ENG 20 Reading and Writing Essentials
4 Credits
CRN: 60284 & 60285
M–TH 2:30-3:45, Manaleo 125

INSTRUCTOR: Carol Cunha
OFFICE: Manaleo 121
OFFICE HOURS: MTWTH 12:30-1:00 or by appt.
TELEPHONE: 236-9227
EMAIL: ccunha@pglg.com
EFFECTIVE DATE: Fall 2015

!! Take time to reflect: Have you ever visited a teacher during office hours? What was it like? Do you have negative or positive associations with talking to your teachers outside of class?

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.

!! Take time to reflect: What does the WCC Mission Statement mean to you? What questions do you have about it?

CATALOG DESCRIPTION

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 C or better in ENG 8.

STUDENT LEARNING OUTCOMES
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, 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 ENG21, ENG22, and ENG23 when students pass with a “C” or better.

!! Take time to reflect: Reread the student learning outcomes. Which one do you think will be the most difficult and why? Please tell me briefly about your previous experiences in English courses. Have your previous courses focused on similar outcomes?

LEARNING RESOURCES
1. Access to a computer
2. Textbook: WADSWORTH COLLEGE READING SERIES 1
3. Novel: Dragonwings by Lawrence Yep
4. Required Tools: Portfolio (Three ring binder with organizing tabs), a stapler, blue or black ink pens, and college ruled paper.
5. Recommended: American Heritage College Dictionary or another college level dictionary and access to a computer and the Internet

!! Take time to reflect: Please consider your finances. If you are unable to purchase your materials this week, when will you be able to purchase them? Will you use a computer at home or at school? What is your experience typing and using a computer?

ACTIVITIES REQUIRED OUTSIDE OF CLASS

Students should schedule at least nine hours per week to keep up with the assignments and to study for this course.

You are required to go to the writing center in the library for your drafts: draft 2 for c/o (content/organization) work and draft 3 for grammar/language work. You can also see me. A tutor must sign your paper.

You will also have at least two teacher conferences. Each conference is worth 10 points of your homework grade.

You will also be required to attend library workshops. These will be scheduled. These are also worth 10 points each.
COURSE CONTENT

<table>
<thead>
<tr>
<th>Concepts or Topics</th>
<th>Skills or Competencies-Students will</th>
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<tbody>
<tr>
<td>• Active versus passive reading and thinking</td>
<td>1. Distinguish between general and specific items.</td>
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<td>• Main point or central thought</td>
<td>2. Apply context/linguistic clues to define words in sentences and short essays.</td>
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<tr>
<td>• Organizational structure and patterns</td>
<td>3. Distinguish between direct and indirect statements of main thought.</td>
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<td>• Study skills</td>
<td>4. Identify/locate main idea statement.</td>
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<td>• Literal comprehension</td>
<td>5. Communicate orally and in writing the main thought, major/minor details of material.</td>
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<td>• Interpretative comprehension</td>
<td>6. Use outline format.</td>
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<td>• Critical reading skills</td>
<td>7. Recognize connotative and denotative language; identify bias, tone, purpose.</td>
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<tr>
<td>• Connotations and denotations</td>
<td>8. Distinguish between statements of fact/opinion.</td>
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<td>• General versus specific</td>
<td>9. Use language mechanics to enhance comprehension.</td>
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<td>• Collaboration</td>
<td>10. Discuss/review readings from career/academic/personal interest areas.</td>
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<tr>
<td>• Rules of mechanics, grammar, punctuation</td>
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<tr>
<td>• Vocabulary strategies</td>
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<tr>
<td>• Write clear and comprehensive sentences</td>
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COURSE TASKS AND GRADING

This course will include textbook, reading, and grammar activities, quizzes and in-class writes, journal writing, and developed paragraphs and an introduction to essay writing.

1. Write sentences/paragraphs using selected vocabulary words from class discussions.
2. Complete the Nelson-Denny pre-and posttest. Show improvement in vocabulary and reading comprehension.
3. Complete all vocabulary and writing skill-building exercises, quizzes, and tests.
4. Complete all reading selections and comprehension exercises assigned.
5. Write sentences/paragraphs/essays on selected purposes/topics focusing on specific skills criteria due each week and participate in peer-review and final editing activities.
6. Read independently and share a book of your choice (based on ability and interest level).

Other Tasks:
• Maintain a portfolio of writing pieces & reading selections for self-assessment activities.

Course Requirements: Grades will be assigned upon the successful completion of all course student learning outcomes, positive class participation, and the reading level achieved by the end of this semester. You must show proficiency at approximately the 8.0 reading level in
class work, on the Nelson-Denny post-test. **If you do not complete the requirements, you will be asked to repeat the course in order to reach the necessary proficiency level** required for the next appropriate English course. Nine or more absences before the official withdrawal date, excused or unexcused, may also result in an N or F grade for this course. You will be advised to withdraw from the course.

Grades available:

A = 90% or better  
B = 80 – 89%  
C = 70-79%  
N = Given only if a student has made a great effort until the end of the semester but needs more work to achieve proficiency.

Grades will tentatively be based on the following:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Paragraphs and Essays</td>
<td>15%</td>
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<tr>
<td>Homework/Summaries/Vocab.</td>
<td>15%</td>
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<tr>
<td><strong>Dragonwings</strong> Journal and Portfolio</td>
<td>10%</td>
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<tr>
<td>Journals</td>
<td>5%</td>
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<tr>
<td>Grammar/Reading Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Writing/Reading Tests</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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!! Take time to reflect: Do you understand the grading categories? What changes would you make to the grading for this class and why?

### Additional Information

**Class Policies:**

**Attendance and Missed Work:**

1. Come to every class, be on time, and stay in class until the end of the period. If you have 6 or more excused or unexcused absences, you may be counseled to repeat the course and it will affect your grade. **If you miss 10 days of class, you will fail this class.**

2. All students are responsible for everything done in class and for all assignments made, whether they are present or not. Students who are absent should talk to me or another student to find out what happened in class and prepare for any assignments missed.

**Preparedness and participation:** You need to participate in class discussions, group work, and other class activities. In addition, be prepared to take notes during every class. This is standard in U.S. college classes. You must also have your homework done BEFORE class and make sure you bring your text and other supplemental materials.

**Submitting Late Work:** Papers are due on the dates they are scheduled to be handed in. Late papers will be marked down one letter grade and they will not be accepted after one week from the due date. In specific cases, such as a family emergency or an illness requiring a doctor's care, extensions may be given. Please contact me as soon as possible should an emergency arise.
**Make-up Exams and Quizzes:** Quizzes cannot be made up. As for in-class writes and final exams, you are expected to take careful note of the dates and to be there. Students are expected to attend final exams on the dates scheduled. In **extreme** cases of real family emergency or student illness, it may be possible to reschedule an exam.

**Discipline, Decorum, and Academic Freedom:** Students are expected to conduct themselves as adults, showing respect to other students and to the teacher. Students **cannot use cell phones.** Students must turn off their cell phones in class. If a student is caught using a cell phone, he/she will be marked as absent for that day.

**Academic Honesty:** Students are expected to behave honestly and with integrity. A student must not copy any assignment from a book or another person or from an assignment done for another class without the proper citation. Any student who cheats on an academic exercise (any work submitted for points, grades, or credit), lends assistance to others, or who hands in, as a completed assignment, work that is not his or her own, will be penalized. Should any of these practices occur, the student will receive a zero for the assignment and may receive an F for the course. In addition, the matter will be referred to the Department Chair. (If you are not sure whether you are plagiarizing in dishonest activity, see ME!)

You will be required to read and write independently throughout the course and to put in time and effort to do your best. You can be in control of your own learning. Be an active learner. My goal for you is to be successful in this course and show great gains in reading and writing. Please seek my assistance and ask questions any time.

!! Take time to reflect: What can you do to contribute to a positive learning environment for everyone in class? What support services have you used on campus? If you haven’t used any, how do you think they might help you this semester?

**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.

!! Take time to reflect: The counselors and teachers on campus want to work together to help you learn. Who is your assigned counselor? If you have a disability, have you met with Ann Lemke? What strategies have you discovered that help you to learn best?

Please write out by hand all answers to the syllabus reflection questions. What other questions do you have for me about this course? Is there anything more you would like me to know so that I can better support your educational journey?

**Important Dates:**

- Late registration begins, fall: Aug. 24
- Holiday: Labor Day: Sept. 7
- Last Day to withdraw without a W grade: Sept. 14
- Last day to withdraw with a W grade: Oct. 30
- Holiday: Veterans’ Day: Nov. 11
- Holiday: Thanksgiving: Nov. 26-27
- Last Day of Instruction: Dec. 10
- Final Exam Period: Dec. 12-17

**ENG20 FINAL EXAM:** Wednesday, December 16 – 2:30-4:30
Paragraph/Essay Checklist

______ Prewrite

______ Outline (as assigned)

______ Draft 1

______ Draft 2

______ C/O (content & organization) peer review

______ Draft 3

______ Grammar peer review

______ Final Draft