



UNIVERSITY of HAWAII®
WINDWARD
 COMMUNITY COLLEGE

English 100: Composition (Online)- Your Story, Trashy Writing, and (de)Composition

3 Credits (CRN: 61191 & 61099)

INSTRUCTOR: Jenny Webster

ONLINE TUTORING HOURS at WCC's KA PIKO WRITING CENTER:

Mon: 2-5 pm, **Thurs:** 12-3 pm, **Fri:** 2-5 pm

@ **Zoom** <https://zoom.us/my/jwebster>

EMAIL: jennyrw@hawaii.edu

EFFECTIVE DATE: Spring 2021



Want to meet?

Because this is an online course, I have no scheduled office hours. Instead, I will work hard this semester to respond to your emails and inquiries within 24 hours (M-F).

I am also available to meet with you via Zoom to discuss your work or progress in this class.

If you are unable to make my Ka Piko tutoring hours (noted above), schedule a meeting, by emailing me **3 days and times when you're available to meet**. I'll do my best to make one of those meeting dates work.

Welcome. This is a sustainability-themed course.

We hear it stated all the time, “There are just too many people on the planet.” Indeed, the world today is human-dense. In the last 200 years, the human population has blossomed from a cool 1 billion bodies to 7 billion today. That’s an impressive feat. As a species, we are an industrious bunch for mammals that don’t even breed that fast. When you think about how many viable offspring most other creatures on the planet can produce in their lifespan (humans have a measly 2.5 offspring today), we are downright magicians when it comes to surviving.

That wasn’t always the case. For much of human history (the 200,000 years before modern industrialization) humans didn’t survive all that long, or all that often. However, due to our own industriousness, imagination, hubris, ignorance, and also care (yes, I said it) for each other, we have made enormous leaps in terms of medicine, sanitation, food production, transportation, and cooperation. These leaps have increased our lifespans and our numbers, and while our news feeds would have us think otherwise, according to the [World Bank](#) (a partnership of institutions dedicated to decreasing poverty in the developing world) fewer people live in poverty today than at any other time in human history.

But it’s not all great, as we all know. We’ve moved ourselves, plants, and animals into deserts, up mountains, and across oceans, altering entire ecosystems forever. Driven by an explosion in available fuel, we have been able to blast away mountains, build our own islands, remake waterways, physically

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altering the Earth to fit our preferences. As a result of 200 years of our fossil-fueled fiesta, we've even changed the composition of our atmosphere. While a decreasing number of (mostly Americans) think it may still be debatable, there is a scientific consensus (97% of climate scientists worldwide actively publishing papers in peer-reviewed journals) that we need to change the way we live if we're going to live much longer on this planet ([NASA/NOAA](#)).

Henceforth and forthwith, we need to improve the way we live today to ensure a viable future for our younger brothers and sisters, our children, and (if we do good work) our grandchildren. In this class, our study of sustainability will start with you (your gifts, your strengths, your dreams) before we move on to studying one aspect of our own community that may need an overhaul, our trash. Finally, we will explore ways to access better and more reliable information so that we can move forward together as we undertake this great challenge to shift to a more equitable, just, and sustainable world for everyone.

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

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 Times

1. Completion of all three Library Research Units (LRUs) with a score of 10 or higher.
2. Meet online with your instructor at least once this semester to discuss your writing.

STUDENT LEARNING OUTCOMES

As a result of taking this course, students can expect to attain the following outcomes:

- 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

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- 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.

ASSESSMENT TASKS AND GRADING

Assessment: subject to change at the instructor's discretion	Points
<p>Discussions and Skill Development:</p> <p>Discussion Journals and peer responses: 57 @ 5 points each</p> <p>Peer Responses: 38 @ 5 points each</p> <p>Skills Challenges: 4 @ 10 points each</p> <p>LRU Quizzes: 3 @ 10 points each</p>	<p>285</p> <p>40</p> <p>30</p>
<p>Process Assignments:</p> <p>1st drafts 6 @ 10 points each</p> <p>peer feedback posts 12 @ 5 points each</p> <p>Tutor.com or live tutor feedback 6 @ 5 points each</p>	<p>60</p> <p>60</p> <p>30</p>
<p>Writing Assignments (250 words double-spaced/ 1 page)</p> <p>Project #1: Sustaining the Self</p> <p>Assignment #1: Your Story (3-4 page)</p> <p>Assignment #2: Thank you Letter (1-2 pages)</p> <p>Assignment #3: Personal Statement (2 pages)</p> <p>Project #2: The Opala Project</p> <p>Assignment #4: What My People Know: Opala Interviews (2-3 pages)</p> <p>Assignment #5: Summary and Response (2 pages)</p> <p>Assignment #6: The Opala Synthesis Paper (4-5 pages)</p> <p>Project #3: Trashy Writing</p> <p>Assignment #7: Digital Polarization Project (5-6 pages)</p> <p>Final Reflection (1 page)</p>	<p>50</p> <p>30</p> <p>100</p> <p>50</p> <p>50</p> <p>100</p> <p>150</p> <p>30</p>
Total	1065

GRADING SCALE

<p>Passing: A – 90%-100% B – 80%-89% C – 70%-79%</p> <p>(Not Passing) D – 60%-69% F – 50% or less</p>	<p><i>“It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all. In which case, you fail by default”</i></p> <p style="text-align: right;"><i>- J.K. Rowling</i></p>
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COURSE TASKS

Discussion Journals (DJ) & Peer Responses

Students will read and respond to a variety of sources on Laulima, our class website. The Discussion Journals are designed to help students process and make personal connections to the readings so as to prepare for the larger, more formal writing assignments. They also function as the class conversation as students will be required to read and respond to at least two of their peers' posts for each (DJ).

Skills Challenges (SK):

Students will have the opportunity to practice writing and research skills throughout the semester.

1st drafts and Peer Feedback

Type and paste 1st drafts into the tool titled “1st drafts” to receive feedback from your peers. I do not collect or give feedback on 1st drafts unless a student makes an appointment with me. Likewise, 1st drafts will only receive points if a student submits the draft online in time to receive peer feedback. Students are all encouraged to make an appointment with their instructor to receive feedback on or help with their drafts.

“In a first draft, just make it. In the second draft, make it good”
- Dr. Carone (CSULB)

Tutor Feedback

Any assignment with an assigned 1st draft should be reviewed with a tutor. You have 2 options:

- option 1: If you choose to submit your 1st draft online to tutors at *Tutor.com*, access your feedback via Message Center (at *Tutor.com*) and submit your tutor feedback with your finished draft.
- option 2: If you choose to work with a live tutor at WCC's Writing Center, have the tutor email your professor to receive tutor credit.

Finished Drafts

Revisions are to be submitted online under “Submit Finished Drafts Here” (see toolbar on the left). Finished drafts should be accompanied either with a digital copy of your *Tutor.com* feedback if you did not visit a live tutor. Otherwise, have live tutors email your professor to present evidence that you visited them for feedback.

Further Revisions

If a student receives a B or lower on any Finished Draft, they have 1 week after an assignment has been returned with a grade to revise it and email it to the professor with a robust paragraph explaining what changes were made.

If a student accidentally plagiarized in an assignment, they will have to schedule a conference with the instructor to review the revision.

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](#).

LEARNING RESOURCES

Please Download [an excerpt from “They Say/ I Say”: The Moves that Matter in Academic Writing \(Chapters 1-3 + template index\)](#)

***While you are not required to purchase a hard copy of “They Say/ I Say”: The Moves that Matter in Academic Writing, I do encourage you to purchase a copy online or from the college bookstore simply because:**

- It’s one of the best books on college writing I’ve ever seen
- I still use it when I write
- It provides templates that you can use to improve all of your college and academic writing
- It is not expensive (you can find \$5 copies online)
- You can use any edition
- Most of my students who use the book tell me that they aren't selling it back because it is so helpful.
- My online tutor last semester told students that he uses it all the time for his other courses.
- Again, I highly recommend that you purchase a cheap copy of the text and keep it near you as you write essays in college.

All other readings will be accessible on this Laulima site

You will need regular internet access.

You will also need a word processing program for writing assignments.

WCC students can download Microsoft 365 for free to their personal computers.

- Click the following link for [Instructions for downloading Microsoft 365](#) (from the WCC website)

DEADLINES

All essays and homework assignments are due on the dates identified on the course schedule. Late assignments may receive reduced points.

Assignments when ill: If you are too sick to complete an assignment or you are experiencing an emergency, contact me as soon as you can and we will make arrangements. Late DJs and SKs will not always be awarded points- just depending on how late they are. Still, **I am happy to make reasonable accommodations for emergencies, illnesses, and other life stuff.**

If any major writing assignments are more than 1 week late, you should schedule a conference or the assignment may not be accepted.

Plan ahead for the unexpected. Students are accountable for staying on top of the semester schedule. Technological or other problems will arise. Students should 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

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.

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.

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 the use of quotes or summarizing with reference to the original author. Students

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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.**

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: Alakai 121

Phone: 808-235-7422

Email: wccaa@hawaii.edu

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