ENGLISH 100: COMPOSITION I  
Course Syllabus  Fall 2015  
Sections: 60203/60206/60216/60441  
3 Credits

INSTRUCTOR: Aimee N. Hardy  
EFFECTIVE DATE: Fall 2015

OFFICE: Hale Manaleo 121  
OFFICE HOURS: Tues/Thurs 10:00-11:15, 12:45-2:15

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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 college-level composition course promotes critical reading, the writing process, rhetorical principles, research strategies, and the documentation of sources. Prerequisite: “C” or higher in ENG 22 or ENG 23 or placement into ENG 100 or approval of designated Language Arts department representative.

Activities Required at Other than Regularly Scheduled Class Times:  
Completion of the WCC Library Instruction Units and approximately six hours per week of reading and writing.  
Also, you are required to have at least two outside conferences with the instructor. This is required to pass the class.

LEARNING RESOURCES

Required Textbook:  

Additional Supplies:  
3 ring binder with dividers or folders  
Loose-leaf paper  
Blue or black pens  
(Optional) Flash drive for your final presentations

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.

COURSE CONTENT

At the end of this course, students should be able to:
1. Understand and use the major steps in the writing process.
2. Have developed a sense of writing for an audience and understand how the audience, purpose, and language can influence the writer’s choices.
3. Understand and use college-level principles of composition such as unity, development, and organization.
4. Edit using standard principles of grammar, punctuation, mechanics, and usage of the English language.
5. Have written approximately 20 peer reviewed pages using a variety of rhetorical strategies.
6. Know how to make effective use of writers’ resources such as handbooks, library materials, interviews, and databases with knowledge on how to use and document material from primary and secondary sources without plagiarizing.
7. Respond thoughtfully in writing to published and peer essays and to recognize features of a writer’s style and organization.
8. Develop confidence as writers and have an awareness of their strengths and weaknesses.

ASSESSMENT TASKS AND GRADING

Grade Scale:
A - a course average of 90% or better
B - a course average of 80% or better
C - a course average of 70% or better
D - a course average of 60% or better
F - fails to achieve an average of 60%
N - measurable progress and regular attendance but doesn’t meet course SLOs
W - official withdrawal through the registrar by deadline

Here are general guidelines for grading assignments:
A -- This paper 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 has a clear thesis and is fairly well organized but is not as original or as fully developed as an “A” paper, and has a few grammar/ spelling/ punctuation errors.
C -- Although this paper has a thesis, its use of supporting evidence, organization, and development makes it difficult to understand. It includes unrelated ideas and has 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.

Course Grades:
Attendance and Participation 5%
Journals 20%
Quizzes 5%
Library Research Unit 5%
Writing Assignments 25%
   Recalling an Experience (5%)
   This I Believe (5%)
   In-class Narrative (5%)
   Compare and Contrast (5%)
   Cause and Effect (5%)
Research Paper and Presentation 20%
Portfolio and Reflection 20%
Course Total 100%

Course Calendar:

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<tr>
<th>Week 1 Class 1</th>
<th>Week 1 Class 2</th>
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<tr>
<td>Introduction</td>
<td>The Writing Process (Ch 1)</td>
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<tr>
<th>Week 2 Class 1</th>
<th>Week 2 Class 2</th>
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<td>From Reading to Writing (Ch 2)</td>
<td>Thesis (Ch 3)</td>
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<th>Week 3 Class 1</th>
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<tr>
<td>Unity (Ch 4)</td>
<td>Organization (Ch 5)</td>
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<th>Week 4 Class 1</th>
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| Beginnings and Endings (Ch 6) | Paragraphs (Ch 7)
| Paper #1 Due (Recalling an Experience) |

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<tr>
<th>Week 5 Class 1</th>
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<tr>
<td>Transitions (Ch 8)</td>
<td>Effective Sentences (Ch 9)</td>
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<th>Week 6 Class 1</th>
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<td>Diction and Tone (Ch 11)</td>
<td>Figurative Language (Ch 12)</td>
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<th>Week 7 Class 1</th>
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| Writing with Sources (Ch 10) | Illustration (Ch 13)
| Paper #2 Due (This I believe) |

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<th>Week 8 Class 1</th>
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<td>Narration (Ch 14)</td>
<td>Description (Ch 15)</td>
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<th>Week 9 Class 1</th>
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<td>Midterm- Paper #3 (In Class Narrative)</td>
<td>Comparison and Contrast (Ch 19)</td>
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<th>Week 10 Class 1</th>
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| Process Analysis (Ch 16) | Definition (Ch 17)
| Paper #4 Due (Comparison & Contrast) |

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<th>Week 11 Class 1</th>
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<td>Division and Classification (Ch 18)</td>
<td>Cause and Effect (Ch 20)</td>
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<th>Week 12 Class 1</th>
<th>Week 12 Class 2</th>
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| Argument (Ch 21) | Arguments on Crime (Ch 21)
| Paper #5 Due (Cause and Effect) |
**ATTENDANCE AND PARTICIPATION**

Your participation is important to succeed in this class. During class time you will actively participate in class discussions and peer workshops. You will cooperate with classmates and share your writing and ideas. These workshops will help you better understand your audience and improve our work. You will be expected to attend class regularly and turn in work on time (at the beginning of class on the assigned due date). Everyone will be expected to participate in discussions and group work so please come to class prepared. Save all in class writing assignments, as they will be required in your final portfolios. Ideas or questions you raise in your journals are great discussion points for class. Please minimize classroom distractions by turning off your cell phone before class begins, arriving on time, and coming to class prepared.

You are responsible for making up any work that you miss, as well as preparing any assignments for the next class. Missing more than two classes will count against your final grade. Please check the campus website for the last day to withdraw.

**JOURNALS**

You will keep a log of reflection essays throughout the semester with ideas, questions, and observations on assigned reading material. These essays help to start the writing process, will be used as informal discussion during our in-class workshops, and are a great source for essay ideas that are assigned throughout the semester. Entries will be made after each reading assignment and will take up at least one page.

**QUIZZES**

Quizzes will be a short, usually 5 questions of 10-minute duration. They will take place at the beginning of class and cover the assigned readings.

**RECALLING AN EXPERIENCE ESSAY**

The Recalling and Experience Essay will examine a memory from the past and recreate that image for the reader to experience. Remember to explain sights, sounds, smells, tastes, and the
things you can feel around you. The aim is to make this experience real to the reader. The essay should be a minimum of three pages, typed and double-spaced according to MLA standards, but not more than six pages.

**THIS I BELIEVE ESSAY**

The This I Believe Essay will take a personal belief and show a moment that idea was formed, tested, or changed. Your essay can be a serious issue, something sentimental, or a funny story. It will use the first person perspective and take the reader through your experience, showing, rather than telling, what you believe and why. The essay should be a minimum of three pages, typed and double-spaced according to MLA standards, but not more than six pages.

**COMPARE AND CONTRAST ESSAY**

The Compare and Contrast Essay should examine two subjects and analyze their similarities and differences. Choose two of our reading assignments and compare and contrast them. What are their subjects or agendas? You can analyze their main ideas, writing style, audience, point of view, and any other writing aspects of the two works. The essay should be a minimum of three pages, typed and double-spaced according to MLA standards, but not more than six pages.

**CAUSE AND EFFECT ESSAY**

The Cause and Effect Essay assignment will explore causes or effects to a certain situation. Pick an interesting or disturbing fact that you have observed and explore the causes and effects related to that issue. The purpose of the Cause and Effect Essay is to get a better understanding to an issue or problem. You can limit your essay to just the causes or the effects, or may include both. The easiest way to develop your main idea is to choose a topic that may have affected you, or those you know, and emphasize the points that are most important to you. The essay should be a minimum of three pages, typed and double-spaced according to MLA standards, but not more than six pages.

**IN-CLASS NARRATIVE**

For your midterm you will complete an in-class narrative short story based on one of the stories or characters from our reading. You may choose any character, even a minor one, and write a letter or short story from their perspective. Make something interesting happen to the story! The plot should have some interesting hook or twist, should contain developed characters, delivers a clear message of theme, and is written with clear sentences and understandable punctuation.

Your story should have a beginning, middle and end. Think about your point of view and audience. Detailed descriptions help pull readers into the story and a sense of humor is great entertainment. If you are having difficulties coming up with a character or story, look back at some of the questions or ideas you came up with in your journals.

This narrative will be written during normal class time so come prepared. Your narrative should be at least three full handwritten pages, and should not exceed six pages. Please see me before the midterm date if you are still having trouble coming up with ideas.
RESEARCH PAPER

For your final exam you will compose a research paper. The purpose of this research paper is to show an issue or idea, develop a clear position, and assemble evidence to support your claim. Much like your Argument Essay, your will persuade your audience to see your side of the issue through research and analysis supporting your claim.

As you research your topic, you will develop an Annotated Bibliography of sources for your paper. These sources should include at least five sources that come from expert or authoritative sources. One source should argue the opposite position that you are taking. All of the sources should be from peer-reviewed articles, or from text-based sources such as books, magazines, or reputable newspapers.

Your paper should contain an attention-grabbing introduction with a thesis statement focusing your paper. You will use research as evidence to back up your thesis. Also, your paper should include a counterargument that disagrees with your position and point out the flaws with this line of thinking. The body of your paper should develop the main points (at least three) of your paper. Your research will provide the evidence for your claim and you will only need to analyze these facts. Lastly, your paper needs a conclusion, which wraps up your paper. Don’t simply repeat the introduction. Instead, give the paper a sense of completion and wholeness.

This paper should be at least eight, but not more than ten, pages typed and double-spaced according to MLA format, with a Works Cited page attached at the end. This Research Paper requires at least one conference with me to go over main ideas, sources, organization, and general questions about the paper. Once you have a rough draft, the paper will go through the peer review process, editing, as well as professor comments and editing before handing in a final draft.

On the last week of class, you will present your research paper to the class for a short presentation. You will prepare 5-7 slides that raises a question, states your thesis, gives evidence of your position, addresses a counter-point, and states any other questions your research might have raised.

You will include all of your drafts, peer review sheets, comments, annotated bibliographies, final drafts, works cited, and printed presentations in your end of semester portfolios.

PORTFOLIO AND REFLECTION

Save all drafts, notes, and papers that are done for this class. It is important for the revision process and highlights your progress as a writer. At the end of the course you will submit a portfolio of your work through the semester, showing that progress on a diverse array of writing assignments.

Keep all journals, in class work, essays, peer reviews, bibliographies and revisions of the writing assignments you do in this course. This portfolio should show your progress as a writer and should highlight the skills you have learned in this course. Include all writing assignments listed below in a three ring binder. Each section should be separated and clearly labeled. At the end of the portfolio, please include a two-page reflection essay commenting on the progress you’ve made as a writer.
Journal Entries (32 items)
In Class Essays (32 items)
Compare and Contrast Essay
Cause and Effect Essay
Argument Essay
In-Class Narrative
Research Paper
  Annotated Bibliography
  Rough Draft
  Peer Review
  Edited Draft with comments
  Final Draft
  Printed Presentation

Reflection

DUE DATES AND LATE WORK

Papers are due at the beginning of class on assigned due dates. Papers printed during class will be considered late. Late work will be marked down one letter grade per day. If an emergency does arise, please contact me as soon as possible.

PLAGIARISM

All student work must be generated and written authentically. All submitted work must be free of plagiarism. Offenses include grade reduction, failure of the course, and other administrative action.

Additional Information

Library Learning Commons:
The Library Learning Commons (LLC) offers many free services for students. Writing consultants can help with writing and reading assignments for any class. In addition, the writing center is available for one-on-one tutoring.

Brainfuse:
Brainfuse is a support program that offers tutorial services in such subjects as English, ESL writing, math (basic math to Calculus II), statistics, anatomy and physiology, economics, accounting, finance, Spanish, biology, general chemistry, organic chemistry, nursing, and physics. Brainfuse through the MyUH portal.

The Writing Resource Center:
All WCC students are invited to consult with our Writing Resource Center staff to assist with their writing needs at any stage of the writing process (brainstorming, drafting, revising, etc.).

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.