

ENGLISH 100 Composition I
3 CREDITS
CRN: 60048 and 63; 60212 and 14; 60443 and 221

INSTRUCTOR: Susan St John
CLASS WEBSITE: stjohneng100.weebly.com
OFFICE: Hale Manaleo 109
OFFICE HOURS: M-R 2:30p.m. to 3:30 p.m., R Noon to 1p.m., and by appointment
TELEPHONE: 808.236.9226
EMAIL: susankcl@hawaii.edu (This is the best way to contact me!)
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. Prerequisites: Grade of “C” or better in ENG 22 or placement into ENG 100 or approval of designated Language Arts representative.

STUDENT LEARNING OUTCOMES

By the end of the semester, 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 strategies in order to integrate that knowledge into their writing.

WRITTEN COMMUNICATION FOUNDATION 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 5,000 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 courses, 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.

COURSE CONTENT

Course Goals: By the end of the course, students should have:

- 1) written approximately twenty pages of prose using a variety of rhetorical strategies.
- 2) increased their confidence as writers and have an awareness of their strengths and weaknesses.

Students should also be able to:

- 3) Understand and use the major steps in the writing process.
- 4) Write for a specific audience and understand how the audience, purpose, and language can influence the writer's choices.
- 5) Understand and use college-level principles of composition such as unity, development, and organization.
- 6) Edit using standard principles of grammar, punctuation, mechanics, and usage of the English language.
- 7) Know how to make effective use of writers' resources such as handbooks, library materials, interviews, and databases.
- 8) Respond thoughtfully in writing to published and peer essays and to recognize features of a writer's style and organization.
- 9) Use and document material from primary and secondary sources without plagiarizing.

COURSE TASKS

Writing and Revision. Students write a series of papers and other informal writing assignments such as Lulima posts. Please read the "Drafting and Revision Process" section below.

Class Discussion. Prepare for discussions by annotating the readings.

Writer's Notebook. Use a college-ruled composition book. It should have a title page, a table of contents, and the pages numbered. Please write in ink and write legibly. If you prefer, you can type the written entries and paste them into your notebook.

Reading Quizzes and Tests. Quizzes are usually short essay, 10-minute quizzes given at the beginning of class. Prepare a sheet of notes, which you can use during the quiz—there is a note-taking template in your packet. Turn in your notes at the end of the quiz. Tests generally follow the same format, but cover more material.

Writer's Groups. It's important to have an audience for your writing—readers help us clarify and hone our work. You will be sharing drafts with others and responding constructively to the work of others. Avoid writing anything that you are unwilling to share.

Conferences. One out-of-class conference, by the eighth week, is required. Drop by in my office hours, or make an appointment. Of course you are welcome to conference more than once. Bring your writer's notebook or a piece of writing to discuss. Conferences run about 15 minutes.

If you do not come for conferencing, your final Writing Assignment score drops 5%.

Extra Credit. If you notice any typos or grammatical or spelling errors in any of the class materials or on the website, please let me know. Also notify me if there are any problems with the sites: folders not showing up, links not working, etc. The first student to notify me of an error receives an extra credit point.

Other Required Out of Class Activities: Completion of the WCC Library Instruction Units and at least one session at the WCC Writing Resource Center.

Maintain Communication: Please check your Hawaii.edu email daily, as this is how I send reminders and communicate with each of you.

ATTENDANCE POLICY

This is a discussion class, and relies on everyone's attendance and participation. You will receive a grade at the end of the semester for participation and attendance. Plan to remain in the classroom for the full period.

You are allowed up to two absences without penalty (both excused or unexcused) during the semester. Beginning with your third absence, your attendance grade will drop by 25 points. Missing 6 or more classes is an automatic F.

It is your responsibility to keep up with work that you have missed. Ask your classmates for copies of notes or handouts that you missed.

If you are absent on a day that an assignment is due, the assignment will be considered late, unless you turn it in online AND have someone drop off the hard copy to me before or during class.

Be on time and stay for the full amount of time. Missing more than 15 minutes of class counts as an absence. The time you arrive late or leave early is cumulative: for example, two 10-minute tardies count as an absence.

CLASS PARTICIPATION POLICY

You show engagement and a growth mindset (see the reading by Dweck) by preparing for class discussion, taking notes, staying on task during class activities. You also demonstrate engagement by listening actively and contributing insights or appropriate comments to the online and face to face discussion.

Read the assigned materials before class. The literature and background material we read provides us with the common ground to anchor our conversations. Without that common ground, our conversation will lose its richness.

I'll call on everyone sometime—so be prepared. Some things you might share: definitions to words you looked up, personal experience that illustrate the reading, questions, puzzlements, insights. We will have weekly in-class writing exercises or quizzes to stimulate class discussion and to ensure that you are keeping up with the reading.

Minimize Classroom Distractions. Let's use our class time to interact and engage with each other. *Please turn off your cell phone before class begins.* If we do work on the computer, stay on task. No texting, surfing, etc.

Please no eating in class, UNLESS you brought enough to share with everyone.

Avoid walking in and out of the classroom, particularly during discussion and presentations.

Come to class prepared. Bring to every class your textbook and packet, your supplies, and do the daily assignments.

PAPER AND ASSIGNMENT POLICY

Complete your assignments on time. Growth as a writer requires steady and consistent effort. Turning your work in late undermines the feedback and revision schedule. If you turn your essay in late, you still need to turn in your next draft on time, even if you did not get feedback on it. Don't risk getting behind.

Late work will receive reduced points if turned in within a week. Late work will not be accepted after one week unless a prior arrangement has been made.

Demonstrate your best writing ability on all of your assignments. As this is a writing course, all of your writing—including Laulima posts, peer reviews, and emails—should demonstrate your best writing ability. Proofread for typos and grammatical errors, and please avoid abbreviations or texting codes.

Put Papers in MLA Format. Please type and format your papers according to MLA standards. Double-space and 12 point, Times New Roman font is the standard.

Printing. Whenever a hard copy is required, print it before class, and turn it in at the beginning of class. Papers printed during class will be considered late.

Maintain a few dollars in your printing account, as occasionally we will have in-class assignments that I will ask you to print and turn in.

DRAFTING AND REVISION PROCESS

First draft. The first draft is scored primarily on the completion of the minimum requirements (length and attention to the prompt). Write to the best of your ability, so that you receive meaningful feedback. Here are some tips:

1. Turn in a hard copy for peer review.
2. Upload it to Laulima assignments.
3. Attach the yellow cover sheet to the front.

Second Draft. Turn in a second draft in the class following the peer review. Some tips are:

1. Use your peer review comments to write a one-page postscript.
2. Use your peer review comments to make any changes.
3. Upload the second draft to Laulima assignments.
4. Turn in a hard copy with the green coversheet attached to the front.
5. Paperclip the first draft to the back.

Third Draft. This is your final draft and the one that will be scored.

1. Use my feedback to make changes, and highlight these changes.
2. Attach the purple coversheet to the front.
3. Paperclip the first and second drafts to the back.
4. Upload this draft to Laulima assignments and to turnitin.com.

How to submit to turnitin.com. The third drafts of your major writing assignments need to be turned in to turnitin.com, as well as to Laulima and as a print copy. Once you create an account, you enter the class I.D. and the enrollment code. Then select the assignment you are turning in, and upload your file.

Class Title	Enrollment Password	Class I.D.
English 100: MW_7am	MW7am	10284534
English 100: TR_10am	TR10am	10284539
English 100: TR_1pm	TR1pm	10284549

ADDITIONAL COURSE EXPECTATIONS

Schedule at least nine hours outside of class for the course work. Expect to spend substantial studying and writing time outside of class – a minimum of nine hours a week. In most cases, students should expect to spend more than nine hours per week on homework.

Plan for the Unexpected. The Internet will fail, your computer will crash, or Laulima will be down the hour before an assignment is due. Count on it, and allow time for delays and tech problems.

Maintain a Class Binder. Make dividers for each of these sections:

1. Assignment Schedules
2. Handouts
3. Short Assignments
4. Summary and Response
5. Recall Essay
6. Synthesis Essay
7. Process Essay
8. Revised Posts and Notebook Entries

Save all of your notes and drafts that are done for this class. This material may be used for practice in revision, for conference discussion, and to note your progress.

At the end of the course, you will write a reflection about your journey as a writer. Since you need to refer to your own writing and the revisions you made, keep all of your work so you can review them.

ASSESSMENT TASKS AND GRADING

Task	Percentage of Final Grade
Writing Assignments	45%
Quizzes and Tests, and Notes for the Quizzes	15%
Laulima Posts and Writer's Notebook	20%
Library Units	5%
Attendance, Engagement and Participation	15%

Major Writing Assignments	Points	Minimum Word Count
Summary and Response Final Draft	100	1,000 (1 page summary + 2 page response + 1 page postscript)
Recall Essay Final Draft	100	1,000 (3 pages + 1 page postscript)
Synthesis Essay with Sources Final Draft	150	1,000 (3 pages + works cited page + 1 page postscript)
Process Essay Final Draft	100	1,000 (3 pages + 1 page postscript)
Revision of Laulima Posts Final Draft	100	1,000 (3 pages + 1 page postscript)
Final Reflection	50	500 (2 pages)
Laulima Forum and Blog Posts Writer's Notebook	10 each 75	Each entry should address all aspects of the prompt
Library Instruction Units, completed by February 20, 2015	30	Note: You must pass each of the three library units (a minimum of 10 points on each exam) in order to pass this course.
Midterm	50	
Final Exam	100	Perfect attendance (attending every class period for the full amount of time) allows you to skip the final. You should also have all of the major assignments completed and

ASSESSMENT TASKS AND GRADING

Course grades will be based on the following:

- A -90% or better
- B -80% or better
- C -70% or better
- D -60% or better
- F -fails to achieve 60%
- N –measurable progress and regular attendance, but doesn't meet course SLOs
- W –official withdrawal through the registrar by deadline

Here are general guidelines for grading assignments:

A – This paper has a clear, original thesis, is well organized, has very few grammar/spelling/punctuation errors, has varied sentence structure, and—very important—is interesting to read.

B – This paper also has a clear thesis and is fairly well organized but is not as original as an A paper, has a few grammar/spelling/punctuation errors, and is fairly interesting to read.

C – Although this paper has a thesis, its use of supporting evidence and organization makes it difficult to understand. It includes unrelated ideas and has significant grammar/ spelling/ punctuation errors, although it still holds a reader's attention.

D – This paper has a weak or unclear thesis and lacks supporting evidence and organization. It has many errors in grammar/ spelling/ punctuation, and word usage, and doesn't hold a reader's attention.

F – An F paper is often a very rough draft, which needs to be reworked into a more final form.

REQUIRED TEXTBOOKS AND READINGS

Rosa, Alfred and Eschholz, Paul. *Models for Writers*. 11th ed. New York: Bedford St. Martin's Press, 2012. Print or eBook.

English 100 Class Packet.

Please bring your textbook and packet to class, beginning with the second class meeting. You can buy both of these texts from the campus bookstore. In addition, *Models for Writers* is available through Amazon or through the publisher's site at: www.bedfordstmartins.com/Catalog/.

COURSE SUPPLIES

- Three-Ring binder with tabs
- Marble Composition Book
- Folder paper
- Pens
- Highlighter
- Paperclips
- Calendar or Assignment book

COURSE WEBSITE

Check our website regularly for updated schedules, handouts, and links. The website also houses the syllabus, sample essays, and class notes.

LAULIMA

Laulima is the course management system for all UH campuses. Through Laulima you can ask questions about the assignments, post to an online discussion, access course resources such as assignment descriptions and handouts, and monitor your grades. You'll also use Laulima to turn prewriting assignments and in-class assignments.

The login page is at: <http://www.laulima.hawaii.edu> Log in using your UH username and password. Once you log in, you'll see all of your UH classes listed. Click on the tab for English 100. If you can't find a tab for our course, contact:

ITS Help Desk

Phone: (808) 956-8883

Email: <mailto:help@hawaii.edu>

Tip: For Laulima Blog and Forum posts, I suggest that you compose on your computer, and then cut and paste your work into Laulima. This way you won't lose any work if Laulima boots you off before you save.

LEARNING RESOURCES

Brainfuse. Brainfuse is Windward's online tutoring service. You access your account through your MyUH portal. Instructions for accessing Brainfuse are posted at: <http://windward.hawaii.edu/brainfuse/> Upload your rough draft to the Brainfuse writing lab, and within 24 hours they will send you written feedback.

Writing Resource Center. Tutoring is also available in Windward's own writing resource center, which is in the campus library.

WCC Librarians. You can schedule a conference with a librarian, and she can help you with refining your research topic as well as with research.

ADDITIONAL INFORMATION

Academic Honesty. The work you submit for this course must be your own. In some of your essays, you need to cite your sources, and synthesize ideas into something that is new and your own. If you have any questions about collaborative work, plagiarism, or any other issues related to academic honesty, please ask me.

Dropping a Class. The last day to withdraw without a "W" grade is September 14, 2015. The last day to withdraw from class with a "W" grade is October 30, 2015. As Eng 100 is a required class, you cannot take it for CR/NC. If you stop participating in class and neglect to officially drop it, you will receive a failing grade.

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.