English 100: Expository Writing (3 credits)
Summer Course (CRN 63076)

INSTRUCTOR: Jenny Webster
OFFICE Akoakoa 237
OFFICE HOURS 12:05 – 2:05 p.m. Monday - Thursday
EMAIL: jennrw@hawaii.edu
CALL: 236-9188
www.turnitin.com ID #: 6581347 & password: summer

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

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 Hallmarks

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 5000 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 sources, and effective selection of information for specific purposes and audiences; teach appropriate ways to incorporate such information, acknowledge sources and provide citation.
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

Concepts or Topics
1. Writing process
2. Academic Honesty
3. Organization
4. Summary and Response
5. Argument
6. Audience and Purpose
7. Rhetoric: Ethos, Pathos & Logos
8. Effective Research
9. MLA style

Skills or Competencies – Students will:
1. Read for understanding and analysis
2. Engage in the writing process
3. Attend to stylistic/grammatical clarity
4. Conduct Research
5. Write with sources by:
   - Summarizing
   - Quoting
   - Paraphrasing
   - Responding
   - Synthesizing

COURSE TASKS

Readings: Read and discuss a variety of texts.

Journal: Each student will keep a writing journal for class activities and free write assignments. The journals will be collected by the instructor periodically for evaluation. Journals will not be graded on grammar, spelling, punctuation or organization, though they will be graded on how students are engaging with course material and keeping up on responses.

Discussion Logs: On the class website (www.laulima.hawaii.edu) you will respond to writing prompts as practice writing and as brainstorm activities for you formal essay assignments. These logs will be graded according to the level of each student’s success in engaging the topic. Logs are not graded on grammar, since they are not formal assignments, but they will be awarded points for showing engagement with the texts and for showing engagement with your peers’ responses.

Formal Assignment: Write a series of essays using the stages of the writing process. The writing process includes: brainstorming, prewriting, drafting, editing and revising. Each draft of formal essays must be submitted through www.turnitin.com so that students may take advantage of the website’s ability to show how successfully students are using their sources. Likewise, I use the site to actively dissuade plagiarism and to teach the class what plagiarism is so that it may be avoided entirely. Also, students will submit drafts to the WCC Writer’s Resource Center and/or the campus online writing lab at Brainfuse.com to receive feedback from a tutor before submitting final essays to the instructor.
  o Turnitin.com
  o For students to enroll themselves in my class a www.turnitin.com, they will need both the enrollment password and the unique class ID.
  o Class ID = 6581347
  o Class password = summer

Library Research Units (LRUs): Complete all of the sections of the WCC LRUs. There are three LRU tests. Students must score at least 10 points on each test to complete the LRUs. Any student who does not complete all three sections of the LRUs with a score of at least 10 points will not pass the class.

Deadlines & Extra Credit

- Assignments are due on the dates posted. This is for your benefit and mine. This class is too short to risk getting behind, and if I’ve already moved on to the next assignment, it can take me a while to get back to the old ones. Thus, in every effort to encourage you to get work in on time, students who turn in all assignments on due dates will receive 25 extra credit points at the end of the semester. Assignments that are 2-3 days late will lose ½ a grade and assignments that are 4-6 days late will lose 1 full grade. After 6 days late, I’m not sure if you’ll be able to catch up. Stay on task, team. Also, contact me if you anticipate any scheduling issues.
• **Plan ahead for the unexpected.** Students are accountable for staying on the semester schedule. Technological or other problems will arise. **Students should immediately communicate with the instructor if an emergency may affect the ability to meet course deadlines.**

### ASSESSMENT TASKS AND GRADING

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Journal &amp; Discussion Logs</td>
<td>250</td>
</tr>
<tr>
<td>Tutor feedback on 1st drafts of Assignments #2-6</td>
<td>100</td>
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<tr>
<td>Assignment #1: Email Assignment (1 page)</td>
<td>50</td>
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<tr>
<td>Assignment #2: Informative Essay (3-4 pages)</td>
<td>100</td>
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<tr>
<td>Assignment #3: Summary and Response (1 page)</td>
<td>50</td>
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<tr>
<td>Assignment #4: Short Argument Essay (4 pages)</td>
<td>125</td>
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<tr>
<td>Assignment #5: Problem Solution Essay (6-7 pages)</td>
<td>200</td>
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<tr>
<td>Assignment #6: Literary Response (4 pages)</td>
<td>125</td>
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<td>Library Instruction Units (LRUs) completed by Friday, July 19th</td>
<td>25</td>
</tr>
<tr>
<td>All assignments completed in time</td>
<td>25</td>
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Total: 1000 points

### Guidelines for Grading Assignments

- **A** -- This paper has a clear, original thesis, is well-organized, has very few grammar/ spelling/ punctuation errors, has varied sentence structure, and — very important — is interesting to read.
- **B** -- This paper also has a clear thesis and is fairly well-organized but is not as original as an A paper, has a few grammar/ spelling/ punctuation errors, and is fairly interesting to read.
- **C** -- Although this paper has a thesis, its use of supporting evidence and organization makes it difficult to understand. It includes unrelated ideas and has significant grammar/ spelling/ punctuation errors, although it still holds a reader’s attention.
- **D** -- This paper has a weak or unclear thesis and lacks supporting evidence and organization. It has many errors in grammar/ spelling/ punctuation, and word usage, and doesn’t hold the reader’s attention.
- **F** -- An F paper is often a very rough draft which needs to be reworked into a more final form.

### Grading Scale

- A – 90%+
- B – 80% - 89%
- C – 70% - 79%
- D – 60% - 69%
- F – 59% and below
- W – Official Withdrawal.
LEARNING RESOURCES

This is the required text for this course. The text is available new and used through multiple vendors including Amazon.com and Textbook.com. It will be required by the second week of class.


Course Web

The course website is www.laulima.hawaii.edu (log in using your UH username and password)

On this website, you will be able to locate all of your UH classes. Simply click on the tab for English 100 and on the left you will see a list of tools that we will be using for the course. If you cannot find a tab for this class or any others, contact:

ITS Help Desk
Phone: (808) 956-8883
Toll Free (neighbor isles): (800) 558-2669
E-mail: help@hawaii.edu

Hours of Operation
Fall and Spring Semester:
Mon - Thurs: 8:00am - 7:00pm
Fri: 8:00am - 4:30pm

Library
Spring semester hours
Summer Semester Hours in Effect
The Library is open Monday through Friday, 8:00am-4:00pm.
Regular hours will resume August 26.

The Writing Resource Center
Room 222 in the Library Learning Commons three doors away from the coffee shop.
Hours TBA

More resources

Additional Information

Academic Integrity: Academic honesty is fundamental in a college environment. You are expected to fulfill your academic obligations through honest and independent effort. The work you submit for this course must be your own. Dishonesty, cheating, plagiarism, or knowingly furnishing false information to the college are regarded as particularly serious offenses. Cases of dishonesty will result in a grade of "zero" for the assignment and may result in an "F" for the course. In flagrant cases, the penalty may be dismissal from the college after proper due-process proceedings. Please ask the instructor if you have any questions about collaborative work, plagiarism, or other issues related to academic honesty.

Dropping a Class: It is your responsibility to learn about and follow the official procedure for dropping classes. If you stop participating in this class but do not follow up to officially drop it, you will receive a failing grade.
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 6/24/2013