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

English 22 is a refresher course focusing on grammatical form and writing well-formed sentences and paragraphs. Use of reference materials and dictionaries is stressed. Course stresses unity, development, organization, coherence and other basic writing skills necessary for college writing. Pre-requisite: Placement into ENG 22 or higher, or grade of “C” or better in ENG 21 and a grade of “C” or better in ENG 97B or ENG 19, or consent of instructor.

Activities Required at Scheduled Times Other Than Class Times

Library sections will be completed outside of class. Note: you MUST take and pass the required library sections and corresponding quizzes in order to pass this course. Students are required to attend at least one (1) conference with the instructor during the semester.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Understand and use a writing process to produce organized and grammatically correct summaries and papers.
2. Apply analytical, study, and life skills to course tasks; apply strategies that include finding, evaluating, and documenting information from various sources.

Course Specific Student Learning Outcomes
Students who pass this course will be able to:

1. Understand the writing process, including brainstorming ideas, outlining, drafting, revising, and editing.

2. Understand the rules of grammar and punctuation.

3. Apply the basic principles of composition (unity, development, and organization) in writing paragraphs and essays that have subjects that are not too narrow, nor generalizations that are too broad; that have clear topic sentences and well-formed thesis statements; that provide specific examples and details to support ideas; and that progress logically and in an organized manner.

4. Understand and use the beginning steps of the research process, including writing summaries, paraphrasing, analyzing, and using library sources efficiently.

5. Have more confidence in writing.

COURSE TASKS
You will write 4 graded out-of-class essays. The first graded out-of-class assignment will be Compare-and-Contrast. You will interview the instructor the first day of class and write a two page paper on the similarities and differences between you and the instructor. The second graded out-of-class essay will be a Summary. You will summarize a given hand-out and explain what the hand-out is about. You will not discuss whether or not you agree with the author. In the third graded out-of-class assignment, you will write an Analysis. You will analyze another hand-out and discuss the strengths and weaknesses of said hand-out. You will also offer your own opinion on what the author is saying - do agree or disagree with him/her? In the fourth graded out-of-class essay, the Thesis-driven Research Essay, you will consider your beliefs about a chosen topic as well as the beliefs of others and research your issue thoroughly. You will then incorporate research, evidence, statistics, quotes, etc. in order to substantiate your viewpoint and refute the opposition. Students are also required to complete the Library Research Unit to successfully pass this course, as well as take and pass a mid-term exam.

ASSESSMENT TASKS AND GRADING
Grades for assignments turned in one (1) class period late will be reduced by 10%; after that, papers will only be accepted at the instructor’s discretion. Requests for extensions must be made BEFORE the due date, and extensions are granted at the instructor’s discretion. FINAL DRAFTS
OF ASSIGNMENTS ARE NOT ACCEPTED BY EMAIL. If you know you are going to be absent the day an assignment is due, ask your study-buddy or another classmate to turn in your work for you. Alternatively, you may submit an assignment early.

Grading Scale
- Compare-and-Contrast (IA)  5%
- In-class Writing Exercises  10%
- Summary (SA)  15%
- Analysis (AA)  15%
- Mid-term  20%
- Persuasive Research Paper (RP)  35%

Grading scale:
- 100-90  A
- 89-80  B
- 79-70  C
- 69-60  D
- <60  F

LEARNING RESOURCES

Required: Langan, John. Exploring Writing: Paragraphs and Essays
- Diana Hacker, MLA Guide, 2009
- Oxford English Dictionary, paperback

Access to a computer
- A composition notebook or white, lined loose-leaf paper, a folder, and a writing implement

All textbook information (pricing, ISBN #, ebooks) for this course can be found on the WCC Bookstore website: <wcc.edu/bookstore>.

Additional Information

Course Policies
I understand that you are all adults with numerous other responsibilities and obligations beyond the realm of the classroom. I do not need to hear excuses for not attending class, being late for class, not turning in assignments, etc. etc. But in fairness to students in the class, I shall enforce the following policies regarding attendance and assignments:

Attendance: regular attendance is necessary for successful completion of this course. Missing class, being late, and engaging in non-class related activities during class will affect your overall grade. I do not differentiate between excused and unexcused absences: if you miss more than five
(5) classes, you will lose half a letter off your final grade for each additional absence. If you miss more than eight (8) classes, you will automatically receive an F for the course. **Missing a mandatory conference counts as an absence.** However, being physically present is not enough to meet attendance and participation criteria. In order to ensure optimum learning, you should be awake and alert, have the appropriate texts and assignments with you, and actively participate in class. Sleeping or engaging in non-class related activities (texting, browsing the internet, wearing earphones, etc.) will not be tolerated, and you will be marked absent. Please note: three (3) tardies counts as one (1) absence; and you will also receive a tardy if you need to leave class more than five (5) minutes early.

**Peer Review Workshops:** all assignments will be workshopped in groups by your peers. Participation in these workshops (bringing your draft to class and the feedback you provide to others) is essential to becoming a better writer and reader. Missed workshops cannot be made up. **You do not want to miss the peer workshops!**

**Drafts:** Writing is a process, and all essays must go through several drafts. I do not grade drafts, but instead offer suggestions for revision. Thus, will work-shop all assignments, in class, and offer suggestions for improvement. You will also have the opportunity to revise any graded assignments for a higher grade, if you so wish.

**Revisions:** You may revise any of your first three out-of-class assignments and hand in any of these revisions on or before **April 17, 2013.** Remember to attach your graded paper when you turn in your revision. The grade for your revised essay will be averaged with the grade you originally received. (For example, if your grade for the Summary Assignment (SA) is 85%, and you receive 95% on the revised draft, your final grade for the SA will be changed to 90%.)

**Additional Information:**
**Statement of Academic Honesty:** Plagiarism is especially seductive and easy in the era of the internet, but you are capable of using relevant sources appropriately. In this class, you will learn how to use the ideas of others in order to develop arguments of your own and cite others’ words and ideas properly. **Plagiarism is an academic offense and I take it seriously.** Any student engaged in any of the following activities will receive zero credit for the assignment and/or an F for the course as I see fit. Plagiarism, as defined by University of Hawaii’s Student Conduct Code, states:
The following are examples of the types of behavior that conflict with the community standards that the UH values and expects of students. Engaging in, or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions on each campus.

1. 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.

2. 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.

3. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Plagiarism also includes 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 semesters, and fabricating data to fit the expected results.

**Formatting:** all assignments must be typed (double-spaced, Times New Roman, 12pt. font, 1 inch margins) and adhere to MLA style documentation format when appropriate.

**English Proficiency and Writing Tutoring**
Students are strongly discouraged from dropping ENG 100 because it is a prerequisite for numerous other courses within the UH system. If you are having problems, please speak with me and seek help from the Tutoring Center. All tutoring complements and supports classroom instruction. Tutoring is designed to meet each student’s individual needs, and it is generally given in one-to-one sessions. You do not need an appointment. Tutors are available on a walk-in, first-come - first-served basis.

**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.*

Revised December 28, 2012