English 100 Composition
3 credits
Monday/ Wednesday 10:00 am (CRN #63227)
Tuesday/Wednesday/Thursday ALP 11:30 am (CRN #63261)

Instructor: Jenny Webster
Office: Manaleo 106

Drop in Office Hours: M I 11:30–2:00 pm
T I 10:00–11:30 am
W I 12:30–2:00 pm
Th I 10:00–11:00 am & 1:00–4:00 pm

Google Voice number: Call or text: (202) 810-5932 (goes to my email)
Office number: (808) 236-9235

Email address: jennywebster.wcc@gmail.com
Semester: 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

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.

Activities Required at Scheduled Times Other Than Class Times

1. Students will consult Brainfuse tutors for feedback on all first drafts. To connect with Brainfuse, see the instructions on the final page or go to: http://windward.hawaii.edu/Brainfuse/.

2. Students will consult tutors in the WCC Writing Center at least once during the semester. The Writing Center is located in room 222 in the library. See attached campus map or go to: http://windward.hawaii.edu/About_WCC/Campus_Map.php.

3. Students will conference with the instructor at least twice during the semester as well.
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 TASKS

Readings and Reading Quizzes: Read, summarize and discuss a variety of college-level texts.

Discussion Logs: Low stake writing assignments that will give students a chance to practice writing for an audience and brainstorming ideas for formal assignments.

Formal Writing Assignment: Write a series of essays using the stages of the writing process for each one. This includes drafting, researching, revising, peer editing, responding to instructor feedback, conferencing with the instructor and final editing. Each formal essay must be submitted in MLA format.

Brainfuse Online Tutoring: Students will submit first drafts to Brainfuse online tutors for feedback. To connect with Brainfuse, see the instruction on the final page or go to http://windward.hawaii.edu/Brainfuse/.
A copy of your tutor's recommendations will be due with the final draft assignment.

Portfolio: Students will submit a portfolio of their completed work at the end of the semester. Further instructions to come.

Library Research Units (LRUs): **MANDATORY** 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 course.
Conferences with Instructor and Writing Lab: **MANDATORY**
Meet with Instructor twice during semester.
Meet with tutor in the WCC Writing Center once during the semester.
Conferences must be completed prior to the final class. Each missed conference will result in a loss of 25 points from the total grade.

**ASSESSMENT TASKS AND GRADING**

Formal Writing Assignment (total 550)
- Formal Email to Instructor 40
- Informative Essay 100
- Summary and Response 50
- Argument 125
- Annotated Bibliography 60
- Problem Solution 175

Drafts, Brainfuse, Peer Editing (5 assignments) 150

Discussion Logs and Reading Quizzes (10) 250

Portfolio and Final Reflection 50

Total 1000

***Points will be deducted from the grade for the following:
- Each missed conference with the instructor will result in a loss of 20 points.
- Each missed conference with the WCC Writing Center will result in a loss of 20 points.
- Students are allowed up to three free absences with no penalties. Each absence thereafter will result in a loss of 20 points from the total grade.

***Any student who misses six classes will likely not pass the course***

**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 as an A paper, has a few grammar/ spelling/ punctuation errors, and is fairly interesting to read.

C -- Although this paper has a thesis, its use of supporting evidence and organization 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 which needs to be reworked into a more final form.
### Grading Scale

A – 90%+
B – 80% - 89%
C – 70% - 79%
D – 60% - 69%
F – 59% and below
W – Official Withdrawal.

### 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 final grade. 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.

**Cell Phones and Other Disturbing Conduct:** 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, 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.**

### Submissions and Deadlines

All final drafts of formal assignments must be submitted to turnitin.com and as a hard copy. **For each class day that an assignment is late, it will lose half a grade.** After two weeks, formal assignments will not be accepted.

**Turnitin.com:** Each student must enroll in my course at http://turnitin.com. To do so, you will need both the enrollment password and the unique class ID.

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<tr>
<th>Course CRN</th>
<th>Course Day &amp; Time</th>
<th>Turnitin Class ID</th>
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<td>63261</td>
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**Hard copies:** Complete final drafts must be printed out and turned in to the instructor on the day that they are due.
LEARNING RESOURCES

This is the required text for this course. It is available at the bookstore and online. Feel free to purchase it from anywhere you wish, but know that you will be required to use it in the third week of the course.


Course Web

The course website is www.laulima.hawaii.edu (log in using your UH username and password). If you have any problems with Laulima, please contact the ITS Help Desk

ITS Help Desk
Phone: (808) 956-8883
Toll Free (neighbor isles): (800) 558-2669

More resources

Library Spring semester hours
Mon-Thurs 8:00am-8:00pm
Fri 8:00am-4:00pm

WCC Writer’s Lab
Schedule to come.

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. 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.

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.
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.

CAMPUS MAP

Counselors
My Office!

WCC Writing Center
(In the library, room 222 near the math and speech labs)

BRAINFUSE

The University of Hawai‘i Community College is pleased to provide the online tutoring program 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.

Continued…
Brainfuse is Windward CC’s online tutorial system. Students access Brainfuse through the MyUH portal.

**Student Instructions:**

1. Log in to MyUH
2. Click on “My Tools”
3. Look at right hand column for Brainfuse under “My Class Schedule”
4. Click on “Connect Now”

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**Brainfuse Online Tutorial**

Brainfuse offers an unparalleled level of personalized attention by transforming online tutoring into an all-in-one learning experience.

We empower the student with a wide range of services that flow seamlessly together or can be used alone depending on the student’s learning style.


**Resources**

- Brainfuse Customer Support
- Hours of Service

Revised 1/10/2015