ENG 100: COMPOSITION 1

3 Credits
CRN 62610, TTh 9:35 to 11:00 a.m. at Kailua High School
CRN 71179, Section 21, MWF 12:30 to 1:20 p.m. in Sakamaki C203
CRN 76237, Section 24, MWF 1:30 to 2:20 p.m. in Sakamaki B101

INSTRUCTOR: Karyl Garland
UH OFFICE: Kuykendall 715
UH OFFICE HOURS: WF 2:30 to 3:30, and by appointment
KAILUA OFFICE: CCC Computer Lab
KAILUA HIGH (WCC) OFFICE HOURS: F 9:35 to 10:50
TELEPHONE: 349-5046 (cell) 956-3073 (UH office)
EMAIL: karyl8@hawaii.edu
EFFECTIVE DATE: Fall 2014

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 course satisfies Windward Community College’s general education requirement for written communication requirement for the Associate in Arts degree.

More information on general education requirements is available at the following website.
windward.hawaii.edu/General_Education/

ACTIVITIES REQUIRED AT SCHEDULED TIMES OTHER THAN TUESDAY/THURSDAY CLASS TIMES

• Meet with the instructor at least three times throughout the semester for one-on-one conferences to discuss writing.

• Be present and participatory during Monday, Wednesday, and Friday class times with team teacher Ms. Iha to work on assigned English 100 projects and readings.
STUDENT LEARNING OUTCOMES (SLOs)

The SLOs for the course are as follows.

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) 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

By the end of the semester, each student should be able to do the following.

To satisfy the FW requirement, this course will do the following.

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.
ASSIGNED WORK

Major Formal Writing Assignments: You will have four Major Formal Writing Assignments this semester in English 100. The final draft of each one will be graded on a 100-point scale. For each, you will be expected to follow a solid process including brainstorming, prewriting, drafting, editing, and revising. Ten points will be given for the rough draft, as long as it is turned in on the due date. Note that your rough draft should be completed and brought to class on the day it is due not only for the sake of getting my editorial feedback but also because related in-class journal writes and activities may be assigned based on your writing. If the rough draft is not received on the date it is due, it will not receive any points. However, I will still accept it and give it an editorial review as long as it is turned in with one week’s time.

Your Major Formal Writing Assignments are as follows.

1. Personal Narrative Essay
2. Argumentative/Persuasive Essay
3. Research-Based Expository or Argumentative Essay
4. Closing Process Analysis Essay

Minor Formal Writing Assignments: You will be assigned five Minor Formal Writing Assignments that will be graded and that will help you learn more about yourself as a writer and develop the stronger writing skills. They will be graded on a 20-point scale, and these points will be based on following directions and formatting versus actual writing, grammar, punctuation, and usage skills.

Your Minor Formal Writing Assignments are as follows.

• Essay Topic Reflection
• Email Your Instructor
• Opening Process Analysis Essay
• Description Essay
• Op-Ed on Local Social Issue

Reading Reflections and Exercises: You will be asked to write in your journal and as typed responses based on the reading you will be doing in They Say / I Say. You will also be completing formal “Exercises” from They Say / I Say. This part of the class content will be great for learning “tricks” for writing with strength and substance. You will also be reading essays
from within *The Value of Hawai‘i 2: Ancestral Roots, Oceanic Visions* and writing responses based on these readings.

**Daily Language Exercises:** Within a journal, one that you will use just for English 100, you will be asked to copy sentences that I put on the board, and you will be invited to find the errors and fix them. In this way, and with the lesson that will follow in class, you will develop your understanding of the accepted principles of grammar, punctuation, and usage within the English language. You will have nine Daily Language Exercises, on most Thursdays, throughout the semester. If you miss a day, you will be expected to find a way to obtain the sentences you missed. Your journal can be a spiral notebook, a composition book, or any other book with lined paper that is not loose-leaf.

**Quizzes on Daily Language Exercises:** You will have three quizzes based on your nine Daily Language Exercises. The quizzes will take on specific Thursdays at the beginning of class. If you miss a quiz, you can make it up but only if you contacted me before class regarding your absence or some other arrangements are made based on your specific circumstances. You will be expected to set up a time to make the quiz up during my office hours within a week’s time.

**Exploration and Discussion Journal Writes:** Based on class content, you will be asked to write in your journal in class throughout the semester. Sometimes these journal writes will be guided, and sometimes they will freewrites or “fastwrites.” These in-class writes are meant to give you practice writing, as one element of learning to write well is simply doing it as often as possible.

**Attendance and Class Participation:** I do not differentiate between excused and unexcused absences. As I have so much to teach you in one short semester, I expect you to be in class. Noting that real life does sometimes include unforeseen challenges, if you must miss a class I expect you to contact me before class begins. Please be aware that a missed class does not change a due date for an assignment. If you miss six classes, you may be asked to meet with your college counselor. Regarding points for Attendance and Participation, you earn one point for every day that you are present in class and engaged. On a separate but related note, please be prompt when coming to class. Late classroom entry can disrupt class and, if on the day of a quiz, will give you less time to complete it.

**Conferences with Instructor:** You will be asked to meet with me at least three times during the semester for a one-on-one conference regarding your writing. I find that these conferences not only provide some of the most valuable information you will receive during English 100 but they are also the most valuable for me as your instructor, as I truly get to know you as an individual and as a unique thinker, learner, and writer.
ASSESSMENT & GRADING

Your grade will be based on the seven bulleted course elements as described in the previous page.

**Major Formal Writing Assignments** (four essays) 100 points each

**Minor Formal Writing Assignments** 20 points each

**Quizzes on Daily Language Exercises** (three quizzes) 15 points each

**Attendance and Class Participation** 32 points total

**Conferences with Instructor** 10 points each

The grading scale is as follows.

- **A+:** 98–100
- **A:** 93–97
- **A-:** 90–92
- **B+:** 88–89
- **B:** 83–87
- **B-:** 80–82
- **C+:** 78–79
- **C:** 73–77
- **C-:** 70–72
- **D+:** 68–69
- **D:** 63–67
- **D-:** 60–62
- **F:** 0–59

**COURSE TEXTS**


- *The Value of Hawai‘i 2: Ancestral Roots, Oceanic Visions*, edited by Aiko Yamashiro and Noelani Goodyear-Ka‘öpua

**SUPPLIES**

- 1 journal (composition book, spiral notebook, or any book with lined paper that is not loose-leaf)

- 1 folder with loose-leaf paper and a place to keep all assignments that I turn back to you

- 1 or more black pens

- 1 or more pen of another color besides black for correcting and editing
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 for this course must be your own and must not have been used by you for any other course at any other time. As an additional word on plagiarism, it is defined as the act of presenting someone else’s ideas or words as your own. It is considered cheating. Sometimes people plagiarize another’s work on purpose, but sometimes it happens unintentionally. Regardless, you owe it to your sources and your readers to give credit to anyone whose ideas or words you use. Because sometimes making information your own and knowing how to cite others is difficult, we will discuss and practice how to give credit to others for their original thoughts and words and how to paraphrase, summarize, and quote. For Major Assignments, you will be expected to include a Works Cited sheet, following Modern Language Association (MLA) guidelines, citing sources you used for the particular essay.

ADDITIONAL INFORMATION

Assignment Due Dates: Assignments are to be turned in on the due date. That way you will be less likely to fall behind, and I will be able to stay on schedule as well. Assignments that are essential for class content on any given day cannot be made up, as their usefulness will have passed. Any more formal assignment can and should be made up if the due date is missed. However, it will lose 5 points for every class that it is late.

Writing Assignment Formatting: All writing assignments, whether major or minor, need to follow the formatting step stated here. They are directly in line with MLA formatting and can be found, along with much more regarding MLA format on the Owl Purdue Online Writing Lab website.

- Double space your entire paper.
- Use a standard and legible font, 12 point.
- Use only 1 space after any end point.
- Use the Tab key to indent.
- Use italics, and not underlining, for titles of longer works just as novels.
- Do not make a title page for your essays.
- In the upper left-hand corner of the first page, list your name, my name, the course, and the date. This heading should be double spaced just like the rest of the text.
- Any title should also be double-spaced and should be centered. Do not underline or italicize your title. Also, do not place it within quotation marks. Titles should be in the exact same font as the main text.
- Although some instructors might have you create a header in the upper right-hand corner that includes your last name, followed by a space with Arabic numerals (i.e., 1, 2, 3), you are not required to place a header on texts for this class.
Final Exam: Note that English 100 does not have a final exam. Your final of the four Major Formal Writing Assignments will stand as your final grade in English 100 and will be turned in during finals week.

Keep In Touch: Contact me by email, phone call, or text if an emergency arises preventing you from coming to class. Plan ahead for the unexpected as much as possible. This advice even refers to potential technical issues, as I ask that all written assignments be printed and turned in as hard copy.

Emailing: Be sure to use your hawaii.edu email address when communicating with me, as that is the one I will be using to communicate with you. When you email me, be sure to include a descriptive “Subject” and be sure to use formal email verbiage including a greeting and a closure that includes your name.

Time Outside of Class: Expect to spend at least two hours of preparation outside of class time for every hour spent in class. But do note that you might need more time if you find yourself falling behind. Do, however, know that there are resources you may seek out for assistance including Ms. Iha and me, your instructor.

Updated September 1, 2014