English 100W: Writing Workshop
3 CREDITS, CRN 60404
TR 8:30 and 10:00

INSTRUCTOR: Robert Barclay
OFFICE: ʻĀkoakoa 236
OFFICE HOURS: M, T, W, R 7:30--8:30; 11:30-1:00
CONTACT: rbarclay@hawaii.edu. Ph# 224-3019
EFFECTIVE DATE: Spring 2019

Windward Community College Mission Statement

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 course offers increased student-teacher collaboration on English 100 course content: college-level composition, critical reading, the writing process, rhetorical principles, research strategies, and the documentation of sources. (140 min studio). Pre-Requisite(s): Grade of "C" or better in ENG 23, or placement into ENG 100W, or approval of designated Language Arts representative. Co-Requisite(s): ENG 100.

STUDENT LEARNING OUTCOMES

- 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 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.

**ASSESSMENT TASKS AND GRADING**

Because this section of English 100W is a special, accelerated learning section, I reserve the right to make adjustments to the following list of course tasks as necessary. Changes will be discussed in class.

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
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<tr>
<td>Learning Issues Paper</td>
<td>10 points</td>
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<tr>
<td>Attendance and Participation</td>
<td>90 points</td>
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**Learning Resources and Materials**

You’ll need a binder, possibly a flash drive, access to a good word processing program (Microsoft Word, Google Docs, etc.). You will also need, or have reliable access to, a stapler and a three-hole puncher.

**PAPER AND ASSIGNMENT POLICY**

Most writing assignments require you to complete three drafts: a rough draft (including a peer review), a final draft (which may include annotated bibliographies), 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. 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, 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. 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 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.

**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

**LEARNING ISSUES PAPER**

Think about how your life outside of class affects your education. Some things are helpful, such as reliable transportation to get here, parents or friends who are willing to help with your homework, access to tutors, maybe a quiet comfortable place to study, etc. Some other things might not be so helpful, such as a demanding job, childcare issues, unreliable transportation, the lack of a computer, a hectic home life that prevents you from studying, too many classes, etc. For this assignment, make two lists: one with all the things that will help you succeed in college, and another with things that might hurt your ability to succeed. We will share and discuss these issues in class.