English 100: Composition       CRN # 62186 & 62324
Instructor: Jenny Webster
Office: Manaleo 104
Office Hours: Monday and Wednesday 1:00 - 3:00 pm
(Drop-ins and Appointments) Tuesday 4:30 - 5:30 pm & 7:00 - 7:30 pm
Thursday 7:00 - 7:30 pm

*Schedule office hour appointments (live, phone, or video) via MySuccess
*For live, phone, or video appointments outside of normal office hours, email me a request with preferably 3 days and time when you are available to meet.

Office number: (808) 236-9235
Email address: jennyrw@hawaii.edu
Semester: Spring 2018

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

A composition course on the writing process including description, narration, exposition, and argument. Course stresses unity, development, organization, coherence, and other basic writing skills necessary for college writing. (3 hours lecture)
Prerequisite: Grade of “C” or better in ENG 22 or placement into ENG 100 or approval of designated Language Arts representative.

ACTIVITIES REQUIRED AT SCHEDULED TIMES OTHER THAN CLASS TIME

1. Students are required to conference with the instructor twice during the semester to discuss their writing. This may be done in person, over the phone or via video chat. (See page 4 for more details)

2. Students are required to complete all three online Library Research Unit (LRU) exams with a score of 10 or higher. See here for more information on the LRUs or click here for an orientation video.
<table>
<thead>
<tr>
<th><strong>STUDENT LEARNING OUTCOMES (SLOs)</strong></th>
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<tbody>
<tr>
<td>1. Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.</td>
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<tr>
<td>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.</td>
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<tr>
<td>3. Find, evaluate, integrate, and properly document information from libraries, the Internet, and other sources, with an eye for reliability, bias, and relevance.</td>
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<tr>
<td>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.</td>
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<tr>
<th><strong>WRITTEN COMMUNICATION HALLMARKS</strong></th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>3. <strong>Require at least 5000 words of finished prose- equivalent to approximately 20 typewritten/printed pages.</strong></td>
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<tr>
<td>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 citation.</td>
</tr>
<tr>
<td>5. Help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.</td>
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**COURSE TASKS**

**First Drafts, Peer Feedback, and Tutor Feedback** SLO #2: “exploring ideas, considering multiple points of view, developing and supporting a thesis, revising with the help of [peer] feedback, editing and proofreading.”

➢ First drafts of formal assignments will be printed and brought to class where drafts will be shared, discussed and assessed by your peers.
➢ First drafts should also be submitted to the Brainfuse Writing Center for tutor feedback.
➢ Students are also encouraged to bring their papers to the WCC Writing Center for further assistance with brainstorming, organizing, idea development, formatting, finding sources, and proofreading and these visits can count as extra credit
➢ Brainfuse feedback or a scanned copy of the Writing Center Feedback Sheet will be submitted with the revised draft and WILL NOT BE ACCEPTED after the revised draft is due.
➢ Access Brainfuse here, via the UH portal.
➢ To make an appointment with the WCC Writing Center, go to MySuccess, click on “Courses” and scroll down until you find it. Click on the “Schedule an Appointment” button, and choose your preferred date and time.

**Revised Drafts** SLO #1: “Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.”

➢ Revised drafts of the major assignments are due typed, printed, and properly formatted in the beginning of class on the day that they are due.
➢ Brainfuse or Writing Center feedback must be attached to receive credit.

**(Optional) Further Revisions**

➢ If you receive a B or lower on any major assignment, you may revise it, and I will take the higher grade into account.
➢ You have one week after the day you receive it to complete and return your revisions.
➢ All revisions must be accompanied by three to four robust paragraphs describing the revision choices you made, as well as any other parts of the experience of revising.
**Note-taking** SLO #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.”

- Students will be required be assigned note-taking assignments on the course texts.
- Notes on course readings are to be kept in your Commonplace Book.
- These assignments will be completed at home and then reviewed in class.

**Discussion Journals** SLO #2: “Exploring Ideas.”

- During some class discussions, students will create a Discussion Journal, or a record of the class question, their thoughts, and the course of the class discussion.
- Discussion journals will be graded on how deeply a student engages with the discussion questions.

**Research Challenges** SLO #3: “Find [and] evaluate” sources.

- Students will be given multiple opportunities to find sources outside of class texts to incorporate into their essays and deepen their understanding of topics.

**Two Mandatory Writing Conferences with Instructor:**

SLO #2: “... revising with the help of [instructor] feedback”

- Students are required to conference with the instructor twice during the semester to discuss their writing. This may be done in person, over the phone or via video chat. If we are working over phone or video, you will need access to a computer with high-speed Internet.
- Please make appointments during my office hours (if possible) via MySuccess.
- If you cannot make any of my appointment times, please examine my schedule for times when we are both available to meet. Then, email me at jennyrw@hawaii.edu with at least three days and times when you are available for a conference.
- A missed conference will lead to 15 points deducted from your total score.

**Library Research Units (LRUs)** SLO #3: “Find, evaluate, integrate, and properly document information from libraries, the Internet, and other sources, with an eye for reliability, bias, and relevance.”

- There are three LRU tests. Students must score at least 10 points on each test to get credit for completing the LRUs.
- Students who complete the LRUs by Thursday, February 1st at 11:59 pm, will receive 10 extra credit points.
- LRUs must be completed by Sunday, March 1st at 11:59 pm to receive all 30 points.
- LRUs that are completed after the due date will lost 10 points every week they’re late.
- Click on this link to read more about the LRUs or here for an orientation video.
### ASSESSMENT TASKS AND GRADING

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<tr>
<th>ASSESSMENT TASKS AND GRADING</th>
<th>POINTS + %</th>
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<tbody>
<tr>
<td><strong>Commonplace Book Note-taking/Summary Assignments</strong></td>
<td>150</td>
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<tr>
<td>• 15 homework assignments (10 points each)</td>
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<td><strong>Discussion Journals</strong></td>
<td>30</td>
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<tr>
<td>• 3 total (10 points each)</td>
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<tr>
<td><strong>Research Challenges</strong></td>
<td>80</td>
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<tr>
<td>• Challenges 4 (20 points each)</td>
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<tr>
<td><strong>Writing Process Assignments</strong></td>
<td>80</td>
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<tr>
<td>• Peer Assessments (2 for Assignments 1,2,3, and 5) (20 points each)</td>
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<tr>
<td>• Brainfuse feedback (Essays 1-4) (5 points each)</td>
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<td><strong>Major Writing Assignments</strong></td>
<td>740</td>
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<td><strong>MANDATORY</strong></td>
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<td>1. Summary with response (1 page)</td>
<td>30</td>
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<td>2. Ethics and <em>The Immortal Life of Henrietta Lacks</em> (3-5 pages)</td>
<td>60</td>
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<td>3. Rhetorical Analysis Essay (3-5 pages)</td>
<td>60</td>
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<tr>
<td>4. Annotated Bibliography (7-8 pages)</td>
<td>80</td>
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<tr>
<td>5. The Politics of Language (4-5 pages)</td>
<td>60</td>
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<td>6. Portfolio with Final Reflection (2-3 pages)</td>
<td>30</td>
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<tr>
<td><strong>Conferences with Instructor</strong></td>
<td>30</td>
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<tr>
<td>• 2 conferences (15 points each)</td>
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<tr>
<td><strong>LRUs</strong></td>
<td>10</td>
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<tr>
<td>• LRU exam #1 with a score of 10 or higher</td>
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<tr>
<td>• LRU exam #2 with a score of 10 or higher</td>
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<tr>
<td>• LRU exam #3 with a score of 10 or higher</td>
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<tr>
<td><strong>Total</strong></td>
<td>740</td>
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<tr>
<td><strong>Extra Credit</strong> if LRUs are completed by Sun, Feb. 1st by 11:55 pm</td>
<td>10</td>
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### GRADE SCALE

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<tr>
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<tbody>
<tr>
<td><strong>(Passing)</strong></td>
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<tr>
<td>A – 900 points or more</td>
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<td>B – 800-899 points</td>
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<td>C – 700-799 points</td>
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LEARNING MATERIALS

1. “They Say/I Say”: The Moves that Matter in Academic Writing, 3rd edition by Graff, Gerald, and Cathy Birkenstein. (ANY edition is fine but page numbers in schedule correspond to this one.)

2. The Immortal Life of Henrietta Lacks by Rebecca Skloot

3. Commonplace Book (any notebook with 70-100 pages for in-class writing assignments, homework and reflections.)

DEADLINES

Assignments are due on the dates posted. This is for your benefit and mine. Students who get behind on assignments are more likely to drop out. Thus, in every effort to encourage you to get work in on time:

- Essays that are 1-3 calendar days late will lose ½ a letter grade
- Essays that are 4-6 calendar days late will lose 1 full letter grade.
- If an essay is 7 calendar days late, you must schedule a conference or the assignment will not be accepted.

Stay on task everyone, and please contact me in advance if you have any scheduling issues.

Plan ahead for the unexpected. Students are accountable for staying on top of the semester schedule. Technological or other problems will arise. Students should immediately communicate with the instructor if an emergency may affect the ability to meet course deadlines.
ATTENDANCE POLICY & TARDIES

Absences:
Attendance in this class is mandatory and necessary. Students who don’t show up, don’t pass.

NOTE: Students are allowed up to 2 absences without penalty.

NOTE: 2 tardies or 2 times a student leaves class early = 1 absence
If a student misses a significant amount of class (45 minute or more), it will count as an absence.

NOTE: Any absence thereafter requires a doctor’s note or some form of documentation with a very legit reason for missing class. (Legitimacy is up to the instructor’s discretion)

NOTE: Without documentation, a 3rd absence and every absence thereafter will lead to a deduction of 20 points from the total score.

NOTE: Any student who misses 8 classes will NOT pass the course.

Assignments when absent:

➢ All assignments are due on the date they are assigned. If you’re not in school, you had better find a way to get it to me; otherwise, your assignment will be marked “late” and will lose points. See “Deadlines” above.

➢ Students are always expected to show up for class, after an absence, prepared for class that day, e.g. with the reading or assignment for that class completed.

➢ Responsible students will send me an email about any absences or expected tardy in advance. This allows me to help you stay on top of your assignments and it makes you seem super responsible, which is always what you want your teachers to think of you.

Tardies or Leaving Early:
I’ll be starting class on time. If you’re late, please just come in quietly and try not to disturb the class. If you need to leave early, please let me know in advance; otherwise, I’ll think I did something to offend you and I’ll feel terrible.
RESOURCES

ITS Help Desk
*For problems with Laulima
pm
Phone: (808) 956-8883

Library hours
Help Desk 235-7338
Circulation 235-7436

Writing Center (Room 222 in the Library)
For questions: 235-7473
Click here for semester hours
For appointments: Go to MySuccess and find them under "My Success Network"

ITS Hours of Operation
Mon-Thurs: 8:00 am - 7:00
Friday: 8:00 am - 4:30 pm

Library Hours of Operation
Mon-Thurs: 8:00 am - 8:00 pm
Friday: 8:00 am - 4:00 pm

The Hub
Mon -Thurs: 7:30-6
Friday: 7:30-2:30

PLAGIARISM AND ACADEMIC INTEGRITY

Academic honesty is fundamental in a college environment. You are expected to fulfill your academic obligations through honest and independent effort. The work you submit for this course must be your own. Dishonesty, cheating, plagiarism, or knowingly furnishing false information to the college are regarded as particularly serious offenses. Cases of dishonesty will result in a grade of "zero" for the assignment and may result in an "F" for the course. In flagrant cases, the penalty may be dismissal from the college after proper due-process proceedings.

Dropping a Class: It is your responsibility to learn about and follow the official procedure for dropping classes. If you stop participating in this class but do not follow up 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, or you may stop by Hale ‘Akoakoa 213 for more information.
**WCC Writing Center Feedback Form**

Students can make an appointment at the Writing Center by doing the following:

- Click here to log into [MySuccess](#)
- click on “Courses”
- scroll down to the Writing Center
- click on “Schedule an appointment” (right side of screen)

The Writing Center staff can help with: pre-writing, planning, organization and revising.

**Instructions:**
- Use this form to create a record of your Writing Center Conference.
- Scan and submit this form to the instructor with your final draft or slide it under my door in Manaleo (Room 104) on or before the day your final draft is due.

Student’s Name: ________________________________

Assignment: ________________________________

Working Title: ________________________________

Type of assistant received at Writing Center:

____________________________________________________________________________

____________________________________________________________________________

Evaluation of Writing Center feedback and assistance. Did you find this feedback helpful and were you able to improve your draft? ________________________________
*Tutor's Name: _______________________________________

*Tutor's Signature: ___________________________________

*Date of tutoring session: _____________________________