Course Syllabus — Fall 2018
ENG 100 — Composition I (3.0 credits)
CRN 64239/MW 8:30 AM – 9:45 AM/ PALANA 124
CRN 64240/TR 8:30 AM – 9:45 AM/ PALANA 124
CRN 64478/ TR 11:00 AM – 12:15 PM KHS

Instructor: Donald Carreira Ching
Office: Manaleo 121
Phone: TBA
Email: donaldc@hawaii.edu (primary method of contact)
Office Hours: MW: 8:10 AM – 8:25 AM + 9:50 AM – 10:05 AM
TR: 8:10 AM – 8:25 AM + 9:50 AM – 10:05 AM
TR At KHS: 12: 20 PM – 12:50 PM

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 Course Description:
This college-level composition course promotes critical reading, the writing process, rhetorical principles, research strategies, and the documentation of sources. (3 hours lecture)

Prerequisites:
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.

Course Content:
ENG 100 is one of the most important foundational courses you can take. Reading, writing, and thinking in analytical and critical ways are inseparable from each other and, furthermore, can be applied to all aspects of your life now and in the future. At the conclusion of this course, students should be able to compose college-level writing that achieves a specific purpose and responds adeptly to an identifiable audience; provide evidence of effective strategies for generating, editing, and proofreading a text in order to produce finished prose; and compose an argument that makes use of source material that is relevant and credible, and that is integrated in accordance with an appropriate style
The methodology of this course is threefold. First of all, we will approach the page with the understanding that writing is a discipline and a process. In order to construct effective arguments we must ensure our points are concise and clear. This means that all essays will be accompanied by stages of prewriting, drafting, revising, and editing.

Writing is also a social act, our work often written for particular audiences and purposes. Students will engage with each other’s work as a community of writers, participating in peer-reviews and small group workshops periodically in class. The social dynamic of writing also requires arguments to be credible and well researched, thus a Works Cited (MLA) page will be required for most essays.

Finally, writing is a personal endeavor. The assignments in this course are designed to allow students to address their own positionality and interests. Each of the assigned essays will stress the importance of recognizing the many layers of knowledge that exist in a student’s own community and their personal engagement in order to widen the lens in which they view the world and to become more actively involved in it.

**Writing Intensive (WI) Prerequisite Statement:**
Although a D grade signifies minimal passing achievement and students receive three credits for ENG 100 when they earn a D grade, if ENG 100 is a prerequisite for other courses, including those designated as Writing Intensive (WI) classes, students must earn a grade of C or better in order to meet that prerequisite.

**Course Tasks/Assignments and Grading:**
- Attendance/Participation – 100 points (10%)
- Journals – 100 points (10%)
- Reading Assignments – 125 points (12.5%)
- Library Research Unit – 50 points (5%)
- Annotated Bibliography – 100 points (10%)
- Essays:
  - *Personal Narrative – 100 points (10%)
  - *Explanatory Essay - 150 points (15%)
  - *Argumentative Essay/Proposal to Solve a Problem – 200 points (20%)
  - *In-Class Essay – 50 points (5%)
  - *Course Reflection – 25 points (2.5%)

Total: 1000 points

*Please note: the three major essays will include stages of pre-writing. The final draft of a major essay will not be accepted unless all stages of the pre-writing process have been completed. Prior to the final draft, students will receive comments on their draft and are expected to revise accordingly.
Learning Resources:

- There is no textbook for this course. All resources will be provided via Laulima, online links, or distributed in class.
- Access to a computer equipped with Internet access and word processing software (e.g., Microsoft Word, Google Docs).
- A notebook for journals
- Your attention and engagement.

Please note: familiarity with and access to technology is integral for this course, mainly because of the importance technology will play in later courses and in your college career as a whole. My primary means of communication is through email ([@hawaii.edu account]) and Laulima. If you do not have personal access to the aforementioned, the Learning Commons and your public library can help provide access to these very necessary resources.

Student Learning Outcomes:
Upon successful completion of English 100, students should be able to demonstrate the following as independent learners:

- 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:

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.
Grading Policy:

A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

At the end of the semester, a student’s grade will be calculated out of a total of 1000 points. All essays must be submitted on the respective date. Work will be graded on organization, basic components, supporting details, grammar, and academic discourse. Plagiarism of any nature is unacceptable and subject to additional penalties (see the Plagiarism section of the syllabus). Assignments/essays that do not follow appropriate guidelines or are incomplete will not be accepted.

With that being said, I want to emphasize that writing is a process and a discipline, requiring effective time management and continuous effort. I encourage all of you not to worry so much about percentages and points but to instead focus on improving your writing skills, to take risks in expressing your ideas on paper, and to do your best.

Library Research Unit:
All students are required to complete the Library Research Unit (LRU) for this course (ENG 100). You will need to pass three tests with a minimum score of 10/15 for each test. Given that the LRU explains how to do quality research, all students must complete the LRU by the time we begin the Research Paper Assignment. For more information on the LRU, please visit the following link: http://library.wcc.hawaii.edu/home/lru

Late Work Policy:
Late assignments will not be accepted unless approved by me. I will accept late essays, but please be aware that a deduction of 5% will be levied for each day late up to a maximum deduction of 25%. In addition, please note that in order to pass the course, all essays must be completed. If you cannot complete an assignment on time due to a documented illness or emergency, please make arrangements with the instructor beforehand. If an emergency situation arises and you cannot meet a deadline, it’s important that you get in touch with me as soon as possible.

Attendance Policy:
Attendance will be taken at the beginning of each class. The skills required to pass this course must be learned over a period of time through daily application, so regular attendance is necessary to your success. Therefore, excessive, unexcused absences (more than two over the course of the semester) will face a 5% deduction for each unexcused absence past the initial two. More than four will result in failure of the course.

For an absence to be considered excused, the student must have communicated the reason for the absence beforehand, provided documentation if applicable (i.e. doctor’s note, employer’s note, funeral program), and completed and turned in all make-up work before
the next class period. It is your responsibility as college students, to meet with me during office hours to discuss what you have missed or to acquire the notes from a classmate; I am not responsible should you choose not to attend class.

**Academic Integrity/Plagiarism:**
Plagiarism is not acceptable and constitutes a violation of the University of Hawai‘i’s Policy on Academic Integrity. The University of Hawai‘i clearly defines plagiarism as: “[…] when a person deliberately uses or reproduces ideas, words, or statements of another as one’s own without proper acknowledgement or citation. Examples of plagiarism include, but are not limited to: (a) using verbatim or paraphrased text without proper citation; (b) paraphrasing so as to mislead the reader regarding the source; (c) submitting, without permission, the same written or oral material in more than one course; and (d) obtaining research or laboratory data from another individual or source but presenting it as one’s own.” Don’t do it.

The consequences for plagiarism include failure of the plagiarized assignment and potential failure of the course. If you plagiarize or compromise your academic integrity in my course, I will involve the Academic Dean.

Students may upload papers to [http://www.TurnItIn.com](http://www.TurnItIn.com) to have papers checked for authenticity, highlighting where the paper potentially fails to appropriately reference sources.

**Discipline, Decorum, and Freedom of Speech:**
Discrimination in the classroom based on race, sex, gender identity and expression, age, religion, color, national origin, ancestry, disability, martial status, arrest and court record, sexual orientation, and/or status as a covered veteran; hate speech; and obscene language will not be tolerated. Refer to the University’s Policy of Nondiscrimination and Affirmative Action for more information.

**Course Schedule:**
A course schedule will be provided to you during the first week of class and will available to view on Laulima. However the instructor reserves the right to change, add, alter, and/or modify the schedule at any time; notice will be given to students in class and via email.

**Other Information/Resources:**

**Student with Disabilities 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.
UH Alert Emergency Notification:
The UH Alert emergency notification system is the primary communication tool used to alert the Leeward Community College community of an immediate threat to the safety and security of our students and employees. UH Alert is also used to announce campus closures. You must register online to receive the UH Alert service. UH Alert includes automated emergency messages sent via email and text message alerts sent to mobile phones. All students, faculty and staff are encouraged to sign up online at: https://www.hawaii.edu/alert.

Title IX Policy:
Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: https://windward.hawaii.edu/Title_IX/.

Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, Windward CC has resources to support you. To speak with someone confidentially, contact Karla Silva-Park, Mental Health Counselor, at 808-235-7468 or karlas@hawaii.edu or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235-7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator at 808-235-7393 or wcctix@hawaii.edu.

Alternate Contact Information:
If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

Location: Alakai 121
Phone: 808-235-7422
Email: wccaa@hawaii.edu
Instructor’s Note:

It is important to understand that writing at any level is about practice, patience, and discipline as much as it is about creativity, expression, and craft. The development of your own voice and sense of yourself as a writer is dependent on your engagement and commitment to your work. It is my responsibility to facilitate, foster, and guide you in this course, but you are ultimately responsible for the work that you produce and what you get out of that work. Make use of your opportunities, organize your time efficiently and effectively, and most importantly try your best.

I look forward to working with each of you this semester.

Mālama,

Donald Carreira Ching

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After reading the syllabus, please log on to your hawaii.edu account and email the following statement to my email address (donaldc@hawaii.edu) before the end of the first week of classes:

[Insert salutation] Prof. Carreira Ching,

After thoroughly reading through the academic syllabus, I, [Insert first and last name], fully agree to adhere to the expectations in this course and understand my responsibilities as a student as outlined in the syllabus.

I understand that if I have any questions or concerns, I will promptly inquire about them with you.

[Insert closing valediction],
[Type your full name]