

ENGLISH 100 COMPOSITION I 3 credits
CRN# 64171 (online)

This ENG 100 class section is S-related, meaning that some assignments and content will concentrate on issues of sustainability. For more information please visit: https://windward.hawaii.edu/Committees/Sustainability_Curriculum/

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|------------------------|--|----------------|---------------------------|
| INSTRUCTOR: | Desi Poteet | E-MAIL: | poteetd@hawaii.edu |
| OFFICE: | ‘Ākoakoa 237 | PHONE: | 236-9188 |
| OFFICE HOURS: | Wednesday 1-2 p.m.; | | |
| | Tuesday & Thursday 11:30-12:30 p.m. and by apt. | | |
| EFFECTIVE DATE: | Spring 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.

Prerequisite: Grade of “C” or better in ENG 22 or ENG 23, placement into ENG 100 or approval of designated Language Arts representative.

Activities required outside of class:

In addition to regular assignments, students must **complete the Library Research Units** (3 sections with a score of 10 or more in each), **conference (at least twice) with the instructor** to discuss drafts, and **dedicate at least six hours of study time per week for assignments**.

STUDENT LEARNING OUTCOMES (SLO)

The student learning outcomes for English 100 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.



Welcome to English 100!

COURSE CONTENT AND TASKS

Acquiring new skills is a life-long activity and is not limited to the classroom experience. In whatever career path you choose, reading and writing are foundational skills that will support and serve you in achieving your personal and professional goals, no matter what your academic or professional intentions may be. Through a variety of activities, this course will add to your existing literacy toolbox and help you improve your composition skills.

Over the course of this semester we will explore territories of words, images, and sounds. We will be adventurers, explorers, detectives—actively discovering our world through books, magazines, newspapers, essays, films, websites, art, plays, photographs, memoirs, interviews... wherever the territory of words exists. In the process of meeting diverse people, traveling to different places, encountering new experiences, and all the while sharpening our writing skills, we will undoubtedly encounter new facets of ourselves. We will discover that reading and writing are not only necessary skills, but can also take us on amazing and rewarding adventures.

Your writing will improve with practice, practice, and yes, more practice. Throughout the semester, we will be writing, increasing and refining our mechanical/technical skills, discussing the readings, and sharing our insights. Since writing also improves with reading, we will read and discuss texts that explore and examine sustainability issues. *We will explore what sustainability means to us as individuals, as well as what it means for us as caretakers of this planet. In other words: what can we do to save our planet?*

| <i>Concepts or Topics</i> | <i>Skills or Competencies—Students will:</i> |
|---|--|
| <ul style="list-style-type: none"> • Writing process • Argumentation • Effective Research • Organization • Audience and purpose • Rhetoric • Academic honesty • MLA style | <ol style="list-style-type: none"> 1. Read for understanding and for analysis/argument 2. Engage in the writing process by: <ul style="list-style-type: none"> • Planning • Drafting • Discussing • Revising • Reflecting 3. Attend to stylistic/grammatical clarity 4. Conduct research 5. Write with sources by: <ul style="list-style-type: none"> • Paraphrasing • Quoting • Summarizing • Synthesizing • Arguing |

“You can approach the act of writing with nervousness, excitement, hopefulness, or even despair – the sense that you can never completely put on the page whatever’s in your mind and heart. You can come to the act with your fists clenched and your eyes narrowed, ready to kick ass and take down names. You can come to it because you want a girl to marry you or because you want to change the world. Come to it any way but lightly. Let me say it again: you must not come lightly to the blank page.” Stephen King, *On Writing: A Memoir of the Craft*

ASSESSMENT TASKS AND GRADING

Your final grade will be based on the quality and timely completion of assignments, insightful work, the quality of your final portfolio presentation, and class participation.

Required: All Assignments Completed. Assignments that do not meet minimal proficiency must be redone to receive passing credit.

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|---------------------|------------|
| Reading Responses | 100 points |
| Writing Assignments | 250 points |
| Writers Journal | 25 points |
| Blog | 25 points |
| LRU quizzes | 30 points |
| Writer’s Portfolio | 25 points |
| Grammar Exercises | 45 points |

A – 450+; B – 400-449; C – 350-399; D – 300-349; F – 299 and below

An “N” grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning objectives and is not yet prepared to succeed at the next level, or the student has made consistent progress in the class but is unable to complete the class due to extenuating circumstances, such as major health, personal or family emergencies.

LEARNING RESOURCES

Required Resources:

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie

The Happiness Advantage by Shawn Achor

The Blue Book of Grammar and Punctuation by Jane Straus

Also, throughout the semester I will provide handouts, videos, and links to valuable resources.

Required Tools: A notebook, a 3-ring binder with dividers, paper, pens (different ink colors), highlighters, and daily access to a computer and the Internet.

Suggested Tools: A portable hole-puncher, a stapler, and access to a Hawaiian dictionary.

WCC RESOURCES

- Free tutoring is available through TRiO Student Support Services; request a tutor early. The contact number for the TRiO office is 235-7487.
- The Writing Lab located in the library provides you with supportive writing coaches.

- MySuccess is an early alert system currently available for student support. If you seem to be struggling, I may refer you to this service.
- Karla Silva-Park, WCC's Mental Health Counselor, is available for support at 235-7468.
- Student Services counselors are also available to assist students with academic questions. Call 235-7413 to make an appointment.

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. Dr. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Ākoakoa 213 for more information.

ADDITIONAL INFORMATION *Mutual respect – at all times.*

Classroom Etiquette. Our virtual classroom is a collaborative learning community. We each bring to this classroom a unique and valuable set of life experiences. We can learn from one another, and in the process discover who we are... who we are still becoming. In order for us to take advantage of this exciting opportunity to discover, learn, and evolve, we must create an environment in which we respect, celebrate, and support our differences.

Participation. Please post your work on the Discussion and Private Messages site by the deadline noted. This permits everyone to stay connected and in sync throughout the semester. This is important as we'll be working as a community of writers, providing feedback to one another.

Communication is key. Please keep me posted. If you encounter challenges in your life, let me know, so we can find ways for you to succeed in this class. You can call me, e-mail me, drop by my office during office hours, or make an appointment to meet with me in person.

Conferences. Two conferences are required during the semester. You can meet with me via Skype or in person. We'll discuss your writing and ways I can support your goals as a writer.

Assignments. A completed assignment will decrease in value by 10% of its initial point total for each day it is late. 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 (7) calendar days or longer will not be accepted.

Plagiarism. All sources used in your papers must be properly cited according to MLA format. If in doubt, check with me prior to turning in your paper.

Content Warning A college education provides you with a valuable opportunity to explore the world around you in new ways, broadening your life experiences. Research can uncover challenging and uncomfortable topics. In addition, literature, in particular, reflects the human condition in all its complexity, and sometimes contains content (profanity, violence, sexuality, etc.) that may offend you. If you would prefer not to expose yourself to these things through readings, audio books, films, class discussions, then this may not be the class for you.

Signed: _____ (signature) _____ (date)

_____ (print name)

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