English 100: Composition & English 100X: Directed Support
SYLLABUS—FALL 2017

INSTRUCTOR: Dr. Theo Garneau
OFFICE: Manaleo 105
OFFICE HOURS: MW 2:30–3:30 and by appointment
EMAIL: ggarneau@hawaii.edu (This is the best way to reach me.)
PHONE: 236–9227

CRN: 61439 & 61440
MEETING TIMES: MWF 10:00–11:15
CLASSROOM: Palana 124

CRN: 61552 & 61524
MEETING TIMES: MWF 11:30–12:45
CLASSROOM: Palana 124

CRN: 61441 & 61442
MEETING TIMES: MWF 1:00–2:15
CLASSROOM: MLEO 112

CATALOG DESCRIPTION
This college-level composition course promotes critical reading, the writing process, rhetorical principles, research strategies, and the documentation of sources.

COURSE DESCRIPTION AND GOALS
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 (diversity 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), 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, including discussion groups; peer-review groups; a grammar presentation and quiz; and note taking (15%). Students who are absent for group work will lose 3% for each absence. (The overall 15% of the course grade is broken down into 80 points for team presentations, 10 points for a grammar presentation, 10 points for note taking. Your team will lead class discussion four times and give one grammar presentation; you will each take notes of one class session and post them to Laulima.)
4) Ten quizzes (25%). Quizzes—based on that day’s readings—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 up a maximum of three, you must write and turn in a well-written, well-conceived 300-word summary and 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.

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.

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).
- See OWL Purdue online sample MLA essays and Works Cited pages.
- 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.)

GENERAL INFORMATION ABOUT ENGLISH 100 AT UNIVERSITY OF HAWAII INSTITUTIONS
English 100 is a foundations course that fulfills the Written Communication Foundation Requirement for degrees at University of Hawaii institutions. To satisfy the Written Communication Requirement, a course will:

A. 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
B. 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
C. require at least 5000 words of finished prose—equivalent to approximately 20 typewritten pages
D. 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
E. help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.

COURSE OBJECTIVES/ LEARNING OUTCOMES:
By the end of the semester you should be able to:
• Employ a writing process, which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.
• Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays, whose content, organization, diction, and style are effectively adapted to various writing situations, purposes, audiences, and subjects.
• Analyze and evaluate the logic, evidence, and strategies of an argument (written and/or presented in a visual or digital medium).
• Analyze and interpret a literary work (nonfiction, fiction, poetry, or drama) or other textual material.
• Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.
• Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.
• Write a coherent in-class response to an assigned question or topic.

GRADING CRITERIA FOR SLO #3

<table>
<thead>
<tr>
<th>A. Makes Use of Source Material</th>
<th>1 – Not Meeting</th>
<th>2 - Approaching</th>
<th>3 – Adequate</th>
<th>4 – Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>No source material supports claims.</td>
<td>Source material is somewhat relevant.</td>
<td>Source material is adequate in terms of relevance.</td>
<td>Source material is obviously relevant.</td>
<td>Source material consistently supports each claim.</td>
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<tr>
<th>B. Relevancy of Sources</th>
<th>1 – Not Meeting</th>
<th>2 - Approaching</th>
<th>3 – Adequate</th>
<th>4 – Exceeding</th>
</tr>
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<tbody>
<tr>
<td>Source material is not relevant.</td>
<td>Source material is somewhat relevant.</td>
<td>Source material is adequate in terms of relevance.</td>
<td>Source material is obviously relevant.</td>
<td>Source material is obviously appropriate and credible.</td>
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<tr>
<th>C. Credibility of Sources</th>
<th>1 – Not Meeting</th>
<th>2 - Approaching</th>
<th>3 – Adequate</th>
<th>4 – Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source material is not credible.</td>
<td>Source material is somewhat credible.</td>
<td>Source material is adequate in terms of credibility.</td>
<td>Source material is obviously appropriate and credible.</td>
<td>Source material is obviously appropriate and credible.</td>
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<tr>
<th>D. Style Integration</th>
<th>1 – Not Meeting</th>
<th>2 - Approaching</th>
<th>3 – Adequate</th>
<th>4 – Exceeding</th>
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<tr>
<td>A style guide’s rules for referencing and acknowledging outside sources are not followed.</td>
<td>A style guide’s rules for referencing and acknowledging outside sources are inconsistently followed.</td>
<td>A style guide’s rules for referencing and acknowledging outside sources are generally followed.</td>
<td>A style guide’s rules for referencing and acknowledging outside sources are almost always followed.</td>
<td>Source material consistently supports each claim.</td>
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In-class writings: We’ll do about twenty of these this semester. In general, you’ll have ten to fifteen minutes for in-class writing exercises. I expect you to write continuously and with application, looking at the questions I pose from a variety of perspectives and with the depth expected of a first-year college student. While I don’t expect your writings to be finished, polished essays, I do expect that you will engage the page seriously throughout the time allotted for these exercises. Students who do this will receive full credit for in-class writings. Students who are absent for in-class writings must make them up on their own time.

In-class participation: I expect all students to participate fully and knowledgably in discussions about course material. Asking questions, offering opinions and ideas, agreeing and respectfully
disagreeing with colleagues—these social actions are essential to the work we do here. When you are a member of a team that is leading class discussion, I expect you to show that you have thought about how that discussion will be organized, to participate actively in that discussion, and to work to bring your classmates into that conversation by offering your ideas and listening to theirs. Students who meet these expectations will receive full credit for in-class participation.

A STATEMENT REGARDING SEXUAL HARASSMENT AND SEXUAL VIOLENCE
Sexual harassment is one type of sex discrimination under Title IX, United States Education Amendments of 1972. The U.S. Department of Education’s Office for Civil Rights (OCR) states that sexual harassment is any unwelcome conduct of a sexual nature. Sexual Violence is a severe form of sexual harassment. Some examples of sexual violence include threatening someone into unwanted sexual activity; sexual contact with someone who is drunk, drugged, unconscious, or otherwise unable to give a clear, informed “yes” or “no”; and rape or attempted rape. For more examples, visit the Office of Gender Equity website.

Under Title IX, responsible employees cannot ensure confidentiality. Responsible employees must report any instance or disclosure of alleged sexual harassment. If you would like to speak to someone confidentially about your options regarding something you have experienced or witnessed, please contact The UH Office of Gender Equity, a confidential resource that provides information about options regarding University policies and procedures to potential complainants of gender-based discrimination, sexual violence, stalking, dating violence, or intimate partner violence. You can contact this office at 808-956-7077 (voice or text) and email at eeo@hawaii.edu.

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 citations.

5. Help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.