Request for Renewal of  
English 100: Composition I 
as a FW course  

Kapi‘olani Community College  
Spring 2012

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I. **Course Description** (Course Outline 12/02/2011 Course Catalog Description)

Course Information:

**ENG 100 Composition I (3) KCC AA/FW**  
3 hours lecture per week  
Prerequisite(s): ENG 22 with a grade of C or higher, or qualification for ENG 100 on the KCC placement instrument.

ENG 100 students will develop strategies for effective college writing, with an emphasis on critical reading and thinking. This course includes instruction in the composing process and practice in various kinds of writing, including analysis, interpretation, and research writing from sources. By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages.

Upon successful completion of ENG 100, the student should be able to:
- Employ a writing process which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.
- Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays, whose content, organization, diction, and style are effectively adapted to various writing situations, purposes, audiences, and subjects.
- Analyze and evaluate the logic, evidence, and strategies of an argument (written and/or presented in a visual or digital medium).
- Analyze and interpret a literary work (nonfiction, fiction, poetry, or drama) or other textual material.
- Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.
- Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.
- Write a coherent in-class response to an assigned question or topic.

II. **Changes**

No changes have been made in ENG 100 since the 2006 request for foundations designation approval.

III. **Assessing of Course**. Below are descriptions of course materials that illustrate how the course meets the Written Communications Foundations Hallmarks. The ENG 100 Course Outline with the referenced passages highlighted, a sample syllabus, and sample assignments are included in the Appendix.

**Hallmark 1**: Students are introduced to different forms of college-level writing, including, but not limited to, academic discourse, and are guided in writing for different purposes and audiences.

English 100 introduces students to different forms of college-level expository writing. Students will develop a sense of audience and purpose appropriate to academic writing situations. They will use writing to inform, explain, analyze, evaluate, and persuade. They will practice addressing an educated general audience and other specific audiences. The ENG 100 Course Outline states that “students will receive sustained practice in the writing process by doing the following: Writing narrative, analytical, and persuasive essays; Thinking and reading critically and analyzing arguments; Writing summaries of readings; Analyzing and interpreting literary works; Doing library and Internet research and producing researched writing; Writing at least one in-class essay or exam; Reviewing grammar, punctuation, diction and style (as needed throughout the semester).” See the Sample Syllabus and Sample Research Paper in the appendix. Also, an online syllabus with assignments is available at [http://www2.hawaii.edu/~jamess/](http://www2.hawaii.edu/~jamess/) In the menu on the left, under Syllabus, click on English 100.

**Hallmark 2**: Students get guided practice of writing processes (planning, drafting, critiquing, revising, and editing) and making effective use of written and oral feedback from the faculty instructor and from peers.
The ENG 100 Course Outline states that one of the ENG 100 course competencies is that students will “employ a writing process which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.” Instructors will teach effective writing strategies for all stages of the writing process. For example, in the planning and drafting stage, students may brainstorm, freewrite, map/web, and/or outline.

A typical writing assignment gives the student practice in all phases of the writing process. See Sample Writing Assignments: Narrative, Research, and

The ENG 100 course competencies also state that student will “work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work."

Instructors design and facilitate peer feedback activities to help students give constructive peer feedback to each other as well as assess their own drafts. Instructors use questions and/or critique sheets to focus the peer feedback on important elements of the drafts.

Sample peer review questions on critique sheets depend on the specific assignment. For example, a peer review critique sheet for a narrative assignment typically includes the following questions:

1. How does the title contribute to the essay’s effectiveness?
2. What particular details strike you as unusual or interesting? What surprised you in the paper?
3. Is the setting clear to you? Would you like some more details that create a stronger sense of setting? What questions about the setting do you have?
4. Does the narrator seem to be a person who wants to share a significant personal story with you? Do you have the sense that the writer cares about his or her topic?
5. Are the main characters clearly drawn for you? What questions do you have about the characters?
6. If dialogue is used, is it believable and does it contribute to the development of the essay?
7. What do you think is the purpose of the writer? What is he or she sharing with you that is significant? In other words, why is the story one that should be shared?
8. Is the story arranged in a logical order? Where are you confused about what is happening or about the sequence of events? Is any information repeated or given unnecessarily?
9. Do you see ideas of importance in the story that the writer does not seem to recognize? What questions about the events do you feel need to be explored more fully?
10. What words or expressions are unclear to you?
11. Do verb tenses shift sometimes when they should not?
12. Could some of the descriptive words be stronger? Do some descriptions seem to be cliches (over-used, too familiar)? Be specific!
13. What is the paper’s number one strength? What is its number one weakness?

In the revising stage, instructors may offer writing strategies to help their students make more effective use of feedback. For example, a student whose draft is poorly organized might be encouraged to make an outline of his/her draft so that he/she might see the problem and possible
solutions more clearly. In the editing stage, instructors may provide grammar/mechanics instruction/materials to address the grammar/mechanics errors in their students’ papers.

**Hallmark 3:** Instructors 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. Instructors also teach appropriate ways to incorporate such information, acknowledge sources and provide citations.

The ENG 100 course objectives state that students will be able to “find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings without plagiarizing.” Instructors include a research component in at least one major paper assignment. Students must use library research skills to gather information, apply critical thinking skills to evaluate and select sources, summarize and paraphrase without plagiarizing, limit their subject appropriately, develop a thesis which synthesizes their findings, and cite their sources correctly. See Sample Assignment: Research Paper.

**Hallmark 4:** Instructors help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing. *What reading strategies will be taught? How will students learn to make effective use of sources in their own writing?*

Students will use critical reading strategies to analyze the essays which are used as models for their writing assignments, evaluate the sources they synthesize to support their points of view, and improve their own writing. Reading strategies include annotating, responding to, drawing inferences from, and analyzing texts. See Sample Reading and Response Assignment in the Appendix.

Students will practice analyzing and evaluating the logic, evidence, and strategies of an argument; they will practice a variety of critical approaches to interpret a literary work (non-fiction, fiction, poetry, or drama); they will apply critical reading strategies to their own essay drafts. Through progressively complex writing assignments, students will learn to use sources effectively to develop and support a point of view or thesis. See the Sample Research Paper Assignment in the Appendix.

**Hallmark 5:** Student complete at least 5000 words of finished prose—equivalent to approximately 20 typewritten pages. *How many pages of finished prose will each student complete?*

The ENG 100 Course Outline and Catalog course description now states that “By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages.” Typically, students will write 4 shorter papers of 3-5 pages each (often requiring increasing use and synthesis of sources with each assignment), and an 8-10 page research essay (about 27 pages of finished prose). See the Sample Syllabus in the Appendix.
Appendix:

ENG 100 Course Outline (relevant pages only)
ENG 100 Sample Syllabus
Sample Reading and Response Assignment for Hallmark 4
Sample Research Paper Assignment for Hallmarks 1, 2, 3, 4
ENG 100 Composition I Course Outline

1. COURSE INFORMATION: date of outline (12/02/2011)

ENG 100 Composition I (3) KCC AA/FW

3 hours lecture per week

Prerequisite(s): ENG 22 with a grade of C or higher, or qualification for ENG 100 on the KCC placement instrument.

ENG 100 students will develop strategies for effective college writing, with an emphasis on critical reading and thinking. This course includes instruction in the composing process and practice in various kinds of writing, including analysis, interpretation, and research writing from sources. By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages.

2. COURSE OBJECTIVES/COMPETENCIES:

Upon successful completion of ENG 100, the student should be able to:

• Employ a writing process which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.

• Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays, whose content, organization, diction, and style are effectively adapted to various writing situations, purposes, audiences, and subjects.

• Analyze and evaluate the logic, evidence, and strategies of an argument (written and/or presented in a visual or digital medium).

• Analyze and interpret a literary work (nonfiction, fiction, poetry, or drama) or other textual material.

• Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.

• Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.

• Write a coherent in-class response to an assigned question or topic.

3. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES:

ENG 100 is a required course in the General Education Core. It fulfills the Foundation Written Communication Requirement in the UH System.
ENG 100 is the freshman college composition course and requires college-level reading/writing skills for successful completion of the course. Completion of ENG 22 with a grade of C or higher, or qualification for ENG 100 on the KCC placement instrument is accepted as evidence that the student has the necessary college-level reading/writing skills for success in ENG 100.

This course supports the following general education student learning outcomes:

Thinking/Inquiry – Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy and quantitative/symbolic reasoning

Communication – Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.

Self and Community/Diversity of Human Experience – Evaluate one’s own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.

Aesthetic Engagement – Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.

Integrative Learning – Explore and synthesize knowledge, attitudes and skills from a variety of culture and academic perspectives to enhance our local and global communities.

This course also satisfies the following Associate in Arts degree competencies:

AA - Critical Thinking
Critical thinking, an analytical and creative process, is essential to every content area and discipline. It is an integral part of information retrieval and technology, oral communication, quantitative reasoning, and written communication. Upon completion of an A.A. degree, the student should be able to:

• Identify and state problems, issues, arguments, and questions contained in a body of information.
• Identify and analyze assumptions and underlying points of view relating to an issue or problem.
• Formulate research questions that require descriptive and explanatory analyses.
• Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.
• Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.
• Apply problem-solving techniques and skills, including the rules of logic and logical sequence.
• Synthesize information from various sources, drawing appropriate conclusions.
• Communicate clearly and concisely the methods and results of logical reasoning.
• Reflect upon and evaluate their thought processes, value systems, and worldviews in comparison to those of others.

AA - Information Retrieval and Technology
Information retrieval and technology are integral parts of every content area and discipline. Upon completion of an A.A. degree, the student should be able to:

• Use print and electronic information technology ethically and responsibly.
• Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.
• Recognize, identify, and define an information need.
• Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.
• Create, manage, organize, and communicate information through electronic media.
• Recognize changing technologies and make informed choices about their appropriateness and use.
AA - Oral Communication
Oral communication is an integral part of every content area and discipline. Upon completion of an A.A. degree, the student should be able to:
- Identify and analyze the audience and purpose of any intended communication.
- Gather, evaluate, select, and organize information for the communication.
- Use language, techniques, and strategies appropriate to the audience and occasion.
- Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.
- Use competent oral expression to initiate and sustain discussions.

AA - Written Communication
Written communication is an integral part of every content area and discipline. Upon completion of an A.A. degree, the student should be able to:
- Use writing to discover and articulate ideas.
- Identify and analyze the audience and purpose for any intended communication.
- Choose language, style, and organization appropriate to particular purposes and audiences.
- Gather information and document sources appropriately
- Express a main idea as a thesis, hypothesis, or other appropriate statement.
- Develop a main idea clearly and concisely with appropriate content.
- Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.
- Demonstrate proficiency in revision and editing.
- Develop a personal voice in written communication

AA - Understanding Self and Community
Kapi‘olani Community College emphasizes an understanding of one's self and one's relationship to the community, the region, and the world. Upon completion of an A.A. degree, the student should be able to:
- Demonstrate an awareness of the relationship between the environment and their own fundamental physiological and psychological processes.
- Examine critically and appreciate the values and beliefs of their own culture and those of other cultures separated in time or space from their own.
- Communicate effectively and acknowledge opposing viewpoints.
- Demonstrate an understanding of ethical, civic, and social issues relevant to Hawai‘i's and the world's past, present, and future.

This course also satisfies the following Associate in Science degree competencies:

AS
- Employ skills and understanding in language and mathematics essential to fulfill program requirements.
- Understand attitudes and values of various cultures and examine their potential for improving the quality of life and meaningfulness in work.
- Understand contemporary issues and problems and respond to the impact of current conditions.
- Demonstrate proficiency in conceptual, analytical, and critical modes of thinking.
- Develop insights into human experience and apply them to personal, occupational, and social relationships.
- Recognize relevance of career choices to life-long learning.
- Demonstrate competence in a selected program of study.

ENG 100 satisfies the following program/departmental student learning outcomes:
- Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
- Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social and other forms of communication.
- Evaluate one’s own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional, and other forms of communication.
• Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.
• Explore and synthesize knowledge, attitudes, and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

ENG 100 fulfills the following UH System Foundation Hallmarks:

**Written Communication (FW)**
To satisfy the Written Communication requirement, a course will:

• 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
• 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
• require at least 5000 words of finished prose–equivalent to approximately 20 typewritten pages
• 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
• help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.

4. **COURSE CONTENT:**
Students receive sustained practice in the writing process by engaging in the following:

Specific Writing Activities (70%).

• Writing narrative, analytical, and persuasive essays
• Producing researched writing
• Analyzing and interpreting literary works and other text-based material
• Writing summaries of readings
• Participating in Elbow groups (peer critique groups to help them revise their papers)

Critical Thinking, Research, and Skills Activities (30%).

• Thinking and reading critically and analyzing arguments
• Doing library and Internet research
• Writing at least one in-class response, essay, and/or exam
• Reviewing grammar, punctuation, diction, and style as needed throughout the semester.
Sample English 100 Syllabus


Other Supplies:  Computer disks, paper, pen and/or pencils, index cards, binder with dividers, manila envelope or one-compartment expanding file.

Method of Instruction:  workshops, brief lectures, in-class and out-of-class writing, Internet resources

English 100 is a foundations course which fulfills the Written Communication Foundation Requirement for degrees at UH-Manoa and Kapi’olani Community College. To satisfy the Written Communication Requirement, a course will:

A. 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
B. 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
C. require at least 5000 words of finished prose—equivalent to approximately 20 typewritten pages
D. 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
E. help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing

Course Goals

ENG 100 students will develop strategies for effective college writing, with an emphasis on critical reading and thinking. This course includes instruction in the composing process and practice in various kinds of writing, including analysis, interpretation, and research writing from sources. By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages.

COURSE OBJECTIVES/COMPETENCIES:

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

- Employ a writing process which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.
- Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays, whose content, organization, diction, and style are effectively adapted to various writing situations, purposes, audiences, and subjects.
- Analyze and evaluate the logic, evidence, and strategies of an argument (written and/or presented in a visual or digital medium).
- Analyze and interpret a literary work (nonfiction, fiction, poetry, or drama) or other textual material.
• Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.

• Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.

• Write a coherent in-class response to an assigned question or topic.

Work You Must Complete For This Class

You will be required to:

1. Write in-class reflections using assigned prompts. You will not be able to make up in-class writing.

2. Write in-class papers, including a final exam on the last day of class.

3. Use the writing process to complete 5 formal paper assignments (One of the assignments will be a research paper). The writing process includes submitting a rough draft for peer review, participating in Elbow groups (peer review), revising, proofreading, and editing. To improve your editing skills, you will work on basic grammar and punctuation.

4. Use e-mail to communicate with your instructor and your peers. Use the Internet to download class materials if necessary.

5. Read, respond to, and analyze readings from the textbook and other sources, including the Internet.

FORMAL PAPER DEADLINES (All papers must be typed or wordprocessed. To pass the class your total word count must be at least 5000 words):

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<tr>
<th>#</th>
<th>Paper Assignment</th>
<th>Length</th>
<th>Rough Draft Due</th>
<th>Final Draft Due Date</th>
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<tbody>
<tr>
<td>1</td>
<td>Remembering Events (Narrative)</td>
<td>750-1000 words (3-4 pages)</td>
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<td>2</td>
<td>Paper about a Place (mini-research paper)</td>
<td>750-1000 words (3-4 pages)</td>
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<td>3</td>
<td>Summarize and Analyze an Argument</td>
<td>750-1000 words (3-4 pages)</td>
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<td>4</td>
<td>Research Paper (Persuasive essay)</td>
<td>1500-2000 words (6-8 pages)</td>
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<td>5</td>
<td>Interpreting Stories (Literary Analysis)</td>
<td>750 words (3 pages)</td>
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You will have a Library Research Orientation in Lama 116 on a date to be announced in class.

Your Binder:

You should have a binder to keep your English course work in. Your binder should have the following sections: Syllabus and Calendar, Quizzes, Paper Assignments, readings handouts.

Grading

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<th>Component</th>
<th>Percentage</th>
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<td>Participation (peer reviews, discussions)</td>
<td>10%</td>
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<tr>
<td>Major Papers (Narrative, Place, Argument Analysis, Literary Analysis)</td>
<td>55%</td>
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<tr>
<td>Research Paper</td>
<td>20%</td>
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<tr>
<td>Grammar/Editing Quizzes and in-class writing</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
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<td>TOTAL</td>
<td>100%</td>
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There may be points awarded for additional assignments during the course of the semester. This plan is subject to change. I will announce all changes in class.

Other Class Requirements:

1. **Regular attendance is required to succeed in this class.** There will be numerous in-class assignments related to your major paper assignments. Missed in-class assignments and essays cannot be made up unless you have a doctor's note or extenuating circumstances. If you are late for
an in-class exam, you do not get extra time to finish your exam. If you stop coming to class without officially withdrawing, you will get an F for the course. The deadline for withdrawal is _______.

2. **Typing is required for all out-of-class papers (both rough drafts and final draft).**

3. All work must be done on time. Final drafts that are more than one class session late will be penalized. If you fail to meet a rough draft deadline, you cannot earn points for your rough draft. If you also do not show up in class on the days when rough drafts are due, you cannot earn points for participating in Elbow groups. Therefore, **even if you do not complete your rough drafts, you should come to class anyway.** Your assignment sheets will contain more specific information about each paper.

4. All papers must be handed in and accepted to be eligible for a grade of C or higher. You must take the final two-hour exam to pass the class.

5. **PLAGIARISM:** Using someone else’s words or ideas as if they were your own is plagiarism and will result in an automatic “F” for the course. Copying someone else’s work, or failing to identify sources from reference books is **cheating.** If you are in doubt whether you are plagiarizing, ask first.

6. The class will be run as a writing workshop. You will be sharing drafts of your work with your classmates.

7. Always bring your textbooks to class. You must provide your own paper to print in the lab.

8. You must bring your rough draft and three copies (either extra copies you print up on the computer, or photocopies) to class on rough draft due dates. You will need only one copy of your final draft.

9. **REWRITES:** You are expected to rewrite any paper (except for the last 2 papers) which receives a “D” or “F”. Rewrites will be averaged with the original grade. Rewrites are due one week after papers are graded and returned to the class. If you fail to come to class on the day papers are returned, you do not get an extension of time to do a rewrite. There is no rewrite allowed for the last major paper of the semester.

10. You will be required to learn to use e-mail for this course. Access your e-mail by going to [https://mail.hawaii.edu](https://mail.hawaii.edu), not through MyUH.

11. You will be required to access and print out handouts and other materials on the Internet for this class. The url for this class’s calendar and assignments will be provided to you in class.

12. Extended time in a distraction-free environment is an appropriate accommodation based on a student’s disability. If you have a disability and have not voluntarily disclosed the nature of your disability and the support that you need, you are invited to contact the Special Student Services Office, 734-9552, Ilima 103, for assistance.

13. If you are a first or second semester student at KCC and have questions about campus resources, or need help adjusting to college, contact the First-Year Experience (FYE) program at kapstart@hawaii.edu or call 734-9245.
Sample Reading and Response Assignment

Your critique assignment is to write an internal evaluation of the article, Cybercensorship by Angela Napper (145 - 152) focusing on the effectiveness of the writer’s thesis, purpose and method. Remember your audience is unfamiliar with the article you are reviewing. Use Checklist for Critical Reading on page 30. Your critique should be a minimum of two pages, double-spaced, with one inch margins.

Some Suggestions for Organizing Your Essay

Before Writing

• Review your notes about article.

• Reconsider your judgments, taking your own biases into account.

• Formulate a statement that summarizes your critical reaction.

In Your Critical Response

• Identify the article and give a general summary of the writer's position on the issue.

• State your position summarizing your judgment about writer’s effectiveness at presenting her argument. (your thesis)

• To support your assertions, summarize and evaluate writer’s key points, using paraphrase and quotation as needed. (support for your thesis)

• Restate your critical reaction to the article. (Conclusion)

• Reread your response, checking for accuracy, clarity, and fair-mindedness.

Schedule for Critique and Argument readings

Readings: Critical Thinking & Reading, page 16 - 35; Checklist for Internal Evaluation, page 30; Chapter 7 - Formulating Argument pages 136 - 170
Sample Research Paper Assignment

Proposal argument

1. Write & post an essay proposal.
2. Search for sources on the Internet. Write & post an annotated bibliography.
3. Write and post a proposal argument draft.
4. Attend an optional, individual conference.
5. Read all of your classmates’ drafts and respond to at least two of them.
6. Read the responses to your argument. Revise your argument and submit a hard copy.
7. Write a reflection about your essay.

<table>
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<tr>
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<td>11/29</td>
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A few of the arguments we've read so far are proposal arguments. They propose a course of action in response to a problem situation. The proposal says what can be done to improve the situation or change it altogether. (See The Brief Penguin Handbook, pages 128-32, for another proposal argument, "Problem Geese," by student Mark Stewart.)

The formula for a proposal argument is deceptively simple: *We should (or should not) do X for reasons A, B, C, etc.* Here are the four major components:

- **Identifying the problem.** Sometimes, problems are evident to your intended readers. If your city is constantly tearing up the streets and leaving them for months without doing anything to repair them, then you shouldn't have much trouble convincing the citizens of your city that streets should be repaired more quickly. But if you raise a problem that will be unfamiliar to most of your readers, you will first have to argue that the problem exists. Often, you will have to do work to establish exactly what problem you are attempting to solve. You will have to define the scope of the problem. Some of the bad roads in your city might be the responsibility of the state, not city government.

- **Stating your proposed solution.** You need to have a clear, definite statement of exactly what you are proposing. You might want to place this statement near the beginning of your argument, or you might want to place it later, after you have considered and rejected other possible solutions.

- **Convincing your readers with good reasons that your proposed solution is fair and will work.** When your readers agree that a problem exists and that something should be done about it, your next task is to convince them that your solution is the best one to resolve the problem. If you’re writing about the problem your city has in getting streets repaired promptly, then you need to analyze carefully the process that is involved in repairing streets. Sometimes there are mandatory delays so that competing bids can be solicited and unexpected delays when tax revenue falls short of expectations. You should be able to put your finger on the problem in a detailed causal analysis. You should be able to make an evaluation argument that your solution is fair to all concerned. You should also be prepared to make arguments of rebuttal against other possible solutions.

- **Demonstrating that your solution is feasible.** Your solution not only has to work; it must be feasible to implement. Malaysia effectively ended its drug problem by imposing mandatory death sentences for anyone caught selling even small amounts of drugs. Foreign nationals, teenagers, and grandmothers have all been hanged under this law Malaysia came up with a good solution for its purposes, but this solution probably would not work in most countries because the punishment seems too extreme. If you want a parking garage built on your campus and you learn that no other funds can be used to construct it, then you have to be able to argue that
the potential users of the garage will be willing to pay greatly increased fees for the convenience of parking on campus.

For this assignment you will choose a problem that is important or interesting to you and propose a solution to it. In an essay of five or fewer pages, it’s difficult to propose solutions to big problems such as continuing poverty. Proposals that address local problems are not only more manageable; sometimes, they get actual results. Examples:

*The process of registering for courses (getting appointments at the health center, getting e-mail accounts) should be made more efficient.*

*Your community should create bicycle lanes to make bicycling safer and to reduce traffic (build a pedestrian overpass over a dangerous street; make it easier to recycle newspapers, bottles and cans).*

Consider one of the problems the class identified in our class discussion.

Your argument should be addressed to a particular audience, specifically one that has the power to enact your proposal. Your argument should include the following elements:

- A claim that makes a proposal that is specific and appropriate to the audience you are addressing.
- An appropriate explanation of both the problem and the significance of your proposal.
- Evidence that the proposal will effectively address the need or solve the problem, and that it is feasible.

1. essay proposal

Write an essay proposal that answers at least some of the following questions in a paragraph or two:

- Describe the problem you’ve chosen to address.
- What is your proposal?
- Who is your audience? Why have you chosen this audience? What power do they have to enact this proposal?
- How will you make this argument so that it appeals to this particular audience?
- What kinds of research do you plan to do in writing this proposal?
- What problems do you foresee in writing this essay?

Post your essay proposal, which should be about 250 words, in your section's forum by 11:59 p.m. on the due date. In the Subject field of your Discussion message, include your first name and the problem (for example, Francisco: speeding cars).

**Grading:** Your essay proposal is worth three points. You will earn the points as long as your essay proposal follows the guidelines described above.

2. annotated bibliography

*What is an annotated bibliography?* An annotated bibliography is a list of citations to books, articles, and documents (like a works cited listing). Each citation is followed by a brief descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. For more info and an example, see *Penguin*, Create an annotated bibliography 224-6.

Find sources: Find at least five sources about your problem issue from appropriate and reliable websites (see *Penguin*, Determine the reliability of internet sources 218-23). These sources could be informative pieces (articles) or arguments (editorials, columns). See this great UC-Berkeley page about Internet searches: [http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Strategies.html](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Strategies.html)

You could also use the resources listed in the rhetorical analysis assignment to find your sources, especially Lexis-Nexis and EBSCOhostWeb.

**Format sources:** Put your sources in a list formatted in MLA style. For examples and formatting of works cited listings, see *Penguin* 248-50 and 256-85.

Provide an annotation for each source that summarizes the source and suggests how it might be useful for your essay (at least two or three sentences). See *Penguin*, Create an annotated bibliography 224-6. Example:

To control the danger of speeding cars on the freeway, Flentge, a Halawa business owner and Aiea resident with a libertarian streak, argues that the speed limit should be raised to 70 miles per hour. At such speed, Flentge reasons, drivers would be forced to pay attention to the road -- and not other tasks like talking on the phone or eating, which are common at lower speeds -- thereby promoting safer highway conditions. His proposal, which he claims is better than "repressive" measures such as stiffer fines or "spy-cam vans," is one of several suggestions that I will acknowledge and reject in order to push my solution, which is to install speed bumps every ten feet on the freeway.

Post your annotated bibliography in your section's forum by the due date. In the Subject field of your Discussion message, include your first name. (Since WebCT's Discussions does not support hanging indents or other formatting, your annotated bibliography listings do not need to have them.)

Grading: Your annotated bibliography is worth 10 points. You will earn the points as long as your bibliography follows the guidelines described above and is posted on time.

3. draft
Make a proposal claim advocating a specific change or course of action. Use this formula: We should (or should not) do X because of reasons A, B, C, etc.

Identify the problem. What exactly is the problem? Who is most affected by the problem? What causes the problem? Has anyone tried to do anything about it? If so, why haven’t they succeeded? What is likely to happen in the future if the problem isn’t solved? Use your own research (interviews, surveys, graphs, polls) and library and/or Internet research. This research can show that there are other problems like yours in the world and that people are concerned about them.

Propose your solution. State your solution as specifically as you can. What exactly do you want to achieve? How exactly will your solution work? Can it be accomplished quickly, or will it have to be phased in over a few years? Has anything like it been tried elsewhere? Who will be involved? Can you think of any reasons why your solution might not work? How will you address those arguments? Can you think of any ways of strengthening your proposed solution in light of those possible criticisms?

Consider other solutions. What other solutions have been or might be proposed for this problem, including doing nothing? What are the advantages and disadvantages of those solutions? Why is your solution better?

Examine the feasibility of your solution. How easy is your solution to implement? Will the people who will be most affected be willing to go along with it? (For example, lots of things can be accomplished if enough people volunteer, but groups often have difficulty getting enough volunteers to work without pay.) If it costs money, how do you propose paying for it? Who is most likely to reject your proposal because it is not practical enough? How can you convince your readers that your proposal can be achieved?

Analyze your potential readers. For whom are you writing? Find an appropriate audience for your proposal. Who can implement your suggestions for change, or who is charged with considering possible solutions to the problem you have described? You need to write to someone who will be able to enact or perhaps vote on your proposal. You might be writing a guest editorial to appear in your campus newspaper or in your club’s or organization’s newsletter. You might be creating a Web site. How interested will your readers be in this problem? How much does this problem affect them? How can you convince your readers that your proposal can be achieved?

Write a draft.
Define the problem: Set out the issue or problem. You might begin by telling about your experience or the experience of someone you know. You might need to argue for the seriousness of the problem, and you might have to give some background on how it came about.

Present your solution
- You might want to set out your solution first and explain how it will work, then consider other possible solutions and argue that yours is better; or you might want to set out other possible solutions first, argue that they don’t solve the problem or are not feasible, and then present your solution.
- Make clear the goals of your solution. Many solutions cannot solve problems completely. If you are proposing a solution for juvenile crime in your neighborhood, for example, you cannot expect to eliminate all juvenile crime.
- Describe in detail the steps in implementing your solution and how they will solve the problem you have identified. You can impress your readers by the care with which you have thought through this problem.
- Explain the positive consequences that will follow from your proposal. What good things will happen and what bad things will be avoided if your advice is taken?

**Argue that your proposal is feasible:** Your proposal for solving the problem is a truly good idea only if it can be put into practice. If people have to change the ways they are doing things now, explain why they would want to change. If your proposal costs money, you need to identify exactly where the money would come from. Be detailed in your description of how the solution will work: how much money will it cost? Who will be responsible for implementing it? How easily can it be implemented? How much time will it take to implement your plan and make it work? What kinds of materials and labor are needed to make it work? The details you omit may be the ones that will leave the audience in doubt of your proposal’s feasibility and your credibility.

**Conclude with a call for action:** Your conclusion should be a call for action. You should put your readers in a position such that if they agree with you, they will take action. You might restate and emphasize what exactly they need to do.

**Document your sources** in your essay (in-text citations) and in a work(s) cited listing in MLA style. See Penguin 245-99.

Post a draft of your proposal argument, which should ultimately be at least 1,250 words, in your section's forum by the due date. In the Subject field of your Discussion message, include your first name and the problem (for example, Francisco: speeding cars).

**Grading:** Your draft is worth three points. You will earn the points as long as your draft follows the guidelines described above and is posted on time.

4. **conferences**
If you want to discuss your draft with me, please sign up for an optional, individual conference. The conferences will be scheduled on a day our class meets.

5. **responses**
Read all of your classmates' proposal arguments. Write responses to at least two of them. Here are some suggested questions to address in your responses.
- Who is the writer’s audience? Is their essay crafted so that it will appeal to this particular audience?
- Is the writer’s ethos strong from the start? Evaluate the writer’s ethos as you read. Ask yourself, is the writer credible on this topic? Why should the audience consider this writer’s arguments? Has the writer “done her homework”?
- What is the problem that this proposal is meant to address? Is the problem adequately described?
- What is the proposal? Will the audience consider this a feasible proposal? Does this proposal clearly address the problem? What are the writer’s reasons? Are these reasons effectively supported? Are these reasons good reasons?
- Has the writer considered other proposals and potential solutions to this problem?
- Are there places where the writer might consider reorganization?
- Are the source properly documented?

**Reminders:** When you make suggestions, be sure to point to specific places in the paper. Make your advice as detailed as you can. Be sensitive to the feelings of the writer, but also be honest. The best responses are supportive and critical.
Post each response as a reply to the appropriate message on the due date. If an argument already has two responses, move on to one that has fewer than two. Credit may not be given to responses after the second if other arguments have fewer than two responses at that time. Your two responses should total at least 500 words.

Grading: Your responses are worth five points. You will earn full credit for this assignment as long as your responses are posted on time, meet the word count, and follow the guidelines described above.

6. revision
Read *Penguin* Rewriting, Editing, and Proofreading 60-9, especially Learn Strategies for Rewriting 62-5 and Edit for particular goals 67-8, for suggestions about revising your essay. Read the responses to your draft. Take your classmates’ comments seriously, but don’t feel obligated to make every change they suggest. The paper is ultimately yours, and it should reflect your choices about what’s most effective.

Submit a hard copy of your revision (formatted according to the guidelines provided on the syllabus) by the due date. Your revision should be at least 1,250 words.

Grading: Your revision will be evaluated according to the following criteria:
1. Problem: Is the problem adequately described?
2. Solution: Is the solution explained sufficiently? Does the solution address the problem? Is the case to implement the solution effectively made? Are other solutions examined?
3. Audience: Are the problem and solution addressed to an appropriate audience?
4. Use and documentation of sources: Are the sources used appropriately and documented properly?
5. Language, mechanics & proofreading: Are the sentences understandable, appropriate, correct?

Each criterion will be graded on a three-point scale (3=strong, 2=satisfactory, 1=needs work) and added (15 points). This number will be added to the points earned for your essay proposal (3) and draft (3), for a total of 21 points.

7. reflections
After you've done your research, write a reflection about how you did you research. Here are some questions to consider. How efficient was your search in finding sources? What were the strategies, practices, procedures, ways of thinking that were helpful? What have you learned about finding sources as a result of this experience?

After you've submitted your revision, write a reflection about how you completed it. Here are some questions to consider. How difficult was it conceptualizing the problem? How difficult was it thinking up a solution? How difficult was it to find/think up evidence to support your claims? What did you do when you got stuck? How did you write your proposal argument? How did you start? How did you revise? How did you use the responses by your peers? Were you satisfied with your essay? Why or why not? What kind of difficulty did you have with using and documenting sources?

These informal, private writings need not be submitted to the instructor. However, doing them can help you understand yourself better. They will also help you write your reflective essay that's due at the end of term.