

ENGLISH 100/100x Composition I
4 CREDITS
CRN: 63547 and 63548 or 63551 and 63552

INSTRUCTOR: Susan St John

OFFICE: Hale Manaleo 109

OFFICE HOURS: TR 10a.m. to Noon. Other times by appointment.

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EFFECTIVE DATE: Fall, 2016

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.

Pre-Requisite(s): Grade of “C” or better in ENG 22, OR placement into ENG 100, OR grade of “C” or better in ENG 23 and corequisite enrollment in ENG 100X, 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 THEME

This section of English 100/100x focuses on the topic of food. Central to our readings and writings are these questions:

How does food influence our identity and culture?
 What should we eat, and where should we eat?
 How can we eat “well”?

This section also is S-Designated. Sustainability (S) designated courses are designed to teach students about sustainability across a variety of academic disciplines. They are part of a growing system wide effort to teach students ecological literacy and make the University of Hawai‘i system a leader in sustainability. These courses are not a graduation requirement, but the designation can steer students towards courses that address issues of sustainability. Sustainability designated courses encourage students to learn about the social, cultural, economic, political, scientific, and artistic approaches to sustainability, recognizing the valuable contributions from each academic discipline to thinking about the health of the planet and local communities. For more information about the S-Designation, see the WCC website at: https://windward.hawaii.edu/Committees/Sustainability_Curriculum/

COURSE TASKS

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

Class Discussion. Prepare for discussions by preparing reading notes.

Reading Quizzes and Tests. Quizzes are usually short, 10-minute, paragraph answer questions given at the beginning of class. You can use your notes during the quiz. 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. At least two conferences with the instructor are required; one of the conferences is out-of-class. Drop by in my office hours, or make an appointment. Of course you are welcome to conference more than once. Conferences are most effective when we have a piece of your writing to discuss. Conferences run about 15-20 minutes.

If you do not come for conferencing, your final portfolio score drops 10%.

Other Out of Class Activities: Schedule time for conferences at the WCC Writing Resource Center or with our alaka‘i, or submit your work to Brainfuse.

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. Absences and tardies will reduce your engagement points.

Missing 9 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 *at the time it is due* AND turn in a hard copy to me at the next class period.

Be on time and stay for the full amount of time. Missing more than 15 minutes of class—at the beginning, middle or end--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 (read “Grow your Brain” in your packet) 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 classroom 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 conversations 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 ensure that you are keeping up with the reading, and to help stimulate class discussion.

Minimize Classroom Distractions. Let’s use our class time to interact and engage with each other. *Please turn off and put away your cell phone before class begins.* If we do work on the computer, stay on task.

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.

Any distracting behavior—including texting, off-task Internet surfing, walking in and out of the classroom, side conversations—will result in lost engagement points.

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. 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; if you want to turn in something more than a week late, please turn it in during my office hours—I won’t accept it during class. First drafts of major writing assignments will *only* receive points if turned in on time.

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 for Major Writing Assignments

First draft. The first draft is scored primarily on timely submission and the completion of the minimum requirements (length and attention to the prompt). You receive points only if it is turned in on time.

1. Upload the first draft to Laulima assignments.
2. Make an appointment for a conference with me, our SI, the Writing Lab, or turn it in to Brainfuse.

Second Draft. This is the draft that I score for quality.

1. Make changes based on the feedback you received during peer review, conferences or through Brainfuse.
2. Upload the second draft to Laulima assignments.

Optional Third Revision. You can revise and re-submit your assignments for re-grading after the second draft, under these circumstances:

1. You turned in the first and second drafts on time.
2. You make major revisions with feedback from a conference with me, the alaka'i, or at the Writing Lab, or with feedback from Brainfuse.
3. You turn in the third draft on or before the third draft due date. Deadlines for third revisions will be announced, but for most assignments, the third drafts need to be turned in before Thanksgiving.

ADDITIONAL COURSE EXPECTATIONS

Plan ahead. Look through the semester schedule and write assignments into your calendar/planner. Note that on some days you may have more than one assignment due. This does not mean that you have to do them all the night before. A lot of the readings and assignments can be done earlier than the due date. Pace yourself and schedule your classwork around your personal schedule.

Schedule at least ten hours outside of class for the course work. Expect to spend substantial studying and writing time outside of class – a minimum of ten hours a week. In most cases, students should expect to spend more than ten 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. Quizzes and Tests
4. Summaries and Responses
5. Recall Essay
6. Argument Essay and Research Exercise
7. Restaurant Review
8. Process Essay and Writer's Notebook Essay
9. Packet

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

Laulima Gradebook Category Weights

Below are the grading categories in your Laulima Gradebook. Every graded assignment is scored by points, and then these points are totaled and then weighted according to the category it is in. Please monitor your progress by checking the Laulima Gradebook regularly.

Task	Percentage of Final Grade
Writing Assignments and Final Portfolio	50%
Quizzes and Tests, Notes and Reading Assignments	20%
Laulima Posts and Writer's Notebook	15%
Attendance, Engagement and Participation, In-class assignments	15%

Major Writing Assignments (50%)

Major Writing Assignments	Points	Page Count
Four Summaries and Responses	50 each	First page = summary; Second page response (2 pages each)
Recall Essay	50	2-3 full pages
Research Exercise	50	2 pages, plus chart
Argument Essay with Sources	50	2-4 full pages + Works Cited page
Restaurant Review	50	2-3 full pages
Writer's Notebook Essay	50	2-3 full pages
Process Essay	50	2-3 full pages
Final Portfolio	75	

By the end of the term, you should have written a total of 20 pages that have undergone revision. Once you have reached the 20 page minimum, you have completed the major writing assignments.

Here are general guidelines for the grade on writing assignments:

100% to 90% of possible points – 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.

89% to 80% of possible points -- 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.

79% to 70% of possible points – 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.

69% to 60% of possible points – 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.

59% or less of possible points— An F paper is often a very rough draft, which needs to be reworked into a more final form.

Laulima Posts and Writer's Notebook (15%)

Laulima Forum and Blog Posts	50 pts	5-10 points each post
Writer's Notebook	75 pts	

Quizzes and Major Exams (20%)

Reading Annotations, Notes, or Responses	75 pts	5-10 points each
Midterm	50 pts	
Final Exam MW 8:30a.m. Class: Wednesday, December 12th, 8:30a.m. to 10:30a.m. TR 2:30p.m. Class: Thursday, December 15th, 2:30p.m. to 4:30p.m.	100 pts	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 revised.

Attendance and Engagement (15%)

Total points for the semester	235 pts (5 pts. each day, 48 days in the term)	Lose 5 points for every absence. Points can be lost for distracting or distracted behavior. Points can also be gained for engaged and active class participation.
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Final Course Grade

At the end of the semester, you will receive a letter grade on your transcript. The course grade will be based on the following percentages of total points:

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

REQUIRED TEXTBOOKS AND READINGS

Graff, Gerald, and Cathy Birkenstein. *"They Say / I Say": The Moves That Matter in Academic Writing*. Third ed. New York: Norton, 2014. Print.

English 100/100x 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, is available through Amazon.

COURSE SUPPLIES

College-Ruled Composition Book

Three-Ring binder with tabs

Folder paper

Pens

Highlighter

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 essay 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 12, 2016. The last day to withdraw from class with a "W" grade is November 3, 2016. As English 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.