

ENGLISH 100 – COMPOSITION I

(3 CREDITS | CRN: 61322, 61323)

CLASSROOM: MW 10AM: Hale Manaleo 126 | MW 11:30AM: Hale Manaleo 126
INSTRUCTOR: Lance Uyeda
OFFICE: Hale Manaleo 103
OFFICE HOURS: MW | 9:00-10:00 AM
Th | 1:00 PM-3:00 PM
AND by appointment
I look forward to the individual meetings we will have this semester. Drop in to say hi, or reserve an appointment time at <http://uyeda.youcanbook.me>.
TELEPHONE: 808-236-9229
EMAIL: LKUYEDA@hawaii.edu (lowercase OK)
EFFECTIVE DATE: Fall 2017

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).
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.

Activities Required at Scheduled Times Other Than Class Times:

1. Consultations with writing tutors online via <http://manoa.hawaii.edu/ola/writing> or Brainfuse, or in person at the writing center in the library.
2. 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: Crossing the Sea, Wolfgang Bauer.

Required text: Nothing to Envy, Barbara Demick.

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

Recommended resources: 1) <http://m-w.com> (online dictionary and thesaurus), 2) google.com (see results for “google search tips”), 3) aldaily.com (see especially the list of newspapers and magazines in the left sidebar), and 4) library.wcc.hawaii.edu (especially the “research” box on the homepage).

COURSE CONTENT

You might think of this course as an introduction to writing for a scholarly audience. This semester, you’ll have to think about your audience carefully when you sit down to write. A scholarly audience can include a combination of students, teachers, and researchers (individual scholars may be all three at once). In your finished, formal writing, you’ll work to present your thoughts and ideas so that other student or faculty scholars can confidently and enthusiastically engage with them. This is one of the main kinds of knowledge to be gained from this class: how to write in a well-reasoned way for an audience of scholars who will double-check what you say.

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 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.

<i>Assignments/Tasks</i>	<i>Points</i>	<i>Grades Available</i>
Finalized Writing Assignments	200	A = 450 or above
Blogs/Thought Pieces	75	B = 400-449
In-class Essays	50	C = 350-399
Portfolio Assignment	50	D = 300-349
Commonplace Book	50	F = 299 or below
Oral Presentation Delivery & Slides/Poster	25	<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.
Library Research Units	25	
Comportment/Participation	25	
TOTAL	500	

I reserve the right to make adjustments to these points as needed to facilitate your achievement of the course learning outcomes. Extra credit in this class is available exclusively through exuberant & outstanding fulfillment of coursework, especially the blog, commonplace book, and library research assignments, on which it is possible to earn points in excess of those listed above. Extra credit specifics will be discussed in detail in class and on the commonplace book and blog assignment sheets.

MAJOR DUE DATES

08/28: 1-2 blog postings now due weekly.	11/22: Paper 3 peer review
09/27: Paper 1 peer review	11/27: Paper 3 provisional scoring
10/02: Paper 1 provisional scoring	12/04: Presentations
10/09: In-class reflective essay	12/06: Presentations
10/18: Paper 2 peer review	12/08: Portfolio due (deadline amnesty available)
10/23: Paper 2 provisional scoring	12/11: In-class reflective essay (10:00 class)
11/08: Annotated Bibliography provisional scoring	12/13: In-clas reflective essay (11:30 class)

COURSE POLICIES

In General, please:

1. Read this syllabus and all handouts and assignment sheets carefully.
2. Check Laulima (laulima.hawaii.edu) daily. All homework assignments, power point presentations, and handouts will be posted on Laulima.
3. Email or call me (lkuyeda@hawaii.edu; 236-9229) if you have a question that you feel cannot be addressed to the class.
4. Come to class and to my office ready with questions.

Helpful Resources:

Please ask **your instructor, Lance**, for help even if you are not sure you need it. 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.

MySuccess is an online student support network for you to stay in touch with your instructors and counselor(s) and up-to-date with your academic progress, in part through an “early alert” system that sends reminders about attendance and assignment completion. MySuccess feedback is informal and separate from your official academic records.

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

Writing Services

Monday through Saturday:
8am to 10pm

Closed on all State Holidays

[First time user? Learn how it works.](#)

[Writing FAQs](#)
[Click](#)

SCHEDULE AN APPOINTMENT

Registration with the University of Hawai‘i at Mānoa’s **Online Learning Academy (OLA)** is strongly recommended. 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>.

Online tutoring is also available in writing and a wide range of other academic skills and subjects through **Brainfuse**. Find it on the myuh.hawaii.edu “My Tools” tab.



A-Z Databases

Find the best library databases for your research.

All Subjects All Database Types

All | A B C D E F G H I J K L M N O P Q R S T U V

138 Databases found

A

[Academic Search Complete](#)

A large, multi-disciplinary collection of magazine, newspaper, and journal articles.

Academic Search Complete can be reached through the Windward Community College library website (library.wcc.hawaii.edu). This is the best database available through the Windward library for articles and reports aimed at a general academic audience. Access Academic Search Complete by clicking on the “A-Z Databases” link on the library website homepage; it is the first database listed.

Mandatory Attendance:

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

Class attendance is mandatory for several reasons. This class will not work unless everyone attends reliably, so missing class harms not only your own academic progress, but the progress of your classmates as well. Furthermore, state and federal taxes heavily subsidize your tuition expenses; this money should not be wasted. Tuition covers only around one-fifth the cost of your community college education. You may be paying to come to school, but the community is paying four times

more than you are. So although the world may keep spinning if you miss a class, you will lose some points for doing so, except in extreme circumstances. Work-related absences and colds are not extreme. If you're sick, please stay home and plan to max out your blog and commonplace book assignments to recover lost points.

Absence #	Points Lost	Your third absence and every absence thereafter will result in a reduction to your semester point total (see columns at left).
1	0	
2	0	
3	5	
4	5 (10 total)	
5	5 (15 total)	
n	5n - 10 (total)	

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.

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

Late work:

A completed assignment will decrease in value by 5% (of its initial point total) for each class period it is late. A 100 point assignment, for example, will be graded out of 95 points after one class period has passed, out of 85 points after three class periods have passed, and so on.

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 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 write grammatically correct emails, using complete words and full sentences (no shorthand, such as "where r u now"). Start with a greeting (Aloha e Jane, 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, please email me.

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 other English classes have you taken at WCC or elsewhere? Please include upper-level high school classes, especially if this is your first semester of college English.
6. What else would you like me to know about you?
7. Who is your counselor?