**English 100 + 100X: Composition 1**

**4 Credits** (Class meets 3 days/week)

**Instructor:** Jenny Webster  
**Office:** Manaleo 104  
**Office Hours:** Drop-ins and Appointments  
Monday: 11:30 am – 3:00 pm (Apt only after 3 pm)  
Tuesday: 4:15 pm – 5:00 pm  
Wednesday: 3:00 pm – 5:00 pm  
Thursday: 10:00 am – 11:15 am & 4:15 pm – 5:00 pm  
Friday: Please discuss Friday meetings with me in person  

**Office number:** (808) 236-9235  
**Email address:** jennywebster.wcc@gmail.com  
**Semester:** Fall 2016

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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**

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:

One conference with the Writing Center or instructor to discuss and improve your writing.

STUDENT LEARNING OUTCOMES (SLOs)

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

Students will write and revise various college level essays.
Students will read *The Immortal Life of Henrietta Lax* along with a variety of shorter texts.
Students will practice numerous reading strategies in order to discover one or more strategies that work best for them.
Students will engage in a variety of in-class, active-learning activities designed to help students
comprehend and engage deeply with course texts. Students will learn research strategies and MLA citation rules. Students will meet with the instructor or Writing Center tutor to discuss coursework. Students will work to improve their own independent reading, writing, and proofreading skills. Students will turn in a portfolio of revised/edited work containing at least 20 pages of writing.

**ASSESSMENT TASKS AND GRADING**

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<th>POINTS + %</th>
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<td>College Level Essays: (20 pages minimum to pass the course)</td>
<td>500 (50%)</td>
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  - Writing that Inspires
  - The Politics of Language
  - Themes from Henrietta Lax #1
  - Themes from Henrietta Lax #2
  - Sustainability

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<td><strong>The Writing Process</strong></td>
<td>150 (15%)</td>
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<td>First drafts (10 points)</td>
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<td>Peer Editing (10 points)</td>
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<td>Brainfuse/Online Tutor Feedback (10 points)</td>
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| Reading Homework, Quizzes & Laulima Logs (10 points) | 250 (25%) |

| Portfolio & Final Reflection | 100 (10%) |

| One conference with the Writing Center or Instructor is mandatory | -25 – 0 points |
| A missed conference will lead to 25 points deducted from the total score |

| Library Research Units | up to 45 points |

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<th>Other Extra Credit Opportunities</th>
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<td>Each extra conference with the Writing Center</td>
<td>15 points / extra</td>
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| More opportunities may be offered throughout course. However, please don’t count on extra credit to pass the course. |

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<th><strong>GRADE SCALE</strong></th>
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<td>A – 900 points or more</td>
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<td>B – 800-899 points</td>
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<td>D – 600-699 points / Needs Major Improvements</td>
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<td>F – 500 or fewer points / Unsatisfactory = no points</td>
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LEARNING RESOURCES

1. “They Say/I Say”: The Moves that Matter in Academic Writing, 3rd edition by Graff, Gerald, and Cathy Birkenstein,

2. The Immortal Life of Henrietta Lax by Rebecca Skloot

Brainfuse: 3. The English 100/100X packet (available only in the WCC bookstore)

4. Journal or notebook just for English 100 (70-100 pages should be sufficient)

5. Binder or folder to keep all of your work together.

Here’s How to Get Connected:

- Sign in to myuh.hawaii.edu.
- Click on the “My Tools” tab.
- On the bottom-right side of the screen under “Brainfuse,” click the “Connect Now” button.
- Click on “Writing Lab” to submit your paragraph or essay.
- Answer all of the questions particularly those about the assignment instructions. I don’t know these people. You need to fill them in on the assignment instructions.
- Copy and paste the instructions from our Laulima Resources section.
- To get points for using Brainfuse, be sure to submit your draft early. After 24 hours, you should receive your feedback in the “Message Center.” Print out your feedback from the “Message Center,” use it to revise your paper, and turn it in with your final draft.
- You will only receive Brainfuse points if you email or turn in the feedback with your final draft.
**Library Research Units (LRUs):** Students have an opportunity to gain points and learn how to better maneuver the UH online library system and become a better researcher in general.

- The LRU can be accessed through the Library homepage or through Laulima (look for the WIN.Library_Research tab.)
- There are three multiple-part study guides and 3 unit exams.
- You should use the study guides to pass these exams.
- You get two tries for each exam before you get locked out and have to see the librarian to unlock them again.
- Students who score 10 points on each test will have those points added to his or her overall grade.

**Scheduling Appointments**

The **MySuccess** portal at myuh.com can be used to schedule an appointment with your instructor, alaka‘i (peer coach), the Writing Center, the Speech Center, the math lab, your counselor and even financial aid.

We'll review how to use the tool in class. If you forget, please feel free to ask me at any time.

**RESOURCES**

If you have any problems with Laulima, please contact the **ITS Help Desk**

**ITS Help Desk**
Phone: (808) 956-8883

**ITS Hours of Operation**
Mon - Thurs: 8:00am - 7:00pm  
Fri: 8:00am - 4:30pm

**Library hours**
Help Desk 235-7338  
Circulation 235-7436

**Library Hours of Operation**
Mon - Thurs: 8:00am - 8:00pm  
Fri: 8:00am - 4:00pm

**The Hub**
M-Th 7:30-6, F 7:30-2:30

**The HUB Hours of Operation**
Mon - Thurs: 7:30 am – 6:00pm  
Fri: 7:30 am - 2:30pm

**Writing Center (Room 222 in the Library)**
Hours to be determined.  
Please make appointments via MySuccess at the

**Attendance, Tardies and More**
Attendance is mandatory and students are expected to attend every class meeting. Still, emergencies come up, so students are allowed up to 6 absences without penalty.

- I do not want or need medical notes.

A student who misses 7 classes will lose 25 points per class up to the 9th absence. (Please talk to me about any extenuating circumstances.)

- He or she will likely be counseled by the instructor
- He or she will likely be referred to a peer couch or counselor

Should a student accumulate 10 absences, he or she will not pass the course.

I’ll be starting class on time. If you’re late, please just come in quietly and try not to disturb the class. If you need to leave early, please let me know in advance; otherwise, I’ll think I did something to offend you and I’ll feel terrible. If a student misses a significant amount of class, it will likely count as an absence.

Cell Phones and Other Disturbing Conduct: If we are not using our cell phones for an in-class activity, please turn your phone off and put it 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 any student is disturbing the class by talking on the phone, texting, sleeping (because that’s noticeable), he or she may be counseled to drop the course.

Plagiarism and 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!
Revised August 8, 2016