



UNIVERSITY of HAWAII®

WINDWARD
 COMMUNITY COLLEGE

ENGLISH 100, COMPOSITION 1

3 Credits (CRN)

CRN: 64222, 64223, and 64357¹

INSTRUCTOR: Susan Lee St John
OFFICE: <https://zoom.us/my/stjohn96744>
OFFICE HOURS: Please ask or email me for a conference date and time, OR you can schedule a conference yourself through Star Balance.
TELEPHONE: (808) 236-9226
EMAIL: susankcl@hawaii.edu
I check my email once a day, Monday through Friday. On week days, please allow 24 hours for a response.
EFFECTIVE DATE: Spring, 2023

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.

‘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.

CATALOG DESCRIPTION

This college-level composition course promotes critical reading, the writing process, rhetorical principles, research strategies, and the documentation of sources (3 hours lecture).

¹ The Laulima course space is being shared by students in the following CRNs [64222, 64223, 64357]. If you do not wish to be in a shared Laulima course space, please drop this section and register for another section or alternate course.

One of the following prerequisites is required:

Grade of "C" or better in ENG 22, OR placement into ENG 100, OR grade of "C" or better in ENG 23 and corequisite enrollment in ENG 100W, OR placement and enrollment in co-requisite ENG 100W OR grade of "C" or better in ENG 100W OR approval of designated Language Arts representative.

OTHER REQUIRED ACTIVITIES

1. Attend weekly Zoom sessions.
2. Type and upload finished assignments to Lualima or Google Assignments. 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.
3. Complete the WCC Library Research Units.

STUDENT LEARNING OUTCOMES

Students will:

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

You might consider this course an introduction to entering an academic conversation, a conversation that primarily takes place through reading and writing. To converse with an academic community, you want to be sensitive to your audience, which is composed of students, teachers, researchers, and other writers and thinkers. You'll also want to acknowledge what others have already said about the subject before moving on to your own observations and views. Regular reading and writing practice will build your confidence as a writer and as a participant in scholarly discussion.

Here are a few of the skills that we will practice:

1. reading for main points and argument
2. writing an accurate summary, paraphrase, and attribution; writing a "quote sandwich"
3. developing your own position and thesis
4. engaging in a writing process that includes reflecting, planning and organizing, giving and receiving feedback, and revising
5. using style and grammar to enhance the message of your essay
6. finding and documenting your sources

COURSE THEME

In this course, we will be writing in response to art, in particular, visual art, music, culinary art, and literary art.

In my mind, there is a nuanced difference between response and reaction. We sometimes react involuntarily. Reaction can be a knee-jerk action that has its basis in our most primitive impulses: fear, anger, greed. We may react impulsively to things that simply are different from us: habits, cultural practices, skin color. We may feel like we like something or dislike something, but we are unable to articulate why.

When we respond, however, we use all of our faculties: our minds, hearts, experience, history, empathy. We are listening or looking to understand the artist's perspective and intent, and we can summarize or paraphrase what we believe is the artist's purpose. Our own world view may differ from the artist's perspective, and we can articulate how and why. Thoughtful and appropriate response demands a rich vocabulary and language, which we can develop from reading both experienced writers and our peers.

LEARNING RESOURCES

1. Graff, Gerald, and Cathy Birkenstein. *"They Say / I Say": The Moves That Matter in Academic Writing*. Third ed. New York: Norton, 2014. Print. ISBN: 9780393935844
You can buy this text from the campus bookstore or from Amazon.
2. Readings in Laulima.
3. Also bring resilience, patience, creativity and cooperative respect to every class session!

COURSE TASKS

Writing and Revision. You will write a series of essays, which will go through multiple drafts. You will revise your major assignments with feedback from the instructor, Tutor.com, or peer mentors. By the end of the term, these essays will total 5,000 words or 20 pages. The section below entitled "Drafting and Revision Process" describes this process.

At the end of the semester, you will compose a writer's statement, or a self-assessment of your learning throughout the term.

Written assignments also include informal writing assignments such as Laulima posts.

Reading. This course requires close reading of assigned essays, preparation for and participation in online discussions, and following written instructions.

Quizzes. You will take weekly online quizzes about the material in the textbook and packet.

Zoom sessions. We will discuss the readings and the assignments in our weekly Zoom sessions. This will also be an opportunity to meet your classmates and to participate in peer review.

Peer Review. It's important to have an audience for your writing—readers help us clarify and hone our work. During our Zoom sessions, you can share your writing with your peers and respond 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. You can find these online units in Laulima under a separate tab labelled "WIN.Library_Research." Please complete these online units by week 11.

Conferences. Students who come in for individual conferences usually do better in the class. You can schedule an appointment with me through Laulima messages or email. You can also ask during a Zoom session for an appointment time. Please bring a piece of writing to your conference.

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

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.

Life happens in spite of our best intentions to stay on track. You will have three “No Questions Asked” coupons that enable you to make-up an assignment or exam **up to two weeks past the due date**. After you use all three coupons, late assignments will automatically get a zero. Sorry—you can’t transfer your coupons to another student or cash them in for extra points at the end of the term. These coupons expire two weeks before the last instructional day of the term.

Late First Drafts: You can use a coupon to turn in a late first draft. But, turning in a late first draft often makes your second draft late, which means you have to use another coupon.

As much as possible, get those first drafts done on time. First drafts do not need to be perfect or brilliant by any means. First drafts receive full credit if they address the assignment prompt, meet the minimum length, use MLA format, and have Tutor.com or Writing Lab feedback.

Demonstrate your best writing ability on all of your assignments. 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 heading and running header below on all submitted assignments.

Your Last Name 1

Your full name

Assignment title and Draft#

Word Count:

Date:

DRAFTING AND REVISION PROCESS FOR MAJOR ASSIGNMENTS

You can always edit a bad page. You can’t edit a blank page.

Writer Jodi Picoult

First draft.

The first draft is scored primarily the completion of the minimum requirements (length, format, attention to the prompt and Tutor.com. Instead of Tutor.com, you can met with a tutor at the WCC Writing Lab for at least 45 minutes, and have the tutor let me know that you met.

1. Submit a draft to Tutor.com at least 24 hours before it is due.

2. Upload your first draft and Tutor.com feedback to Google assignments.

Second Draft.

1. Make changes based on the feedback you received through Tutor.com. You may have also received feedback from your peers or from the instructor: address these comments in your revisions.
2. Write a note to me (one paragraph) at the bottom of your assignment. Tell me what you like about your essay, what you struggled with, what you would like help with, or anything that you would like me to pay particular attention to.

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 (this is two weeks after I return your second draft).
3. Most importantly, you make major revisions after a conference with the instructor
4. Write comments (in comment boxes) detailing the changes you made and the effect on your essay. Discuss how you addressed the instructor's recommendations.

Summary of the Grading Process for Major Writing Assignments:

Step 1	First Draft + Tutor.com feedback	10 points
Step 2	Second Draft	50-100 points
Step 3	Optional 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.

Practice good “netiquette”. We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with a new way of seeing the issue and respecting others with different values or beliefs.

If someone says or writes something that bothers you for any reason, assume that your peer did not mean to be offensive, and ask your peer to clarify what he or she meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.

Contact me if you receive communication that you feel is inappropriate. Your communication with me is confidential.

Online discussions and peer feedback on written work are challenging because we have to parse meaning without hearing someone's voice. Here are some tips for respectful online communication:

1. Avoid using all CAPS in online communication. ALL CAPS usually indicate that the writer is shouting.
2. Use correct spelling, capitalization and punctuation in *all* correspondence. Do not use "texting" language.
3. Choose your words carefully. 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.

Be active and participate in our online class. You show engagement by contributing insights or appropriate comments to the online discussion.

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

Save digital copies of all of your drafts. 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.

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
Laulima Forums	100 pts	20%	6 pts for original post of 150 words +4 pts for 2 comments to peers 10 pts total for each forum
Assignments	450	65%	<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 include:		15%	
<ul style="list-style-type: none"> Weekly Quizzes 	50		5-10 points each week
<ul style="list-style-type: none"> Library Research Units 	30		Three Quizzes/10 points each Must be completed by the end of Week 11

List of Major Assignments (65%)

These assignments undergo multiple drafts.

Assignment Title	Points	Minimum Word Count
Assignment 1: Portrait Response Essay	50	500 Words
Assignment 2: Music Response Essay	50	500 Words
Assignment 3: Culinary Response Essay	50	500 Words
Assignment 4: Personal Response Essay	50	500 Words

Assignment 5: Annotated Bibliography	50	500 Words
Assignment 1: Letter to Peer	50	500 Words
Assignment 7: Final Portfolio		
• Revision of Laulima Posts	75	1500 Words
• Writer's Statement	50	500 Words

Here are general guidelines for the grade on 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 is—*very important*—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.

Everyone needs a little help now and then. The best time to ask for help is *before* you really need it. Here are some resources:

Academic Support Services (*for help with coursework*)

- **Instructor.** I am available to help you by phone, through Zoom, or by email. You can schedule a conference by messaging me through Lulima or emailing me at susankcl@hawaii.edu.
- **Tutoring Support**
 1. [WCC Writing Lab](#)
 2. WCC Librarians: To schedule an appointment:
call: 808-235-7436
Email: wcclib@hawaii.edu
 3. [Tutor.com](#)
 4. [Online Learning Academy](#)

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
 - Phone and email support is available 24 hours a day, 7 days a week and open during all holidays
- [Lulima Assistance Form](#) – Click on the link at the bottom of any Lulima Page to request assistance. Fill out the online form to submit a question; you will get an answer via email.

COLLEGE POLICIES

Dropping a Class. The last day to withdraw without a “W” grade is February 1, 2023. The last day to withdraw from class with a “W” grade is March 24, 2023. If you stop participating in class and neglect to officially drop it, you will receive a failing grade.

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 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, 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:

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

Kaahu Alo, Student Life Counselor & Designated Confidential* Advocate for Students
Phone: (808) 235-7354
Email: kaahualo@hawaii.edu
Office: Hale ‘Ākoakoa 232
**confidentiality is limited*

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

, Title IX Coordinator

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/

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.
- Turn in work that you completed for another term or for another course.

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 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.

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: Alaka'i 121
- Phone: (808) 235-7422