

**CRN: 60513 (ENG 100 Composition I)**

**3 credits**

**T/R 1:00 – 2:15 pm.**

**INSTRUCTOR: Annette Priesman**

**OFFICE: Palanakila 132**

**OFFICE HOURS: M W R – 8:00 – 8:30 am; T – 8:00-8:30 am and 10:00 – 11:00 am**

**TELEPHONE: 236-9291**

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**EFFECTIVE DATE: Spring semester, 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**

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. Prerequisite: “C” or better in ENG 22 or placement in ENG 100 or approval of designated Language Arts representative.

**Activities Required at Scheduled Times Other Than Class Times**

Completion of Windward Community College’s library research unit (a requirement for passing the course), at least one conference with the instructor, and approximately six hours per week of reading and writing. Please make daily checks with your hawaii.edu e-mail account because that is how I shall communicate with class members. Students are also required to attend one Out Loud in the Library! event in the college’s library during the semester (your instructor will provide details).

**STUDENT LEARNING OUTCOMES**

The student learning outcomes for the course are:

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

Additionally, this course will also:

- 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 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.

## COURSE CONTENT

### *Concepts or Topics*

- **Paraphrase**
- **Summarize**
- **Analyze**
- **Thesis**
- **Metaphor**
- **Transitions**
- **MLA Citation**

### *Skills or Competencies*

Students will develop critical thinking skills and academic writing skills by reading, analyzing and understanding complex texts from different cultures and communities. In order to learn how to write college level arguments, students will refine their writing process, develop an awareness of their audience and rhetorical context, learn to use source material effectively and properly, and expand their repertoires of rhetorical strategies and organizational techniques.

## COURSE TASKS

Students will attend one evening function, **Out Loud in the Library!** (WCC library). Students will also lead **Class Discussion** once (1) during the semester. Additionally, you will write five (5) graded out-of-class essays. The first graded out-of-class essay 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. In the second graded out-of-class assignment, the **Summary of an Argument**, you will summarize an argument and explain what the argument is about. You will not discuss whether or not you have been persuaded by the argument. In the third graded out-of-class assignment, **Analysis of an Argument**, you will analyze an argument, discussing the strengths and weaknesses of said argument. You will also explain how the author uses ethos, pathos, and logos in the argument, and any other rhetorical strategies you see employed. Finally, you will explain the effectiveness of the argument – were you persuaded? If so, how? If not, why not? In the fourth graded out-of-class essay, the **Annotated Bibliography**, you will discuss five of your chosen sources for your final research paper, explaining the relevant information and how you intend to use it. In the sixth and final out-of-class essay, the **Persuasive 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.

## ASSESSMENT TASKS AND GRADING

Grades for assignments turned in one class period late will be reduced by 10%; assignments for grade turned in two class periods late will be reduced by 20%. After that, no late work will be accepted. Requests for extensions must be made BEFORE the due date, and extensions are granted at the instructor's discretion. ASSIGNMENTS FOR GRADE 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.

### Grading Scale

Out Loud!	5%
Interview Assignment (IA)	10%
Summary (SA)	10%
Discussion Leading (DL)	15%
Analysis (AA)	15%
Annotated Bibliography (AB)	20%
Research Paper (RP)	25%

### Grading scale:

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

## LEARNING RESOURCES

Required: Kennedy, Kennedy, and Muth. *The Bedford College Guide for Writers*, 9th ed. (2011)

Walker, Laurie. *Study Skills for College Writers*

Access to a computer

A composition notebook or white, lined loose-leaf paper and a writing implement

All textbook information (pricing, ISBN #, ebooks) for this course can be found on the WCC Bookstore website: <[wcc.edu/bookstore](http://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 and absences cannot be made up. 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.* Additionally: three (3) tardies counts as one absence; you will receive a tardy for arriving five (5) minutes or more late for class **and** for leaving class five (5) minutes or more early. 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.

**Peer Review Workshops:** all assignments will be work-shopped in groups by your peers. Participation in these workshops (bringing your draft to class and the feedback you provide to others) will prove beneficial to all students. A peer review workshop is your chance to improve your writing; missed workshops cannot be made up.

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

**Revisions:** You may revise any of your first four out-of-class assignments and hand in any of these revisions on or before **April 22, 2013**. If you want to revise an assignment, you are required to meet with the instructor first in order to discuss each revision. 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 Argument Analysis is 85%, and you receive 95% on the revised draft, your final grade for the Argument Analysis 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 very seriously.**

**ANY STUDENT ENGAGED IN ANY OF THE FOLLOWING ACTIVITIES WILL RECEIVE ZERO CREDIT FOR THE ASSIGNMENT AND/OR AN F FOR THE COURSE.**

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 expressed

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 Writing Center. The Writing Center is staffed by a full time faculty member; 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](mailto:lemke@hawaii.edu), or you may stop by Hale 'Akoakoa 213 for more information.*

(Revised November 2013)