



UNIVERSITY of HAWAII®
WINDWARD
COMMUNITY COLLEGE

English 100/100X, Composition 1

4 Credits

CRN 64295 and 64296: MWR 8:30 a.m. to 9:45 a.m.

CRN 64297 and 64298: TR 2:30 to 3:45 p.m. and R 1:00 to 2:15 p.m.

INSTRUCTOR: Susan St John

OFFICE: Hale Manaleo 109

OFFICE HOURS: W 10 a.m. to Noon; M and W 2:15 p.m. to 3:15 p.m. Other times by appointment.

TELEPHONE: 808.236.9226

EMAIL: susankcl@hawaii.edu (This is the best way to contact me!)

EFFECTIVE DATE: 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 the Ko'olau region of O'ahu 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.

Prerequisites: Grade of “C” or better in ENG 22, OR placement into ENG 100, OR grade of “C” or better in ENG 23 and co-requisite enrollment in ENG 100X, OR approval of designated Language Arts representative.

Activities Required at Scheduled Times Other Than Class Times

Completion of the WCC Library Research Units.

At least one conference outside of class.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course 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 HALLMARKS

To satisfy the FW 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 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 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.

COURSE CONTENT

By the end of the course, students should be able to:

- 1) Understand and use the major steps in the writing process.
- 2) Have developed a sense of writing for an audience and understand how the audience, purpose, and language can influence the writer's choices.
- 3) Understand and use college-level principles of composition such as unity, development, and organization.
- 4) Edit using standard principles of grammar, punctuation, mechanics, and usage of the English language.
- 5) Have written approximately twenty pages of prose using a variety of rhetorical strategies.
- 6) Know how to make effective use of writers' resources such as handbooks, library materials, interviews, and databases.
- 7) Respond thoughtfully in writing to published and peer essays and to recognize features of a writer's style and organization.
- 8) Use and document material from primary and secondary sources without plagiarizing.
- 9) Develop confidence as writers and have an awareness of their strengths and weaknesses.

METHOD OF INSTRUCTION

Students write a series of papers, totaling about 5,000 words or 20 pages of finished work, plus other informal writing assignments such as free writes. Students will also work in peer groups, and in many cases, are required to maintain a portfolio of their writing which includes either some kind of "learning log" or self-assessment of their work. Prepared participation in discussions, conferences, regular attendance, the library units, and other class activities are also required.

MATERIALS REQUIRED

- 1) Graff, Gerald, and Cathy Birkenstein. *"They Say / I Say": The Moves That Matter in Academic Writing*. Third ed. New York: Norton, 2014. Print.
You can buy this text from the campus bookstore or from Amazon.

- 2) English 100 Class Packet. *This will be passed out in class when you bring in a three-ring binder.*
- 3) Course Supplies:
 - a. College-Ruled Composition Book
 - b. Two-Pocket Portfolio
 - c. Three-Ring binder with tabs
 - d. Folder paper
 - e. Pens (Black or blue, and 1 Red)
 - f. Highlighter
- 4) Access to a relatively recent model desktop or laptop (2012 or later model), either Windows or Mac.
- 5) Reliable high-speed (Cable or DSL) Internet connection.
- 6) Resilience, patience, creativity and cooperative respect.

COURSE THEME

The course readings focus on the topic of food. Central to this theme are these questions:

How does food influence our identity and culture?
 What should we eat? What affects our diet choices?
 How can we eat “well”?

COURSE TASKS

Writing and Revision. Students write several major essays, which go through multiple drafts. The section below entitled “Drafting and Revision Process” describes this process. Assignments also include informal writing assignments such as Laulima posts and post responses.

Reading Quizzes and Midterm. Students take weekly quizzes online. The midterm and the final will be given in the classroom.

Peer Response. It’s important to have an audience for your writing—readers help us clarify and hone our work. You will be sharing your writing with your peers and responding constructively to their work. Given the public nature of the work you do in this class, please *avoid writing anything in any of your assignments that you are unwilling to share.*

Library Research Units. Please complete these online units by week 10.

Conferences. Two conferences—one outside of class and the other during class time--with the instructor are required. Schedule the first conference in weeks 1-8 through MySuccess. Schedule early so that you can be assured a conference time. Please have a piece of writing to discuss. Conferences are in person in my office, and run about 15-20 minutes.

Maintain Communication: Please check your Hawaii.edu email daily, as this is how I send reminders and communicate with each of you.

PAPER AND ASSIGNMENT POLICY

Complete your assignments on time. Growth as a writer requires steady and consistent effort. Work completed on schedule gives me time to read and respond to your work so that you can make revisions.

Late work will receive reduced points if turned in within a week. Late work will not be accepted after one week unless you make arrangements with the instructor. 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-spaced and 12 point, Times New Roman font.

Use the Official MLA Heading on all submitted assignments. Below is a sample of a heading.

Your Last Name 1

Your full name
 Instructor: St. John
 ENG 100
 Assignment # and Draft#: Assignment Title
 Word Count:
 Date:

DRAFTING AND REVISION PROCESS FOR MAJOR WRITING

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 and print it out.
2. Receive and give peer feedback.

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.
3. Submit a hard copy in your two-pocket portfolio.

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

1. You had turned in the first and second drafts on time.
2. You make major revisions after one of the following:
 - a. a conference with the instructor
 - b. a conference with the alaka'i
 - c. a conference at the Writing Lab
 - d. feedback from Brainfuse (attach the Brainfuse feedback)

You provide evidence of your conference by filling out a conference form, which requires you to write a summary of the tutor's recommendations. The form also must be signed by your instructor, alaka'i, or tutor.

3. You turn in a hard copy and a digital copy to Laulima on or before the third draft due date.
4. You submit a hard copy along with the **second draft with my comments**. Submit it in your two-pocket portfolio.

Summary of the Writing Process:

Step 1	First Draft	10 points
Step 2	Second Draft	50 points
Step 3	Third Draft	Re-grading of Second Draft

STUDENT RESPONSIBILITIES

Schedule ten hours to fifteen hours each week for the course work. Most students will need ten to fifteen hours a week to learn what is necessary. Please schedule this time into your schedule, and plan to log in to the Laulima site at least 2-3 times per week.

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.

Netiquette. Online discussions and peer feedback on written work are invaluable. However, we must observe appropriate behavior online, just as we would in a classroom.

Netiquette, short for “network etiquette” or “Internet etiquette,” is a set of social conventions that facilitate interaction over the internet. Here are a few guidelines:

1. Do not use all CAPS in online communication. ALL CAPS usually indicate that the writer is shouting, and this could set up an uncomfortable situation.
2. Use correct spelling, capitalization and punctuation in ALL correspondence. Do not use “texting” language.
3. At all times, be respectful to each other. Choose your words carefully. When communicating online, words can be misunderstood, so make sure to proofread before posting and consider how someone might misinterpret them.
4. Express differences of opinion in a polite and rational way.
5. Maintain an environment of constructive criticism when commenting on the work of other students.
6. Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities.
7. If you ever receive an e-mail or response in discussions that is not appropriate, please contact your instructor immediately. I have a no tolerance policy to anything that appears to be harassing, impolite, insulting or which uses profanity. Situations like this may be referred to the Dean and corrective action will be taken.

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, arriving late, or leaving class early will reduce your engagement points.

Missing 8 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. Review the class notes.

Come a little early and stay for the full amount of time. Please be in your seat a few minutes early. I take attendance right at the beginning of class. Missing 15 or more 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 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 packet, notebook, your supplies, and do the daily assignments.

Maintain a Class Binder. Make dividers for each of these sections:

1. In-class Work
2. Assignment Descriptions
3. Handouts
4. Packet

Maintain a portfolio. Save all of your drafts that have my comments on them. You receive points for second and third revisions only if you turn it in with the draft with my comments. You'll need to turn all of your drafts in the final portfolio. 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. You'll also be submitting a final portfolio.

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	Total Points	Percentage of Final Grade	Notes
Attendance and Active Participation and Conference Attendance	250 <i>Roughly 5 pts. each day</i>	15%	You lose points for every absence. Points can be lost for distracting or distracted behavior. Points can also be gained for engaged and active class participation.

Major Writing Assignments, Revisions, Prewriting and Informal Writing, Letter to Instructor, LRUs	500	50%	<i>By the end of the term, you should have written a total of 5,000 words that have undergone at least one revision.</i>
Quizzes and Tests:		15%	
○ Weekly Quizzes	50		5-10 points each week
○ Midterm	50		
○ Library Research Units	30		Three Quizzes/10 points each Must be completed by the end of Week 10
○ Final	50 -75		You can be excused from the final if you have two or fewer absences or tardies, and if you have turned in every major assignment. You still may be required to take the final, however, if your final grade sits on the borderline between two grades.
Laulima Posts	150 pts	20%	5-10 points each post

List of Major Writing Assignments (50%)

Assignment Title	Points	Minimum Word Count
Assignment #1.1: Letter to Instructor	50	500 Words
Assignment 3.1: Summary and Response	50	500 Words
Assignment #5.1: Response Essay Using One Source	75	750 Words
Assignment #7.1: Research Exercise — Annotated Bibliography	50	500 Words
Assignment #11.1: Found Poem	15	
Assignment #12.1: Argument Essay Using Three Sources OR Process Essay	75	750 Words
Assignment #13.1: Restaurant Review	75	750 Words
Assignment #8.1 and 14.1: Revision of Laulima Posts and/or Informal Assignments	75	750 Words
Assignment #15.1: Writer's Statement (In-Class) and Final Portfolio	50	500 Words

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. It meets the minimum length requirement.

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. It meets the minimum length requirement.

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. It meets the minimum length requirement.

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. It may fall short of the minimum length requirement.

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. It may fall short of the minimum length requirement.

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

HOW TO GET HELP

Academic Support Services (*for help with coursework*)

- **Instructor.** I am available to help you in person, by phone, or online. You can schedule a conference through MySuccess, or contact me to schedule an individual meeting. (My contact info is at the beginning of this syllabus.)
- **Tutoring Support**
 - **In Person:**
 1. Alaka'i
 2. WCC Writing Lab: <https://windward.hawaii.edu/writing/>
 3. WCC Librarians: Schedule an appointment at the circulation desk.
 - **Online:**
 1. Brainfuse: <http://windward.hawaii.edu/brainfuse/>
 2. Online Learning Academy: <https://manoa.hawaii.edu/ola>

Technical Support Services

- ITS Help Desk
 - Phone: (808) 956-8883 (or toll free at 1-800- 558-2669 from the neighbor islands)
 - Email: <mailto:help@hawaii.edu>
- Laulima Assistance Form – Click on the link at the bottom of any Laulima Page to fill out and submit a question and get your answer via email

COLLEGE POLICIES

Dropping a Class. The last day to withdraw without a “W” grade is February 1, 2018. The last day to withdraw from class with a “W” grade is April 9, 2018. 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.

ACADEMIC INTEGRITY

Academic honesty is required of all students, and you are responsible for the content and integrity of all work you submit. Each student is responsible for understanding and following campus policies on academic honesty. Refer to the college catalog for more information. You will be guilty of cheating if you:

- Submit or claim the work of others as your own (plagiarism).
- Use or obtain unauthorized assistance in any academic work.
- Give unauthorized assistance to other students.
- Modify a submitted examination or assignment for the purpose of obtaining additional credit.
- Misrepresent the content of submitted work.

In some of your essays, you need to cite your sources, and synthesize ideas into something that is new and your own. The work of others should be explicitly indicated. For example, use quote marks or summarize with a reference to the original author. If you have any questions about collaborative work, plagiarism, or any other issues related to academic honesty, please ask me.

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.

Students who commit an act of academic dishonesty, such as cheating or plagiarism, will receive a failing grade for the compromised assignments.

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

DISABILITIES ACCOMMODATIONS

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 ‘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 wccitix@hawaii.edu.

ALTERNATE CONTACT INFORMATION

If you are unable to contact the instructor, have questions that your instructor cannot answer, or have other academic issues, please contact the Academic Affairs Office:

Location: Alakai 121 Phone: 808-235-7422 Email: wccaa@hawaii.edu

COURSE SCHEDULE

Schedule is Subject to Change. Please watch for announcements and read the weekly lessons on Laulima.

Week	Dates	Topics and Readings	Activities
1	8/19 - 8/25	Introductions "The Chinatown Idea"	Forum #1.1- If You Were an Animal, Vehicle, or Superhero Forum #1.2—"The Chinatown Idea" Assignment #1.1 - Letter to the Instructor Assignment #1.2 - Purchase Packet, Textbook, Portfolio, Binder and Supplies Quiz #1.1- Syllabus Captain Complete, Module 1
2	8/26- 9/01	Cultural Identity and Food "The End of Spam Shame" <i>They Say, I Say</i> : Introduction And Chapter 12	Forum #2.1- My Food Shame Forum #2.2 – "The End of Spam Shame" Assignment #2.1 - Entering the Conversation Quiz #2.1 - Entering the Conversation
3	9/02 – 9/08	Cultural Identity and Food "Her Chee-to Heart" <i>They Say, I Say</i> : Chapters 1 & 2	Forum #3.1 – "Her Chee-to Heart" Forum #3.2 – Diet, Character, Judgments Quiz 3.1 Assignment 3.1: Summary and Response
4	9/09 – 9/15	Cultural Identity and Food "Last Meals and the People Who Eat Them" <i>They Say, I Say</i> : Chapters 3 & 4	Forum 4.1 Quiz 4.1
5	9/16 – 9/22	Cultural Identity and Food "Against Meat" <i>They Say, I Say</i> : Chapters 5 & 6	Forum 5.1 Assignment #5.1 – Response Essay Quiz 5.1
6	9/23 – 9/29	Cultural Learning and Food "The Magic of the Family Meal" <i>They Say, I Say</i> : Chapter 7	Forum 6.1 Quiz 6.1
7	9/30 – 10/6	What Should We Eat and How We Decide "Don't Blame the Eater" "What You Eat is Your Business" <i>They Say, I Say</i> : Chapter 8	Forum 7.1 Assignment #7.1 – Research Exercise Quiz 7.1
8	10/07 – 10/13	What Should We Eat and How We Decide "The Extraordinary Science of Addictive Junk Food"	Forum 8.1 Assignment #8.1- Revision of Laulima Posts (500 words)

9	10/14 - 10/20	What Should We Eat and How We Decide “The Supermarket: Prime Real Estate” <i>They Say, I Say</i> : Chapter 9	Forum 9.1 Midterm
10	10/21 - 10/27	What Should We Eat and How We Decide “The Cooking Animal” “No Time to Cook” <i>They Say, I Say</i> : Chapter 10 & 11	Due--Optional Third Drafts of Assignments 3.1, 5.1, 7.1, 8.1 Forum 10.1 Quiz 10.1 Complete all LRUs
11	10/28 - 11/03	How to Eat Well	Forum 11.1 Assignment #11.1- Food Poem
12	11/04 - 11/10	How to Eat Well “Rinsing the Pearls” “Think: Where Cooking Begins” by Michael Ruhlman	Forum 12.1 Assignment #12.1 – Argument Essay or Process Essay
13	11/11 - 11/17	The Restaurant Review “Delicious Food Corner” “Thursday Kitchen” “Finally, pizzas we can proudly call ‘Hawaiian’”	Forum 13.1 Forum 13.2 Assignment #13.1 – Restaurant Review
14	11/18 - 11/24	The Restaurant Review	Assignment #14.1- Revision of Laulima Posts (250 Words)
15	11/25 - 12/01	Revision The Writer’s Statement “Epilogue” by Michael Ruhlman	Assignment #15.1 –Your Writer’s Statement
16	12/02 - 12/08	Wrap Up	Due- Third Draft of Assignment 12.1 and Final Portfolio
17	12/09 - 12/15	Finals Week	MW Class: Wednesday, December 12; 2:30 p.m. to 4:30 p.m. TR Class: Thursday, December 13; 8:30 a.m. to 10:30 a.m.