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 Koʻolau 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. Prerequisite: Grade of “C” or better in ENG 23, placement into ENG 100X or approval of designated Language Arts representative.

Activities required at scheduled times other than class times: at least one conference with the instructor.

Completion of Windward Community College’s Library Research Unit (a requirement for passing the course), at least one conference with the instructor, and approximately six hours per week of reading and writing. Please make daily checks with your hawaii.edu e-mail account because that is how I shall communicate with class members.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Write complex and well-reasoned compositions in language, style, and structure appropriate for a purpose and audience.
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, so that they may integrate that knowledge into their writing.

WRITTEN COMMUNICATION HALLMARKS

Additionally, this course will also:

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 CONTENT

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<thead>
<tr>
<th>Concepts or Topics</th>
<th>Skills or Competencies</th>
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<tbody>
<tr>
<td>Paraphrase</td>
<td>Students will develop critical thinking skills and academic writing skills by reading, analyzing and understanding complex texts from different cultures and communities. To learn how to write college level arguments, students will refine their writing process, develop an awareness of their audience and rhetorical context, learn to use source material effectively and properly, and expand their repertoires of rhetorical strategies and organizational techniques.</td>
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<td>Summarize</td>
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<td>Metaphor</td>
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<td>Transitions</td>
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COURSE TASKS

Students will write six (6) graded out-of-class essays: Compare-and-Contrast, Summary of an Argument, Analysis of an Argument, an Annotated Bibliography, and a Persuasive Research Essay, and a Reflection Paper.

Students will also take multiple quizzes on their textbook readings and lead Class Discussion once during the semester.

Finally, students will submit a portfolio of their work at the end of the semester, together with a reflection paper discussing, among other topics, how they have met the SLOs, what they have learned about the writing process, and what they have learned about being a college student.

ASSESSMENT TASKS AND GRADING

Grades for assignments turned in one class period late will be reduced by 10%; assignments for grade turned in two class periods late will be reduced by 20%. After that, no late work will be accepted. Requests for extensions must be made BEFORE the due date, and extensions are granted at the instructor’s discretion. ASSIGNMENTS FOR GRADE ARE NOT ACCEPTED BY EMAIL. If you know you are going to be absent the day an assignment is due, ask your study-buddy or another classmate to turn in your work for you.

Grading Scale
Writing Center Tutoring (min. 4 tutoring sessions) 20%
Compare-and-Contrast (CC; 2 pages) 10%
Summary (SA; 3-4 pages) 10%
Discussion Leading (DL) 10%
Analysis (AA; 4-5 pages) 10%
Library Research Unit (LRU) 10%
Research Paper (RP1; 8-10 pages) 25%
Reflection Paper (RP2; 2 pages) 5%

100-90 A
89-80 B
79-70 C
69-60 D
<60 F
LEARNING RESOURCES

Required:
Access to a computer
A composition notebook or white, lined loose-leaf paper and a writing implement

All textbook information (pricing, ISBN #, ebooks) for this course can be found on the WCC Bookstore website: <wcc.edu/bookstore>.

Additional Information

Course Policies
I understand that you are all adults with numerous other responsibilities and obligations beyond the realm of the classroom. I do not need to hear excuses for not attending class, being late for class, not turning in assignments, etc. etc. But in fairness to students in the class, I shall enforce the following policies regarding attendance and assignments:

Attendance: regular attendance is necessary for successful completion of this course and absences cannot be made up. Missing class, being late, and engaging in non-class related activities during class will affect your overall grade. I do not differentiate between excused and unexcused absences: if you miss more than five (5) classes, you will lose half a letter off your final grade for each additional absence. If you miss more than eight (8) classes, you will automatically receive an F for the course. Missing a mandatory conference counts as an absence. Additionally: three (3) tardies counts as one absence. However, being physically present is not enough to meet attendance and participation criteria. To ensure optimum learning, you should be awake and alert, have the appropriate texts and assignments with you, and actively participate in class. Sleeping or engaging in non-class related activities (texting, browsing the internet, wearing earphones, etc.), as well as not coming to class prepared, will not be tolerated, and you will be marked absent. Please note: coming to class without a hard-copy draft for the peer feedback workshops means you are not prepared for class, and you will be marked absent.

Peer Feedback Workshops: all assignments will be work-shopped in groups by your peers. Participation in these workshops (bringing your hard-copy draft to class and the feedback you provide to others) will prove beneficial to all students. A peer feedback workshop is your chance to improve your writing; missed workshops cannot be made up.

Drafts: Writing is a process, and all essays must go through several drafts. I do not grade drafts, but instead offer suggestions for revision. We will also workshop all assignments, in class, and offer suggestions for improvement.

Writing Center: Students are required to visit the Writing Center (WC) at least once for every assignment. Students are also required to attend at least three workshops during the semester.

Revisions: There are no revisions for this course.
Additional Information:

Statement of Academic Honesty: Plagiarism is especially seductive and easy in the era of the internet, but you can use relevant sources appropriately. In this class, you will learn how to use the ideas of others to develop arguments of your own and cite others’ words and ideas properly. Plagiarism is an academic offense and I take it very seriously. Any student engaged in any of the following activities will receive zero credit for the assignment and/or an ‘F’ for the course.

The following are examples of the types of behavior that conflict with the community standards that the UH values and expects of students. Engaging in, or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions on each campus.

1. Acts of dishonesty, including but not limited to the following:
   a. Cheating, plagiarism, or other forms of academic dishonesty.
   b. Furnishing false information to any UH official, faculty member, or office.
   c. Forgery, alteration, or misuse of any UH document, record, or form of identification.

2. The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

3. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Plagiarism also includes neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and ‘dry-labbing,’ which includes obtaining and using experimental data from other students without the expressed consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous semesters, and fabricating data to fit the expected results.”

Please note: students found plagiarizing will be reported to the Vice Chancellor for Student Affairs.

Formatting: all assignments must be typed (double-spaced, Times New Roman, 12pt. font, 1 inch margins) and adhere to MLA style documentation format when appropriate.

English Proficiency and Writing Tutoring
Students are strongly discouraged from dropping ENG 100X because it is a prerequisite for numerous other courses within the UH system. If you are having problems, please speak with me and seek help from the Writing Center. The Writing Center (Library 222) is staffed by a full-time
faculty member; all tutoring complements and supports classroom instruction. Tutoring is designed to meet each student's individual needs, and it is generally given in one-to-one sessions. You are encouraged to make an appointment (using MySuccess), but they do take walk-ins on a first-come - first-served basis.

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, or you may stop by Hale ‘Akoakoa 213 for more information.

(Revised August 2017)