**English 100: Expository Writing (3 credits)**

**INSTRUCTOR:** Jenny Webster  
**OFFICE:** Hale Palanakila 119  
**OFFICE HOURS:** M/W: 5:30 – 6:30 pm  
T/TH: 1:00 – 2:30 pm & 4:00 – 5:30 pm  
& by appointment  
**EMAIL:** jennywebster.wcc@gmail.com  
**CALL:** (202) 810-5932 (direct to email) or the office at (808) 236-9235  
**www.turnitin.com** ID #: & password: Webster

**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. “They Say/ I Say”
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, annotated, summarize, discuss and respond to a variety of texts.

Exploration and Discussion Logs: On the class website (www.laulima.hawaii.edu) you will respond to writing prompts and complete activities on Laulima as prewriting for you formal essay assignments. Logs are not graded on grammar since they are not formal assignments, but they will be awarded points for showing engagement and depth and meeting length requirements. Incomplete logs or logs that don’t follow instructions may receive few or no points. You can access logs under Discussions and Private Messages.

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.

Brainfuse: Students will submit the first drafts of each assignment to the campus online writing lab at Brainfuse.com to receive feedback from a tutor. Students will get credit for using Brainfuse by printing out the feedback at the Brainfuse Message Center. A hard copy of feedback will be due in class on the day that the final draft is due.

Conference with Instructor and Tutors: Each student is required to conference with the instructor at least once to discuss at least one of his or her drafts this semester. Students are also required to conference with a WCC writing lab tutor for at least one assignment during the semester. Each conference is worth 25 points. To receive points for your meeting with the Writing Lab tutors, use the “Writing Tutor Conference” document in this packet.

Turnitin.com: For students to enroll themselves in my class a www.turnitin.com, they will need both the enrollment password and the unique class ID. These will be given to the class during the first week of school and recorded at the top of your syllabus. If you missed class that day, contact a peer or send me an email requesting this info.

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.

To access the LRUs, look for the WIN.Library_Research tab on your Laulima page. If you do not see it in the visible tabs at the top, click on the My Active Sites tab and search for it there. If you do not have access to the
LRUs, please let me know. If you have completed the LRUs in a previous semester, contact the librarian to have your scores transferred over. You may visit the reference desk or call the WCC reference desk at (808) 235-7338.

Note: you only have two tries to pass each exam. If you do not pass an exam on the second try, you must visit a librarian and ask for assistance with the LRUs. Please don’t wait until the last minute. Librarians get overwhelmed with work too, and they can’t always fit students in immediately. If you would like to make an appointment to meet with a librarian, call the reference desk number listed above.

20 Extra Credit points will be awarded to students who complete the LRUs by ________________

**Deadlines & Extra Credit**

- **Assignments are due on the dates posted on the syllabus.** This is for your benefit and mine. There are too many assignments to risk getting behind, and if I’ve already moved on to the next assignment, it’s easy to forget about the old ones. Thus, if you get behind on assignments, it is your responsibility to let me know when your drafts and final papers are available at turnitin.com. To let me know when late assignments are in, send me an email. I will review it and grade it as soon as possible.

- Assignments that are one class late will lose ½ a letter grade and assignments that are two classes late will lose 1 full grade. After two weeks, any assignment will be worth up to only half credit. Nevertheless, all formal assignments must be turned in to pass this course. Thus, if a student is missing the final draft of any formal assignment, he or she will not pass.

- **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</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration &amp; Discussion Logs</td>
<td>140</td>
</tr>
<tr>
<td>Homework &amp; Reading Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Brainfuse feedback</td>
<td>60</td>
</tr>
<tr>
<td>Peer Editing Workshops</td>
<td>90</td>
</tr>
<tr>
<td>Assignment #1: Formal Email</td>
<td>30</td>
</tr>
<tr>
<td>Assignment #2: Plagiarism Essay (3-4 pages)</td>
<td>50</td>
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<tr>
<td>Assignment #3: Summary and Response (1-2 pages)</td>
<td>50</td>
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<tr>
<td>Assignment #4: Short Argument Essay (4-5 pages)</td>
<td>100</td>
</tr>
<tr>
<td>Assignment #5: Annotated Bibliography (8-10 pages)</td>
<td>100</td>
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<tr>
<td>Assignment #6: Big Argument Essay (5-7 pages)</td>
<td>125</td>
</tr>
<tr>
<td>Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Attendance, Participation &amp; Conferences</td>
<td>75</td>
</tr>
<tr>
<td>Final Complete Portfolio with Reflection</td>
<td>50</td>
</tr>
<tr>
<td>Library Instruction Units (LRUs) completed by ________________</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000</td>
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</table>

*Important- formal assignments (1-6) and the LRUs are mandatory assignments. Any student who neglects to complete any of these will not receive credit for English 100.*
Guidelines for Grading Assignments

A – This paper meets all assignment requirements, 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 meets all assignment requirements, 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 – This paper meets assignment requirements, and although this paper has a thesis, its use of supporting evidence and organization makes it difficult to understand at times. It includes unrelated ideas and may have 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 that needs to be reworked into a more final form.

Grading Scale


LEARNING RESOURCES

These are the required materials for the course. Please purchase them promptly.


   *Be sure that you get the edition with the pink cover. Other editions will not have the required readings.

2. Also bring a notebook to class every day along with a pen or pencil.

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
E-mail: help@hawaii.edu

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

Library Spring semester hours
Fall & Spring Semesters:
**Mon-Thurs** 7:45am-8:00pm;
**Fri** 7:45am-4:00pm

The Writing Resource Center/ Writing Tutors
Located in the Library Learning Commons between the coffee shop and
the reference desk in room 222. Telephone: 235-7473
Hours: TBA

Reference desk at (808) 235-7338.

Attendance and Participation

**Attendance:** Students are allowed up to three absences with no penalties. I don’t need doctor’s notes or
reasons why you missed class. Nevertheless, class discussion and class instruction are an important part of this
course and each class you miss after your third absence will cost 25 points from your total score. I recommend
you save your absences for emergencies. If you miss five classes, you may be counseled to drop the course. If
you miss six classes, you will not pass this course.

**Tardies:** Please be prompt. It disrupts class when you walk in late. If you arrive after attendance has been
taken, you will be marked as tardy. Three tardies are equivalent to one absence. However, if you miss more
than 30 minutes of class, you will be marked absent. If you must leave class early, please tell me in advance.
This too may be counted as a tardy.

**Cell Phone Policy:** Cell phones are to be turned off and put away during class time. If you are expecting an
emergency or important call, please let me know before class and arrangements can be made. If you are talking
on your phone, texting, doing work besides our classwork on a computer, or sleeping in class, you will be
marked absent for the day. These activities are distracting to me and to others. If this kind of behavior happens
more than once, you may be counseled to drop the course.

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 and it must be unique for this course.** 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. We will
go over this issue thoroughly in class. Nevertheless, it is up to you make sure that you have a good
understanding of all kinds of plagiarism and acceptable collaborative work.

**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.
I simply cannot drop the class for you. I would if I could.

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.*
### Portfolio Checklist

The following checklist is due with the complete Portfolio before the final week of instruction. Students are responsible for keeping their work. If a student is unsatisfied with his or her grade on any assignment, he or she may choose to revise it and submit it with completed portfolio. The portfolio is worth 50 points and must include the written reflection.

<table>
<thead>
<tr>
<th>Writing Assignment</th>
<th>Steps in the Process</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1: Formal Email</td>
<td>☐ 1st Draft</td>
<td>/10</td>
</tr>
<tr>
<td></td>
<td>☐ Peer editing workshop</td>
<td>/15</td>
</tr>
<tr>
<td></td>
<td>☐ Brainfuse feedback</td>
<td>/10</td>
</tr>
<tr>
<td></td>
<td>☐ Final Draft (emailed to instructor)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Revision (with Re-grade Request Letter)</td>
<td>/20</td>
</tr>
<tr>
<td>Assignment #2: Plagiarism Essay</td>
<td>☐ 1st Draft</td>
<td>/10</td>
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<tr>
<td></td>
<td>☐ Peer editing day</td>
<td>/15</td>
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<tr>
<td></td>
<td>☐ Brainfuse feedback</td>
<td>/10</td>
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<tr>
<td></td>
<td>☐ Final Draft</td>
<td>/40</td>
</tr>
<tr>
<td></td>
<td>☐ Revision (with Re-grade Request Letter)</td>
<td></td>
</tr>
<tr>
<td>Assignment #3: Summary and Opinion</td>
<td>☐ 1st Draft</td>
<td>/10</td>
</tr>
<tr>
<td></td>
<td>☐ Peer editing day</td>
<td>/15</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>☐ Final Draft</td>
<td>/40</td>
</tr>
<tr>
<td></td>
<td>☐ Revision (with Re-grade Request Letter)</td>
<td></td>
</tr>
<tr>
<td>Assignment #4: Short Argument Essay</td>
<td>☐ 1st Draft</td>
<td>/25</td>
</tr>
<tr>
<td></td>
<td>☐ Peer editing day</td>
<td>/15</td>
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<tr>
<td></td>
<td>☐ Brainfuse feedback</td>
<td>/10</td>
</tr>
<tr>
<td></td>
<td>☐ Final Draft</td>
<td>/75</td>
</tr>
<tr>
<td></td>
<td>☐ Revision (with Re-grade Request Form)</td>
<td></td>
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<tr>
<td>Assignment #5: Annotated Bibliography</td>
<td>☐ 1st Draft</td>
<td>/25</td>
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<tr>
<td></td>
<td>☐ Peer editing day</td>
<td>/15</td>
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<td></td>
<td>☐ Brainfuse feedback</td>
<td>/10</td>
</tr>
<tr>
<td></td>
<td>☐ Final Draft</td>
<td>/75</td>
</tr>
<tr>
<td></td>
<td>☐ Revision (with Re-grade Request Form)</td>
<td></td>
</tr>
<tr>
<td>Assignment #6: Big Argument Paper</td>
<td>☐ 1st Draft</td>
<td>/25</td>
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<td></td>
<td>☐ Peer editing day</td>
<td>/15</td>
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<td></td>
<td>☐ Brainfuse feedback</td>
<td>/10</td>
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<td></td>
<td>☐ Final Draft</td>
<td>/100</td>
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<tr>
<td></td>
<td>☐ Revision (with Re-grade Request Form)</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td>/30</td>
</tr>
<tr>
<td>Exploration and Discussion Logs</td>
<td>☐ (check Laulima)</td>
<td>/140</td>
</tr>
<tr>
<td>Reading Quizzes and Homework</td>
<td>☐</td>
<td>/100</td>
</tr>
<tr>
<td>Conference with Instructor</td>
<td>☐ *Did you meet with me yet?</td>
<td>/25</td>
</tr>
<tr>
<td>Conference with Tutor</td>
<td>☐ Writing Tutor Conference form</td>
<td>/25</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>☐ *Three or less absences</td>
<td>/25</td>
</tr>
<tr>
<td>Portfolio &amp; Reflection</td>
<td>☐ Turn in Reflection and Checklist with Portfolio</td>
<td>/50</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td>/1000</td>
</tr>
</tbody>
</table>

A – 90%+, B – 80% - 89%, C – 70% - 79%, D – 60% - 69%, F – 59% and below  

Revised 11/25/2013