



English 100, Composition 1 Online
3 Credits
CRN 60096

INSTRUCTOR: Susan St John
OFFICE: Hale Manaleo 109
OFFICE HOURS: MW 1:00 to 2:30 p.m. Other times by appointment.
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EFFECTIVE DATE: Spring, 2019

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.

One of the following prerequisites is required: placement into ENG 100, Grade of “C” or better in ENG 22 and co-requisite enrollment in ENG 100W, grade of “C” or better in ENG 23 and co-requisite enrollment in ENG 100W, OR approval of designated Language Arts representative.

Activities Required at Scheduled Times Other Than Class Times

1. Typed completion of written assignments and digital upload of finished assignments to Laulima. This means that you either have access to a desktop or laptop and an Internet connection, or that you schedule time to complete your assignments on campus.
2. Completion of the WCC Library Research Units.

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 courses, 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 are required to maintain a portfolio of their writing which includes a writer's statement, or a 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. *If you would like a hard copy of this packet, please drop by during my office hours and pick one up. Otherwise, you can print it out. It is in pdf under the Laulima*

resources.

- 3) You will need regular access to the Internet and a computer. In addition, please bring resilience, patience, creativity and cooperative respect to the class!

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 Lulima 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. Students who come in for individual conferences usually do better in the class. You can drop in during my office hours, schedule an appointment through MySuccess on Lulima, or you can just ask me for a conference time. Please bring your writer’s notebook or a piece of writing to discuss.

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.

You will have three “No Questions Asked” coupons that enables you to make-up an assignment or exam **up to one week past the due date.** After using your three coupons, all late assignments will result in an automatic zero. Coupons cannot be shared or replicated. Unused coupons will be counted toward extra credit if you had submitted all assignments and completed all exams on time.

Demonstrate your best writing ability on all of your assignments. As this is a writing course, all of your writing—including Lulima 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 title and Draft#
 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).

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.
4. For some assignments and in some circumstances, you may be required to revise this draft before you receive a grade.

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 turn in the third draft by the due date.
3. You submit a hard copy in the two-pocket portfolio along with the **second draft with my comments**. If you lose the draft with my comments, you cannot re-submit the assignment.
4. Most importantly, 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)
5. 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.

Summary of the Grading Process for Writing Assignments:

Step 1	First Draft	10 points
Step 2	Second Draft	50-100 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.

CLASS PARTICIPATION POLICY

Please log on several times during the week. You show engagement by reading carefully and contributing insights or appropriate comments to the online and classroom discussion.

Read the assigned materials by the due date. The literature and background material we read provides us with the common ground to anchor our online discussions. Without that common ground, our conversations will lose its richness.

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	Approximate Total Points	Percentage of Final Grade	Notes
Major Writing Assignments, Revisions, Prewriting and Informal Writing, Letter to Instructor	500	55%	By the end of the term, you should have written a total of 5,000 words that have undergone at least one revision.
Quizzes and Tests:		20%	
○ Weekly Quizzes	75		5-10 points each week Online in Tests and Quizzes in Laulima
○ Midterm	50		At WCC Testing Center
○ Final	50 -75		At WCC Testing Center
○ Laulima Posts	140 pts	20%	5-10 points each post
Library Research Units	30	5%	Three Quizzes/10 points each Must be completed by the end of Week 11

List of Major Writing Assignments (50%)

Assignment Title	Points	Minimum Word Count
Letter to Instructor	50	500 Words
Summary and Response	75	250 Words— Summary 500 Words--Response
Response Essay	75	750 Words
Research Exercise— Annotated Bibliography	75	750 Words
Response Essay Using Three Sources	100	750 Additional Words
Revision of Laulima Posts and/or Informal Assignments	100	1,000 Words
Writer's Statement 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 in the Manaleo Writing Lounge
 2. WCC Writing Lab: <https://windward.hawaii.edu/writing/>
 3. WCC Librarians: Schedule an appointment at the circulation desk.
 - **Online:**
 1. Tutor.com (Essay writing and Proofreading Tutors)
 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 January 30, 2019. The last day to withdraw from class with a “W” grade is March 26, 2019. 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, WCC has resources to support you. To speak with someone confidentially, contact the Mental Health &

Wellness Office at 808-235- 7393 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, Karla K. Silva-Park, at 808-235-7468 or karlas@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	Assignments Due <i>All assignments are due at the beginning of class. Written work needs to be printed and ready to turn in at the beginning of class.</i>
1	Tuesday 01/08	Extra Credit: Do Captain Complete, Module 1 and 2 in the Manaleo Writing Lounge by the end of Week 5
1	Thursday 01/10	Assignment: Letter to the Instructor Return Contract and Questionnaire
Cultural Identity and Food		
2	Tuesday 01/15	<ol style="list-style-type: none"> 1. Start Bringing your Textbook to Class 2. 150-word post in Forum #1.1- If You Were an Animal, Vehicle, or Superhero 3. 150-word post in Forum #1.2- "The Chinatown Idea" 4. Completed Quiz #1- Syllabus and Orientation 5. Read and Annotate: "The Chinatown Idea" 6. Read: <i>They Say, I Say</i>: Introduction and Chapter 12
2	Thursday 01/17	<ol style="list-style-type: none"> 1. Comment to 2 peers in Forum 1.1 and 1.2 (Write a minimum of two complete sentences.) 2. Read and Annotate: "The End of Spam Shame" 3. Assignment: Entering the Conversation
Cultural Identity and Food		
3	Tuesday 01/22	<ol style="list-style-type: none"> 1. 150-word post in Forum #2.1- My Food Shame 2. 150-word post in Forum #2.2 - "The End of Spam Shame" 3. Complete Quiz #2 - Intro and Ch. 12 4. Read and Annotate: Stop Beating Yourself Up about Food
3	Thursday 01/24	<ol style="list-style-type: none"> 1. Comment to 2 peers in Forums 2.1 and 2.2 2. Read: <i>They Say, I Say</i>: Chapters 1 & 2 3. Read and Annotate: "Her Chee-to Heart" 4. MLA Template
Cultural Identity and Food		
4	Tuesday 01/29	<ol style="list-style-type: none"> 1. 150-word post in Forum #3.1 - "Her Chee-to Heart" 2. 150-word post in Forum #3.2 - Diet, Character, Judgments 3. Completed Quiz 3: Ch. 1 and 2 4. Completed Quiz 3A 5. Read and Annotate: "As a child, I ran from my Indian heritage." 6. Read: <i>They Say, I Say</i>: Chapters 3 & 4 7. Assignment: Summary and Response, Draft 1

4	Thursday 01/31	<ol style="list-style-type: none"> 1. Comment to 2 peers in Forums 3.1 and 3.2 2. Read and Annotate: "Last Meals and the People Who Eat Them" 3. Assignment: Summary and Response, Draft 2 4. Second Draft of Letter to Instructor Due
5	Tuesday 02/05	<p>Cultural Identity and Food</p> <ol style="list-style-type: none"> 1. 150-word post in Forum 4.1 2. Completed Quiz 4: Ch. 3 & 4 3. Read and Annotate: "Against Meat" 4. Read: <i>They Say, I Say</i>: Chapters 5 & 6
5	Thursday 02/07	<ol style="list-style-type: none"> 1. Comment to 2 peers in Forum 4.1 2. Assignment Due: Response Essay Draft 1
6	Tuesday 02/12	<p>Cultural Learning and Food</p> <ol style="list-style-type: none"> 1. 150-word post in Forum 5.1 2. Completed Quiz 5: Ch. 5 & 6 3. Read and Annotate: "The Magic of the Family Meal" 4. Read: <i>They Say, I Say</i>: Chapter 7
6	Thursday 02/14	<ol style="list-style-type: none"> 1. Comment to 2 peers in Forum 5.1 2. Assignment Due: Response Essay Draft 2
7	Tuesday 02/19	<p>What Should We Eat and How We Decide</p> <ol style="list-style-type: none"> 1. 150-word post in Forum 6.1 2. Completed Quiz 6: "The Magic of the Family Meal" and Ch. 7 3. Read and Annotate: "Don't Blame the Eater" 4. Read: <i>They Say, I Say</i>: Chapter 8
7	Thursday 02/21	<ol style="list-style-type: none"> 1. Comment to 2 peers in Forum 6.1 2. Read and Annotate: "What You Eat is Your Business"
8	Tuesday 02/26	<p>What Should We Eat and How We Decide</p> <ol style="list-style-type: none"> 1. 150-word post in Forum 7.1 2. Completed Quiz 7: Ch. 8 3. Read and Annotate: "The Extraordinary Science of Addictive Junk Food"
8	Thursday 02/28	<ol style="list-style-type: none"> 1. Comment to 2 peers in Forum 7.1 2. Midterm Available in Testing Center

9	Tuesday 03/05	What Should We Eat and How We Decide <ol style="list-style-type: none"> 150-word post in Forum 8.1 Read and Annotate: "The Supermarket: Prime Real Estate" Read: <i>They Say, I Say</i>: Chapter 9 Completed Quiz 8: Readings
9	Thursday 03/07	<ol style="list-style-type: none"> Comment to 2 peers in Forum 8.1 Response Essay with Sources Prewriting Last Day to take Midterm
10	Tuesday 03/12	What Should We Eat and How We Decide <ol style="list-style-type: none"> 150-word post in Forum 9.1 Read and Annotate: "The Cooking Animal" Read and Annotate: "No Time to Cook" Optional Third Drafts Due: Summary and Response; Response Essay; Research Exercise Completed Quiz 9: Ch. 9 Assignment: Annotated Bibliography, Draft 1
10	Thursday 03/14	<ol style="list-style-type: none"> Comment to 2 peers in Forum 9.1 Assignment: Annotated Bibliography, Draft 2
Spring Break March 19-22, 2019		
11	Tuesday Holiday: Prince Kuhio Day 03/26	How to Eat Well <ol style="list-style-type: none"> 150-word post in Forum 10.1 Read: <i>They Say, I Say</i>: Chapter 10 & 11 Quiz 10: Week 10 Readings
11	Thursday 03/28	<ol style="list-style-type: none"> Comment to 2 peers in Forum 10.1 Complete all LRUs Assignment: Response Essay with Sources, Draft 1
12	Tuesday 04/02	How to Eat Well <ol style="list-style-type: none"> 150-word post in Forum 11.1 Read and Annotate: "Rinsing the Pearls" Read and Annotate: "Think: Where Cooking Begins" by Michael Ruhlman Assignment: Response Essay with Sources, Draft 2 Quiz 11
12	Thursday 04/04	<ol style="list-style-type: none"> Comment to 2 peers in Forum 11.1

13	Tuesday 04/09	The Restaurant Review	
		<ol style="list-style-type: none"> 1. 150-word post in Forum 12.1 2. Read and Annotate: "Delicious Food Corner" 3. Read and Annotate: "Thursday Kitchen" 4. Read and Annotate: "Finally, pizzas we can proudly call 'Hawaiian'" 5. Quiz 12 	
13	Thursday 04/11	1. Comment to 2 peers in Forum 12.1	
14	Tuesday 04/16	The Restaurant Review	
		<ol style="list-style-type: none"> 1. 150-word post in Forum 13.1 2. 150-word post in Forum 13.2 3. Assignment: Revision of Laulima Posts, Draft 1 4. Quiz 13 	
14	Thursday 04/18	1. Assignment: Revision of Laulima Posts, Draft 2	
15	Tuesday 04/23	Revision and Reflection: The Writer's Statement	
		<ol style="list-style-type: none"> 1. 150-word post in Forum 14.1 2. Read and Annotate: "Epilogue" by Michael Ruhlman 3. Quiz 14 	
15	Thursday 04/25	1. Assignment: Your Writer's Statement, Draft 1	
16	Tuesday 04/30	Wrap Up	
		Final Portfolio, which includes: Response Essay with Sources, Draft 3 Revision of Laulima Posts, Draft 3 Your Writer's Statement, Draft 2	
16	Thursday 05/02	Assignment: Food Poem	
17	Thursday	Finals Week	Take your final in the testing center at your convenience by Thursday of finals week.