

ENGLISH 100 – COMPOSITION I (3 CREDITS | CRN: 60204, 60207)

INSTRUCTOR: Lance Uyeda
OFFICE: Hale Manaleo 103
OFFICE HOURS: M/W | 11:15 AM-1:15 PM and by appointment
I look forward to the individual meetings we will have this semester. See me at the above times/locations for a drop-in appointment, or call/email/speak to me to plan a meeting that fits your schedule. My appointment calendar is online at: <http://bit.ly/meetinglance>.
TELEPHONE: 808-236-9229
EMAIL: LKUYEDA@hawaii.edu (lowercase OK)
EFFECTIVE DATE: Fall 2015

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)
Pre-Requisite(s): 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 Times:

1. Three Library Research Unit (LRU) tests to be taken online. You must pass all three LRU tests with a score of 10/15 in order to receive credit for English 100.
2. Consultations with writing tutors online at <http://manoa.hawaii.edu/ola/writing> or in person at the writing center in the library.
3. At least two conferences with the instructor.

STUDENT LEARNING OUTCOMES

Students will:

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 FOUNDATION (FW) HALLMARKS

To satisfy the written communication requirement, this course will:

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.

LEARNING RESOURCES

Required text: The Little Seagull Handbook, Bullock, et al.

Required text: Nothing to Envy, Barbara Demick.

Required text: The Complete Persepolis, Marjane Satrapi.

Recommended resources: 1) American Heritage College Dictionary or other college-level dictionary, 2) a thesaurus, 3) <http://m-w.com> (online dictionary and thesaurus), 4) google.com. Use google.com as a dictionary by searching for `define:word`. Google will give you a range of definitions and examples of the word that follows the colon.

COURSE CONTENT

Concepts or Topics

- Writing process
- Argumentation
- Effective research
- Organization
- Audience and purpose
- Rhetoric
- Academic honesty
- Source documentation

Skills or Competencies—Students will:

- Read for understanding and for analysis/argument
- Engage in the writing process by:
 - ✓ Planning
 - ✓ Drafting
 - ✓ Discussing
 - ✓ Revising
 - ✓ Reflecting
- Attend to stylistic/grammatical clarity
- Conduct research
- Write with sources by:
 - ✓ Paraphrasing
 - ✓ Quoting
 - ✓ Summarizing
 - ✓ Synthesizing
 - ✓ Arguing

COURSE TASKS

You must complete all formal writing assignments and Library Research Unit (LRU) exams to pass this course. Work that is late or incomplete will receive partial or no credit.

1. Keep everything.
2. Write at least three times a week in a commonplace book.
3. Complete multiple drafts of formal writing assignments.
4. Contribute to a variety of group work assignments.
5. Make a brief presentation.
6. Create a process portfolio.

Assignments/Tasks

Grades Available

| | | |
|---|-------------|--|
| Finalized Writing Assignments | 35% | A = 90% or above |
| Exercises & Postings | 15% | B = 80%-89% |
| In-class Essays | 10% | C = 70%-79% |
| Portfolio Assignment | 10% | D = 60%-69% |
| Oral Presentation & Presentation Slides/Poster | 7% | F = 59% or below |
| Commonplace Book | 7% | <i>CR/NC Option:</i> You must have the official CR/NC form signed by the instructor. You must receive a C or higher to receive credit for the course. |
| “Grammarama!” Logs | 5% | |
| Library Research Units | 5% | |
| Revision Process/Tutoring | 3% | |
| Comportment/Participation | 3% | |
| TOTAL | 100% | |

I reserve the right to make adjustments to these percentages as needed to facilitate your achievement of the course learning outcomes this semester.

COURSE POLICIES

In General, please:

1. Read this syllabus and all handouts and assignment sheets carefully.
2. Study writing models provided in the course texts and in class.
3. Come to class ready with questions.
4. Email or call me (lkuyeda@hawaii.edu; 236-9229) if you have a question that you feel cannot be addressed to the class.
5. See me in person.

Helpful Resources:

Please ask for help even if you are not sure you need it. Schedule your required conferences as soon as possible, especially if you are having difficulty. I am available to help you during my office hours, especially, but also throughout the day.

One of the best resources on campus is the **TRiO Student Support Services (SSS)** office, which provides tutoring and a range of other opportunities to eligible students (see me for details). The contact number for TRiO SSS is 235-7487.

Around eight percent of your semester grade depends on the frequency and quality of your interactions with online or on-campus tutors.

Registration with the University of Hawai‘i at Mānoa’s **Online Learning Academy (OLA)** is required. OLA tutors are primarily UH Mānoa students who understand how challenging writing can be and who are trained and ready to help you improve. You can reach them at <http://manoa.hawaii.edu/ola/writing>.

The **Writing Center**, located in the WCC Library and Learning Commons, provides in-person consultations during school hours and email feedback as needed. Contact writing center staff by email at wccwrite@hawaii.edu. The center’s current hours are posted at <http://www.wcc.hawaii.edu/Writing/>.

In-Class:

This class involves daily discussions, group work, and other forms of participation in and out of class. Full participation in all activities will significantly benefit your writing performance and progress.

You may lose up to five points per class period for non-participation in activities or for distracting or rude behavior, which includes but is not limited to: 1) leaving your cell phone ringer on, 2) answering your cell phone, 3) text messaging, 4) surfing the net or checking email, 5) talking while a classmate or the instructor presents information, and 6) making disparaging or inappropriate remarks. If you have one or both hands under the table and spend time in class gazing longingly at your pants, I will assume that you are texting or checking your email and will subtract points accordingly.

Absences/Tardiness:

| Absence # | Points Lost | |
|------------------|--------------------|--|
| 1 | 0 | There are two reasons why no absences will be excused this semester, except in extreme circumstances. 1) This class will not work unless everyone attends reliably. 2) State taxpayers heavily subsidize your tuition expenses, and their money should not be wasted. Your third absence and every absence thereafter will result in a reduction to your semester point total (see columns at left). |
| 2 | 0 | |
| 3 | 10 | |
| 4 | 10 (20 total) | |
| 5 | 10 (30 total) | |
| 6 | 10 (40 total) | |
| n | 10n – 20 (total) | |

- Be on time. You will lose ten points for every three times you arrive late to class.
- It is your responsibility to keep up with work you miss. Ask your classmates for copies of their notes, for homework and other assignments, and for what other preparation you need for class.

Required Conferences:

You must meet with me in conference at least twice this semester. You can see me individually, in pairs, or in groups of three or four. Non-participation in conferences will be penalized as follows:

| Conferences Attended | Points Lost |
|-----------------------------|--------------------|
| 0 | 20 |
| 1 | 10 |
| 2 or more | 0 |

You can maximize the utility of your conference time by meeting with me about your formal writing assignments, but I’m happy to spend as much time as you’d like discussing other questions or concerns.

Homework:

A completed assignment will decrease in value by 10% (of its initial point total) for each day it is late (weekends count as one day). 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 calendar days or longer will not be accepted.

Writing Standards:

The work you turn in for grading should be typed and properly formatted. For all work in this course, please:

- Use 1-inch margins and 12 point Times New Roman font
- Remove extra spacing between your double spaced paragraphs
- Feel free to ask me about how to format/manipulate your word-processed documents.

Emails/Calls:

Communicating with students is my top priority. If I have not responded to your message in twenty-four hours, please email me again.

Please email me from one address only. This will help me to sort and manage my emails effectively.

Please check your hawaii.edu account on a regular basis. I will send email announcements to that account only. Instructions on forwarding your hawaii.edu account are here:
http://windward.hawaii.edu/technology/Forwarding_UH_GMail.pdf.

In a school or work setting, please always write grammatically correct emails, using complete words and full sentences (no shorthand, such as “where r u now”). Start with a greeting (Aloha Bob, Dear Mr. Smith, or Hi Lance), and end with a signature (Thank you, Sincerely, or just your name). If you have any problems or last minute emergencies, email me or leave a voice mail on my office phone.

ACADEMIC INTEGRITY

According to the Windward Community College Catalog, “Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below) which violate the Student Conduct Code and may result in expulsion from the University.

“Plagiarism includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved.”

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, Ann Lemke, at 235-7448, at lemke@hawaii.edu, or in Hale 'Ākoakoa 213.

LATE ASSIGNMENT TICKET

Cut out and use this ticket to submit one assignment up to four calendar days late without penalty.

Please decrease or waive the late penalty for the following assignment.

Assignment name: _____

Original due date: _____

Date I turned it in: _____

This ticket may not be used for the oral presentation, or on/after the last day of class.

COURSE POLICIES CONTRACT

I have read and reviewed my English 100 syllabus and course policies. 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 E-Mail Address _____

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?