ENGLISH 100: Expository Writing (3 credits)
Fall Session I  CNR63604
T / Th  10:00am-11:15am  Manaleo 126

Instructor: Meghan Lords
Office & Hours: Manaleo 121, M / W 10:00am - 11:00am
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Required Reading:
  a) Eats, Shoots & Leaves
  b) Models for Writers, 11th ed.

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.

COURSE 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. Prerequisite: Grade of “C” or better in ENG 22 or placement into ENG 100 or approval of designated Language Arts representative.

STUDENT LEARNING OUTCOMES (SLO)
Upon successful completion of this course, you should 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.

WRITTEN COMMUNICATION HALLMARKS

- 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 of writing processes—planning, drafting, critiquing, revising, and editing—making effective use of written and oral feedback from the faculty instructor and from peers.

- Require at least 5000 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.
Welcome to English 100! This writing intensive class requires your complete commitment. Please be steadfast with your education and reach out if you are in need of help. We will spend the next sixteen weeks developing your expository writing skills, which includes many writing assignments. All assignments and essays will be handed in on their date due, then collected in portfolio format at the end of this course to exemplify the skills you have learned.

Here is an outline of the portfolio you are expected to produce:

- **Assignment 1: 100 Word Essay**
  - In-class draft (handwritten)
  - Edited copy
  - Revised final copy

- **Essay 1: “Be Specific”**
  - Final copy
  - Draft
  - Thesis development page
  - Carrot Method page

- **Essay 2: Short Argument**
  - Final copy
  - Draft

- **Assignment 2: Annotated Bibliography**
  - Final copy
  - Draft

- **Essay 3: Narrative**
  - Revised final copy
  - Final copy
  - Draft

- **Essay 4: Compare & Contrast**
  - Revised final copy
  - Final copy
  - Draft

- **Assignment 3: MLA Format**
  - Perfect copy

- **Assignment 4: Writer Analysis**
  - Final copy
  - First copy

The **Required Reading** for this course can be thought of as **in-class** and **at-home** reading.

**in-class**


**at-home**

ASSIGNMENTS, ESSAYS, AND GRADING

Portfolio completion is essential to pass this course. Assignments and essays are due on the date assigned and will receive one full letter grade deduction per day late (exception: Saturday / Sunday). Please come see me well in advance if you are struggling with assignments or essays so you do not fall behind and fail the class. Email is not an acceptable form of communication for this. Additionally, no emailed assignments or essays will be accepted.

Format: Print your essays in MLA format using 12-point font in Times New Roman, double spaced, including 1” margin borders. No exceptions! Papers that do not comply will be handed back for reprinting, possibly at half a letter grade deduction. (If your word processor lacks this formatting, please make advanced arrangements to print at relatives or friends, the WCC or local library.) This format ensures unity and professionalism in your writing.

The completed portfolio is worth 80% of the total letter grade for this course.

Again, this includes:

Essay 1: “Be Specific” (3)*  
Essay 2: Short Argument (4)  
Essay 3: Narrative (3)  
Essay 4: Compare & Contrast (5)

Assignment 1: 100 Word Essay (1)  
Assignment 2: Annotated Bibliography (1)  
Assignment 3: MLA Format (1)  
Assignment 4: Writer Analysis (2)

*numbers in parenthesis indicate page length

Grading Scale:

A  90% +  
B  80% - 89%  
C  70% - 79%  
D  60% - 69%  
F  <59%

Students will earn: 10% for participation (presentation)  
10% for quizzes (10 total)

Completed Library Reach Units, required:  
LRU 1☐  LRU 2☐  LRU 3☐

→ Extra credit will be available to failing students (letter grade “F”) who improve their grade by two full letters by the time their final portfolio is due. In this case, students can expect to receive a C+ or a B for their final letter grade with a 5% letter grade increase (extra credit) for improving the outcome of their overall work.

→Some unique features of this class include an embedded five-part Life Skills series to help prepare you for life after college, themed learning weeks and gradual increase in workload—as well as class challenges (learning games), class activities (interactive handouts), writing prompts, and many peer workshopping opportunities.

LIBRARY RESEARCH UNITS (LRUs)

Successful completion of three WCC LRUs test sections are required. Students are strongly encouraged to score at least 10 points on each test to successfully complete the LRUs and pass this course.

These tests ensure that you are able to use our library and others as a research tool. In October, we will visit the library for a presentation on taking the unit tests. Apply yourself. Do not simply memorize answers from the practice tests. Use the tutorials provided and only test when you are confident you understand the material.

We will take the first two units as a class. The third test is your responsibility to schedule, so please do not delay.
LEARNING RESOURCES

ITS Help Desk
Phone: 956-8883
Email: help@hawaii.edu

Library
Open Monday through Friday, 8:00am-4:00pm.

The Writing Resource Center
Room 222 in the Library Learning Commons, three doors away from the coffee shop.

Students can make an appointment at the Writing Center by doing the following:
• log into myuh.hawaii.edu
• click on the “MySuccess” tab
• click on “Courses”
• scroll down to the Writing Center
• click on “Schedule an appointment” (right side of screen)

The Writing Center staff can help with: pre-writing, planning, organization and revising.
The Writing Center staff cannot write your paper for you.

Perdue Online Writing Lab can help with additional questions regarding research and citation.
https://owl.english.purdue.edu/owl/

The use of a dictionary is recommended to enrich your vocabulary. Merriam Webster is an excellent resource. You can download the free app for your smart phone by searching “M-W” in the app store.

PDF version of Models for Writers:

ADDITIONAL ACADEMIC INFORMATION

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.

PLAGIARISM POLICY
(from the Student Conduct Code)
Because Windward Community College is an academic community with high professional standards, its teaching, research, and service purposes are seriously disrupted and subverted by academic dishonesty. Such dishonesty includes cheating and plagiarism as defined below. Ignorance of these definitions will not provide an excuse for acts of academic dishonesty.
Acts of dishonesty, including (but not limited to) the following:
a. Cheating, plagiarism, or other forms of academic dishonesty.
b. Furnishing false information to any UH official, faculty member, or office.
c. Forgery, alteration, or misuse of any UH document, record, or form of identification.
The term “cheating” includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
The University of Hawaii system defines plagiarism as follows:
Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole
or in part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea
that has not been assimilated into the student’s language and style; 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; and “dry-labbing,” which includes obtaining and using experimental data from other students without the express consent of
the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms, and
fabricating data to fit the expected results.

My policy:
If your paper demonstrates a work of plagiarism, you will receive an automatic “zero” for your grade and will be dealt with according
to the severity of your dishonesty. Likewise, cheating is not allowed. Period. I expect your genuine effort to pass this course and an act
of dishonesty will not be tolerated. If necessary, I reserve the right to refer flagrant cases for penalty, including dismissal from the
college after proper due-process proceedings. In short, continued plagiarism or dishonestly will guarantee an “F” letter grade for this
course, without exception.

DROPPING A CLASS:
Students must self-learn the official procedure for dropping classes. Know that if you stop participating in this class but do not follow
up to officially drop it, you will receive a failing grade.

INCOMPLETE:
The university policy is as follows:
A grade of “I” is given to a student who has not completed a small but important part of a semester’s work if the instructor believes
that the incomplete was caused by conditions beyond the student's control (i.e. death in the immediate family, an unpreventable
illness such as a car accident or hospitalizations). Each student receiving a grade of I should consult his or her instructor promptly to
determine the steps to be taken and the deadline to complete the course work for changing the grade of “I” to a final grade. Please note
the semester deadline (see the student “Calendar” online) and refer to the dates instructors must report adjusted grades.

An Incomplete for this course is only considered when less than 10% of all coursework is left to complete and only under extreme
circumstances. In short, receiving an incomplete grade “I” is rare. I hope you never have to receive it.

CELL PHONES & DISRUPTIVE CONDUCT:
Cellphone use during class time will not be tolerated. Cellphone use will result in lost participation points. For repetitious cell phone
disruptions, you will be asked to leave and thus jeopardize your ability to pass this course. Additionally, any student continually
disrupting the class (i.e. cellphone use, sleeping, bullying, chronic lateness, or outbursts) may be counseled to drop the course.

THE “THREE-STRIKES” ATTENDANCE POLICY:
In the class setting, we all operate like members of a team—with practicing, playing and coaching—so that learning can be
achieved by everyone who makes an effort to participate for the success of the whole. Thus, when certain players are not present, the
whole team suffers because we all need to work together to be our best and achieve our goals.

And so, like the game of baseball, every absence for this class counts as a “strike.” After three three strikes, students are subject to a full letter grade reduction to the final grade for this course pending their third absence. But because life happens, one—and only one—“forgiven day” will be allowed per student. No exceptions. If you do miss class on your forgiven day (or any
day), it is your responsibility to contact your class partner to find out what you missed. No additional penalties will be given after a
third strike; however, the grade you earn is there for life (be mindful that your academic transcripts never change). So in short, just
come to class. Your grades will thank-you for it.

Along these same lines, please be punctual. Students are expected to come to class on time every day we meet. (Lateness will result in
lost participation points.) Being punctual not only helps your grade, it ensures an uninterrupted learning environment for all class
members. Arriving late is uncool and hinders your reputation lifelong. So please, attend class on time and prepared when assignments
or essays are due. Also, be ready to participate and learn. Schedule medical appointments, work times or childcare outside of class.
Students who cannot comply should consider dropping this course. And as students of higher education, I expect you to treat your
learning with dedication and commitment. Grades are not given. Grades are earned.
PROJECTED CLASS SCHEDULE

Class meets every (T)uesday and (Th)ursday from 10:00am to 11:15am in Manaleo 126
HW = homework

WEEK 1: Introductions
(T) August 23rd
Introductions
Index cards
Review syllabus
Questions

(Th) August 25th
Intro in-class writing assignment
Class activity: Letter writing (Life Skills series)
Reading of Eats, Shoots & Leaves
Models for Writers intro
Questions
HW: work on editing your 100 Word essay for Monday

WEEK 2: The Writing Process: where to start and how to begin
(T) August 30th
Edited copy of 100 Word essay due
Class activity: Prewriting
Class discussion/reading
Questions
HW: read p. 1-34 in Eats, Shoots & Leaves

(Th) September 1st
Class discussion on the reading
Pass back essays
+ instructions
Writing prompt: “Cluster”
Introduce Presentation (Life Skills series)
In-class reading on the apostrophe, p. 37-40 / p. 40-42, Eats, Shoots & Leaves (ES&L)
HW: revise 100 Word essay for final copy
HW: read p.7-21 & p.81-83 in Models for Writers

WEEK 3: The Writing Process, continued: specificity and revision
(T) September 6th
Revised final copy of 100+ Word essay due
Read “Be Specific” essay p.90
Read “My Name” essay p.190
Discussion on readings
Go over instructions for Essay 1
Brainstorming ideas & thesis work
HW: read p.339-342 & p.400-401 in Models for Writers for Essay 1
HW: complete Carrot Method and Thesis Development pages (begin working on Essay 1)
HW: read p.21-32 & p.33-42 in Models for Writers

(Th) September 8th
Discussion on readings
Carrot Method and Thesis Development pages due
continued….
In-class reading, p.48-53 (more apostrophe examples) *ES&L*
Group activity (aka whiteboard) on the apostrophe
In-class writing for the remainder of class
**HW**: read p.43-59 in *Models for Writers*
-continue working on Essay 1 for Wednesday’s peer workshop

**WEEK 4: The Components of an Essay (Macro) w/ workshopping**
(T) September 13th
Pass back 100+ Word Essay, Carrot & Thesis pages
Discussion on reading
Introduce workshopping guidelines
Peer workshopping on Essay 1 results
In-class reading on the **comma**, p. 68-71 in *ES&L*
**HW**: read p.145-153 & p.160 -163 in *Models for Writers*

(Th) September 15th
Class challenge: Essay assembly
In-class reading on the **comma**, p.72-75 / p. 78-79 in *ES&L*
Presentation review: “flash speech” activity
Reading of flash speeches
**HW**: read p.172-175, p.176-179 & p.183-186 in *Models for Writers*

**WEEK 5: The Components of an Essay (Macro) & Presentations**
(T) September 20th
Essay 1 draft due
Class challenge: Beginnings and endings (w/ Ass cards)
Presentations
**HW**: read p.99-102, p.119-123 in *Models for Writers*
-activity sheet on organization

(Th) September 22nd
Organization activity sheet review
In-class reading on **commas** p.83, 86-91, p.94-99 in *ES&L*
Presentations
**HW**: read p.193- 196, p.197-200 & p.208-213 in *Models for Writers*

**WEEK 6: On the Sentence Level (Micro) & Annotation**
(T) September 27th
Quiz 1
Essay 1 final copy due
Class activity: Transitions
Introduce Essay 2 *(Life Skills series)*
Introduce Annotated Bibliography
In-class reading on the **colon and semicolon** p.105-107 / p.109-111 in *ES&L*
**HW**: read p.539-546 & p.73-77 in *Models for Writers* for Essay 2
**HW**: read p.183-186 & in *Models for Writers*

(Th) September 29th
Essay 2 Thesis Development & Carrot Method pages due
Statement of Purpose (SoP) activity
Sketch audience
In-class reading on **colon and semicolon** p. 111-112 / p.118-121 in *ES&L*
Class activity: Summary and PoV
continued…..
HW: read p.217-225 & p.222-225 in *Models for Writers*
HW: Annotated Bibliography activity sheet

**WEEK 7: On the Sentence Level (Micro) w/ workshopping**
(T) October 4\textsuperscript{th}  
Quiz 2  
Essay 2 draft due *with* annotated bibliography draft  
Class activity: Editing sentences  
In-class reading p.122-123 / p.124-p.127 in *ES&L*  
Peer workshopping for the remainder of class  
**HW:** read p. 423-427 & p.427-432 in *Models for Writers*

(Th) October 6\textsuperscript{th}  
Class activity: Definition  
In-class reading p.128-129 / p.129-130 in *ES&L*  
Discussion on Essay 2 process / Photo writing activity  
**HW:** read p. 444-446, p.456-459, p. 461-464 & p.465-468 in *Models for Writers*

**WEEK 8: Library Research Unit week**
(T) October 11\textsuperscript{th}  
Trip to library for 1\textsuperscript{st} LRU

(Th) October 13\textsuperscript{th}  
Trip to library for 2\textsuperscript{nd} LRU  
**HW:** review last week’s readings for Monday’s quiz

**WEEK 9: The Write Source**
(T) October 18\textsuperscript{th}  
Quiz 3  
Essay 2 final copy due *with* Annotated Bibliography final copy  
Introduce Essay 3  
Discussion on LRUs  
Class activity: Plagiarism  
In-class reading on the *dash*, p.134-136 / p.136-139 in *ES&L*  
**HW:** read p.238-248 & p.251-254 in *Models for Writers*

(Th) October 20\textsuperscript{th}  
Class activity: Diction & Tone  
In-class reading p.139-140 / p.140-143 / p.144-145 / p.145-146 / p.154-155 in *ES&L*  
Free writing for the remainder of class  
**HW:** continue working on Essay 3 for next week’s workshops

**WEEK 10: The Write Source w/ peer workshopping & conferences**
(T) October 25\textsuperscript{th}  
Quiz 4  
Essay 3 draft due  
Paper workshopping  
Conferences on Essay 1 or Essay 2 (you choose)  
**HW:** read p.255-257 & p.261-266 in *Models for Writers*  
- Answer *Thinking Critically* question p.266 in one paragraph for Thursday
(Th) October 27th
Essay 3 final copy due
Go over Thinking Critically as a class
In-class reading p.156-159 / p.160-161 / p.161-162 / p.162-163 in ES&L
Verbal workshopping
Continue conferences on Essay 1 or Essay 2 (you choose)
**HW:** p.642-654 & p.654-657 in Models for Writers
**HW:** revise final copy of Essay 3 for Tuesday

WEEK 11: "And" Essays
(T) November 1st
Quiz 5
Essay 3 revised final copy due
Class discussion on “And Essays”
Introduce Essay 4
Go over MLA Works Cited page
Class activity: Evaluating sources
In-class reading on “merely conventional signs,” p.177-180 / p.180-182 in ES&L
Pass-out handout on the *hyphen*
**HW:** read p.483-487 & p.488-490 in Models for Writers for Essay 4

(Th) November 3rd
Discussion on readings
Class challenge: Apples to Apples (compare OR contrast)
In-class reading p.188-190 / p.190-192, p.194 in ES&L
Essay exams: Don’t panic! Plan it.
*Optional HW:* Practice with essay exam questions

WEEK 12: "And" Essays, continued
(T) November 8th
(No class)

(Th) November 10th
Quiz 6
Class discussion on readings / review
In-class reading p.195-197 / p.200-202 in ES&L
Writing prompt: “a, b and c order”
**HW:** read p.517-520 & p.531-533 in Models for Writers
**HW:** continue working on Essay 4 for next week’s workshops

WEEK 13: Peer Workshopping week
(T) November 15th
Quiz 7
Essay 4 draft due
Class activity: Style editing
Peer workshopping for the remainder of class

(Th) November 17th
Class activity: Citation editing
Peer workshopping for the remainder for class
WEEK 14: Art in Writing
(T) November 22nd
Quiz 8
Essay 4 final copy due
Discussion on ES&L
Introduce Writer Analysis assignment (Life Skills series)
Writing prompt: Personality & Life Experiences (monologue)

(Th) November 24th
(No Class)

WEEK 15: Art in Writing, continued
(T) November 29th
Quiz 9
Writer Analysis draft due
Class Activity: Metaphor
Writing prompt: Originality vs. Imitation (Black-out)
Class challenge: creating dialogue with YouTube
HW: read “Indian Education” by Sherman Alexie
HW: read “Girl” Jamaica Kincaid / watch https://www.youtube.com/watch?v=AHR1HYW0mKE
HW: Bring Essay 2 to class Thursday for activity

(Th) December 1st
> Completed Portfolio due

Essay 4 revised final copy due with MLA Citation Page (in portfolio)
Final copy & draft for Writer Analysis due (in portfolio)
What does it mean to “Tell and Show?”
Writing Prompt: 5 Senses
Statement of Purpose enactments (Life Skills series)
Portfolio writing discussion
HW: read “Grip” by Joy Castro / watch at https://www.youtube.com/watch?v=k1qJw1oJE0A
HW: read “My search among the birds” by Mary Ruffle

WEEK 16: Reading & Writing week
(T) December 6th
Quiz 10 (last one! 😊)
Student reading
Open writing / final conferences
→ Optional EC feedback sheet

(Th) December 8th
Pass back letters / give addresses
Class conversation / Pass back portfolios
Student reading
Open writing / final conferences

Enjoy the holiday season 😊