ENGLISH 23 Introduction to College Reading and Writing
04 Credits
CRN 63535/63536: M-TR, 11:30-12:45
Na‘auao 104

INSTRUCTOR: Ellen Ishida-Babineau
Alaka‘i Ho‘onui ‘Ike (AHI)
Peer Academic Coach: Maile McLaurin

OFFICE: Manaleo 115
OFFICE HOURS: W, 1:00-2:00; TR, 10:00-11:00 or by appointment

Please use MySuccess to schedule any appointments. If unable to meet at designated times, make an appointment with the instructor.

TELEPHONE: 236-9222, Voice mail
EMAIL: ellenib@hawaii.edu

EFFECTIVE DATE: Fall 2016

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT
Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION
The course prepares students for college-level reading and writing with practice in the writing process, instruction in grammar and mechanics, emphasis on effective paragraphs and essays, introduction to research techniques, and practice in vocabulary development and reading comprehension.

Activities Required at Scheduled Times Other Than Class Times
Students should schedule at least six-nine hours per week to keep up with all assignments, completion of library units, and to study for this course, including time for conferencing with the instructor and/or with the Academic Coach. To prepare for the research-based writing assignment, you must complete the first two Library Resource Units (LRUs). Most tests are to be taken in The Testing Center (TTC), La‘akea 228.

STUDENT LEARNING OUTCOMES
The student learning outcomes for the course are:
1. Effectively use a multi-step writing process that includes drafting, revising, and editing; respond constructively to written and oral feedback.
2. Write compositions that have main point and supporting details developed with specific, logically organized details.
3. Integrate source material according to academic conventions.
4. Proofread for effective grammar, word choice, punctuation, and spelling.
5. Effectively use entry-level college vocabulary.
6. Comprehend various types of entry-level written and visual college materials;
7. Demonstrate application of varied reading strategies to entry-level college texts.
COURSE TASKS

Vocabulary (Primarily on Thursdays) Tasks
1. Complete chapters from *Interactive Vocabulary* (IV). For each chapter complete Predicting, Self-Tests, and Words to Watch. Sometimes Word Visions and Interactive Exercise sections may be assigned.
2. Complete all chapter quizzes and Review Tests assigned. There are no retests for vocabulary.
3. Complete collaborative and/or class activities.

Reading Comprehension and Writing Tasks
2. Complete assigned work from the text, *In Harmony, Second edition* (IH) and additional homework assignments, including MySkillsLab assignments.
   Homework will be counted in the final grade. Even though not all homework will be collected, please be prepared to submit work when requested at the beginning of the class period (within the first five minutes of the class period).
3. Complete all comprehension and grammar/mechanics mastery tests; the passing score is 70% for each test. Any test below 70% should be retested. The average passing score of 70% is required for the final grade.
4. If you retest for comprehension and/or grammar, you must to do the following:
   a. Complete and work with either the instructor or the AHI to correct the retesting handout(s) by the due date given.
   b. When the retesting material has been submitted, a test will be put into the Testing Center.
   c. Please make sure you complete the retest by the designated date.
5. Complete the Short Essay Exam and Sentence Skills Achievement Test in class during the Final Exam period. The Final Exam must be 70% or above for meeting the outcomes of this course. A student scoring less than 70% may have to repeat the course.
6. Complete 5 writing assignments (2 paragraphs and 3 essays which includes a short research-based essay with MLA documentation). The process includes drafting, revising, proofreading and editing, and responding to written or oral feedback (peer editing, using Brainfuse, using the Writing Lab and/or conferencing with instructor or the peer coach). Library Resources Units 1 and 2 are part of the grading for Writing Assignment 1. See Syllabus for deadlines.
7. Meet with instructor for conferences at mid-term and at end of semester for course checks. The research-based essay conferences and the scores for the two LRUs are part of the overall grade for that writing assignment.

Miscellaneous Tasks
- Meet with the Peer Coach at least three times during the semester.
- Complete the first two library units (LRUs) before mid-semester. Points for unit are included in Research Essay grading. Deadlines TBA.
- Maintain a course 2 inch, 3-ring binder for class material, including your daily or monthly planner to keep track of assignments, deadlines, and personal errands.
- Maintain two portfolios, one for Journal Entries and the second to submit writing assignments. Label the front cover with the following:
ASSESSMENT TASKS AND GRADING

Grades will be assigned with the successful completion of all course student learning outcomes and the reading and expected writing level achieved by the end of the semester. You must show proficiency at approximately the 10.5 grade reading level in class work and the Nelson-Denny post-test and demonstrate your ability to compose an essay that is unified and coherent. 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 ENG 100 or ENG 100X. Five or more absences before the official withdrawal date, excused and unexcused, may also result in an N grade for this course. You will be advised to withdraw from the course. If you have 10 or more absences, you must repeat the course.

Grades available:
A = 90% or better
B = 80% - 89%
C = 70% - 79%
D = 69% - 60%
F = 59% and below
*N = Given only if student has made his or her best effort to the end of the semester (including the final exams), but needs more work to achieve proficiency.

*N grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning objectives and is not yet prepared to succeed at the next level, or the student has made consistent progress in the class but is unable to complete the class due to extenuating circumstances, such as major health, personal or family emergencies.

The withdrawal date is November 3, Thursday.

Grades will be based on the following:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>(A = 0-2 absences, B = 3-4, C = 5-7, D = 8-9)</td>
<td></td>
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<tr>
<td>Comprehension Tests</td>
<td>15%</td>
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<tr>
<td>Grammar/Mechanics Tests</td>
<td>15%</td>
</tr>
<tr>
<td>In Harmony and additional homework assignments</td>
<td>10%</td>
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<tr>
<td>Interactive Vocabulary Review Tests</td>
<td>10%</td>
</tr>
<tr>
<td>Writing Journal</td>
<td>10%</td>
</tr>
<tr>
<td>Writing Assignments: # 1-4</td>
<td>10%</td>
</tr>
<tr>
<td>Writing Assignment #5: The Research Essay</td>
<td>10%</td>
</tr>
<tr>
<td>In-class writing</td>
<td>5%</td>
</tr>
<tr>
<td>Final Writing Exam</td>
<td>10%</td>
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100%
LEARNING RESOURCES

- *In Harmony: Reading and Writing*, Second Edition by Kathleen McWhorter; Access Card to MyReading Lab
- *Interactive Vocabulary: General Words*, Sixth Edition by Amy Olsen
- *American Heritage College Dictionary* or other college-level dictionary. A thesaurus is optional but strongly recommended.
- A three-ring binder (2 inches)
- Monthly or weekly planner.
- 2 Portfolios with pockets: one for Journal Entries and the other for Writing Assignments

Getting the Most Out of This Course

1. Attendance: Class sessions are designed to give you the opportunity to practice and review skills and concepts. Therefore, attendance will be part of the grading. Attendance will be taken at the beginning of each session. **Five or more absences before the official withdrawal date, excused and unexcused, may result in an N grade for this course. Ten or more absences will result in student repeating the course.**
   - If you are unable to attend the class session (for verifiable medical or emergency reasons), please contact the instructor immediately. If you are unable to reach the instructor, please leave a message on the voice mail. Phone numbers are on the first page of this course outline. If you do not call or email me on the same day as the missed class period, homework will not be accepted.
   - Be on time! **A tardy of 10 minutes or more will count as an absence.** Even if you are late, please come into the class. It is to your benefit to participate during the class period. Homework is due at the beginning of class and changes in homework assignments are generally given at the end of the class period.

2. If you must bring a pager or cellular phone into class, please set it on silent or off. Use of unauthorized electronic devices during class time is not allowed. See me in case of emergencies.

3. Homework: Make sure you complete the homework assignments when they are due. Class participation will be difficult if you are not prepared to share your work with the rest of the class. Homework will be collected frequently. If you are absent, make sure you get the assignments from your instructor or a classmate. You are responsible for homework assigned during your absence.

4. Testing: You must complete all tests when scheduled. Make-up tests will only be administered if the student has contacted the instructor before the test and has a verifiable medical excuse. Make-up tests must be completed before the deadline established by the instructor.

5. You may take retests on comprehension, grammar, or mechanics tests. In order to do so, you must complete additional work in the area, work with either the instructor or Peer Coach, and submit the work to the instructor. See above for detailed information.

6. All writing assignments must be typed, double-spaced. Follow the guidelines provided. Assignments not typed will not be accepted.
   - Margins: No less than 1.0 inch and no more than 1.25 inches on all sides.
   - On the top, left side of paper: Your full name, course, date, and assignment name
   - Include an appropriate title (which is centered) for the writing assignment
   - Font: Times New Roman (12); Arial (11); Verdana (11); Calibri (12)

7. Please read your mails regularly or MySuccess messages for any alerts or messages from your instructor via Laulima.
You can be “in control” of your own learning. Be an active learner. Please ask questions! Seek help from either Maile or me as soon as possible.

DISABILITIES ACCOMODATION 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.

ACADEMIC INTEGRITY: A Word of Caution

According to an excerpt from the Student Conduct Code in the WCC Catalog, academic dishonesty, which includes cheating and plagiarism is not tolerated by the University and may result in expulsion from the University:

Plagiarism includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual’s work; neglecting to identify as a quotation a documented idea that has not been assimilated into the students’ language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved. (14-15)