ENG 22: INTRODUCTION TO COMPOSITION

3 Credits
CRN 60672 TTh 11:30 to 12:45 p.m. in La‘akea 110
CRN 60487 TTh 1:00 to 2:15 p.m. in La‘akea 110

INSTRUCTOR: Karyl Reynolds
OFFICE: La‘akea 210
OFFICE HOURS: TTh 2:30 to 3:30 p.m. and other times by appointment
TELEPHONE: 349-5046 (cell) 235-7322 (WCC office)
EMAIL: karyl8@hawaii.edu
EFFECTIVE DATE: Spring 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 prepares students for college-level writing with practice in the writing process, instruction in grammar and mechanics, emphasis on effective paragraphs and essays, and introduction to research techniques. Prerequisite: 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

- Complete the Library Research Unit (LRU) exams with a score of 10 or better before mid-point in the semester.
- Meet with the instructor at least two times throughout the semester for one-on-one conferences to discuss writing.
- Meet with a WCC Writing Lab tutor at least one time during the semester to revise an essay.
STUDENT LEARNING OUTCOMES (SLOs)

The SLOs for the course are as follows.

• Use a sound and effective writing process to compose clear, organized, grammatically correct, and effective written work.

• Apply analytical and critical reading strategies to course tasks.

• Apply research strategies that include finding, evaluating, and documenting information from various sources.

• Demonstrate ethical and responsible behavior as a writer and a member of this academic institution.

COURSE TASKS

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

• Understand the basic concept of what makes strong writing (organization, complexity of thought, substantiality of development, facility with language, and strong grammar and usage).

• Apply these principles in paragraph and essay writing with the development of intriguing leads, purposeful transition sentences, strong thesis statements, clear topic sentences, and conclusions that revisit the lead, restate the thesis, and end with a twist.

• Understand how to take a topic and find scholarly information regarding that topic that can be used for thoughtful and meaningful writing.

• Know the process involved in prewriting, outlining, drafting, editing, and revising any for any writing assignment.

• Understand general principles and practice regarding grammar, punctuation, and usage within the English language.

• Understand and apply the basic steps of the research process (including taking notes, writing summaries, paraphrasing, and quoting) and using the library effectively.

• Develop greater confidence as a writer.
COURSE CONTENT

Assignments to achieve SLOs include the following.

Formal Writing Assignments: You will write a collection of paragraphs and essays as you develop your skills as a writer. For each, you will be expected to follow a solid process including brainstorming, prewriting, drafting, editing, and revising.

Additional Writing and Reading Assignments and Homework: You will complete a series of informal writings, including rough drafts, and readings all of which will help you in your preparation for your Formal Writing Assignments and, as such, help you grow as a writer. For eight weeks of the semester, you will have Trigger Writes. These will be mini-writing assignments that you will complete, and type, at home. Each one will be placed in a three-hole binder and turned in for my review. The topics will range and should provide enjoyable opportunities for you to explore things that matter to you and, at the same time, practice the steps involved in the writing process. Reading assignments will largely be drawn from your class textbook John Langan’s Exploring Writing: Paragraphs and Essays.

Quizzes on Readings: Occasionally, throughout the semester, you will be asked to take a quiz on your reading of Langan’s Exploring Writing. These quizzes will reinforce elements regarding writing well, as they are presented within your textbook.

Daily Language Exercises: Within a journal, one that you will use just for ENG 22, 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. 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. Note that I will collect your journals twice during the semester and will be giving you points based on these collection times.

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 five classes, you may be counseled to drop the course. If you miss six classes, you will not pass this course. 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. Three tardies will be counted as one absence.

Conferences with Instructor and Writing Lab Tutor: You will be asked to meet with me at least two 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 ENG 22 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. You will also be asked to meet at least once with a tutor at the Writing Lab. Not only will this conference allow you to get help and/or feedback on a given assignment but it will also allow you to become familiar with what the Writing Lab has to offer you throughout your college career.

Library Research Units (LRUs): Our Windward Community College Library offers online information sources, with accompanying quizzes, that will help you learn how to use the library for scholarly research with ease. For ENG 22, you will be asked to complete all three sections of the LRUs with a score of ten or better. Any student who does not complete all three sections of the LRUs with a score of ten or better will not pass this class. Please know that you may take the quizzes more than once.

ASSESSMENT TASKS AND GRADING

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

Formal Writing Assignments 100 points each

Additional Writing and Reading Assignments and Homework (steps in the writing process for any Formal Writing Assignment, including rough drafts, and Trigger Writes) 10 points each

Quizzes on Readings 15 points each

Daily Language Exercises (nine exercises written inside your journal) 5 points each

Quizzes on Daily Language Exercises (three quizzes) 10 points each

Exploration and Discussion Journal Writes 10 points each

Attendance and Class Participation 35 points total

Conferences with Instructor and Writing Lab Tutor 20 points each
Library Research Units (LRUs) * 30 points (10 points each) for completing all three by March 20th

The grading scale is as follows. Note that you must receive a grade of C or better to enroll in ENG 100.

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**LEARNING RESOURCES**


**SUPPLIES**

- 1 three-pronged folder (without pockets) (I will have these in class for you to purchase for a discounted 35¢.)
- 1 journal (composition book, spiral notebook, or any book with lined paper that is not loose-leaf) (I will have tabs for you to purchase at 10¢ for two to divide your journal into sections.)
- 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 Formal Writing 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 $\frac{1}{2}$ letter grade for every class that it is late.

- **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.

- **Extra Credit**: I treat ENG 22 as sort of a dynamic and enjoyable English-based “bootcamp.” We will be learning so much in such a relatively short period of time that there will not be any extra time for “extra credit,” besides my offer regarding completing your LRUs.

- **Dropping ENG 22**: If things become overwhelming or your life schedule must change, please know that it is your responsibility to identify and follow the proper steps to officially drop this class. I can and will, however, guide you to the proper people to help you.

- **Time Outside of Class**: Expect to spend at least two hours of preparation outside of class time for every hour spent in class. Some of you may need more time, however.

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.

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