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 and STUDENT LEARNING OUTCOMES

This course provides practice in developing basic reading and writing skills and learning strategies to help students succeed in college or the work force—with a focus on vocabulary development, comprehension skills, study skills, paragraph development, grammar, mechanics, and punctuation. (3 hours lecture, 3 hours laboratory)

Pre-Requisite(s): Placement in ENG 20 or grade of C or better in ENG 8.

To qualify for a “C” or better, students should be able to do the following:
1. Use a multi-step writing process that includes drafting, revising, and editing; respond to written and oral feedback.
2. Write short compositions that have a main point and supporting ideas developed with logically organized details.
3. Write effective summaries and paraphrase main ideas accurately.
4. Proofread to identify and correct errors in grammar, punctuation, and spelling.
5. Effectively use pre-college-level vocabulary.
6. Comprehend various types of pre-college-level written and visual materials.
7. Demonstrate application of varied reading strategies to pre-college-level texts.

Note: Courses with the above SLOs satisfy the prerequisite for ENG 21, ENG 22, and ENG 23 when students pass with a “C” or better.

LEARNING RESOURCES AND SUPPLIES

1. Drive by Daniel Pink (This book is available at the bookstore.)
2. Binder or folder with paper and notebook
3. Blue or black pens and pencil for in-class writing
4. Access to computer and printer

**COURSE TASKS AND GRADING**

Students earn points based on the following learning opportunities:

<table>
<thead>
<tr>
<th>Learning Opportunity</th>
<th>Weight</th>
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<tr>
<td><strong>In-class writing, reading, and grammar tests</strong></td>
<td>25%</td>
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<tr>
<td>Students will be graded on independent writing, reading, and grammar tests completed in class and the Testing Center.</td>
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<tr>
<td><strong>Take-home writing</strong></td>
<td>25%</td>
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<tr>
<td>Students will write and revise informal and formal typed essays and post “Class Minutes” three times. Students must use a tutoring service and meet with the instructor for feedback on formal essays. Students and instructor will determine essay grades during conferences.</td>
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<tr>
<td><strong>Dictionary logs</strong></td>
<td>15%</td>
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<td>Students will complete dictionary logs on at least 30 new words on Laulima Forums.</td>
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<tr>
<td><strong>Literary letters and book talks</strong></td>
<td>15%</td>
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<tr>
<td>Students will write weekly about their extensive reading books on Laulima Forums. Students will present two book talks in front of the class.</td>
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<tr>
<td><strong>Writer’s notebook</strong></td>
<td>10%</td>
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<tr>
<td>Students will keep a notebook for use in and out of class. Some entries will be assigned. Students are encouraged to write at least three pages of free notes every week. Students and instructor will determine the grade for this notebook during conferences.</td>
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<tr>
<td><strong>Active Learning Points</strong></td>
<td>10%</td>
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<tr>
<td>Students earn points for participation in class activities and informal assessments. These points cannot be made up if students are absent. Students will not be eligible for these points if they are tardy.</td>
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A few important notes on grading and course tasks...

- All formal writing assignments must be completed to be eligible for a passing grade.
- Five instructor conferences to review writing are required for this course.
- All assignments will be made public to the class in workshops and Laulima.
- Late work turned in within one week will earn reduced points.
- In the event of a documented emergency or death in the immediate family, please see me to make a reasonable plan.

**INSTRUCTIONAL METHODS**

This is not a lecture course. Much of the course will be devoted to group activities and class discussions. Students should come to class prepared to participate.

If you have concerns with the way this course is taught, please see me. If I do not address your concerns adequately, contact Professor Robert Barclay at 236-9236 or rbarclay@hawaii.edu.
STUDENT CONDUCT AND PROFESSIONALISM

Students should familiarize themselves with the Student Regulations section of the General Catalogue, particularly the Student Conduct Code and Disruptive Behavior Policy. All cell phones should be off and completely out of sight for the entire class period.

Plagiarism, the use of other people’s words and ideas, in part or whole, without proper citation is a serious offense, and cases will be referred to the Vice Chancellor of Student Services. Students who engage in acts of academic dishonesty face serious consequences—including failure.

Student Services counselors are available to assist students with personal and academic problems. Please ask for help by calling 235-7413 to make an appointment with a counselor.

If you are a first generation college student, receive Pell grants, or have a documented disability, I encourage you to visit TRiO Student Support Services in Alaka‘i 129 to sign up for additional services.

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.

MY SUCCESS STATEMENT

At Windward Community College we want every student to be successful. MySuccess is a system-wide effort that seeks to support students early in the semester when they first begin experiencing difficulty in a class. If I feel that you are having difficulty in my class within the first few weeks of the semester (e.g. missing class, missing assignments, or low test scores), and working together to address your challenges shows that you would really benefit from being connected to resources outside of the classroom, I may refer you to your assigned counselor. Once referred, MySuccess will:

• Send an email to your hawaii.edu account to let you know about my referral; and
• Have a counselor follow-up with you by phone or by email to find out what kinds of help you might need, to connect you with the necessary resources, and to help you devise a strategy for success.

I will not refer you without telling you. However, if I do refer you, know that I am doing so in an effort to connect you with all the help you may need to do well this semester as your success is important to me.