

ENGLISH 100 Composition I
3 CREDITS
CRN: 63233, 63234, 63235, and 63436

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EFFECTIVE DATE: Spring, 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.

Requirements Course Satisfies:

At WCC: Written Communication requirement for the Associate in Arts degree.
At UH Manoa: Written Communication requirement for the Bachelor of Arts degree.
At UH Hilo: 1A.1 category requirement.
At UH West Oahu: Humanities requirement.

Prerequisites: Grade of “C” or better in ENG 22 or placement into ENG 100 or approval of designated Language Arts representative.

Activities Required at Other than Regularly Schedule Class Times: Completion of the WCC Library Instruction Units, at least two outside conferences with the instructor, and approximately six hours per week of reading and writing. Please check your Hawaii.edu email daily, as this is how I send reminders and communicate with each of you.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course 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.

WRITTEN COMMUNICATION FOUNDATION HALLMARKS

To satisfy the FW 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 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 be able to

- 1) Understand and use the major steps in the writing process.
- 2) Have developed a sense of writing for an audience and understand how the audience, purpose, and language can influence the writer's choices.
- 3) Understand and use college-level principles of composition such as unity, development, and organization.
- 4) Edit using standard principles of grammar, punctuation, mechanics, and usage of the English language.
- 5) Have written approximately twenty pages of prose using a variety of rhetorical strategies.
- 6) Know how to make effective use of writers' resources such as handbooks, library materials, interviews, and databases.
- 7) Respond thoughtfully in writing to published and peer essays and to recognize features of a writer's style and organization.
- 8) Use and document material from primary and secondary sources without plagiarizing.
- 9) Develop confidence as writers and have an awareness of their strengths and weaknesses.

METHOD OF INSTRUCTION

Students write a series of papers, totaling about 5,000 words or 20 pages of finished work, plus other informal writing assignments such as Laulima posts. Prepared participation in discussions, peer response groups, conferences, regular attendance, the library units, and other class activities are also required.

ASSESSMENT TASKS AND GRADING

| Task | Percentage of Final Grade |
|--|---------------------------|
| Writing Assignments Including Letter to Instructor, Four Major Essays and 1 Research Paper, Final Portfolio, Brainfuse and Turnitin submissions | 70% |
| Laulima Posts | 10% |
| Quizzes and Tests, and Notes for the Quizzes | 10% |
| Library Units | 5% |
| Attendance and Engagement | 5% |

| Major Assignments | Points | Minimum Word Count |
|--|---------|--|
| “Recalling an Experience” Essay | 100 | 750 (3 pages) |
| “This I Believe” Essay | 100 | 500 (2 pages) |
| Summary and Response | 50 x 2 | 375 x 2 (3 pages) |
| Position Essay with Sources | 200 | 2,000 (6 pages, including works cited page) |
| Illustration or Process Essay | 100 | 750 (3 pages) |
| Portfolio and Reflection | 200 | 750 (3 Pages for the Reflection alone) |
| Laulima Forum and Blog Posts | 10 each | Each entry should address all aspects of the prompt |
| Library Instruction Units, completed by October 22, 2014 | 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. |
| Final Exam | 50 | Perfect attendance (attending every class period for the full amount of time) allows you to skip the final. |

| Submittal Requirements | An assignment is considered submitted after you have submitted it to turnitin.com <i>and</i> turned in a hard copy. | |
|------------------------|---|---|
| Turnitin.com | No credit until it is submitted to turnitin.com | Turn your essays into turnitin.com by the deadline. |
| Hard Copy | No credit until a hard copy is received | Turn this in at the beginning of class on the due date. Anything turned in after this is considered late. |

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 the 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.

Ka 'Ohana: Windward Community College's Student Newspaper

Please bring your textbook and packet to class, beginning with the third 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/.

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.

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/> You'll upload each of your rough drafts to the Brainfuse writing lab, and within 24 hours they will send you written feedback.

Live tutors are also available 24/7 at Brainfuse. Make use of this resource!

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

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

COURSE TASKS

Discussion. Typically I will assign readings for the week, and we'll discuss these readings in class. 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.

Reading Quizzes and Tests. Quizzes are usually short, 10-minute, paragraph answer questions 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 is too personal to share.

Conferences. Two out-of-classes conferences are required. You can see me individually, or in pairs. Of course you are welcome to conference more than twice, or to drop in on my office hours. Conferences are most effective when we have a piece of your writing to discuss.

If you do not come for conferencing, here are the consequences:

0 Conferences Attended: Your Final Writing Assignment Score Drops 10%

Only 1 Conference Attended: Your Final Writing Assignment Score Drops 5%

Submitting Print Copies and to turnitin.com. All drafts (first, second, third) of your major writing assignments need to be turned in as a print copy and to turnitin.com. 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. |
|---------------------------------|---------------------|------------|
| 63233 Eng 100: MW 2:30-3:45p.m. | MW2:30 | 9089108 |
| 63234 Eng 100: TR 2:30-3:45p.m. | TR2:30 | 9089108 |
| 63235 Eng 100: TR 5:30-6:45p.m. | TR5:30 | 9089108 |
| 63436 Eng 100: Kahuku | Kahuku | 9089108 |

For your major assignments, turn in a hard copy, *and* upload to turnitin.com. Turnitin.com tracks the date you turn in an assignment, so it provides a record of your completed assignments for both you and I.

First drafts. First drafts are scored primarily on their completion of the minimum requirements (length, attention to the prompt). Write to the best of your ability, so that you receive meaningful feedback. Before you turn in your first draft, either submit it to Brainfuse, or conference with the SI. If you choose the Brainfuse option, print out the feedback and turn it in with your first draft.

Final Portfolio. 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, and this will be turned in with the final portfolio. Include all of your returned drafts with my comments and margins notes in your final portfolio.

COURSE EXPECTATIONS

Attendance. Your participation in class activities is important not only for you, but for the other class members. Plan on attending class regularly and on time!

Plan to remain in the classroom for the full period, particularly during discussion and instructor presentations.

You are allowed up to four absences (both excused or unexcused) during the semester. It is unlikely that you will pass if you are absent more than this. Missing 8 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 in class or during my office hours.

Tardies or Leaving Early. Missing more than 20 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.

Positive Engagement. 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 discussion.

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

Class Materials and Supplies. Bring to every class:

1. textbook and class packet
2. 3-Ringed binder with dividers or tabs
3. Folder paper
4. Pens—black or blue, and 1 red
5. Highlighters (3 different colors—green, pink, yellow)
6. (Optional) flash drive—we'll be writing on the computers in the lab, and you may want to save it on a flash. I recommend saving your work on your Laulima workspace, Google drive, or some other cloud application.

Writing Quality. 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.

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

Assignments and Deadlines. Growth as a writer requires steady and consistent effort. Don't risk getting behind as the semester goes by quickly. Quizzes cannot be made up.

An assignment is considered late if it turned in *after* the beginning of class. You can turn it in at the next class session for a deduction of 5 points, or the next NEXT class session for a deduction of 10 points. After that point, late work will not receive points.

Due Dates and Time. For major assignments and essays, you'll also turn in a hard copy. Print it before class, and turn it in at the beginning of class. Papers printed during class will be considered late.

Unless otherwise noted, you have until Midnight of a due date to post an assignment, or to upload your paper to turnitin.com. But, don't wait until the final hour!

Time required. Expect to spend substantial studying and writing time outside of class – a minimum of six hours a week.

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.

SUPPLEMENTAL INSTRUCTION (SI) MEETINGS

The Supplemental Instruction (SI) program supports this class. SI is a FREE, collaborative, peer-study program that helps students succeed in difficult classes. Your SI Leader is a peer who has taken this class previously and has an understanding of the course material. In SI sessions, students will work together with the SI leader to explore important concepts, review class notes, discuss reading assignments, and review for tests. All students in this class are encouraged to attend!

Note: WCC data has shown that students who attend SI sessions are 20% more likely to receive A, B, or C grades than non-attendees and are less likely to withdraw from their courses. This data has also shown that the more sessions students attend, the more likely they are to pass.

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 February 2, 2015. The last day to withdraw from class with a “W” grade is March 31, 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.