ENG 100 & ENG 100 X COMPOSITION I & DIRECTED SUPPORT 4 credits
Tue., Wed., Thu. 8:30 - 9:45 a.m. (CRN# 64289/64290)
Mon., Wed., Thu. 11:30 a.m. - 12:45 p.m (CRN# 64291/64292)
Mon., Tue., Wed. 1 - 2:15 p.m. (CRN# 64293/64294)
Classroom: Mānaleo 112

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/

INSTRUCTOR:	**Desi Poteet**	**E-MAIL:**	**poteetd@hawaii.edu**
OFFICE:	**'Ākoakoa 237**	**PHONE:**	**236-9188**
OFFICE HOURS:	**Tuesday 10:00 - 12:00; Wednesday 10 - 11; Thursday 10 - 11 and by appointment.**		
EFFECTIVE DATE:	**Fall 2018**		

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

'O keia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i kō Hawai'i mau ho'oilina waiwai. Aia nō ho'i ma ke Kulanui Kaiāulu o ke Ko'olau nā papahana hou o nā 'ike 'akeakamai a me nā hana no'eau. Me ke kuleana ko'iko'i e ho'ohiki ke Kulanui e kāko'o a e ho'okumu i ala e hiki kē kōkua i ka ho'onui 'ike a nā kānaka maoli. Na mākou nō e ho'olako, kāko'o a paipai i nā Ko'olau a kō O'ahu a'e me nā hana no'eau ākea, ka ho'ona'auao 'oihana a me ka ho'onui 'ike ma ke kaiāulu — hō'a'ano a e ho'oulu i nā haumāna i ka po'okela.

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.

Welcome to English 100!

Our 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.

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CATALOG DESCRIPTION

English 100: 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.

English 100X: This course increases students' engagement with English 100 course content.
Co-requisite: English 100

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.

WRITTEN COMMUNICATION FOUNDATION (FW) HALLMARKS)

To satisfy the written communication requirement, this course will:
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.

1. 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.
2. Require at least 5000 words of finished prose—equivalent to approximately 20 typewritten/printed pages.
3. Help students develop information literacy by teaching search strategies, critical evaluation of
4. 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.

To minimize distractions, please turn off and put away your cell phones and other electronic devices.
Also, please no eating or drinking in class.

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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.

One of our guiding themes will be sustainability. 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 heal ourselves and save our planet?

Concepts or Topics	*Skills or Competencies—Students will:*
▪ Writing process ▪ Effective Research ▪ Organization ▪ Audience and purpose ▪ Rhetoric ▪ Academic honesty ▪ MLA style	1. Read for understanding and for analysis/argument 2. Engage in the writing process by: ▪ Planning ▪ Drafting ▪ Discussing ▪ Revising ▪ Reflecting 3. Attend to stylistic/grammatical clarity 4. Conduct research 5. Write with sources by: ▪ Paraphrasing ▪ Quoting ▪ Summarizing ▪ Synthesizing ▪ Arguing

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. In class, we will be writing, increasing and refining our mechanical/technical skills. Since writing also improves with reading, we will read and discuss texts, studying ways in which authors deploy literary conventions for effectiveness. And as a community of writers, we will be sharing our insights about our process.

"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*

Activities required outside of class:

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In addition to regular assignments, students must:

- complete the Library Research Units (3 sections with a score of 10 or more in each),
- meet with Desi in conferences:
    - mini conference (1x) in the first two weeks of the semester
    - writing conferences (at least 2x) to discuss drafts
    - final conference to discuss student accomplishments and final grade
- dedicate at least six hours of study time per week for assignments.

ASSESSMENT TASKS AND GRADING

Your final grade will be based on the quality and timely completion of all assignments, insightful work, presentations, class attendance and participation.
Assignments that do not meet minimal proficiency must be redone to receive passing credit.

LRU quizzes	**10 points available**
Grammar Exercises	**10 points available**
Reading Responses	**120 points available**
The Absolutely True Diary of a Part-Time Indian (4)	
The Happiness Advantage (8)	
Learning Journal (Adobe Spark)	**25 points available**
Major Writing Assignments	**335 points available**

These MLA-formatted assignments undergo at least one revision.

Major Writing Assignments	**Min. Word Count/Points Possible**
Narrative (3 Childhood Dreams)	500+ Words/35 pts. possible
Process (Blue Zones Healthy Plan)	750+ Words/50 pts. possible
Literary Response (*The Absolutely True Diary of a Part-Time Indian*)	250+ Words/20/ pts. possible
Comparison (News Articles; Reliable Sources)	1000+ Words/65 pts. possible
Problem-Solution (How to Make a Difference)	1500+ Words/100 pts. possible
Reflection (21-Day Blog and Blue Zones Project)	1000+ Words/65 pts. possible

By the end of the term, you will have written a total of 5,000 words that have undergone revision.

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.

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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 and links to videos and valuable resources.

Required Tools: A notebook (to capture notes on readings, lessons, presentations, discussions, etc.); pens (different ink colors for feedback), highlighters, and daily access to a computer and the Internet.

RESOURCES–WCC AND BEYOND

- 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 Center 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.
- Online Support is available at: manoa.hawaii.edu/ola/
- Purdue Online Writing Lab is another great resource: https://owl.english.purdue.edu/owl/

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.

Title IX. Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit:
https://windward.hawaii.edu/title_IX/

Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, Windward CC has resources to support you. To speak with someone confidentially, contact Karla Silva-Park, Mental Health Counselor, at (808) 235-7468 or karlas@hawaii.edu or Kaahu Alo, Designated Confidential Advocate for Students, at (808) 235-7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator at (808) 235-7393 or wcctix@hawaii.edu.

Academic Integrity. Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through use of quotes or summarizing with reference to the original author.

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Students can upload papers to http://www.TurnItIn.com to have papers checked for authenticity, highlighting where the paper potentially fails to appropriately reference sources.

In this class, students who commit academic dishonesty, cheating or plagiarism will have the following consequence(s): Students will receive a failing grade for plagiarized assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

Alternate Contact Information
If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:
Location: Alakaʻi 121
Phone: 235-7422
Email: wccaa@hawaii.edu

ADDITIONAL INFORMATION *Mutual respect – at all times.*

Attendance is Mandatory. You are a valuable and valued member of our class, so please arrive to class on time. If you are sick, please SKYPE or Facetime in. Well behaved children are welcome to join us; bring an activity for them to focus on. If you do miss a class, it is **your** responsibility to contact your class buddies and check the announcements to find out what you missed and what is due. You will lose 10 points for every absence. Three late arrivals equal one absence. **A total of six or more absences/late days will result in failure to pass the course.**

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.

Late 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.

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.

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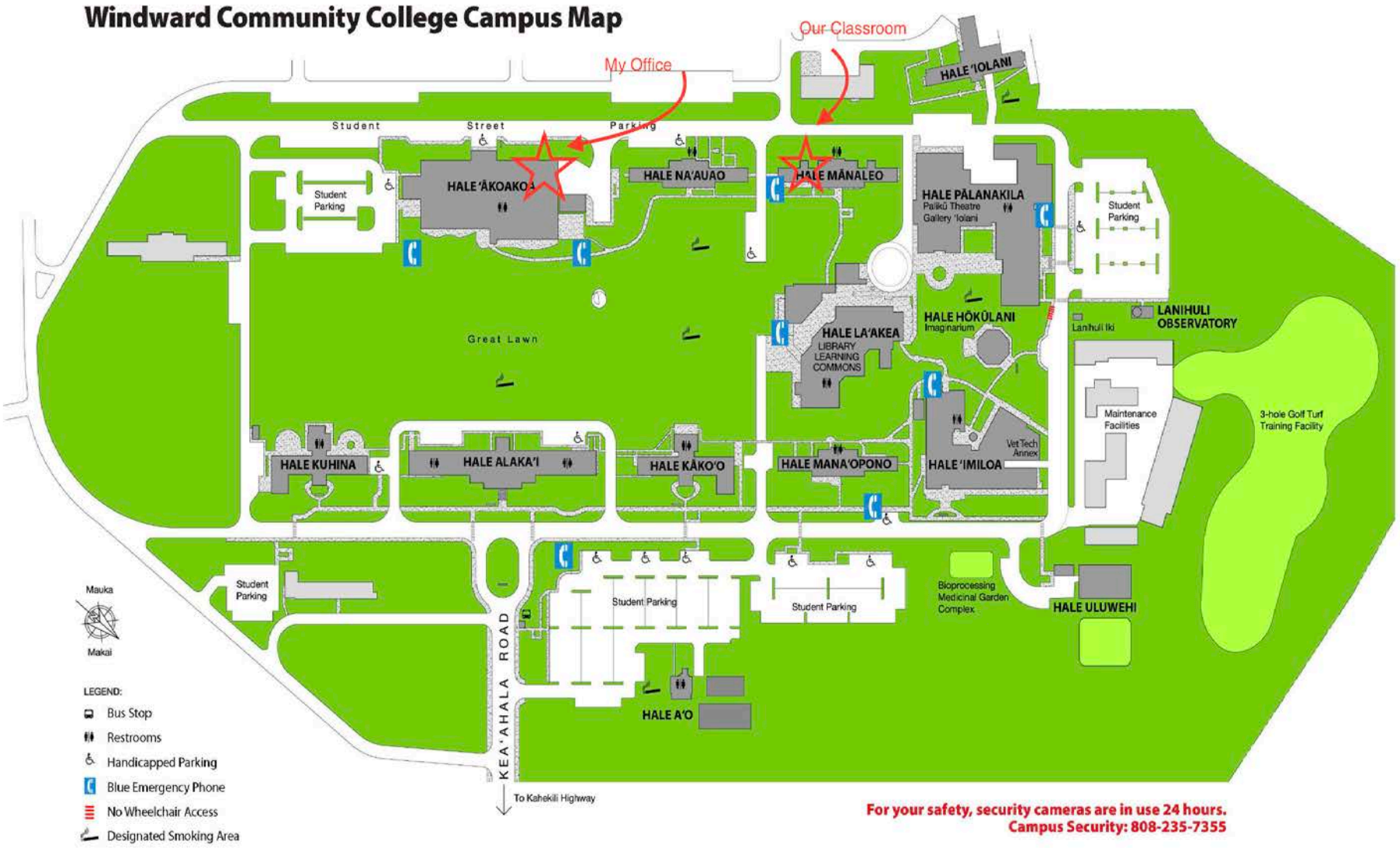
Windward Community College Campus Map



COURSE POLICIES CONTRACT

I _____ (print name) have read through and reviewed the above Course Policies and the entire syllabus (ENG 100/ENG100X). 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)

QUESTIONNAIRE

Preferred Name _____

Preferred Phone _____

Academic Counselor's Name_____

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 else would you like me to know about you?

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