English 100: Composition  CRN # 64315

Instructor: Jenny Webster
Office: Manaleo 104
Office Hours: Monday: 2:30 pm - 4 pm
(Drop-ins and Appointments) Tuesday: 11:30 am - 1 pm
Wednesday: 2:30 pm - 4 pm

*Schedule office hour appointments (live or virtual) via MySuccess

*For live or virtual appointments outside of normal office hours, talk to me after class or email me a request with preferably 3 days and time when you are available to meet.

Office number: (808) 236-9235
Email address: jennyrw@hawaii.edu
Semester: Spring 2017

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 TIME

1. Students are required to conference with the instructor twice during the semester.
2. Students will submit 1st drafts either to Brainfuse online Writing Center for personal feedback or take it to the WCC Writing Center for live writing assistance.
3. Students are encouraged to complete the Library Research Units (LRU)
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

Multiple-Stage Writing Assignments

Note-taking Strategies SLO #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.”

Students will be required to regularly practice note-taking strategies on the course texts.
Notes on course readings are to be kept inside an English 100 notebook.
Various strategies will be completed as homework assignments and will be checked at the beginning of class.
It is up to the instructor whether or not late notes will be accepted.

Discussion Journals SLO #2: “Exploring Ideas.”

During multiple class discussions, students will keep a discussion journal.
Discussion journals are graded how deeply a student engages with the discussion questions.
**Research Challenges** SLO #3: “Find [and] evaluate” sources.

Students will be given multiple opportunities to find sources outside of class texts to incorporate into their essays and deepen their understanding of topics. Research Challenges will be completed on Laulima. (see the toolbar on the left.)

**First Drafts, Peer Feedback, and Tutor Feedback** SLO #2: “exploring ideas, considering multiple points of view, developing and supporting a thesis, revising with the help of [peer] feedback, editing and proofreading.”

First drafts of formal assignments will be printed and brought to class where drafts will be shared, discussed and given recommendations on how to improve by your peers. Brainfuse feedback or a scanned copy of the Writing Center Feedback Sheet will be submitted with the final draft.

Brainfuse can be accessed only through the MyUH portal.

To make an appointment with the WCC Writing Center, go to MySuccess.

Students will not receive feedback on first drafts from the instructor unless they schedule a conference to discuss it.

Students are strongly encouraged to schedule conferences to discuss their drafts with the instructor.

**Final Drafts** SLO #1: “Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.”

Final drafts of the major assignments will be uploaded to Laulima under “Final Drafts” in the toolbar on the left.

Final drafts should be uploaded as attachments along with your tutor feedback.

**(Optional) Further Revisions**

If you receive a B or lower on any major assignment, you may revise it, and I will take the higher grade into account.

You have one week after the day you receive it to complete and return your revisions.

All revisions must be accompanied by three to four robust paragraphs describing the revision choices you made, as well as any other parts of the experience of revising.

**Two Mandatory Writing Conferences with Instructor:**

SLO #2: “… revising with the help of [instructor] feedback”

We can meet face-to-face, or we can discuss your writing via telephone and examine your work using Google Docs. If you are unfamiliar with Google Docs, I’ll walk you through it during our first conference. You will need access to a computer with high-speed internet.

Please make appointments during my office hours (if possible) via MySuccess. Otherwise, email me at jennyrw@hawaii.edu with at least three days and times when you are available for a conference. You can also email me using the email tool on our Laulima homepage.

A missed conference will lead to 25 points deducted from your total score.
Library Research Units (LRUs)  SLO #3: “Find, evaluate, integrate, and properly document information from libraries, the Internet, and other sources, with an eye for reliability, bias, and relevance.”

Students are encouraged to complete the LRUs.
There are three LRU tests. Students must score at least 10 points on each test to complete the LRUs.
Students who complete the LRUs by Saturday, Feb. 11th at 12 noon, will receive 25 extra credit points.
The last day to complete the LRUs is May 2th.
Click on this link to read more about the LRUs
Click here for an orientation video.

Final Reflection (2-3 pages)
The final reflection is mandatory to pass the course; it will be due during finals week.

<table>
<thead>
<tr>
<th>ASSESSMENT TASKS AND GRADING</th>
<th>POINTS + %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note-Taking Strategies/Homework Assignments</td>
<td></td>
</tr>
<tr>
<td>• 15 homework assignments (10 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Discussion Journals</td>
<td></td>
</tr>
<tr>
<td>• 3 at 10 points each</td>
<td>30</td>
</tr>
<tr>
<td>Research Challenges</td>
<td></td>
</tr>
<tr>
<td>• Challenges 3 (25 points each)</td>
<td>75</td>
</tr>
<tr>
<td>1st drafts, Peer Editing &amp; Tutor Feedback</td>
<td></td>
</tr>
<tr>
<td>• 1st drafts (5) brought to peer editing sessions (10 points each)</td>
<td>50</td>
</tr>
<tr>
<td>• Participation in 5 peer editing sessions (10 points each)</td>
<td>50</td>
</tr>
<tr>
<td>• Brainfuse or WCC Writing Center feedback on 5 drafts (10 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Essays (Final Drafts)</td>
<td></td>
</tr>
<tr>
<td>1. Personal Statement essay (2-3 pages)</td>
<td>75</td>
</tr>
<tr>
<td>2. Theme from The Immortal Life of Henrietta Lacks (5-6 pages)</td>
<td>160</td>
</tr>
<tr>
<td>3. Summary and Response (1 page)</td>
<td>50</td>
</tr>
<tr>
<td>4. Annotated Bibliography (5-6 pages)</td>
<td>100</td>
</tr>
<tr>
<td>5. The Politics of Language (5-6 pages)</td>
<td>160</td>
</tr>
<tr>
<td>Final Reflection (2-3 pages)</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

**Extra Credit** if LRUs are completed by Saturday, Feb. 25th by 11:59 pm  25
**Extra Credit** if LRUs are completed by Saturday, Wednesday, May 3rd by 11:55 pm  10
**Extra Credit** take an essay draft or assignment to the alaka'i (10 points each/ limit 5)  50

GRADE SCALE
(Passing) A – 900 points or more B – 800-899 points C – 700-799 points
(Not Passing) D – 600-699 point F – 500 points and below

LEARNING MATERIALS

DEADLINES

Assignments are due on the dates posted.
This is for your benefit and mine. Students who get behind on assignments are more likely to drop out. Thus, in every effort to encourage you to get work in on time:

- Essays that are 2-3 calendar days late will lose ½ a letter grade
- Essays that are 4-6 calendar days late will lose 1 full letter grade.
- If an essay is 6 calendar days late, you must schedule a conference or the assignment will not be accepted.

Stay on task everyone, and please contact me in advance if you have any scheduling issues.

Plan ahead for the unexpected.
Students are accountable for staying on top of the semester schedule. Technological or other problems will arise. Students should immediately communicate with the instructor if an emergency may affect the ability to meet course deadlines.

ATTENDANCE POLICY & TARDIES
Absences:
Students are allowed up to 4 absences without penalty. Nevertheless, you are still expected to complete whatever assignment is due that day and get it in to me a.s.a.p. Students are also expected to show up for class after an absence prepared for class that day, e.g. with the reading or assignment for that class completed. Responsible students will send me an email about any absences or expected tardy in advance. This allows me to help you stay on top of your assignments and it makes you seem super responsible, which is always what you want your teachers to think of you.

A fifth absence and every absence thereafter will result in a loss of 25 points each to the total grade.

Any student who misses 8 classes will likely not pass the course.

Tardies or Leaving Early:
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.

CLASS ALAKA‘I

Your class this semester lucked out and got an alaka‘i, a peer coach or leader. Your alaka‘i for this semester is Evelina Mitchell.

Evelina will be able to help you on your papers and assignments. She is also able to meet with you to organize your schedule, discuss your progress and work with you to overcome any barriers to your academic success.

To make an appointment with your alaka‘i, log into MySuccess and find her under “Courses” or “MySuccess Network.” (Try them both. Find her, and schedule an appointment.)

Students will receive 10 extra credit points for each meeting with the alaka‘i where they discuss and work on a class assignments. Alaka‘i extra credit points are limited to 50 points.

RESOURCES
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.
Revised January 2017

Counselors