



ENGLISH 100 - Spring 2022

Composition 3 credits (S)

CRN# 61062 - Tuesdays and Thursdays, 11:30-12:45

CLASS INFORMATION

This is an ONLINE synchronous course, meeting Tuesdays and Thursdays, 11:30-12:45 in Zoomland: [Link to Zoom](#)
<https://hawaii.zoom.us/my/desi.wcc>

INSTRUCTOR INFORMATION

Instructor: Desi Poteet
Office: 'Ākoakoa 237
Office Hours: T 2:30-3:30 p.m.
W & R 10-11 a.m.
and by appointment
desi.poteet@hawaii.edu
E-mail:
Phone: TBA
Zoomland: [Link to Zoom](#)
<https://hawaii.zoom.us/my/desi.wcc>

This ENG 100 class is S-focused, meaning that various assignments and content will concentrate on issues of sustainability. For more information, please visit: [Sustainability](#)

SYLLABUS CHANGE POLICY

The syllabus may be updated to address the learning goals of our class community. I will provide updates via ANNOUNCEMENTS on our Laulima website.

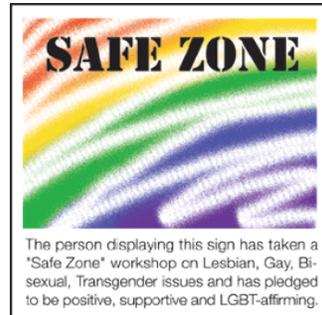
WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

'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 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.

Why do writers write? Because it isn't there." Thomas Berger

Our online 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.**



About This Course

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.

Student Learning Outcomes

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.

"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*

Written Communication Foundation (FW) Hallmarks

To satisfy the written communication 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 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.

Course Format

English 100 is a synchronous online course taught using an online educational platform. Students must have basic computer literacy and a University of Hawai'i ID and password to access Lulima and join class activities.

This online class will be conducted via ZOOM and will involve discussions, group work, and other forms of participation throughout the semester. **Full participation in all activities will have a positive impact on your writing performance and progress.**

The flexible nature of online coursework requires self-discipline and responsibility. Online learning is ideal for individuals who:

- Ø are self-motivated.
- Ø are self-directed learners.
- Ø are good readers.
- Ø are good time managers.
- Ø prefer an individualized mode of learning.
- Ø enjoy an online experience.
- Ø are excited by and fairly comfortable with technology.

Other requirements:

- Ø Ability to access the course for **approximately 6-10 hours a week.**
- Ø Motivation to adapt to a non-traditional learning environment.

Learning Resources

The material will be available through our Lualima class site; if you do not have access to reliable and daily access to a computer, you may borrow a computer from our WCC library.

- ❖ *The Happiness Advantage* by Shawn Achor (pdf available in Lualima resources)
- ❖ ChompChomp (<http://www.chompchomp.com/>)
- ❖ *The Blue Book of Grammar and Punctuation* by Jane Straus (available online)
- ❖ Handouts and links to videos and other valuable resources. (I'll provide.)
- ❖ Daily access to a computer and Internet.

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 personal sustainability. We will explore issues focusing on what sustainability means to us as individuals facing personal challenges.

<i>Concepts or Topics</i>	<i>Skills or Competencies—Students will:</i>
Writing process Effective Research Organization Audience and purpose Rhetoric Academic honesty MLA style	<ol style="list-style-type: none"> 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

Activities required outside of class:

In addition to regular assignments, students must:

- dedicate **at least six hours** of study time per week for assignments.
- complete the Library Research Units (3 sections with a score of 10 or more points in each)
- conference with Desi:
 - narrative conference
 - writing conferences to discuss drafts
 - final conference to discuss student accomplishments and final grade.
- meet with a TRiO tutor and/or a Writing Lab mentor to support your writing process.

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, Web sites, 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 improving our reading ability and 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.

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.***

Attendance	60 points available
LRU quizzes (3 @ 15 points)	45 points available
Grammar Exercises (20 @ 5 points)	100 points available
Reading Notes/Responses (7 @ 5 points)	35 points available
<i>The Happiness Advantage</i> (THA)	
Video Responses (4 @ 5 points)	20 points available
Adobe Spark Happiness Practice Journal	100 points available
Problem-Solution: Personal Sustainability	100 points available
Major Writing Assignments	500 points available

Major Writing Assignments (required)	Min. Word Count/Points Possible
Narrative (A story about a challenge you've overcome)	~750+ Words/50 pts. possible
Creative Piece (Group Short Fiction)	~750+ Words/50 pts. possible
Process/Plan of Action (Blue Zones)	~1500+ Words/150 pts. possible
Reading Responses (Select 4 <i>THA</i> to polish)	~1000+ Words/25 pts. each/ 100 pts. possible
Polished Video Response	~500+ Words/50 pts. possible
Reflection (Insights Gained in Journey through English 100)	~1000+ Words/100 pts. possible

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

Student Responsibilities

BE...

- Curious about the world of research, reading, and writing and dive in!
- Enthusiastic about each assignment and do your best work!
- Courageous in your writing process and dive deep!
- Supportive and encouraging of your peers so they can do their best!

Final Grade

You are responsible for your final grade. It will be based on the quality and timely completion of assignments, class participation, and insightful work. There is no final exam.

A - 900+; B - 800-899; C - 700-799; D - 600-699; F - 599 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.

I reserve the option of modifying assignments and due dates to benefit and support the learning needs of our class community.

"Most of us have two lives. The life we live, and the un-lived life within us. Between the two stands Resistance."

Steven Pressfield from *The War of Art*

Brief Description of Assignments and Activities

Attendance

We meet twice a week. Please arrive promptly in Zoomland. Turn on your camera. Participate.

Conferences w/Desi

Schedule a conference with me at the beginning of the semester to discuss your narrative piece and your goals for this semester. Also, meet with me at the end of the semester to discuss your progress and final grade. And, schedule conferences with me throughout the semester to discuss your writing assignments.

Writing Conferences w/a tutor

Schedule appointments with a tutor via TRiO or the Writing Lab to work on improving your writing assignments.

LRU quizzes (Possible 45 points)

Get acquainted with best practices for research and the library's resources. *Take the three (3) quizzes and pass with a score of ten (10) or higher on each.* This knowledge will support you as you work on your research assignments in this class, as well as other classes.

Grammar Exercises (Possible 100 points)

Use *ChompChomp* interactive exercises/quizzes to improve your skills; turn in 2 completed and self-corrected exercises **per week (weeks 1-10)** to your DROP BOX. **If you miss a week, you miss the points available for that week. This is worth 100 points, which can be the difference between an A and a B, or a B or a C...**

Reading Responses (Possible 35 points)

The Happiness Advantage

Read the assigned principles (there are 7), take notes, and come to class prepared to work with classmates to prepare a reading response draft. Refer to student examples so you can do your best. ***Rewrite four after you receive feedback on your drafts.**

Video Responses (Possible 70 points)

Watch TED Talks presentations (links are located in the RESOURCES folder) and prepare a response.

Adobe Spark Happiness Practice Journal (Possible 100 points)

Throughout the semester, create and maintain a daily blog on Adobe Spark platform and demonstrate how you are practicing the happiness principles.

Problem-Solution: Personal Sustainability (Possible 100 points)

Using credible resources, research an issue regarding personal sustainability and create a Google Slides presentation to share with our class.

Major Writing Assignments (Possible 500 points)

Narrative, Process, Creative Piece, *Reading Responses (Rewrites), Video Response, and Reflection. You will demonstrate the writing process in each of your writing assignments. And your final draft will be polished to perfection.

Kulia I Ka Nu'u - Strive for the Highest! 7

Tentative Schedule (subject to change)

<i>Week</i>	<i>Focus/Assignments</i>	<i>Due Dates/Notes</i>
<i>Week #1 – January 10</i>	<i>Introductions/Discuss Randy Pausch Lecture/Begin Narrative</i>	
<i>Week #2 – January 17</i>	<i>TED Talks & Review Assignment/Grammar Games</i>	
<i>Week #3 – January 24</i>	<i>Principle #1/Begin Adobe Spark</i>	
<i>Week #4 – January 31</i>	<i>Principle #2/Introduction to Sustainability Project/LRU 1</i>	
<i>Week #5 – February 7</i>	<i>Principle #3/LRU 2</i>	
<i>Week #6 – February 14</i>	<i>Principle #4/LRU 3</i>	
<i>Week #7 – February 21</i>	<i>Principle #5/Plan of Action/LRU makeups</i>	
<i>Week #8 – February 28</i>	<i>Principle #6</i>	
<i>Week #9 – March 7</i>	<i>Principle #7</i>	
<i>Week #10 – March 21</i>	<i>Creative Piece</i>	
<i>Week #11 – March 28</i>	<i>Sustainability Project</i>	
<i>Week #12 – April 4</i>	<i>Sustainability Project</i>	
<i>Week #13 – April 11</i>	<i>Sustainability Project</i>	
<i>Week #14 – April 18</i>	<i>Reflection Essay</i>	
<i>Week #15 – April 25</i>	<i>Final Presentations/Final Conference</i>	
<i>Week #16 – May 2</i>	<i>Final Presentations/Final Conference</i>	

Course Policies

Participating in our Learning Community

In this class, to be self-motivated and self-directed (and successful), you should:

- Print out this syllabus and annotate it, indicating anything you have questions about. Upload to your DROP BOX.
- Print out the weekly assignments schedule and schedule your time responsibly.
- Familiarize yourself with our Laulima class site; I will continue to add valuable resources, which I will note in ANNOUNCEMENTS.
- Complete all assignments on time.
- Study examples and follow the best practices modeled.
- Post questions to the "Questions" forum. The Questions and Insights Forum provides an opportunity for you to reach out to your peers for support or clarification.
- Help one another by responding to the posted questions. You will learn more from answering peers' questions than from reading and studying in isolation.
- Even though we are practicing social distancing for everyone's health and safety and are unable to meet in person, we will meet in Zoom sessions as a class, in small groups, and in individual conferences.

Contacting the Instructor

My cell phone number is listed on the OVERVIEW page on our website. You may call or text me. Please let me know who you are and what class you're in. For example, "Desi, This is Pumpkin. I am enrolled in your ENG 100 course MW at 11:30." You can also send me emails at: desi.poteet@hawaii.edu. Please use your UH email. I will respond to you within 24 hours, M-F, excluding holidays. Sometimes there are glitches in the system. So, if you don't hear from me, please follow up.

Communication is key

Please keep me posted. If you encounter challenges in your life, let me know as soon as possible so we can find ways for you to succeed in this class. You can call me, e-mail me, meet me in "Zoomland." If you feel overwhelmed, contact me; we'll work together on a strategy of success for you.

Alternative Contact

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: Alaka'i 121 * Phone: 235-7422 * E-mail: wccaa@hawaii.edu

Attendance/Participation

Attendance is required. We will meet via ZOOM. Please arrive a little early to our class, fully dressed, camera on, and ready to participate.

Assignments

The world of writing can be both exciting and daunting. Professional writers provide one another with feedback in order to produce the strongest work possible. We will be taking advantage of our class (student) writers and workshopping our assignments. For this reason (and to avoid the usual

procrastination writers face), we have deadlines for all work. 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. Work ahead of schedule to avoid challenges that may prevent you from completing your work on time. Complete the grammar exercises each week; they can NOT be made up. Everyone has encountered an unanticipated emergency, making it difficult to meet a deadline. In order to avoid late work, please work ahead of schedule to avoid the "my cat ate my homework" situations.

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 and films, in particular, reflect the human condition in all its complexity, and sometimes contain content (profanity, violence, sexuality, etc.) that may offend you. I encourage students to write about topics of interest, but some subjects may be triggering to others. The act of writing requires courage as we dive deep into the uncomfortable realms. If you would prefer not to expose yourself to these issues through readings, student work, audio books, films, class discussions, etc., then this may not be the class for you.

Evaluation and Feedback

I will provide feedback on your work, but you will also be relying on each other for feedback. I will meet with each of you in Zoom to discuss your work at various stages. These conferences provide you with one-on-one feedback on your essays. You are responsible for scheduling with me.

Academic Integrity

Work submitted by a student must be the student's own work. 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.

Resources

The following WCC sources may be beneficial to you or someone you know:

- Free tutoring is available through TRiO Student Support Services; request a tutor early. The contact number for the TRiO office is 235-7487, Hale Kako'o 116.
- The Writing Lab (online) provides you with supportive writing coaches. Here is the link: [Ka Piko Writing Lab Link](#)
- Desrae Kahale, WCC's Mental Health Counselor, is available for support at 235-7393, dkahale3@hawaii.edu, Hale Kako'o 101.
- Student Affairs 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/>

Institutional Information

College Policies

- **Basic Needs.** Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence, and graduation and overall student well being. If you or someone you know are experiencing basic needs insecurity, please see the following resources:
<https://www.hawaii.edu/student-basic-needs/>
[Basic Needs Link](#)
- **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. Roy Inouye can be reached at 235-7472, royinouye@hawaii.edu.
- **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: [Title IX Information](#)

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:

Desrae Kahale, Mental Health Counselor & Confidential Resource
Phone: (808) 235-7393 Email: dkahale3@hawaii.edu Office: Hale Kāko`o 101

Karla K. Silva-Park, Title IX Coordinator
Phone: (808) 235-7468 Email: karlas@hawaii.edu Office: Hale Kāko`o 128

UH Confidential Advocate
Phone: (808) 348-0663 Email: advocate@hawaii.edu

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.

COURSE POLICIES CONTRACT

I have read through and reviewed the above Course Policies and the entire syllabus (ENG 100). 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.

Signature

Please upload your annotated syllabus and this signed page to your DROP BOX.

Please complete this contract by clicking on this link:
[Course Policies Contract Form:](#)