

English 100: Composition
CRN #s: 64244 & 64216

Instructor: **Jenny Webster**
Office: Manaleo 104
Office Hours: **Monday and Wednesday 3:00 pm - 4:30 pm**
Tuesday 7:00 pm - 8:00 pm

***Schedule office hour appointments (live, phone, or video) via [MySuccess](#)**
You may also walk in whenever you see me in my office or email me with a conference request.

Office number: (808) 236-9235
Email address: jennyrw@hawaii.edu
Semester: Fall 2018

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

A composition course on the writing process including description, narration, exposition, and argument. Course stresses unity, development, organization, coherence, and other basic writing skills necessary for college writing. (3 hours lecture)

Prerequisite: Grade of "C" or better in ENG 22 or placement into ENG 100 or approval of designated Language Arts representative.

ACTIVITIES REQUIRED AT SCHEDULED TIMES OTHER THAN CLASS TIME

1. Students are **required** to conference with the instructor **twice** during the semester to discuss their writing. This may be done in person, over the phone or via video chat.
2. Students **are required** to complete all three online Library Research Unit (LRU) exams with a score of 10 or higher. [See here for more information on the LRUs](#) or click [here for an orientation video](#).

STUDENT LEARNING OUTCOMES (SLOs)

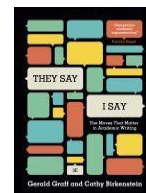
1. Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.
2. Engage in a writing process that includes exploring ideas, considering multiple points of view, developing and supporting a thesis, revising with the help of peer and 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 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 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 citation.
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 MATERIALS

1. ***“They Say/I Say”: The Moves that Matter in Academic Writing***, 3rd edition by Gerald Graff and Cathy Birkenstein. (Any edition will work fine, but try to avoid one “with readings”)
2. English Journal (*any regular-sized notebook with 70-100 pages will work*)
3. Word Processing Program like Microsoft Word: Click the following link to get Word for free: [Office 365 for Windward CC Students](#). Currently registered Windward Community College students are eligible to run Microsoft Office for Windows, Mac, iOS, and Android. As a licensed user, you may install and run Office on up to 5 devices.(Virtual machines count as a device). The device you install Office on must have an Internet connection to initially download the software and occasionally verify the license. You can also access this online at www.windward.hawaii.edu and search “computing” or “Office 365”



COURSE TASKS

Reading:

Students will read a variety of narrative essays, informative and argumentative magazine and news articles and one novel throughout the course. Students will also engage in online and library research for a number of assignments.

Class Discussions, Activities, and Writing Prompts

To promote deep engagement with course material and one another, students will engage in numerous activities that include, but are not limited to: partner, small group, and full class discussions; in-class quick write and reflection activities; and in-class writing skills challenges. Students are encouraged to engage in these discussions and activities meaningfully so that they may begin exploring ideas, learning from and about each other, and improving their rhetorical skills.

English Journal Assignments and Other Homework

English journal entries should be approximately 1 page and consist of the following:

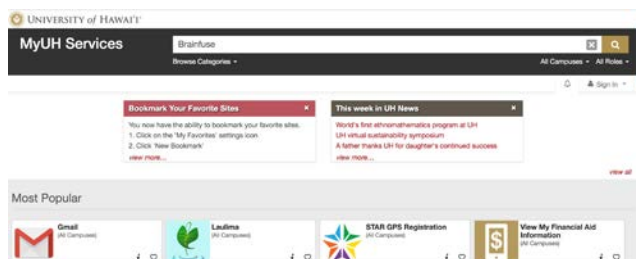
1. a brief, handwritten paragraph summarizing the writer's main ideas and weaving in one good quote.
2. your personal reaction to or thoughts on the reading. These may include:
 - making connections to other ideas, topics or concerns
 - building on their ideas
 - examples that support or challenge their claims
 - examples from life experience, observations, or other readings.

Other homework assignments will have specific instructions that are identified either on the course schedule or on an instruction sheet.

Major Writing Assignments (1st drafts, final drafts, feedback, and further revisions)

1st drafts should be typed, printed on a computer and ready at the beginning of class to be distributed for peer assessment activities. Many writing assignments require students to turn in both a first and finished draft, though for a few, the early drafts are worked into Quick Write activities, Reflection assignments, or homework assignments. **Writing assignments which require a 1st draft will be identified in the course schedule.** Please use 1st drafts as an opportunity to find out how your prose is coming across to your audience. It's a great opportunity to share ideas, rearrange ideas, and strengthen rhetorical strategies.

1st drafts submitted to Brainfuse: Besides seeking feedback from peers, students will submit 1st drafts to the online writing lab at Brainfuse. As a WCC student, you may access Brainfuse for free by using the MyUH portal. You should submit 1st drafts to their writing center as soon as possible because it may take up to 24 hours to receive feedback from your tutor. Seeking feedback from Brainfuse is a mandatory part of 1st draft assignments, as I hope this helps you build a habit of seeking out feedback on all of your future college papers.



Access Brainfuse via the MyUH portal. To do so, type "Brainfuse" in the search bar at the top. Once inside the Brainfuse writing lab, you will be prompted with series of questions about the kind of help you want and the type of essay you are writing. Please, help your tutor help you by typing or copying and pasting pertinent assignment info into the questionnaire. Assignment information and instructions can all be found in Laulima.

Option: Seeking feedback on 1st (or any) drafts from Alaka'i or the WCC Writing Lab:

After the third week of school, **live tutors at the WCC Writing Center are available**. Students can make an appointment with alaka'i and Writing Center tutors by logging on to MYUH, clicking on the "MySuccess" tab, clicking on "Courses" tab, scrolling down to the Writing Center, and clicking the "schedule an appointment" button. You may then pick an appointment that best suits your availability. Receiving feedback from tutors may take the place of Brainfuse, or it can count as extra credit on top of Brainfuse feedback. To receive credit for working with a tutor, please fill out the Writing Center Feedback form, have the tutor sign and date it, and then return it to me via email or hard copy. Each tutoring session is worth up to 5 extra credit points; students may earn up to 50 extra credit points total for the whole semester. You may find one Writing Center Feedback Form on the last page of this syllabus. You may also [click here to access a link where you can download Writing Center Feedback forms](#), or you can download more forms from the homepage of our class Laulima site.

Finished drafts should be typed, printed on a computer, and ready to be turned in at the beginning of class. They should be accompanied by Brainfuse feedback and/or the tutoring feedback form.

Further Revisions: If a student receives a B or lower on any major writing assignment, they may revise it again, and I will take the higher grade into account. Students have **one week** after the day they receive the first grade to complete and return their draft **with 2-3 robust paragraphs describing how the draft was revised**.

Two Conferences with Instructor:

While students will be receiving peer and Brainfuse feedback throughout the semester, **students are also required to meet with their instructor at least twice to discuss their writing and receive personal feedback**. Feel free, also, to use your conferences to help develop assignment ideas or even clarify assignment instructions. I'm looking forward to working with each of you throughout the semester, so please take this opportunity to work with the most expensive, free tutor that you have access to (that's me). You can use me for every paper if you wish, but you have to meet with me at least twice. Conferences may be done in person, over the phone or via video chat. If we are working over phone or video, you will need access to a computer with high-speed Internet.

To schedule conferences with your instructor, go to [MySuccess](#), click on "Courses" and scroll down until you find my face. Click on the "Schedule an Appointment" button, and choose your preferred date and time. [You can also see the MySuccess tutorial here.](#)

If you cannot make any of my appointment times, please examine my schedule for times when we are both available to meet. Then, email me at jennyrw@hawaii.edu with at least three days and times when you are available for a conference. Missed conferences will lead to 15 points deducted from the total score.

Library Research Units (LRUs):

Students **are required** to complete all three Library Research Unit (LRU) quizzes with a score of 10 or higher. The due dates for LRU quizzes are identified in the class schedule. It will take a few weeks for the quizzes to be made available by our librarians, but once I receive word that they are open, you are free to begin. Click on [this link to read more about the LRUs](#).

Final Project:

The final project for the semester is a self-analysis essay which must be completed in class during finals week. Students will have the entirety of the class to complete the final project. Those who neglect to complete the final project or any major writing assignment will not be able to pass the course.

DEADLINES

All assignments are due on the dates posted. Late homework assignments and LRU quizzes will lose ½ of their points.

Because each of the assignments identified in Projects 1-3 on your syllabus are mandatory to pass the course, I will accept late submissions of major assignments up to one week after their initial due dates. Nevertheless, all late assignments will lose 10 points. If any major writing assignments are more than 7 calendar days late, you must schedule a conference or the assignment will not be accepted.

If you do think you're going to be late with an assignment, I implore you to contact me as soon as possible and let me know what's going on. I want to help you succeed in this course and receive the highest grade possible. If you are having difficulties with an assignment or life stuff, let me know. There might be something I can do to help you; I am happy to make reasonable accommodations for emergencies.

Exceptions: I will not accept any late Informative Research Papers or Self-Analysis assignments. By those due dates, the semester is nearly over and grades are due. I simply cannot extend you this leniency.

Plan ahead for the unexpected. Students are accountable for staying on top of the semester schedule. Technological or other problems will arise. **Students should immediately communicate with the instructor if an emergency may affect the ability to meet course deadlines.**

Dropping a Class: It is your responsibility to learn about and follow the official procedure for dropping classes. If you stop participating in this class but do not follow up to officially drop it, you will receive a failing grade. Here are some important dates:

- Last Day for 100% Refund * **August 28**
- Last Day for 50% Refund * **September 11**
- Last Day to Withdraw without a "W" Grade, * **September 11**
- Last Day to Withdraw with a "W" Grade, * **October 29**

ATTENDANCE POLICY & TARDIES

Absences: Your presence and participation is a large part of this course. Nevertheless, I don't want to penalize you for illnesses and emergencies. Therefore, you are allowed up to 3 absences without penalty. I hope that you will contact me about any missed classes and inform me of how you hope to make up any work or learn about the concepts you missed in the class. You are encouraged to conference with the class Alaka'i or with me to discuss missed work. However, you are expected to show up to the next class prepared and with the homework that is due that day.

Again, you are allowed 3 absences without penalty. Each absence thereafter, however, will result in a loss of 10 points per missed class meeting. Should a student miss 8 or more classes, he or she will likely be counseled to drop the course.

Assignments when Absent: All assignments are due on the date they are assigned. If you're not in school, find a way to get it to me. If you are too sick to complete it, contact me and we will make arrangements.

Returning after an Absence: Students are always expected to show up for class after an absence, prepared for class with the reading or assignment that is due that day.

Communicating with your Instructor: Responsible students will send me an email about any absences or expected tardies in advance. This allows me to help you stay on top of your assignments and it makes you seem super responsible, which is always what you want your teachers to think of you

Tardies or Leaving Early: I'll be starting class on time. If you're late, please just come in quietly and try not to disturb the class. If you need to leave early, please let me know in advance; otherwise, I'll think I did something to offend you and I'll feel terrible.

Dropping a Class: It is your responsibility to learn about and follow the official procedure for dropping classes. If you stop participating in this class but do not follow up to officially drop it, you will receive a failing grade. Here are some important dates:

- Last Day for 100% Refund * **August 28**
- Last Day for 50% Refund * **September 11**
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PLAGIARISM AND ACADEMIC INTEGRITY

Academic honesty is fundamental in a college environment. You are expected to fulfill your academic obligations through honest and independent effort. **The work you submit for this course must be your own.** Dishonesty, cheating, plagiarism, or knowingly furnishing false information to the college are regarded as particularly serious offenses. Cases of dishonesty will result in a grade of "zero" for the assignment and may result in an "F" for the course. In flagrant cases, the penalty may be dismissal from the college after proper due-process proceedings.

RESOURCES

Problems with Laulima? Call the UH ITS Help Desk.

ITS Help Desk

Phone: (808) 956-8883

Toll Free (neighbor isles): (800) 558-2669

ITS Hours of Operation

Mon-Thurs: 8:00 am - 7:00 pm

Friday: 8:00 am - 4:30 pm

Need help with Research? Call one of our librarians.

Library hours

Help Desk 235-7338

Circulation 235-7436

Library Hours of Operation

Mon-Thurs: 8:00 am - 8:00 pm

Friday: 8:00 am - 4:00 pm

Hungry? Thirsty?

Find food and drinks in the library at the Hub

Mon -Thurs: 7:30-4:00

Friday: 7:30-2:30

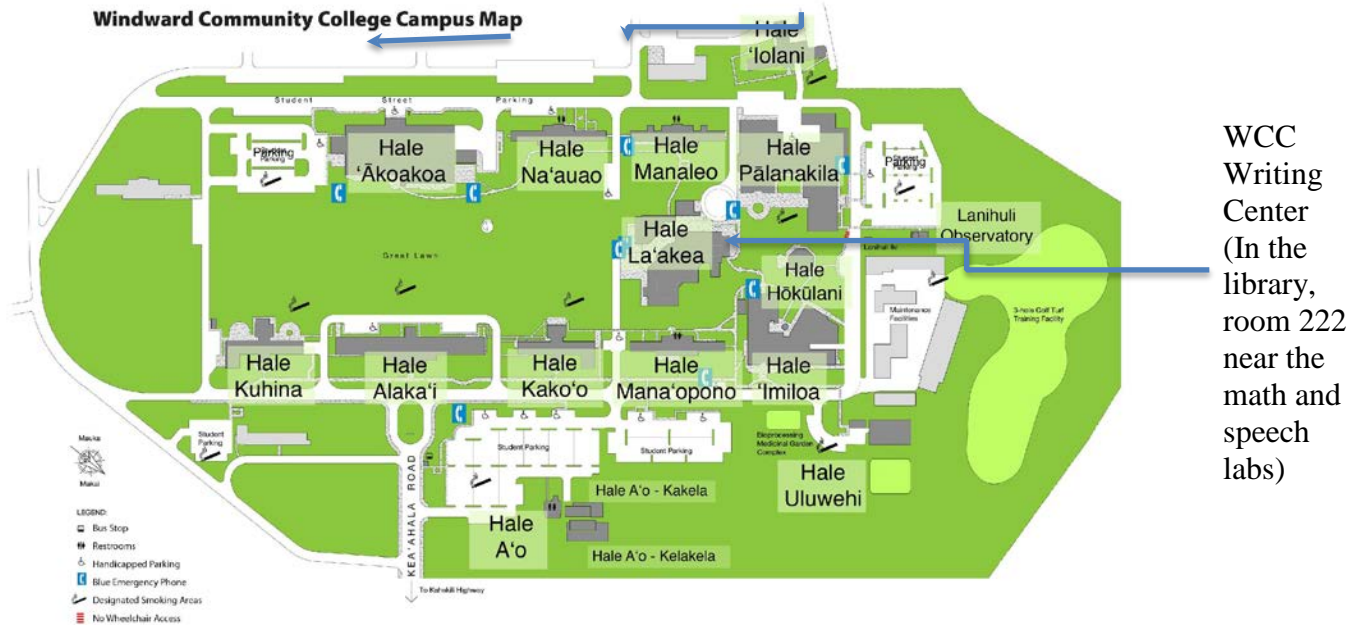
DISABILITIES ACCOMMODATION STATEMENT

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.

CAMPUS MAP

Counselors

My Office!



Revised August 2018

WCC Writing Center Feedback Form

Students can make an appointment at the Writing Center by doing the following:

- Click here to log into [MySuccess](#)
- click on “Courses”
- scroll down to the Writing Center
- click on “Schedule an appointment” (right side of screen)

The Writing Center staff can help with: pre-writing, planning, organization and revising.

Instructions:

- Use this form to create a record of your Writing Center Conference and turn it in with your assignment.
- **If you're not in a face-to-face class, here are your options:**
 - after your tutor visit, you can **scan** this document and email it to me
 - you can fill out the document, **take a photo** of it and email it to me
 - you can fill it out and **slide it under my door** in Manaleo (Room 104)

Student's Name: _____

Assignment: _____

Working Title: _____

Type of assistant received at Writing Center:

Evaluation of Writing Center feedback and assistance. Did you find this feedback helpful and were you able to improve your draft? _____

***Tutor's Name:** _____

***Tutor's Signature:** _____

***Date of tutoring session:** _____