ENGLISH 100 Composition I  
3 CREDITS  
CRN: 61333 (TR 11:30a.m.)

INSTRUCTOR: Susan St John  
OFFICE: Hale Manaleo 109  
OFFICE HOURS: M 10a.m. to 11:00 a.m., and TR 1:30 to 3:00 p.m. Other times by appointment.  
TELEPHONE: 808.236.9226  
EMAIL: susankcl@hawaii.edu (This is the best way to contact me!)  
EFFECTIVE DATE: Fall, 2017

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.

Pre-Requisite(s): 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 100X, OR approval of designated Language Arts representative.

STUDENT LEARNING OUTCOMES

By the end of the semester, you should be able to:

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

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.
MATERIALS REQUIRED

2. English 100 Class Packet. You can buy both of these texts from the campus bookstore. In addition, the textbook is available through Amazon.
3. Course Supplies:
   a. College-Ruled Composition Book
   b. Two-Pocket Portfolio
   c. Three-Ring binder with tabs
   d. Folder paper
   e. Pens (Black or blue, and 1 Red)
   f. Highlighter
4. Access to a relatively recent model desktop or laptop (2012 or later model), either Windows or Mac.
5. Reliable high-speed (Cable or DSL) Internet connection.
6. Resilience, patience, creativity and cooperative respect.

COURSE THEME

This course is S-Related, which means that some of the assignments and content address issues of sustainability. For more information about the S-Designation, see the WCC website at: https://windward.hawaii.edu/Committees/Sustainability_Curriculum/

The S-Related readings focus on the topic of food. Central to these 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 Laulima posts and post responses.

Reading Quizzes and Midterm. Students take weekly quizzes online. The midterm will be given in the WCC Testing Center; you can drop in during the Center’s hours to take the midterm.

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.

Conferences. At least one conference with the instructor are required. More than one is encouraged. Please have a piece of writing to discuss. Conferences can be in person in my office, or over the phone or through Skype. Drop by or call during my office hours, or make an appointment. Conferences run about 15-20 minutes.

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.

Late work will receive reduced points if turned in within a week. Late work will not be accepted after one week unless you make arrangements with the instructor. First drafts of major writing assignments will only receive points if turned in on time.

**Demonstrate your best writing ability on all of your assignments.** As this is a writing course, 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 Official MLA Heading on all submitted assignments.**

Your full name
Professor_______________________________
Eng 100 (assignment #)
Date: 19 September 2017
Title of Essay or Assignment (do not underline)

**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). You receive points only if it is turned in on time.

1. Upload the first draft to Laulima assignments and to the Google Docs folder.
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 and to the Google Docs folder.

**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 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)

You provide evidence of your conference by asking the alaka‘i or writing lab tutor by filling out a conference form, which asks for a summary of the tutor’s recommendations.

3. You turn in the third draft on or before the third draft due date to Laulima and to the Google Docs Folder.
4. You attach the second draft with my comments to the back of the third draft.
**Summary of the Writing Process:**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>First Draft</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Second Draft</td>
<td>50 points</td>
</tr>
<tr>
<td>Step 3</td>
<td>Third Draft</td>
<td>Re-grading of Second Draft</td>
</tr>
</tbody>
</table>

**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.

**Online Safety.** Avoid becoming a victim of phishing scam or identity theft.

1. All emails that appear to come from a college, university, bank, credit union, credit card company or similar organization and asks you to provide personal information and/or your account and password, either directly or through a false login screen, should not be trusted. DO NOT REPLY! Never give out your password to anyone!

2. Download free anti-virus software. Keep your PC or Mac safe from viruses by downloading and installing your free copy of McAfee from [http://www.hawaii.edu/askus/831](http://www.hawaii.edu/askus/831).

**Academic Honesty.** 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 general policies, academic dishonesty section of 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. If you have any questions about collaborative work, plagiarism, or any other issues related to academic honesty, please ask me.

**Student Conduct Code.** Every student is expected to be familiar with and abide by the UH System Student Conduct Code. The Student Conduct Code states: “The University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University regulations.”

**ATTENDANCE POLICY**

This is a discussion class, and relies on everyone’s attendance and participation. You will receive a grade at the end of the semester for participation and attendance. Plan to remain in the classroom for the full period. Absences and tardies, and leaving class early, will reduce your engagement points.

Missing 7 or more classes is an automatic F.

It is your responsibility to keep up with work that you have missed. Ask your classmates for copies of notes or handouts that you missed. Review the class notes.

**Come a little early and stay for the full amount of time.** Please be in your seat a few minutes early. I take attendance right at the beginning of class. Missing 15 or more minutes of class—at the beginning, middle or end—counts as an absence. The time you arrive late or leave early is cumulative: for example, two 10-minute tardies count as an absence.

**CLASS PARTICIPATION POLICY**

You show engagement and a growth mindset by preparing for class discussion, taking notes, staying on task during class activities. You also demonstrate engagement by listening actively and contributing insights or appropriate comments to the online and classroom discussion.

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

I’ll call on everyone sometime—so be prepared. Some things you might share: definitions to words you looked up, personal experience that illustrate the reading, questions, puzzlements, insights. We will have weekly in-class writing exercises or quizzes to ensure that you are keeping up with the reading, and to help stimulate class discussion.

**Minimize Classroom Distractions.** Let’s use our class time to interact and engage with each other. *Please turn off and put away your cell phone before class begins.* If we do work on the computer, stay on task.

Please no eating in class, UNLESS you brought enough to share with everyone.

Avoid walking in and out of the classroom, particularly during discussion and presentations.

Any distracting behavior—including texting, off-task Internet surfing, walking in and out of the classroom, side conversations—will result in lost engagement points.

**Come to class prepared.** Bring to every class your packet, notebook, your supplies, and do the daily assignments.
Maintain a Class Binder. Make dividers for each of these sections:
1. In-class Work
2. Major Writing Assignments
3. Handouts
4. Packet

Save all of your notes and drafts that are done for this class. 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 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._

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Active Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Major Writing Assignments, Revisions, Prewriting and Informal Writing, Letter to Instructor</td>
<td>50%</td>
</tr>
<tr>
<td>Quizzes and Tests</td>
<td>15%</td>
</tr>
<tr>
<td>Laulima Posts</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Attendance and Engagement (15%)**

| Total points for the semester                           | 250 pts (Roughly 5 pts. each day) | Lose 5 points for every absence. Points can be lost for distracting or distracted behavior. Points can also be gained for engaged and active class participation. |

**Major Writing Assignments (50%)**

_These assignments undergo at least one revision._

<table>
<thead>
<tr>
<th>Major Writing Assignments</th>
<th>Points</th>
<th>Minimum Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter to Instructor</td>
<td>25</td>
<td>500 Words</td>
</tr>
<tr>
<td>Research Exercise</td>
<td>25</td>
<td>250 Words</td>
</tr>
<tr>
<td>Response Essay</td>
<td>75</td>
<td>750 Words</td>
</tr>
<tr>
<td>Letter to Peer</td>
<td>50</td>
<td>500 Words</td>
</tr>
<tr>
<td>Restaurant Review</td>
<td>75</td>
<td>750 Words</td>
</tr>
<tr>
<td>Food Poem</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Process Essay</td>
<td>75</td>
<td>750 Words</td>
</tr>
<tr>
<td>Revision of Laulima Posts and/or Informal Assignments</td>
<td>100</td>
<td>1000 Words (500 + 500)</td>
</tr>
<tr>
<td>Writer’s Statement</td>
<td>50</td>
<td>500 Words</td>
</tr>
</tbody>
</table>

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

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.

**Laulima Posts (20%)**

| Laulima Forum and Blog Posts | 300 pts | 5-10 points each post |

**Quizzes and Major Exams (15%)**

| Weekly Quizzes | 150 pts | 5-10 points each week |
|Midterm | 50 pts |
|Final | 75 pts | You can be excused from the final if you attend every class session on time, and if you have turned in every major assignment. You still may be required to take the final, however, if your final grade sits on the borderline between two grades. |

**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 – (If you need help with your coursework)

Instructor. I am available to help you in person, by phone, or online. Contact me to schedule an individual meeting. (My contact info is at the beginning of this syllabus.)
Tutoring Support

- **In Person:**
  - Alaka‘i
  - WCC Writing Lab: [https://windward.hawaii.edu/writing/](https://windward.hawaii.edu/writing/)
  - WCC Librarians: Schedule an appointment at the circulation desk.

- **Online:**
  - Online Learning Academy: [https://manoa.hawaii.edu/ola](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](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 September 12, 2017. The last day to withdraw from class with a “W” grade is October 30, 2017. 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.

**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. Ann Lemke can be reached at 235-7448, [lemke@hawaii.edu](mailto:lemke@hawaii.edu), or you may stop by Hale ‘Akoakoa 213 for more information.
### COURSE SCHEDULE

Schedule is Subject to Change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/20 - 8/26</td>
<td><strong>Introductions</strong></td>
<td>Forum #1.1- If You Were an Animal, Vehicle, or Superhero Assignment #1.1 - Letter to the Instructor Assignment #1.2 - Purchase Packet and Textbook Quiz #1.1- Syllabus</td>
</tr>
<tr>
<td>2</td>
<td>8/27- 9/2</td>
<td><strong>Cultural Identity and Food</strong></td>
<td>Forum #2.1- My Food Shame Forum #2.2 – “The End of Spam Shame” Assignment #2.1 - Entering the Conversation Quiz #2.1 - Entering the Conversation</td>
</tr>
<tr>
<td>3</td>
<td>9/3 – 9/9</td>
<td><strong>Cultural Identity and Food</strong></td>
<td>Forum #3.1 – “Her Chee-to Heart” Forum #3.2 – Diet, Character, Judgments Quiz #3.1</td>
</tr>
<tr>
<td>4</td>
<td>9/10 – 9/16</td>
<td><strong>Cultural Identity and Food</strong></td>
<td>Forum 4.1 Assignment #4.1 – Response Essay Quiz 4.1</td>
</tr>
<tr>
<td>5</td>
<td>9/17 – 9/23</td>
<td><strong>Cultural Identity and Food</strong></td>
<td>Forum 5.1 Assignment #5.1 – Letter to Peer Quiz 5.1</td>
</tr>
<tr>
<td>6</td>
<td>9/24 – 9/30</td>
<td><strong>Cultural Learning and Food</strong></td>
<td>Forum 6.1 Quiz 6.1</td>
</tr>
<tr>
<td>7</td>
<td>10/1 – 10/7</td>
<td><strong>What Should We Eat and How We Decide</strong></td>
<td>Forum 7.1 Assignment #7.1 – Research Exercise Quiz 7.1</td>
</tr>
<tr>
<td>8</td>
<td>10/8 – 10/14</td>
<td><strong>What Should We Eat and How We Decide</strong></td>
<td>Forum 8.1 Assignment #8.1- Revision of Laulima</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Assignments</td>
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<tr>
<td>9</td>
<td>10/15 – 10/21</td>
<td>What Should We Eat and How We Decide</td>
<td>“The Supermarket: Prime Real Estate” <em>They Say, I Say</em>: Chapter 9</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Forum 9.1 Midterm</td>
</tr>
<tr>
<td>10</td>
<td>10/22 – 10/28</td>
<td>What Should We Eat and How We Decide</td>
<td>“The Cooking Animal” “No Time to Cook” <em>They Say, I Say</em>: Chapter 10 &amp; 11</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Due--Optional Third Drafts of Assignments 4.1, 5.1, 7.1, 8.1 Forum 10.1 Quiz 10.1</td>
</tr>
<tr>
<td>11</td>
<td>10/29 – 11/4</td>
<td>How to Eat Well</td>
<td>Forum 11.1 Assignment #11.1 - Food Poem</td>
</tr>
<tr>
<td>12</td>
<td>11/5 – 11/11</td>
<td>How to Eat Well</td>
<td>Forum 12.1 Assignment #12.1 – Process Essay</td>
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<td></td>
<td></td>
<td></td>
<td>Assignment #12.1 – Process Essay</td>
</tr>
<tr>
<td>13</td>
<td>11/12 – 11/18</td>
<td>The Restaurant Review</td>
<td>Forum 13.1 Forum 13.2</td>
</tr>
<tr>
<td></td>
<td>Thanksgiving Week</td>
<td></td>
<td>Assignment #14.1 – Restaurant Review</td>
</tr>
<tr>
<td>15</td>
<td>11/26 – 12/2</td>
<td>Revision The Writer's Statement</td>
<td>Assignment #15.1- Revision of Laulima Posts (500 Words) Assignment #15.2 – Your Writer's Statement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignment #15.2 –Your Writer's Statement</td>
</tr>
<tr>
<td>16</td>
<td>12/3 -12/9</td>
<td>Wrap Up</td>
<td>Due- Optional Third Drafts of Assignments 11.1, 12.1, 14.1</td>
</tr>
</tbody>
</table>