



**ENGLISH 100**

**Fall 2022 (Sections 63156, 63157, 63142, 63143, 63192)**

**3 CREDITS**

**INSTRUCTOR:** Robert Barclay **EMAIL:** rbarclay@hawaii.edu **PHONE:** 224-3019

**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**

This college-level composition course promotes critical reading, the writing process, rhetorical principles, research strategies, and the documentation of sources.

**STUDENT LEARNING 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**

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 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.

## EXPECTATIONS

Activate and use your college Gmail account. This is what you will use to connect with Google Classroom, Google Docs, Google Drive, Google Meet, and the library's research tools. You will also need reliable access to the internet. **Failure to complete assignments on time will harm your ability to pass this class**, so make sure to dedicate time during the week to do your work.

**Do not attempt to turn in several assignments at once**; they will only be returned ungraded. This is important because the assignments are sequential, and any errors you make in one will carry forward to the next if you don't allow me to help you fix them. As such, **you must pass one assignment before moving on to the next**.

I have no interest in failing students on assignments, and I will work with you until your work is satisfactory. This means I will frequently hand assignments back to you with notes on what needs to be corrected and how. Additionally, I am always happy to meet with you. On average, meetings take only a few minutes and students are surprised with how quickly I can help them pass their assignments.

## TEXTBOOKS

All required readings are provided free of charge.

## ASSESSMENT TASKS AND GRADING

**You must satisfactorily complete and pass ALL assignments, and you must complete one assignment before the next. NO EXCEPTIONS. Assignments not meeting minimal proficiency will be returned and must be redone. Late assignments (more than 24 hours) lose 10% so turn your work in on time!**

- Assignment 1: Introduction (10 points) ¼ page.
- Assignment 2A: Story Idea or Career Goal (10 points) ¼ page.
- Assignment 2B: Completed Story or Personal Statement (100 points) 2-4 pages.
- Assignment 3: Grammar Exercises (10 points) 1 page.
- Assignment 4: MLA Format Paper (10 points) 1 page.
- Assignment 5: Evaluating Sources (10 points) 1 page.
- Assignment 6: Signal Phrases, In-text Citations, and Works Cited Page (50 points) 2 pages.
- Assignment 7: Annotated Bibliography (50 points) 1 page.
- Assignment 8: Intro Paragraph and Thesis Statement (20 points) 1 page.
- Assignment 9A: Argument 1 Topic (10 points). ¼ page.
- Assignment 9B: Argument 1 Annotated Bibliographies (50 points) 3 pages.
- Assignment 9C: Argument 1 Intro Paragraph and Thesis (30 points) 1 page.
- Assignment 9D: Outline (50 points) 1 page.
- Assignment 9E: Completed Argument 1 (200 points) 4 pages.
- Assignment 10A: Argument 2 Topic (10 points) ¼ page.
- Assignment 10B: Argument 2 Annotated Bibliographies (50 points) 4 pages.
- Assignment 10C: Argument 2 Intro Paragraph and Thesis (30 points) 1 page.
- Assignment 10D: Outline (50 points) 1 page.
- Assignment 10E: Completed Argument 2 (250) 6 pages.

Additionally, you must complete the Library Research Unit tests, with 10 points or higher on each test.

## ATTENDANCE POLICY

This is an asynchronous course, meaning that there are no mandatory meeting times. I make myself very available though, and respond same-day to emails and messages, even on weekends and after hours (if I am awake). To video conference, or to go over any assignments, the class has a Google Meet link on the main page. Just contact me to make an appointment. Otherwise, you can email me, or message me through Google Classroom, at any time of the day on any day of the week and I'll get back to you as soon as I can.

## ASSIGNMENT AND PACING POLICY

If you are doing well, you may proceed at your own pace in this class and finish early. You may only do so with my permission, and **you must complete one assignment before moving on to the next.** Otherwise, attend to assignments when I post them, and turn them in on time. If you need help on an assignment, I encourage you to contact me. Past experience shows that students who reach out for help generally finish the class with an A.

## OUTSIDE RESOURCES

WCC offers free online, on-demand tutoring, through [Tutor.com](https://www.tutor.com). Tutors are always available, even late at night when your instructor may not be. Stuck on a problem? Want someone to review your paper? This tutoring service is easy to use and can be accessed on any device. You can also receive tutoring and other student support services through our campus-based TRiO office: 235-7487.

## PLAGIARISM POLICY

**I will not tolerate plagiarism.** If you do plagiarize, you will receive a failing grade, and the incident will be filed within your permanent academic record. All sources used in your papers must be properly cited according to MLA format. We will be covering proper incorporation and citation of sources in this class, **so pay close attention when we get to Assignment 6: Citing Sources: Signal Phrases, In-text Citations, and the Works Cited Page.** Additionally, you must run an "originality report" on your research papers before turning them in, which should catch most instances of "accidental" plagiarism.

## DISABILITIES ACCOMODATION 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 Accessibility Counselor to discuss reasonable accommodations that will help you succeed in this class. Roy Inouye can be reached at (808) 235-7448, [royinouy@hawaii.edu](mailto:royinouy@hawaii.edu), or you may stop by Hale Kāko‘o 106 for more information.

## SEX DISCRIMINATION AND GENDER-BASED VIOLENCE RESOURCES (TITLE IX)

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Jojo Miller, Confidential Advocate

Phone: (808) 348-0663

Email: [advocate@hawaii.edu](mailto:advocate@hawaii.edu)

Office: Hale Kāko‘o 110

Desrae Kahale, Mental Health Counselor & Confidential Resource

Phone: (808) 235-7393

Email: [dkahale3@hawaii.edu](mailto:dkahale3@hawaii.edu)

Office: Hale Kāko‘o 101

Karla K. Silva-Park, Title IX Coordinator

Phone: (808) 235-7468

Email: [karlas@hawaii.edu](mailto:karlas@hawaii.edu)

Office: Hale ‘Ākoakoa 220

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University’s Title IX resources and the University’s Policy, Interim EP 1.204, go to [manoa.hawaii.edu/titleix/](http://manoa.hawaii.edu/titleix/)

## **ALTERNATE CONTACT INFORMATION**

If you cannot contact the instructor, have questions that your instructor cannot answer or other issues, please contact the Academic Affairs Office. Phone: 808-235-7422. Email: [wccaa@hawaii.edu](mailto:wccaa@hawaii.edu).