ENGLISH 100 Composition I
3 CREDITS
CRN: 64030

INSTRUCTOR: Susan St John
OFFICE: Hale Na’auao 124
OFFICE HOURS: M 3:45 to 4:45 or by Appointment
TELEPHONE: Google Voice- 1.646.580.8391
EMAIL: susankcl@hawaii.edu (This is the best way to contact me!)
SKYPE NAME: crosus4 (for online conferencing)
EFFECTIVE DATE: Fall, 2013

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.

Requirements Course Satisfies:

At WCC: Written Communication requirement for the Associate in Arts degree.
At UH Manoa: Written Communication requirement for the Bachelor of Arts degree.
At UH Hilo: 1A.1 category requirement.
At UH West Oahu: Humanities requirement.

Prerequisites: Grade of “C” or better in ENG 22 or placement into ENG 100 or approval of designated Language Arts representative.

Activities Required at Other than Regularly Schedule Class Times: Completion of the WCC Library Instruction Units.

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.
WRITTEN COMMUNICATION FOUNDATION HALLMARKS

To satisfy the FW requirement, this course will

1) Introduce students to different forms of college-level writing, including, but not limited to, academic discourse, and guide them in writing for different purposes and audiences.
2) Provide students with guided practice of writing processes — planning, drafting, critiquing, revising, and editing — making effective use of written and oral feedback from the faculty instructor and from peers.
3) Require at least 5,000 words of finished prose — equivalent to approximately 20 typewritten/printed pages.
4) Help students develop information literacy by teaching search strategies, critical evaluation of information and courses, and effective selection of information for specific purposes and audiences, teach appropriate ways to incorporate such information, acknowledge sources and provide citations.
5) Help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in 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, interviews, and databases.
7) Respond thoughtfully in writing to published and peer essays and to recognize features of a writer’s style 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.

METHOD OF INSTRUCTION

Students write a series of papers, totaling about 5,000 words or 20 pages of finished work, plus other informal writing assignments such as freewrites or Laulima posts. Prepared participation in discussions, peer response groups, conferences, regular attendance, the library units, and other class activities are also required.

ASSESSMENT TASKS AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Minimum Word Count</th>
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<tbody>
<tr>
<td>Letter to Instructor</td>
<td>15</td>
<td>500 (1½ to 2 pages)</td>
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<tr>
<td>“Recalling an Experience” Essay</td>
<td>100</td>
<td>750 (3 pages)</td>
</tr>
<tr>
<td>“Taking a Stand” Essay</td>
<td>100</td>
<td>750 (3 pages)</td>
</tr>
<tr>
<td>Compare and Contrast Essay</td>
<td>100</td>
<td>750 (3 pages)</td>
</tr>
<tr>
<td>Laulima Logs &amp; Peer Responses (13 x 10pts each)</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>Points</td>
<td>Total (Pages)</td>
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<tr>
<td>------------------------------------------------</td>
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<tr>
<td>Interview Essay</td>
<td>100</td>
<td>750 (3 pages)</td>
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<tr>
<td>Annotated Bibliography with 4 sources</td>
<td>75</td>
<td>750 (3 pages)</td>
</tr>
<tr>
<td>Research Paper that supports a position</td>
<td>200</td>
<td>1250 (5 pages, excluding works cited page)</td>
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<tr>
<td>Library Instruction Units, completed by October 21, 2013</td>
<td>30</td>
<td>Note: You must pass each of the three library units (a minimum of 10 points on each exam) in order to pass this course.</td>
</tr>
<tr>
<td>Brainfuse Feedback on 6 Rough Drafts</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>50</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
<td></td>
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<tr>
<td><strong>All assignments completed on time</strong></td>
<td><strong>25 extra credit points</strong></td>
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The login page is at: http://www.laulima.hawaii.edu Log in using your UH username and password. Once you log in, you’ll see all of your UH classes listed. Click on the tab for English 100. If you can’t find a tab for our course, contact:

ITS Help Desk
Phone: (808) 956-8883
Email: mailto:help@hawaii.edu

LEARNING RESOURCES

Brainfuse. Brainfuse is Windward’s online tutoring service. You access your account through your MyUH portal. Instructions for accessing Brainfuse are posted at: http://windward.hawaii.edu/brainfuse/ You’ll upload each of your rough drafts to the Brainfuse writing lab, and within 24 hours they will send you written feedback. You’ll turn in a copy of the feedback, and we’ll review it in our conference.

Live tutors are also available 24/7 at Brainfuse. Make use of this resource!

Writing Resource Center. Tutoring is also available in Windward’s own writing resource center, which is in the campus library. Please check the door for hours.

COURSE TASKS

Discussion. Typically I will assign readings for the week, and we’ll discuss these readings in class. You can prepare for these discussions by actively reading the assignment before class. Take notes, analyze the six traits (I’ll explain the 6 traits of writing soon), look up unknown vocabulary, and bring any questions to our discussion.

Writer’s Groups. It’s important to have an audience for your writing—readers help us clarify and hone our work. You will be sharing drafts with others and responding constructively to the work of others.

Please get a Gmail account (if you have a Hawaii.edu email address, this is a gmail account). We will be using Google docs to share and comment on work.

Conferences. For each major paper, you will have a rough draft and a final draft due date. Before you complete a final draft, you’ll receive peer feedback on your draft. We’ll have scheduled conference times throughout the semester where you can meet with me and receive individual suggestions on your work. You are always welcome to schedule an appointment or to remain after class to discuss your work.

Save all of your notes and drafts that are done for this class. This material may be used for practice in revision, for conference discussion, and to note your progress.

COURSE EXPECTATIONS

Attendance. Your participation in class activities is important not only for you, but for the other class members. Plan on attending class regularly and on time! You are allowed up to four absences during the semester, but you are responsibility for making up any work done in class. Additional absences will count against your grade. Please email me (within 24 hours, before or after class) if you cannot attend a class.

Tardies. Three tardies (10 minutes or more) are considered an absence. Missing more than 25 minutes of class counts as an absence.

Minimize Classroom Distractions. Please turn off your cell phone before class begins. Let’s make use of our short time together to interact and engage with each other. If we do work on the computer, it’s your job to stay on task. No texting, Skyping, surfing, etc. Please no eating or drinking in class.
Class Materials. Please bring your textbook, paper or a notebook, and a pen to every class. You may also want to bring a flash drive—we’ll be writing on the computers in the lab, and you may want to save it on a flash. You may want to just save your work on Google drive or some other cloud application.

Writing Quality. As this is a writing course, all of your writing—including Laulima posts, peer reviews, and emails—should demonstrate your best writing ability. Proofread for typos and grammatical errors, and please avoid abbreviations or texting codes.

Paper Format. Please type and format your papers according to MLA standards. Double-space and 12 point, Times New Roman font is the standard.

Assignments and Deadlines. Growth as a writer requires steady and consistent effort. Also, don’t risk getting behind as the semester goes by quickly. To encourage you to turn work in on time, students who turn in all assignments by the due dates will receive **25 extra points** at the end of the semester. Essay assignments that are 2-3 days late will lose ½ a grade, and assignments that are 4-6 days late will lose 1 grade. After 6 days, it’s difficult to get caught up, and your efforts should be on the new assignments. Laulima Logs and peer responses will lose a point if they are 2 days late, but will not earn points after 2 days.

Due Dates and Time. Unless otherwise noted, you have until Midnight of a due date to post an assignment, or to upload your paper to Laulima. But, don’t wait until the final hour! (See below.)

Time required. Expect to spend substantial studying and writing time outside of class – a minimum of six hours a week.

Plan for the Unexpected. The Internet will fail, your computer will crash, or Laulima will be down the hour before an assignment is due. Count on it, and allow time for delays and tech problems.

ADDITIONAL INFORMATION

Academic Honesty. The work you submit for this course must be your own. In your research paper, you need to cite your sources, and synthesize ideas into something that is new and your own. If you have any questions about collaborative work, plagiarism, or other issues related to academic honesty, please ask me.

Dropping a Class. The last day to withdraw without a “W” grade is Sept. 16, 2013. The last day to withdraw from class with a “W” grade is Nov. 4, 2013. If you stop participating in class and neglect to officially drop it, you will receive a failing grade.

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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.