ENGLISH 100  FALL 2018
T-R 1:00 to 2:15
3 CREDITS, CRN 64245
INSTRUCTOR: Robert Barclay  OFFICE: Akoakoa 236  EMAIL: rbarclay@hawaii.edu
OFFICE HOURS: M, T, W, R: 8:30--10:00; PHONE: 224-3019

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.

STUDENT LEARNING OUTCOMES
Upon successful completion of this course you should be able to:

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 approaches 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 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.
EXPECTATIONS

You will maintain a portfolio of all writing assignments, including annotated bibliographies, rough drafts, peer reviews, final drafts, grade sheets, and revised final drafts, which you will turn in at the end of the semester.

This classroom will be a place of active learning, which requires you to arrive on time and you must be prepared to contribute (this includes having done the assigned readings, drafts, or any other assigned work or preparation). There will be no opportunity for you to simply show up and daydream or text your friends and listen to your music in the back. If you are not prepared, or do not participate, you will be considered absent. Additionally, you will take quizzes on all readings. There will be no make-up quizzes, and if you are late for class you will not be able to take the quiz. **Be sure to activate and check your hawaii.edu email account, as this will be how I will communicate with the class at times.**

You are responsible for your own learning. Ask questions and seek clarification when things are not clear to you. See me if you are having difficulty. Free tutoring, funding, and computer use is available for those who qualify for TRiO, a federally funded program. The contact number for the TRiO office is 235-7476. Additional tutoring is available in the Writing Center at the library.

TEXTBOOKS
*The Value of Hawai‘i*
Other handouts on writing and research will be provided in class

ASSESSMENT TASKS AND GRADING

You must complete **ALL** assignments to pass this class. **NO EXCEPTIONS.** Assignments that do not meet minimal proficiency (receiving an F grade) must be redone to receive passing credit.

<table>
<thead>
<tr>
<th>Library Research Unit</th>
<th>Mandatory</th>
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<tbody>
<tr>
<td>Paper 1 Story</td>
<td>5%</td>
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<tr>
<td>Paper 2 Summary and Opinion Papers (3)</td>
<td>5% each</td>
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<tr>
<td>Paper 3 MLA Format Paper</td>
<td>5%</td>
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<td>Paper 4 Annotated Bibliography</td>
<td>5%</td>
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<tr>
<td>Paper 5 Argument 1</td>
<td>10%</td>
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<tr>
<td>Paper 6 Argument 2</td>
<td>10%</td>
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<tr>
<td>Paper 7 Self-Analysis Paper</td>
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<td>Quizzes</td>
<td>5%</td>
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<td>Completed Portfolio</td>
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A = 90+; B = 80+; C = 70+; D = 60+; F = 59 and below
This is not a correspondence course. There are no excused absences. Schedule medical appointments outside of class times. You are required to show up and participate. If, for whatever reason, you think you will miss more than six classes this semester, then this is not the class for you. **There will be no make-up quizzes.** Six absences (amounting to missing three full weeks of the semester) lowers your final grade by 20%. Seven absences lowers it another 10%. **Eight absences results in an F final grade.** As such, you will be wise to not miss class except for real illnesses or emergencies. **If you do miss class, it is your responsibility to contact your classmates** to find out what you missed or what changes have been made to assignments. If it’s a day that we are conducting peer reviews of your drafts, you are still responsible to get that done. If life prevents you from regularly attending, then drop the course. If life prevents you from attending after the drop deadline, contact the Dean with proof of a valid excuse (medical emergency, death in the family) and you will receive a late withdrawal without penalty. Valid excuses for late withdrawal do not include employer or child care demands.

**PAPER AND ASSIGNMENT POLICY**

Most writing assignments require you to complete three drafts: a rough draft (including a peer review sheet), a final draft (which may include an annotated bibliography), and then a revised final draft. The rough drafts must be complete drafts, and the final drafts must be typed in MLA format, including a works cited page if required. The revised final drafts will address and correct all punctuation, grammar, and content issues that I mark on the final drafts. Drafts are due on the dates specified. Late drafts lose one letter grade. Drafts more than a week late will lose two letter grades. Keep in mind that paper lengths are minimums. **Not completing all assignments will result in a failing grade for the entire course.** Do not submit papers as email attachments, or send email drafts to me for editing. If you want help with any of your papers (for this class or any other) come see me during my office hours or make an appointment. I am always happy to help.

**PLAGIARISM POLICY**

Plagiarism will not be tolerated. If you do plagiarize, you will receive a failing grade, and the incident will be filed within your permanent academic record. We will discuss in class the MLA book’s detailed definition and explanation of plagiarism, including examples of how and how not to paraphrase. All sources used in your papers must be properly cited according to MLA format. If in doubt, come see me before turning in your paper.

**DISABILITIES ACCOMODATION 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.

**TITLE IX**

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/](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

**MANDATORY LIBRARY RESEARCH UNIT DUE SEPT 14**

In order to pass this class, WCC requires you to pass all three tests of the library research unit. These tests insure that you are able to use this library and others as a research tool. At the beginning of the semester we will visit the library for a presentation on taking the unit tests, and **all three tests must be passed with a score of 10 or higher.** Every week that you are late with this, you lose ten percent off your grade. One of the pitfalls many students make is simply trying to memorize answers from the practice tests. In those cases, the students fail again and again, wasting their valuable time. Instead, actually use the tutorials that are provided, and don’t take the tests until you are sure that you understand the material. It is up to you to take the initiative on this, so avoid failing the class and don’t forget.

**THREE CONFERENCES WITH INSTRUCTOR**

At least three times during the semester, you are required to sit down with me to discuss a completed rough or final draft of a writing assignment. Stop by during office hours, or make an appointment. Do not neglect these conferences, as you cannot pass the course without them. Each conference should last about five to ten minutes.

**PORTFOLIO: DUE DEC. 7**
In a three ring binder, keep all annotated bibliographies, drafts, grade sheets, and peer reviews of the writing assignments you do in this course. Revise final drafts shortly after I return them to you and place them in your portfolio. You might also visit with me prior to revising your final drafts, so that I can help you. **In the portfolio, separate all the work for each assignment with tabbed and labeled inserts. Insure that all items below are included in your portfolio, and in the following order. Do not place papers in plastic sleeves. All items must be included to pass. Include This Completed Checklist, marking all included items (copy this page).**

**Paper 1: Short Story**
- Revised final draft
- Final draft
- Rough draft
- Peer review
- Grade Sheet

**Paper 2: Summary and Opinion**
- Final Draft

**Paper 2: MLA Format**
- Perfect Draft

**Paper 4: Annotated Bibliography**
- Final Draft

**Paper 5: Argument 1**
- Revised final draft
- Final draft
- Rough draft
- Peer review
- 3 Annotated bibliographies
- Grade Sheet

**Paper 6: Argument 2**
- Final draft
- Rough draft
- Peer review
- 3 Annotated bibliographies
- Grade Sheet

**Paper 7 Self Analysis**
- Final Draft
- Rough Draft

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**Paper 1: Story. Rough due Sept 4, final due, Sept 11, revised final due Dec 7**
Write and submit for publication to Pueo a four- to six-page spoken-word short story. Remember this is fiction, not essay. Use your imagination to create this story, and feel free to go hyperbolic! Look at the stories we have read as models, and write with an engaging voice.

Your story will receive an A (100%) if you complete it, including all drafts and the peer review.

If you post a performance of you reading the story to the class Facebook page, you will receive extra credit worth 10% on a future assignment. Barclay’s 1pm 100.

On the due date (see calendar) you are required to turn in two copies of your story as follows:

Copy 1) (stapled)  Final Draft  Rough Draft  Peer Review

Copy 2) (stapled)  Final Draft (without your name on it)  Pueo Entry Form

If your assignment is not turned in stapled together like this, in its entirety, it will be handed back to you.
1) Does the story follow the assignment, written so that it sounds like somebody actually talking? If not, or if it only lapses in certain spots, suggest ways to fix it.

2) Describe the point of view character, and how you feel about him/her.

3) After reading the story, what lines remain in your mind?

4) What did you like best about this story?

6) What needs the most improvement?

7) Author’s comments: On the back, state three things in three full sentences on how you plan to improve this story.

Story Evaluation Sheet

Subtract 10% for a late paper. Papers less than one full page will not be graded.
Turn in: 1) final draft stapled to the rough draft and peer review, in that order; 2) final draft stapled to a Pueo entry form.

Assignment Criteria

Story Follows the Assignment. 50%
Theme. 10%
Peer Review. 10%
Good Title. 10%
First Draft is a Complete Draft, and Final Draft Shows Strong Improvement. 20%

Quality of Writing (one point off for each instance of the following)
Run-ons
Comma Splices
Fragments
Spelling Errors
Missing or Incorrect Punctuation
Other Issues (verb tense, paragraphing, indenting, capitalization, etc.)


Choose an article in The Value of Hawai‘i and tell us what it’s about and what you think about it. Begin with your opinion, framing your summary as a defense of this position. What is the author’s
main idea, how does he or she support it, and why do you agree or disagree? Is the author’s evidence credible? Is the logic sound? Quote the article at least twice in your paper. Your paper should be at least one full page in MLA format.

**Paper 3: MLA Format and Hawaiian Diacriticals. Due Aug 23.**

Type this paper to look exactly like the handout. Different computers and word processors have various ways of formatting papers and creating diacritical marks, so you may need to consult the “help” function or an expert.

**Paper 4: Annotated Bibliography. Due Oct 2**

Following the example discussed in class, read an article in *The Value of Hawai‘i* (one we did not read for class) and create an annotated bibliography entry for it. Do it as described in class, completing all six steps.

**Paper 5 and 6: Arguments 1 and 2, 1 rough due Oct 23, 1 final due Oct 30, 1 revised due Dec 6. 2 rough due Nov 20, 2 final due Dec 6.**

You have been selected to write an essay for *The Value of Hawai‘i* 3. Write whatever you feel you have some authority on—maybe you’re into hiking, hula, brewing, or just pretend you’re an authority on something—but keep the focus on Hawai‘i and write 2 pages in MLA format and cite three authoritative sources. **Authoritative sources are not simple facts, statistics, dictionary definitions, or encyclopedia entries. Authoritative sources are identifiable human beings who have expertise in something, and have something intelligent for you to incorporate and comment on in your paper.**

Your paper must be in the form of an argument (a position that must be supported with evidence), and your first paragraph must contain a thesis statement. Include at least three authoritative outside sources in your paper and annotated bibliographies.

On the final draft due date, you are required to turn in your paper as follows: **Four-page Final Draft** stapled to the **Rough Draft** stapled to the **Peer Review** stapled to the **Annotated Bibliographies. Papers not stapled will not be accepted.** If your assignment is not turned like this, in its entirety, it will be handed back to you.

Don’t forget to include a works cited page and the proper in-text citations.

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Argument Peer Review

**Staple final draft in this order: Final Draft, Rough Draft, Peer Review, Annotated Bibliographies**
Is there a thesis statement in the first paragraph? What is it (write it down) and how well does it reflect the content of the paper? Can it be improved?

Is the writing clear, and does it flow well? Point out areas for improvement.

Are there three annotated bibliographies, and are the entries complete, following all six steps?

Are the outside sources effective, authoritative, and integrated following all three steps: Introduce, deliver, and comment? Be helpful.

**Author’s comments:** State five things, in five full sentences, that you will do to improve this paper.

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**Argument Evaluation**

Subtract 10% for late papers, and 10% if less than three full pages. (Papers less than two full pages will not be graded—resubmit)
Proper Format 25%

Font
Spacing
Margins
Headings
Stapled

Assignment Criteria 75%

First Paragraph Contains Proper Thesis Statement 25%
Peer Review 5%
Contains at least Three Authoritative Outside Sources 20%
Outside Sources Cited Properly 10%
Good Title 5%
Final draft improves greatly from rough draft 10%

Quality of Writing (one point off for each instance of the following)

Run-ons
Comma Splices
Fragments
Spelling Errors
Missing or Incorrect Punctuation
Other Issues (verb tense, paragraphing, indenting, capitalization, etc.)


Write a two-page self-analysis of your writing and class experience this semester. To do so, look at the Student Learning Outcomes for this course. Do you feel that you achieved these outcomes? Do you feel that the course left you deficient in any of these outcomes? Address all four outcomes, one at a time, and also give yourself a score for each outcome, on a scale of one to ten. Then look at your
writing assignments. What did you do well? Where did you make the most improvement? What do you still need to improve on?

Helpful Hints for Papers

You need a title, not the title of the assignment, or Paper #1, but a real title that gives us an idea of what the paper is about.

You need to make sure your paper follows the assignment and all its criteria.

You need to come to class on the assigned due date with a complete rough draft, not just the first page and some random notes.

You need to work hard to revise your first draft. The second draft must reveal a vast improvement, greater thought, more refined writing.

You need to proofread. Every sentence. Every word. Slowly. Carefully. One at a time. As you proofread, consider the following: does each sentence relate to the one before it and the one that follows? Do your paragraphs develop at least one single point, or are they comprised of many points, none of them developed?

Teacher’s pet peeve #1: A dictionary or an encyclopedia, especially Wikipedia, will not be considered an authoritative source for your paper.

Teacher’s pet peeve #2: Do not use outside sources to state obvious or irrelevant information. I will not count them as a source. Example: The hotel that is a haven for drug dealing is near the Honolulu Zoo which is “located next to Kapiolani Park” (zoo brochure 2). Instead, find outside sources that add intelligence or perspective to your papers, and comment on them rather than simply plopping them down in your paper and abandoning them.