English 100: Expository Writing  
3 Credits  
Meeting Days/Times: Online  
Section 64398  

INSTRUCTOR: Jeannine J. Buckley  
OFFICE: Na’auao 124  
OFFICE HOURS: T/TH 8:45-9:45 TH 1:00-2:00 and by appointment  
EMAIL: buckley7@hawaii.edu  
PHONE: 236-9224  
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 better in ENG 22 or Placement in ENG 100 or approval of designated Language Arts representative.

Textbooks
ISBN-10: 0-312-60143-3


Option One:  
Buy the book bundle (which includes the access code) at the WCC bookstore.

Option Two:  
Go to the website (below) and purchase access and E-books. If you do that, you still will need to buy the novel (F451) separately at amazon.com or elsewhere.
How to get to CompClass

1. Go to yourcompclass.com and click on the link STUDENTS PURCHASE ACCESS TODAY.
2. A window will appear. Scroll down to [whatever CompClass course the school is using would be listed here], and click on the link “Purchase Access.”
3. Select your instructor’s course by choosing the state where your institution is located (HI), your institution (Windward Community College), and your course/instructor, then select “NEXT.”
4. [Instructions for how to enter your account information], and then click “NEXT.”
5. [Instructions for how to enter your credit card information], and then click “CREATE ACCOUNT”
6. Success—your e-mail address and password now provide you with access to CompClass. When you visit this site in the future, you will not need to enter your activation code again.

If you have trouble registering, contact tech support at 800.936.6899 or techsupport@bfwpub.com. Otherwise, return to www.yourcompclass.com to log in to your CompClass course.

STUDENT LEARNING OUTCOMES

Upon successful completion of English 100, students should be able to complete the following as independent learners.

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 TASKS

• Write discussion posts to the CompClass discussion board weekly threads that respond to ebook readings, Fahrenheit 451 (F451), and current events and contribute to online class discussions
• Read the graphic novel Fahrenheit 451 and textbooks
• Take and pass essay examinations (midterm and final) responding to *Fahrenheit 451*. *These exams must be taken in the testing center.*
• Complete writing assignments on time, including a summary, expository essays, an argument essay and a research proposal final paper
• Pass five grammar quizzes using *A Writer’s Reference* ebook
• Pass the Library Research Unit tests and spend time at WCC Library as needed to perform this task.
• Use Academic Search Premier database and WCC for scholarly research
• Do other homework that may be noted in the weekly schedule
• Check email frequently and CompClass discussion board
• Check-in (labeled thread) every Monday
• Obtain an active hawaii.edu and turnitin.com account and have **access to** both a computer and the *Internet is a "must" for this class.*

**Concepts or Topics**
• Ethos, pathos, logos (and other rhetorical skills)
• Rhetoric/rhetorical situation
• The differences between audiences and how to write to be effective for each audience
• The ability to differentiate between writing for specific purposes and how to gear specific writing for a specific purpose
• Learning to dig into material, unpack the material, and understand its deeper meaning
• Understand the difference between summarizing, paraphrasing, and plagiarism

**Skills or Competencies**
1. Work independently in order to accomplish specific tasks, i.e., homework, research, writing, etc.
2. Successfully manage time in order to complete all tasks
3. Follow directions
4. Ask/email questions in order to clear up misunderstandings, clarify directions, or seek assistance on papers (if needed)
5. Understand that writing is a process that takes time in order to produce excellent work.
6. Understand the importance and necessity of multiple proofreading and revision techniques.
7. Demonstrate respect towards the professor and classmates at all times.

**Grade Scale**
A = 90% or above
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% and below
COURSE ASSIGNMENTS:

(Points are in Percentages)

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<td>Discussion Question Posts (one point per week)</td>
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<td>Midterm and Final Essay Exams (mandatory)</td>
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LIBRARY RESOURCE UNIT

Complete the Library Resource Unit with a passing grade by March 13th, 2012. You must have a UH account and password in order to access the Library Resource Unit units online. The exam will be available in Lauhia or through the WCC Library link. You must pass all three tests with a score of 10 or more to pass them. You may take the examination twice on your own. If you score less than a 72% (10 or more on each section), then you must be tutored by a librarian before taking the exam a third time. If you do not take and pass these tests, you do not pass this class.

DISCUSSION BOARD POSTS - 15 POINTS (15%) – 1/2 point per posting

In order to become great writers, practice is required. To that end, we will be employing the use of discussion board postings in this class. Thirty discussion board postings will be required. There should be no concern for grammar, punctuation, paragraphs, etc., as the purpose of these entries is to provide you with practice writing and debating with your fellow classmates.

The most important part of an entry is the content. If you choose to respond to another student’s posting, you must be respectful when responding. There is no tolerance for name-calling, degradation, or any other form of slander against another student. In other words, attack the issue or argument, not the person. To earn full credit per week your initial post to each of the two questions should be 250 words in length in order to qualify for full credit. (2 posts= 1 point per week for weeks 1-15. There are no required posts in the final week of class).

NOTE: All posts are due by midnight (HST), Sunday night each week.

QUIZZES - 10 points (10%) – 2 points each

Five “diagnostic” quizzes can be found on CompClass. Each diagnostic quiz will be available to take an unlimited amount of time by the due date specified. If you like the score on the first attempt, keep it! If you don’t like it, you will need to follow the study plan suggested by the quiz and refer to your handbook, A Writer’s Reference, 7th Ed. in order to succeed when taking the quiz again. When you have completed the study plan, re-take the diagnostic. The highest score is the score you will receive.
WRITING ASSIGNMENTS

Assignments are described below. All papers must be in MLA format. Drafts (approximately one-half to three-fourths of the word count) and peer reviews are mandatory and are worth two points. Without these drafts and peer reviews, you will lose 20% of your grade on each assignment. Good writing takes time and multiple revisions. By providing you with an opportunity to hand in a draft early in the process, you will be able to easily complete the assignment. This method helps you to understand the process it takes to turn in a good paper. It also provides you with ample time to complete and revise the assignment. All papers and all drafts are to be turned in through the Writing Tab found on CompClass by 11:55 p.m. unless otherwise noted on the schedule. Turn in all revised papers to turnitin.com. Each draft that you are turning in for a grade must be submitted through the Writing Tab under the appropriate heading. (Be sure to click the bottom at the top, center.) If, for whatever reason, you cannot upload your document by the due date and time, call Tech Support to log the problem and email the paper to me that night. Each paper is due on the date indicated. NO EXCEPTIONS.

SUMMARY - 5 points (5%) Due 1/23

As a way to learn, respond, and comprehend what one reads, learners are required to write a summary of an essay from The Bedford Guide for College Writers. This assignment requires you to read and summarize “The High Cost of Manliness” by Robert Jensen on pages 532-35. It must be at least two well-developed paragraphs and between 300-500 words. Please refer to the student example on pages 24-25. MLA format must be used.

ESSAY #1 – 10 points – Narrative / Recall Paper

Word count: 500-750 words
Rough Draft (4 pts) due 1/30; Peer Review (2 pts) due 2/6; Final paper (4 pts) due 2/12
Write a narrative essay in which you tell about one specific experience that changed how you acted, thought or felt. For this paper you may use first person point-of-view. A works cited page is not required. Follow the detailed instructions in chapter four of The Bedford Guide for College Writers on pages 66-74.

Essay #2 – 10 points – Comparison Paper

Word Count: 750-1000 words; Two sources incorporated into the paper (minimum)
Rough Draft (4 pts) due 2/13; Peer Review (2 pts) due 2/21; Final paper (4 pts) due 2/29
Both Richard Rodriguez and Amy Tan (“Mother Tongue,” pp. 518-23) grew up in homes in which English was spoken as a second language. Compare and contrast how each writer’s mastery of English affected his or her parents. Consider also comparing how bilingual education affected each author’s experience with language. Think about Tan’s conclusions regarding language – Is it beneficial to see technically imperfect English as a viable language? Or do they agree with Rodriguez’s conclusion that “public individuality” caused by assimilation is greater than the “diminished sense of private individuality”? Follow the detailed instructions in chapter six of The Bedford Guide for College Writers on pages 124-132.
ESSAY #3 - 15 points – Position Paper
Word Count: 1250-1500 words; Five sources and one counterargument incorporated into the paper (minimum)
Rough Draft (4 pts) due 3/5; Peer Review (2 pts) due 3/12; Final paper (4 pts) due 3/19

Think of a topic of great personal interest to you – a hobby, a political or social issue, a subject of study, or something you know a lot about. Write a position paper in which you take a stand on the issue; the goal is to persuade your readers to agree with your position on the topic. Look for varied web sites devoted to this topic, especially social-networking pages, chat rooms, blogs, and other interactive sites where individuals come together to share their thoughts on and experiences with the topic. Use three of these sites to support your position in the paper. Cite two other articles on the topic from Academic Search Premier database (via WCC Library Online).

Follow the detailed instructions in chapter nine of The Bedford Guide for College Writers on pages 162-179.

ESSAY #4 – 15 points – Proposal Paper
Word Count: 1250-1500 words; Six sources and two counterarguments incorporated into the paper (minimum)
Topic Sheet due (1 pt) 3/23; Outline (2 pts) due 4/2; Rough Draft (5 pts) due 4/16; Peer Review (2 pts) due 4/23; Final paper (5 pts) due 5/4

Write an argumentative research paper on a topic of your choice in which you carefully analyze and explain a specific social, economic, political, civil or environmental problem and propose one or more ways to solve or at least alleviate it. Use the problem-solution method to develop your paper. Use articles from Academic Search Premier or any other database (via WCC Library Online) to support your position. Two of your sources should be opposing viewpoints to your own.

Your topic must be approved with submission of the topic sheet. Once the topic is approved, you may not switch to another topic.

Follow the detailed instructions in chapter 10 of The Bedford Guide for College Writers on pages 190-199.

MIDTERM (10 points) and FINAL (10 points) EXAMS (20% total)
Both the midterm and the final will be essay examinations. Both examinations are essay examinations based off of the graphic novel, Fahrenheit 451 and the supplemental information that is be posted on CompClass pertaining to this graphic novel. You may use the graphic novel and any supplemental articles that I have posted as long as you cite them correctly.

You will find a study guide posted for each exam in CompClass. From those study guide questions, five will be chosen. You will need to choose one of the essay questions to answer in full and complete essay form. You will be graded upon completeness of the answers. This means that the more detail and evidence you provide, the higher your score.

You must pass these exams in order to pass this class.
Some final notes:

- CompClass has multiple help buttons and downloadable PDFs found under “Course Materials.” Please make use of them.
- Contact me if you have questions, if anything doesn’t make sense, or if you have a suggestion.

**MOST IMPORTANTLY** Contact tech support if you have a question about CompClass. I can fix NOTHING on CompClass, but the technicians can! 😊

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**Additional Information**

A "UNIVERSITY PERFORMANCE" STANDARD - Students are expected to make a very serious academic commitment to their success in this course. This is demonstrated by maintaining the syllabus schedule as a minimum, or working ahead of it with respect to all readings and by submitting all papers on time. It is always strongly recommended that students work slightly ahead of the syllabus whenever possible to compensate for the unexpected.

RESPECT IN THE VIRTUAL CLASSROOM

It is expected that you will demonstrate respect toward both the instructor and your fellow classmates. This is part of our shared responsibilities in a learning context. Given that cultural issues—such as ethnicity, race, gender, class, sexual identity, and relationship to land and place—can be controversial in ways that affect us personally, you must agree to put aside your differences for the duration of this class and demonstrate respect towards other people’s opinions. This respect is not merely “your” responsibility—as a member of the Windward Community College faculty, I have a responsibility to each of you to ensure that learning takes place in an intellectually safe and hostility-free environment. Put aside your differences and consider other people’s feelings in this class.

STUDENT RESPONSIBILITIES (from the UH Academic Grievance Procedures)

A. to exhibit behavior which does not interfere with the rights of other students and faculty to learn or carry out their research or creative activities;

B. to attend classes, seminars, and laboratories or follow other courses of study as required by the instructor and/or degree committee, recognizing that absences or deviation may adversely affect the final grade and/or progress in a degree (or certificate) program;

C. to fulfill assignments and requirements as described by the instructor and/or degree committee, recognizing that failure to do so may adversely affect the final grade and/or progress in a degree (or certificate) program;

D. to provide required written, artistic, or other required materials to the degree committee in a timely fashion, allowing the faculty sufficient time to adequately review such materials;

E. to abide by the UH Student Conduct Code and other academic regulations in effect at UH;
F. to follow the Academic Grievance Procedure in pursuing redress of an academic grievance, as failure to do so may result in dismissal of the grievance;
G. to recognize that the burden of proof rests upon the grievant; and
H. to refrain from frivolous grievances.

PLAGIARISM POLICY (from the Student Conduct Code)

Because UH is an academic community with high professional standards, its teaching, research, and service purposes are seriously disrupted and subverted by academic dishonesty. Such dishonesty includes cheating and plagiarism as defined below. Ignorance of these definitions will not provide an excuse for acts of academic dishonesty.

Student Conduct Code Policies: Proscribed Conduct. Acts of dishonesty, including but not limited to the following:

a. Cheating, plagiarism, or other forms of academic dishonesty.
b. Furnishing false information to any UH official, faculty member, or office.
c. Forgery, alteration, or misuse of any UH document, record, or form of identification.

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

The University of Hawaii system defines plagiarism as follows:
Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and “dry-labbing,” which includes obtaining and using experimental data from other students without the express consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms, and fabricating data to fit the expected results (emphasis mine).

My policy:  
*I require students to submit their revised papers to turnitin.com*

If you are caught plagiarizing in any manner that even remotely resembles the UH-system policy, you will be dealt with severely. This could include punishment from a zero on the assignment to my reporting your infraction to the Dean of Students, who may choose to impose an expulsion from the class or university.

If a paper has been plagiarized, a zero grade will be given on the first infraction. This assignment cannot be made up. If a second occurrence of plagiarism occurs, the student will be expected to conference with me, producing every single piece of documentation used in the assignment, and to orally defend his/her paper. If concern is still raised, or if the student requests independent assessment, then the student shall be expected to appear before a panel of three professors with all evidence of documented
sources and orally defend his/her paper. At this juncture, I will make a determination of failing you for the class.

INCOMPLETE: An Incomplete is not automatically given. The university policy is as follows:

A grade of I is given to a student who has not completed a small but important part of a semester’s work if the instructor believes that the incomplete was caused by conditions beyond the student’s control. Each student receiving a grade of I should consult his or her instructor promptly to determine the steps to be taken and the deadline to complete the course work for changing the grade of I to a final grade. The designated November and April deadlines (see the “Calendar”) refer to the dates instructors must report adjusted grades. Student deadlines for completing their course work must be adjusted accordingly.

It is important to note that the work missing must be “beyond” YOUR “control.” Missing work cannot be made up because you made a conscience decision to do something else. This has to be outside of your control, for example, a death in the immediate family, an unpreventable illness such as a car accident or hospitalizations. An Incomplete for this course is only considered when less than 10% of all coursework is left to complete and only under extreme circumstances.

RESEARCH DISCLOSURE
All works in all media produced by students as part of their course participation at the Windward Community College may be used for research and educational purposes. It is understood by the student that registration for and continued enrollment in a course where such use of student works is announced constitute permission by the student unless specifically set forth in writing. After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work’s creator/originators(s); or (2) the creator/originator(s)’ written permission will be secured.

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.