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. (3 hours lecture)

Pre-Requisite(s): Grade of “C” or better in ENG 22, OR placement into ENG 100, OR grade of “C” or better in ENG 23 and corequisite enrollment in ENG 100X, OR approval of designated Language Arts representative.

No Activities Are Required at Scheduled Times Other Than Class Times

STUDENT LEARNING OUTCOMES

Upon completion of the course, the student will be able to:

- Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.
- 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.

COURSE CONTENT

This course aims to be a comprehensive college-level composition course, offering students
• a varied and provocative reading and writing agenda;
• a thorough introduction to grammatical, rhetorical, and stylistic basics of writing in a university community;
• a solid introduction to research using reliable sources from university libraries and the Internet;
• an opportunity to work regularly in groups with fellow students and in conference with the instructor;
• and a forum to share reactions and explore issues in an open and supportive atmosphere.

This is not a “theme” course. Rather than exploring in depth one subject throughout the semester (folklore or sustainability, for instance), this course will offer a wide-ranging and hopefully engaging mix of readings on politics, race, society, commerce, language, sexuality, the Internet, education in America, and so on. We will mix and match genres, analyzing speeches, memoirs, short stories, business memos, and essays galore: expository, analytical, argumentative, some written by professors, some written by students. Perhaps the only constant (besides the English language, of course) will be the high quality of the writing. Each piece we read will offer unique lessons in style and clarity, subtlety and depth, construction, correctness, and persuasiveness.

In addition to our regular in-class work of writing in various modes (freewriting, directed writing, collaborative writing, brainstorming, summarizing readings and class sessions, etc.), you will write twenty pages of polished prose (five three-page papers in various rhetorical modes and one five-page documented research paper); you will workshop each others’ essays; give several group presentations; and take ten quizzes on the readings.

COURSE WORK

Final grades will be determined by the following criteria:
1) Five three-page papers (rhetorical analysis; description; comparison; argument; researched argument)—drafts and rewrites (30%)
2) One five-page documented research paper (20%)
3) In-class participation: discussion groups, draft response/peer review groups (15%). Students who are absent for group work will lose 3% for each absence.
4) Ten quizzes (25%). Quizzes are given at the beginning of class; quizzes missed due to tardiness or unexcused absences cannot be made up. A grade of zero is given for missed quizzes.
5) Collected in-class writings (10%)

REQUIREMENTS
• Attendance is required and recorded. Two absences will be automatically excused. Unexcused absences thereafter will lower your final grade by ½ grade per absence. Non-emergency medical appointments are not considered excused absences. In any case, regardless of your numerical average on other course work, if you miss seven or more classes you will fail the course.
• If you do have medically excused absences and wish to make them up, you must write and turn in a well-written and well-conceived 300-word summary/critique of the readings discussed in each class; take a 10-question quiz based that day’s material from our handbook, scoring at least 80 on both the summary/critique and the quiz; and, finally, discuss with me for 15 minutes for each class period missed your interpretations and observations of the class material.
• You are expected to read the texts carefully and contribute to in-class discussion.
• Since we often refer to and work from our course handbook, please bring it to each class.
• Students’ essays are to be done on a computer, double-spaced.

LEARNING RESOURCES

REQUIRED TEXTS
Class readings are available on-line and free at our UH Laulima page under Resources > Class Readings. You are not obliged to print these texts, but if our classroom does not have computer terminals for each student, please bring an electronic device that allows you to access the text. (It is, by the way, the student’s responsibility both to understand how to use our Laulima site and to check it regularly.)

_The Brief Penguin Handbook with Exercises, Fifth Edition_ is an absolutely required text (available at the campus bookstore and online). This more than 600-page handbook offers chapters on grammar, mechanics, punctuation, style, and writing effective phrases, clauses, sentences, and paragraphs. Some chapters explore the basics of rhetoric, structuring essays, writing drafts, rewriting, and editing; other chapters treat the art of research: finding and evaluating sources, using sources responsibly, integrating them correctly into your prose, etc. There are also chapters on writing about literature, on writing about business. And finally, the handbook gives examples of submitted papers in various professional styles of documentation: the MLA, the APA, and the CMS. (We will cover as much of this material as we can in our short semester, but I will regularly encourage you to keep this text throughout your college career so that you may refer to it whenever you have questions about punctuation, usage, grammar, organization, and so on.) We will begin using the handbook the second class, so get one immediately.

Additional Information

CLASSROOM DECORUM
• This class is a public educational forum. I expect that it will be a relaxed and friendly place to share our ideas, but we will be reading texts that may provoke you to disagree with them, with my choice and interpretation of them, or with other students’ interpretations of them. You are encouraged to disagree openly, but remember that disagreement, argument, and debate in an academic context should not be meant to offend anyone. Respectful, open-minded discussion of varying points of view is a necessary aspect of a composition course.
• While you are encouraged to speak out and argue for your view of a question, remember that everything we do must serve the goals of the course. Distracting or disrespectful behavior, as defined by the instructor, will not be tolerated, and students who disrupt class may be removed at the discretion of the instructor. Students removed for disruptive behavior will receive a grade of F.
• With the exception of those used for in-class work, please turn off electronic devices during class.
• Students are expected to be on time for class and remain without interruption until the end of the class period. Consistent late arrival or early departure is considered disruptive behavior and will result in the lowering of a student’s grade. (The instructor will determine the extent of that lowering.) Anyone arriving more than five minutes late or leaving early will be marked “absent” for the class period.
CLASS PARTICIPATION
For this course to be successful for all of us, you’ve got to be here, body and soul. By doing different reading, writing, speaking, and listening exercises in every class, you not only strengthen the mental muscles you need for academic work, you actually refine your sense of who you are in this community; you refine your sense of how and when and why you present your ideas and yourself to others. By listening carefully to what your classmates say, you get a richer sense of how rich the human imagination can be. By sharing your thoughts, you, in turn, help teach your classmates about who they are and how they feel about the issues we discuss.

I don’t stand in front of a class and lecture for an hour and fifteen minutes. Instead, I work to organize a productive forum where we can all learn as we read, write, reflect, listen, question, and struggle together to say what we think or how we feel about the words, images, and ideas before us.

In our reading exercises, I expect you to read and interpret the words before you as well as you can. (Practice makes perfect.)

In our writing exercises, I expect you to write with application.

When I call on you for your thoughts on the readings, I expect that you will have read them and that you will have formulated a thought about some aspect of the text that interested you.

In sum: Be Here.

DUE DATES AND LATE COURSEWORK
Students are expected to turn in assigned work at the beginning of the class period specified in the assignment. In this case, “turn in” means physically handing a stapled copy of the work to the instructor. Attachments will not be accepted unless the student has received permission from the instructor. Coursework turned in late will be penalized 10% for each class period that passes after the due date. Coursework never turned in receives a 0. Except for the rewrite of the final paper, no coursework will be accepted after the last class period.

ESSAY REWRITES
Rewrites are due one week after the graded first drafts are returned to students. Students who fix all surface errors (grammatical, POV, formatting etc.) may raise their grade by one grade, for example: from B to B+, from C- to C.

Students who undertake substantive structural changes, for instance reworking the entire arrangement of their paper, rewriting introductions and conclusions, reorganizing internal paragraphs, adding examples, may—if I agree it is significantly improved—raise their grade an entire letter grade, for example, from B+ to A+ or from C- to B-.

In all cases, the rewrite (marked “rewrite” in the heading) must be stapled to the front of the original graded version of the paper when turned in. No additional Paper Checklist is required.

INCOMPLETES
Incompletes will be granted only to students who have been unable to complete a very small portion (less than 10%) of the coursework for personal (not those of friends or family members), or medical (and documented) reasons beyond the students’ control.

ESSAY FORMAT
- Essays must be electronically printed and adhere to the MLA format (see our course handbook, page 273).
• The top left of the first page must contain, in this order, the student’s name, the instructor’s name, the course name and section number, the assignment the essay is meant to fulfill (i.e.: “Essay 3”), and the date (i.e.: 3 December 2010).

• The title of the essay is to be centered and not underlined.

• All pages must be numbered in the upper right-hand corner, preceded by the last name of the student. (See this page’s header. See your course handbook, page 273)

• Use 12-point font in Times New Roman.

• Use one-inch margins on all sides of text.

• Use left-alignment.

• All work given to the instructor must be double-spaced.

• Essays are to be stapled in the upper left-hand corner.

• Print on one side of the page only.

• Staple a filled-in “Paper Checklist” (available on our Laulima site, Resources > Course Documents) to the end of each essay.

INTELLECTUAL HONESTY AND CORRECT DOCUMENTATION
Your writing is expected to be wholly your own. Anytime you quote or paraphrase the words or thinking of another writer, you are obliged to give credit to that author in your paper. Instances of plagiarism are unacceptable in academic work. If you cite authors without crediting them, offer others’ work as your own, or use the same essay for two different courses (even if you wrote it), you will receive an F (numerical equivalent = 0) for the work in question. (See your student handbook, chapter 21, for details.)

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.

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