ENGLISH 100 Composition I
3 CREDITS

INSTRUCTOR: Scott Abels
OFFICE: Hale Na‘auao 124
OFFICE HOURS: Tues/Thurs 10:45-11:30
TELEPHONE: 236-9224

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:
Written Communication requirement for the Associate in Arts degree at WCC.

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. Students will also work in peer groups, and are also required to keep all of their writing throughout the semester while working toward a self-assessment of their work. Prepared participation in discussions, conferences, regular attendance, the library units, and other class activities are also required.

ASSESSMENT TASKS AND GRADING

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Hometown Essay (3-4 pages)</td>
<td>10%</td>
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<tr>
<td>Comparison/Contrast Essay (3-4 pages)</td>
<td>10%</td>
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<tr>
<td>Evaluative Essay (4-6 pages, a collaboration in groups of 3-4)</td>
<td>15%</td>
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<tr>
<td>Summary and Response papers (1-2 pages each)</td>
<td>10%</td>
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<tr>
<td>Proposal Essay (5-8 pages)</td>
<td>15%</td>
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<tr>
<td>Process Essay (3-4 pages)</td>
<td>5%</td>
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<tr>
<td>Peer Review Workshops</td>
<td>20%</td>
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<tr>
<td>Daily Work and Quizzes*</td>
<td>15%</td>
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Successful completion of Windward Community College’s Library Research Unit is also a requirement for passing this course, although your score for the Library Research Unit will not be calculated into your grade. Students who successfully complete all other course material but do not complete the Library Research Unit with a grade of 70% or higher must retake ENG 100.

*Students have the opportunity to earn up to four “extra credit” grades by participating in online tutorials (through Brainfuse) or face-to-face tutorials through the Writing Center. Each approved “extra credit” opportunity will result in replacing the student’s lowest daily work or quiz scores. All “extra credit” opportunities MUST BE PREAPPROVED by the instructor, so please ask me for details (in class or through email) before making an appointment for credit. All extra credit grades will be calculated into students’ grades at the end of the semester. Additional extra credit opportunities may be announced throughout the semester.

Notes on assessment:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>59%</td>
<td>F</td>
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A specific grading rubric will be posted on Laulima before each major essay is due.
ATTENDANCE AND LATE WORK

• Attendance is crucial to your learning in this course. Since we only meet twice a week, four unexcused absences will not affect your grade; each additional unexcused absence will reduce your final grade by 1/3 of a letter grade.

• Three tardies (10 minutes late or more) will be considered an absence. In addition, missing more than 25 minutes of class counts as an absence.

• I am happy to excuse absences for legitimate reasons; in the case of a serious illness, family emergency or other extenuating circumstances that may affect your attendance, please email or speak to me BEFORE you’ve missed multiple classes. I am flexible about this policy, but only if you communicate with me in a timely manner. **I am ALWAYS available through email,** although it may sometimes take me up to 24 hours for me to respond.

• It is your responsibility to ask for materials or information that was covered in your absence.

• Even if you are absent, any assignments due that day are still expected to be turned in on time, unless you contact me prior to the deadline.

• Late work: For full credit, all assignments are expected to be submitted on deadline. However, for each of the five major essays, any essay submitted late will be accepted with a steep penalty. **A late essay will be penalized one full letter grade for each scheduled class session past the essay’s deadline.**

  For example, if an essay is due on a Tuesday and it is turned in the following Thursday, it will be penalized one full letter grade. If an essay is due on a Tuesday and it is turned in on the following Tuesday, it will be penalized two full letter grades.

  This late work policy only applies to the five major essays. All Summary and Response papers must be turned in on deadline.

COURSE POLICIES AND RULES

• **Please turn off your phones** before class begins. Texting or use of cell phones will be considered socially inappropriate during class. Students texting during class will be asked to leave the room.

• Laptops are permitted during class for taking notes, but there is generally no reason to be using the internet during class—instead, we’ll be actively working together for most of the class time. The internet will be necessary for assignments outside of class, but not **during class.** Furthermore, using sites such as Facebook or Twitter is both socially inappropriate and unacceptable in class. Students using inappropriate internet sites during class will be asked to leave the room.
• All papers must be typed and formatted according to MLA standards. Double space them, and use 12 point Times New Roman font.

• Please print the all essays and assignments unless otherwise directed. **Do not submit an essay through email.**

**REQUIRED BOOK**


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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.
Course Schedule, Fall 2013

*Note: this schedule is subject to change. Any changes will be announced in class AND on Laulima.*

**Week 1**

Tuesday, August 27th  First day of class! Class Introductions
In-class writing and discussion

Thursday, August 29th  Syllabus quiz
(find the syllabus on Laulima, print it, read it, and bring it to class)
Begin the diagnostic essay in class

*August 30th is the last day to add a class at WCC.*

**Week 2**

Tuesday, September 3rd  **Diagnostic is Essay Due** (2-3 pages, typed)
Discuss the two short readings posted on Laulima

Thursday, September 5th  Discuss Chapter 3: Critical Thinking Processes (pages 36-55)

**Week 3**

Tuesday, September 10th  Discuss Chapter 4: Recalling an Experience
Introduce the Hometown Essay

Thursday, September 12th  Discuss Chapter 5: Observing a Scene
**Summary and Response paper #1 is due** (2 pages, typed)
In class writing exercises

**Week 4**

*September 16th is the last day to withdraw without a “W” grade.*

Tuesday, September 17th  Discuss the reading posted on Laulima
Discuss paragraph development
Discuss Introductions (in-class writing)

Thursday, September 19th  In-class writing: restating, repeating, rephrasing
Discuss strategies for transitions
Workshop a draft of the Hometown Essay
(bring three copies of your draft to class)

**Week 5**

Tuesday, September 24th  The Final Draft of the **Hometown Essay is due** (3-4 pages)
In class writing and feedback on the writing process

Thursday, September 26th  Discuss the reading posted on Laulima
**Summary and Response #2 is due** (2 pages, typed)
Week 6

Tuesday, October 1st  Discuss Chapter 7: Comparing and Contrasting (pages 116-133)
   Introduce the Comparison/Contrast Essay
   Discuss punctuation

Thursday, October 3rd  Discuss topics for the Comparison/Contrast Essay
   Discuss conclusions
   In-class writing

Week 7

Tuesday, October 8th  A draft of the Comparison/Contrast Essay is due
   Discuss the reading posted on Laulima
   **Summary and Reading Response #3 is due**

Thursday, October 10th  Sign up for an individual conference (meet in Hale Na‘auao 124)

Week 8

Tuesday, October 15th  The final draft of the **Comparison/Contrast Essay is due** (3-4 pages)
   Discuss MLA format

Thursday, October 17th  Discuss Chapter 11: Evaluating and Reviewing (pages 202-216)
   Begin watching the documentary

Week 9

Tuesday, October 22nd  Finish watching the documentary
   Introduce the Evaluative Essay
   In-class group work

Thursday, October 24th  Groups present 2 evaluative example texts
   In-class group work

Week 10

Tuesday, October 29th  Discuss the Works Cited page and MLA format
   Group work day

Thursday, October 31st  The final draft of the **Evaluative Essay is due** (4-6 pages)
   Groups will present their work

Week 11

Tuesday, November 5th  Discuss letters to the editor from 3 different local newspapers
   In class writing
   Introduce the Proposal Essay

Thursday, November 7th  Discuss Chapter 10: Proposing a Solution (pages 183-199)
   Discuss visual arguments (in-class handout)
   Discuss strategies for argumentation
Week 12

Tuesday, November 12th Library work. Meet in the WCC library.
Thursday, November 14th Small group discussion on essay topics
   Discuss audience and opposing viewpoints

Week 13

Tuesday, November 19th An outline of your Proposal Essay is due
Thursday, November 21st Discuss the essay on posted on Laulima
   Summary and Response #4 is due (2 pages)

Week 14

Tuesday, November 26th Workshop drafts of the Proposal Essay
   (bring three copies of your draft to class)
Thursday, November 28th Thanksgiving day. NO CLASS!

Week 15

Tuesday, December 3rd Workshop the Works Cited page of the Proposal Essay
   (remember to bring one copy of your ENTIRE essay)
Thursday, December 5th The Final Draft of the Proposal Essay is due (5-8 pages)
   Writing and feedback on the Proposal Essay process
   Introduce the Process Essay

Week 16

Tuesday, December 10th TBA
Thursday, December 12th LAST DAY OF CLASS!
   The final draft of the Process Essay is due (2-3 pages)
   Class wrap up.

Week 17: Exam week, December 14th-19th

There is no final exam in this class, but I will be available in my office during our scheduled final exam time. Stop by and pick up your graded Process Essay, and discuss your grade.