ENGLISH 100  Composition 1
3 credits

INSTRUCTOR:  Elizabeth “Libby” Young
OFFICE:  Hale ‘Akoakoa 239
OFFICE HOURS:  M,W 9-10 am, 1-3 pm or anytime by appointment
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EFFECTIVE DATE:  Spring 2015

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 better in ENG 22 or placement into ENG 100 or approval of designated Language Arts department representative.

Activities Required at Scheduled Times Other Than Class Times:
Completion of the WCC Library Research units, conferences with the instructor and about six hours per week of reading and writing. Please check your hawaii.edu email daily so I may communicate with you.

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“Writing is a powerful instrument of thought. In the act of composing, writers learn about themselves and their world and communicate their insights to others. Writing confers the power to grow personally and to effect change in the world.”

STUDENT LEARNING OUTCOMES

The student learning outcomes are:
• Write well-reasoned compositions that reveal the complexity of the topic they have chosen to explore or argue.
• 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.
• Find, evaluate, integrate, and properly document information from libraries, the Internet, and other sources, with an eye for reliability, bias, and relevance.
• 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

To satisfy the FW requirement, this course will:
• 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.
• Provide students with guided practice in writing processes (planning, drafting, critiquing, revising, and editing), making effective use of written and oral feedback from the instructor and from peers.
• Require at least 5,000 words of finished prose — equivalent to approximately 20 typewritten/printed pages.
• 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.
• 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

Skills or Competencies (List what students should be able to do in order to complete the student learning outcomes)
1. Understand and use the major steps in the writing process.
2. Develop a focus/thesis and effective introduction to appeal to an audience.
3. Outline points that can form topic sentences with supporting examples, evidence and data.
4. Use the library and the Internet to research and document information without plagiarizing.
5. Discuss a draft with others to improve work and provide feedback to others.
6. Revise successive drafts for clarity and effectiveness.
7. Proofread carefully and be able to edit one’s own writing using standard principles of grammar, punctuation, and accurate word usage.
8. Summarize, paraphrase and analyze published writing for style, content and organization.
9. Meet deadlines and develop confidence as writers with an awareness of both strengths and areas to improve.

COURSE TASKS

A. Write a series of papers as assigned, following the stages of the writing process for each one. This includes using prewriting techniques, shaping the material, rewriting/revising, and final editing. Each paper will have both a rough and final draft.

B. Respond to the writing of fellow students. In small groups, students will respond verbally and in writing to each other’s work. You will be able to discuss your own writing in these groups and during required conferences with the instructor.

C. Do “learning logs” and reading responses. These writing exercises and personal responses to something you have read or experienced will help develop writing and thinking skills.
D. Participate in classroom activities and discussions. These will include “First Five,” student-led class openers; writing “warm-ups” for brainstorming; discussion on topics related to the writing assignments, and grammar and punctuation review.

**ASSESSMENT TASKS AND GRADING**

**COURSE GRADES.** Grades are weighted as follows:

1. Writing Assignments 70%
   (includes 4 major essays -10 % each
   1 research paper – 20 %
   1 in-class final essay – 10%)

2. Homework, class participation and attendance 10%
3. Library Units 10%
4. In-class quizzes 10%

Course grades will be based on the following:

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.
REQUIRED TEXTBOOK


Additional Information

• **Attendance** - Because your participation is important to the class, you will be expected to attend class regularly and turn in work **on time (papers due in class on the due date)**. Each student is allowed four absences during the semester, but any work done in class must be made up. Additional absences will count against your final grade. You will receive an “F” for disappearing rather than officially withdrawing before the deadline. The last day to withdraw with a “W” is **March 31, 2015**. Please email or call me if you cannot attend a class.

• **Tardies or cell phone use** - Missing more than 20 minutes of class counts as an absence. Please put your phone on “vibrate” so as not to disrupt class time.

• **Writers’ Groups** - Research has shown that writers improve when they receive regular feedback from a group they trust. To help your writing grow, you will be sharing drafts with others and responding constructively to work in progress.

• **Conferences** - For each major paper, you will have a rough draft and final draft due date. After you meet in groups for feedback, you will be able to meet with the teacher for more suggestions to improve your work. These conferences are important as an opportunity to ask questions and receive individual advice to improve your writing.

• **Assignments and Deadlines** - All students are expected to take full responsibility for knowing what is assigned for each class session and must come prepared for that session. Rough drafts and final papers **must** be brought to class on the date assigned, not just emailed. Assignments turned in late will receive a lower grade. Discussion logs need to be submitted on time, either in class or on Laulima.

• **Paper Format** - You are required to turn in papers in typed form, double-spaced. Computers and printers are available on campus for students to use. Also, please save all writing done for this class, including notes and drafts. This material may be used for practice in revision and for conferences.

• **Academic Honesty** - Plagiarism will not be tolerated and could result in a failing grade.

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.*
Grading and Point System

Attendance - 1 pt per class = 30
Discussion Logs - 10 pts each 100
Rough drafts - 20 pts per essay 100
Quizzes/exercises - 10 pts each 30
Library units - 30 pts (all 3 required) 30
First Five - 10 pts 10

This I Believe/ “Under the Influence” 100
Personal Statement for applications 100
Career Definition 100
Commentary/Letter to Editor 100
Problem/Solution paper w/ local nonprofit organization 200
In-class Final Essay 100

TOTAL FOR COURSE 1,000 points

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ESSAY RUBRIC SAMPLE – “This I Believe”

• Attention-getting introduction & memorable conclusion 10
• Clear thesis 10
• Specific, concrete details, dialogue and supporting examples 40
• Accurate, effective word choice & smooth transitions 20
• Correct grammar & punctuation 20

100