

ENGLISH 100 COMPOSITION I
3 credits
TTH 8:30 – 9:45 in Pālanakila 124 (CRN# 60507)

INSTRUCTOR:	Desi Poteet	E-MAIL:	poteetd@hawaii.edu
OFFICE:	‘Ākoakoa 237	PHONE:	236-9188
OFFICE HOURS:	M-TH 10-11 and by appointment		
EFFECTIVE DATE:	Spring 2014		

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. (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 outside of class:

In addition to regular assignments, students must **complete the Library Research Units** (3 sections with a score of 10 or more in each), **conference (at least twice) with the instructor** to discuss drafts, and **dedicate at least six hours of study time per week for assignments.**

STUDENT LEARNING OUTCOMES (SLO)

The student learning outcomes for English 100 are:

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.



Welcome to English 100!

Acquiring new skills is a life-long activity and is not limited to the classroom experience. In whatever career path you choose, writing and reading are foundational skills that will support and serve you in achieving your personal and professional goals, no matter what your academic or professional intentions may be. Through a variety of activities, this course will add to your existing literacy toolbox and help you improve your composition skills.

Over the course of this semester we will explore territories of words, images, and sounds. We will be adventurers, explorers, detectives—actively discovering our world through books, magazines, newspapers, essays, films, Web sites, art, plays, photographs, memoirs, interviews, etc. In the process of meeting diverse people, traveling to different places, encountering new experiences, and all the while sharpening our writing skills we will undoubtedly encounter new facets of ourselves. We will discover that reading and writing are not only necessary skills, but can also take us on amazing and rewarding adventures.

Your writing will improve with practice, practice, and yes, more practice. In class, we will be writing, increasing and refining our mechanical/technical skills, discussing the readings, and sharing our insights. Since writing also improves with reading, we will read and discuss texts that explore and examine personal, family, community, national, international, and universal themes.

LEARNING RESOURCES

Required Text: Various handouts.

Required Tools: A notebook, a 3-ring binder with dividers, paper, pens (different ink colors), highlighters, a college-level dictionary, and access to a computer and the Internet.

Suggested Tools: A portable hole-puncher, a stapler, and access to a Hawaiian dictionary.

Free tutoring is available through TRiO Student Support Services; request a tutor early. The contact number for the TRiO office is 235-7487.

The Writing Lab located in the library provides you with supportive writing coaches.

COURSE CONTENT & TASKS

<i>Concepts or Topics</i>	<i>Skills or Competencies—Students will:</i>
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Writing process <input checked="" type="checkbox"/> Argumentation <input checked="" type="checkbox"/> Effective Research <input checked="" type="checkbox"/> Organization <input checked="" type="checkbox"/> Audience and purpose <input checked="" type="checkbox"/> Rhetoric <input checked="" type="checkbox"/> Academic honesty <input checked="" type="checkbox"/> MLA style 	<ol style="list-style-type: none"> 1. Read for understanding and for analysis/argument 2. Engage in the writing process by: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Drafting <input checked="" type="checkbox"/> Discussing <input checked="" type="checkbox"/> Revising <input checked="" type="checkbox"/> Reflecting 3. Attend to stylistic/grammatical clarity 4. Conduct research 5. Write with sources by: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Paraphrasing <input checked="" type="checkbox"/> Quoting <input checked="" type="checkbox"/> Summarizing <input checked="" type="checkbox"/> Synthesizing <input checked="" type="checkbox"/> Arguing

Blog: Post a blog weekly.

Discussions and Group Work: Come prepared to contribute to discussions and activities.

Final Presentation: Make a presentation based on your research essay.

Process Portfolio: Keep all evidence of the work you do for your assignments. The portfolio is a collection of your writing process and represents your journey.

Reading Assignments: These provide examples of how to craft essays. A good writer reads.

Writing Assignments: You will produce multiple drafts of writing assignments that will grow out of the reading and writing you do in class and for homework.

“Why do writers write? Because it isn’t there.” Thomas Berger

ASSESSMENT TASKS AND GRADING

Your final grade will be based on the quality and timely completion of assignments, insightful work, the quality of your final portfolio presentation, class attendance, and class participation.

Required: Attendance and Participation and All Assignments Completed. NO EXCEPTIONS. Assignments that do not meet minimal proficiency (receiving an F grade) must be redone to receive passing credit.

Blog	25 points
Final Presentation	25 points
Process/Portfolio Assignments	50 points
Reading Assignments	105 points
Writing Assignments	270 points

A – 450+; B – 400-449; C – 350-399; D – 300-349; F – 299 and below

An “N” grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning objectives and is not yet prepared to succeed at the next level, or the student has made consistent progress in the class but is unable to complete the class due to extenuating circumstances, such as major health, personal or family emergencies.

To minimize distractions, please turn off and put away your cell phones and other electronic devices. Also, please no eating or drinking in class.

Classroom Etiquette. Our classroom is a collaborative learning community. We each bring to this classroom a unique and valuable set of life experiences. We can learn from one another, and in the process discover who we are... who we are still becoming. In order for us to take advantage of this exciting opportunity to discover, learn, and evolve, we must create an environment in which we respect, celebrate, and support our differences.

Attendance is MANDATORY. If you do miss a class, it is YOUR responsibility to contact your class buddies to find out what you missed and what you need to do for the next class. You will lose 10 points for every absence. **Late arrivals disrupt the class, so please be on time.** Three late arrivals (5+ minutes) equal one absence. **A total of seven or more absences/late days will result in failure to pass the course.**

Homework. A completed assignment will decrease in value by 10% of its initial point total for each day it is late. A 100 point assignment, for example, will be worth 90 points on the first late day, 80 points on the second late day, and so on. Assignments that are late by seven (7) calendar days or longer will not be accepted.

Plagiarism will not be tolerated. All sources used in your papers must be properly cited according to MLA format. If in doubt, see me prior to turning in your paper.

Content Warning A college education provides you with a valuable opportunity to explore the world around you in new ways, broadening your life experiences. Literature, in particular, reflects the human condition in all its complexity, and sometimes literature contains content (profanity, violence, sexuality, etc.) that may offend you. If you would prefer not to expose yourself to these things through readings, audio books, films, class discussions, then this may not be the class for you.

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. Dr. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Ākoakoa 213 for more information.

“You can approach the act of writing with nervousness, excitement, hopefulness, or even despair – the sense that you can never completely put on the page whatever’s in your mind and heart. You can come to the act with your fists clenched and your eyes narrowed, ready to kick ass and take down names. You can come to it because you want a girl to marry you or because you want to change the world. Come to it any way but lightly. Let me say it again: you must not come lightly to the blank page.” Stephen King, *On Writing: A Memoir of the Craft*

COURSE POLICIES CONTRACT

I have read through and reviewed the above Course Policies and the entire syllabus. By signing this document, I acknowledge not only that I understand the policies and requirements of this course, but also that I understand the consequences of not following these policies.

Signed: _____
(signature) (date)

(print name)

QUESTIONNAIRE

Preferred Name _____

Preferred Phone _____

1. What do you hope this course will teach you? What are your goals in this class?
2. How can I help you meet these goals?
3. What do you intend to do to meet them?
4. What grade would you be satisfied with in this course? Why?
5. What else would you like me to know about you?