RESOURCES

**Textbook:**


**Required:**

A folder to submit writing assignments, a one-inch binder for portfolio, and dividers for portfolio.
Recommended:
A college-level dictionary, a flash drive, and access to a computer and the internet. If you do not have access to a computer or the internet at home, please use these resources in the Writing Center in Hale Akoakoa 132.

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. 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 for CRN 64215 or seven classes for CRNs 64405 and 64031, you will fail the class.

C. 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 ½ a grade per day.

D. You may not email your papers to me. Papers are due in class on the due date.

E. This is a college class. Please do not text, Tweet, 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.

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 will 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 ‘Akoakoa 213 for more information.

This course outline may be revised at a later time.