Fast Track
General Education Foundations Course Articulation
From a UH Campus to UH Mānoa: INSTRUCTIONS

ENGLISH & ENGLISH AS A SECOND LANGUAGE

The University of Hawai‘i English/English as a Second Language Faculty Working Group invites your campus to propose that a course articulates to UHM as satisfying the UHM Foundations Written Communication (FW) requirement. If the Working Group recommends and the University Council on Articulation (UCA) approves the proposal, students who complete any section of the course in Fall 2003-Summer 2007 with a “D” grade or better will satisfy UHM’s FW requirement if they later transfer to UHM.

This is a one-time, “fast track” process described in the memo that Deane Neubauer, Interim Vice President for Academic Affairs, distributed to all Chancellors on December 24, 2002. As explained in that memo, permanent articulation procedures are to be developed.

If your campus offers a course that is equivalent to a UHM-approved FW course and if you are interested in articulating it as a FW course, please complete a proposal and submit it to the UCA Chair by February 5, 2003. The Working Group will review your proposal and make its recommendation to the UCA on February 15. The Vice President for Academic Affairs will inform you of the decision by March 3, 2003.

Instructions to propose a course

All proposals must be submitted electronically to vpaa-gened@hawaii.edu by 4:00 p.m., Wednesday, February 5, 2003.

Electronically (MS Word or Adobe Acrobat format) submit the following to vpaa-gened@hawaii.edu:

(A) Completed proposal form (signatures not required on electronic submission) and complete answers to the questions to show how the course meets each of the Hallmarks. The form is available online at www.hawaii.edu/gened/vpaa_articulation.htm.

(B) A master syllabus. (If multiple instructors teach the course and use varying texts and/or assignments, include at least three representative syllabi.)

DEADLINE: 4:00 p.m., Wednesday, February 5, 2003.

After electronically submitting, mail a copy of the completed form with appropriate original signatures, supporting materials, and master syllabus to

Dr. Karl Kim, Chair, University Council on Articulation
University of Hawai‘i at Mānoa
2444 Dole St., Bachman Hall 105
Honolulu, HI 96822-2397
Course Information

Course: English 100  
submitting Campus: Kapi'olani Community College

Title & Catalog Description:

English 100: Composition I  
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ENG 22 or qualification for ENG 100 on the KCC placement test

Students will develop strategies and skills for effective college writing and critical reading and thinking. ENG 100 includes instruction in the composing process; practice in various kinds of writing, including analysis and interpretation; and research and writing from sources.

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 narrative, analytical, and persuasive essays whose content, organization, diction, and style are effectively adapted to the writing situation (subject, audience, and purpose).
- Analyze and evaluate the logic, evidence, and strategies of an argument.
- Analyze and interpret a literary work (non-fiction, fiction, poetry, or drama).
- Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in your own writing without plagiarizing.
- Write a coherent in-class response to an assigned question or topic.

UHM Equivalent Course (check one): [Only equivalent courses may be submitted for Fast Track review.]

_x_ ENG 100 Composition I  ___  ELI 100 Expository Writing: A Guided Approach
___ ENG 101 Composition I

Written Communication (FW) Hallmarks & Application Questions

Answer the following questions and submit the answers along with this form and at least one course syllabus.

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. What forms of writing are taught in the course? What purposes and what audiences will students address?

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 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).”

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. How will the instructors guide students and help them make effective use of instructor and peer feedback?

The course objectives state 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,
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. Instructors will 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. 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.

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. How will instructors help students develop information literacy? How will students learn to incorporate and acknowledge sources appropriately?

The 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.

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. 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.

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?

Each student will complete 5-6 papers (a minimum of 5000 words or 20 typewritten pages of finished prose). 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).

Required Signatures

Requested by ________________Dennis Kawaharada______________________ Language Arts ________________

Chair/Director

Signature ___________________________ Date ______________________

Approved by ________________Leon Richards____________________________ Kapi'olani Community College________

Chief Academic Officer

Signature ___________________________ Date ______________________

Submit to vpaa-gened@hawaii.edu by 4:00 p.m., February 5, 2003.
ENGLISH 100 Composition I

1. COURSE DESCRIPTION: (08/24/99)

**ENG 100 Composition I (3)**

3 hours lecture

Prerequisite: ENG 22 with a grade of C or higher.
Recommended preparation: ENG 22 with a grade of B or higher.

Course description to be included in the Kapi'olani CC General Catalog:

Students will develop strategies and skills for effective college writing and critical reading and thinking. The course includes instruction in the composing process; practice in various kinds of writing, including analysis and interpretation; and research and writing from sources.

2. COURSE OBJECTIVES/COMPETENCIES:

Upon successful completion of English 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 narrative, analytical, and persuasive essays whose content, organization, diction, and style are effectively adapted to the writing situation (subject, purpose, and audience).

... Analyze and evaluate the logic, evidence, and strategies of an argument.

... Analyze and interpret a literary work (non-fiction, fiction, poetry, or drama.)

... Find and evaluate information from a library and from the Internet or other sources; synthesize relevant findings in one’s own writing, without plagiarizing.

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

3. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES:

English 100 is an required course in the Associate in Arts curriculum. The course would allow students interested in writing to further develop their expertise in rhetoric and composition. Often students need further experience in writing instruction for personal, academic or career purposes after completing English 100 or ESL 100. English 200 would not overlap other courses offered by the Language Arts Department at Kapi‘olani Community College.

This course supports the following college competency areas:
• Computation and communication skills.
• Awareness of the dynamics in contemporary issues.
• Problem-solving and decision-making abilities.
• Career choices and life-long learning.

This course also satisfies the following Associate in Arts degree requirements:
• Show, by completion of elective and/or required courses, the educational background necessary for more specific professional and personal goals.
• Make a decision if desired about further course of study in a four-year college, with a capacity to declare a major and select courses directed toward that major, based upon a realistic assessment of personal needs and aspirations.

This course also satisfies the following Associate in Science degree requirements:
• Understand contemporary issues and problems and respond to the impact of current conditions.
• Demonstrate abilities of conceptual, analytic and critical modes of thinking.
• Develop insights into human experience and apply them to personal, occupational, and social relationships.
This course satisfies the following Language Arts Department competencies:

- Demonstrate clear, constructive, critical thinking through writing and speaking.
- Define and develop a thesis statement in an expository essay, term paper, or speech demonstrating audience awareness and the ability to handle a variety of formal conventions, vary diction appropriately, and gather, select, and organize information.
- Identify, evaluate, and interpret thesis statements in various types of written and oral presentations.
- Identify value judgements, inferences, and factual statements in various types of written and spoken materials.
- Demonstrate a growing confidence in one’s own writing and speaking.
- Read and appropriate respond to a variety of college-level materials.

4. COURSE CONTENT:

Students will gather and shape information into essays, synthesizing information from one or more primary and/or secondary sources (observation and personal experience, interviews, printed materials from private collections, the Internet, the library, etc.). The kinds of writing assignments may include autobiography; biography/profile; historical or scientific writing; exposition on current issues; political opinion and argumentative writing; critiques and reviews. Students will read, analyze, and use as models writings by professional writers. The instructor will decide which kinds of fiction and non-fiction writing to cover during the semester, or the instructor may let students choose the kinds of writing they will study and practice.

Students will write from three to six essays or a total of about 25 pages for the semester. A longer essay may be an expanded version of one of the shorter essays. Students will be encouraged to consider their essays as professional writers would, with an eye on publication in particular magazines and journals. Formal writing assignments will account for about 80% of each student's grade for the course. Students will also be asked to do informal writing assignments. These assignments, along with participation in class activities, will account for approximately 20% of their grade.
5. POSSIBLE TEXTS:
Numerous textbooks and readers for Eng 100 are available.

6. REFERENCE MATERIALS:
Reference materials for this course can be found through the Kapi'olani CC library and computing center.

7. AUXILIARY MATERIALS AND CONTENT:
Auxiliary materials are readily available through the University of Hawai'i system libraries.

8. METHODS OF INSTRUCTION:
The course will be conducted primarily through class and small-group discussions of readings and student writing, along with individual conferences between students and the instructor. Online versions of the course are also offered.

9. METHOD OF EVALUATION:
Evaluation of student writing will be based on individual performance on at least four formal writing assignments, accounting for 80% of the student's grade, and on informal writing assignments and participation in class activities accounting for 20% of the student's grade.

10. JUSTIFICATION:
A. This course will function as an intermediate level course for students who want or need more practice in reading and writing.

B. This course, in the curriculum at the University of Hawai'i at Manoa, will give students additional practice in the kinds of writing they will do in upper division courses in their proposed majors.

C. This course will not impact the required number of credits needed for a degree.

11. RESOURCE REQUIREMENTS:
A. Source of funding -- The Language Arts Department will absorb the cost of this proposed change, for other courses have currently been eliminated or could be eliminated which do not articulate with the UH Manoa core curriculum such as English 214 and 215. Currently, the number of writing program courses has been reduced due to the deletion of the English 9V, 10V and 109 courses.
B. This course will not impact the areas of prerequisites, program support, or space requirements, office or classroom requirements. The sections offered will be taught in classrooms currently used to teach English 215.

C. Each section will enroll 20 students. Four sections of English 200 will be offered each semester. The sections will be designated Writing Intensive.

12. ARTICULATION:

A. This course will articulate with the English 200 course currently being taught at the University of Hawai‘i at Manoa.

B. This course is appropriate for articulation with UH Manoa, UH West O‘ahu, UH Hilo, and with other community colleges and four year colleges such as Hawai‘i Pacific University and Chaminade University.
Welcome to English 100

What does this course count for? This course will fulfill your written communication foundation and graduation requirement in the UH system. A similar course is required at most colleges and universities in America.

Who is your teacher? You are taking this writing course from someone who loves to write, who writes every day and who has published writing for over twenty years. (See curriculum vitae at the bottom of this syllabus.) During this semester, I'll be sharing with you some insights about how to write well for college.

What will you be doing in this course? To write well you need to have a center--a sense of who you are, where you come from, what you believe in and value. From this center you develop a voice and a point of view. Writing creatively means being able to express your thoughts in this unique voice, from this unique point of view.

So you'll begin the course trying to find this center, by writing about personal experiences--what is important or significant in your life so far. And we will return to personal narrative at the end of the semester, in a genre called creative non-fiction, to explore and develop this personal center further.

To write well, you also need to study what other's have written, both for content and as models of writing. So you'll read, discuss, and in some cases, write about essays, articles, and stories--to develop strategies and skills for effective college writing, reading, and critical thinking.

What is the key to doing well? Keep in mind is that writing well is difficult and time-consuming; every writer, professional and student, needs to find the time to work at and revise his or her writing in order to clarify, organize, and improve it. The more you work at this process, the better you become as a writer. (I've worked on essays for years, revising them dozens of times to get them to say what I want them to say; you won't have the luxury of that much time, but you will do more than one draft and revision of each essay you write for the class.)

Course Prerequisite: Qualifying COMPASS Placement Test Score; or C or better in Eng 22.

Course Objectives: Upon completion of Eng 100 with a grade of C or better, you should be able to do the following:

+ 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 narrative, analytical, and persuasive essays whose content, organization, diction, and style are appropriate to the writing situation (subject, purpose, and audience).
+ Analyze and evaluate the logic, evidence, and strategies of an argument.
+ Analyze and interpret a literary work.
+ Find and evaluate information from a library and from the Internet or other sources; synthesize and document relevant findings in one’s own writing, without plagiarizing.
+ Write a coherent in-class response to an assigned question or topic.

Texts and Materials

Handouts-Syllabus, Essays, Articles, Stories, Assignment Sheets.
Folder or Portfolio to Keep the Handouts Organized

Requirements

A minimum of 5,000 words of polished writing is required of all students taking Eng 100.

Writing Assignments 80% of final grade

- Expository Essay: Exploring Who You Are (750 words or longer)--15 %
- In-Class Essay-Analyzing an Argument (500 words or longer)--10 %
- Argument Analysis (750 words or longer)--15 %
- Fiction or a Interpreting Fiction (750 words or longer)--15 %
- In-Class Essay-Interpreting Fiction (500 words or longer)--10 %
- Creative Non-Fiction (750 words or longer)--15 %

Other Assignments--In Class work(20 %)

- Analysis Sheets--10 %
- Quizzes--10 %

Major assignments (Narrative, Argument, Sudden Fiction or a Response to Fiction, Creative Nonfiction, and Two In-Class Essays) must be completed for you to receive at least a C for the course.

At the end of the semester, you will turn in a portfolio with photocopies of your polished writings (over 5,000 words), along with required homework, in-class writing, and quizzes. Your table of contents will be a checklist of the required work.

Evaluation

Minimally, to receive credit, an essay should be

(1) appropriate to the assignment for this course; that is, it should respond to the topic and questions on the assignment sheet (no papers from other courses, please!)

(2) your own work (plagiarized papers will receive F’s.)

(3) of the required length; an essay that is shorter than the minimum will be returned to you for additional work.
I consider the following criteria when assigning grades to your papers:

Content: Does your piece of writing have a clear thesis or theme? Do you provide enough descriptive details, information, explanations, or evidence to illustrate and/or support your thesis or theme?

Form: Is your writing focused, unified, and coherent?

Diction: Are your word choices, literal and/or figurative, precise?

Grammar, Spelling and Mechanics: Are your sentences clear, concise, and consistent? Does your grammar, punctuation, and mechanics conform to the conventional rules for academic writing when these rule apply (i.e. for academic topics)?

A paper may be revised for up to one grade higher; however, making changes in a paper does not automatically result in a higher grade. Revisions must show substantial improvement in content or form to receive a higher grade and should not be limited to merely correcting grammatical errors that your instructor has marked; rather, it should reflect the application of the principles of good writing (insight, accuracy, coherence, clarity, complexity, etc.). (Note: your revision will not receive a lower grade.) When you turn in a revision, also turn in the original essay.

The following symbols, along with pluses and minuses, will be used to indicate your achievement on assignments:

- high-quality, excellent work done independently
- good work
- average work
- minimal work
- work not completed, plagiarized, or not acceptable
- revision needed
- Credit, but no grade. (For papers turned in after the deadline.)

The following symbols may appear on your in-class or informal writing:

+ = excellent (equivalent to an A grade)
+ = good
v = OK
- = needs more work
! = great idea, well-phrased
? = clarity needed; or check meaning of word(s)

Other grammatical editing marks are explained on the inside cover of your textbook.

On quizzes, I use numerical grades: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; below 60 = F. To calculate your quiz grade(s) add up the number correct and divide it by the total number of items.
Help on Papers

You may ask me to comment on a tentative thesis or outline for a paper; however, I won't read entire drafts or proofread for you. "A"-quality college work at the 100-level should be done independently by the student, without tutorial help.

Late Paper Policy

I'll deduct half-a-grade for each class session a paper is late (e.g., a paper that receives an A, but has been turned in two class sessions late, will become a B paper when I calculate your final grade at the end of the semester.) Papers turned in after one week has passed following the due date will be read but not graded. You may receive a CR (credit) for such papers if it meets the minimum standard for the assignment. Although the credit will not raise your final grade, it will prevent you from receiving a D or F.

One paper may be turned in up to a week late without penalty-mark this paper "Late Option." However, the late option cannot be taken on the last paper, as grades are due less than a week after the due date.

Format for Essays

1. Your essays should be word processed or typed, double-spaced, with one-inch margins. Use 12 point type, serif-fonts (no script fonts, please) if word processing. Computers for word processing are available at various sites on campus, including the Internet CafÈ and the Lama Library.

2. At the top left or right hand corner of the first page, include the following information: your name, the course and section number, my name, the date of completion, the assignment title, and the word count:

   [Your Name]
   Eng 100-31336 / Kawaharada
   September 12, 1999
   Assignment: Exploring Your Center
   Word Count: 885 words

3 Title your essay: a good title suggests something meaningful about what you write.

4 Staple papers at the top left hand corner; do not put your papers in plastic or cardboard covers.

About Your Instructor

Education

**University of Washington, Ph.D. in English, 1988
**University of Washington, M.A. in English, 1976
**University of Hawaii, B.A. in English, 1974
**Castle High School, 1969

Teaching Experience
**Kapiolani Community College, 1984-6, 1988-present**
**City College of San Francisco, 1987-88**
**University of California at Berkeley, 1986-88**
**University of Hawaii, 1979-1984**
**University of Washington, 1977-79**

Writing, Editing, & Publishing Experience

**Editor and Publisher, Kalamaku Press, 1989-present**
**Educational Coordinator and Website Editor, Polynesian Voyaging Society, 1993-2002**
**Managing Editor, Bamboo Ridge Press 1984-86**
English 100—Composition I
Syllabus

Kapi‘olani Community College
Spring Term 2003

Section 31642  4:45-6:00pm  TTh  Kalia 110

Instructor:  Mark Lawhorn  E-mail:  lawhorn@hawaii.edu

Office:  Kalia 213  Office hours:  T 12:30-1:30; 3:00-4:00 p.m.;
                    W 2:00-3:00 p.m.; Th 3:00-4:00 p.m.

Telephone:  734-9249

Diamond Journal (various issues). I will provide copies.

Recommended:  A standard handbook of English grammar and usage such as The Little, Brown Handbook and a good collegiate dictionary.

In addition to the text, you will need a 3-inch diskette (IBM) for use in the PC lab classroom. Please be sure to have an e-mail address.

Course Description:  Students will develop strategies and skills for effective college writing and critical reading and thinking. The course includes instruction in the composing process; practice in various kinds of writing, including analysis and interpretation; and research and writing from sources. Upon successful completion of English 100, the student should be able to do the following:

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

• Produce narrative, analytic, and persuasive essays whose content, organization, diction, and style are effectively adapted to the writing situation (subject, audience, and purpose).

• Analyze and evaluate the logic, evidence, and strategies of an argument.

• Analyze and interpret a literary work (non-fiction, fiction, poetry, or drama). [My classes often analyze cinematic works also.]

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

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

Collaborative work will enable students to share their writing and their thoughtful reactions to the work of others. During the course, students read essays by professionals and/or peers in order to develop their
awareness of quality and differences in expository writing. You will sometimes be able to use class time to respond in writing to particular questions or issues that we may raise in class.

**General Education Academic Skill Standards**

Of the six areas of standard academic skills that have been formally recognized as essential parts of the general education curriculum at KCC this course includes practice in the following five areas:

A.  Critical Thinking  
B.  Information Retrieval and Technology  
C.  Oral Communication  
D.  Written Communication  
E.  Understanding Self and Community

Relevant skill standard categories are listed in parentheses (A, B, C, D and/or E, for example) after assignments throughout this syllabus.

**Descriptions of Graded Written Assignments:**

1. **In-Class Reflections Journal** (up to 2 points each): Whenever you are given time in class to write thoughts or responses in this journal, do it. You may be asked to share your responses with the class. These writings are unscheduled and may pop up anytime during the semester. We will do at least five. **They may not be made up or turned in after class time.** (A, D, possibly C and E)

2. **Henry V Project** (10): After reading and discussing *Henry V*, you will compose a descriptive narrative that relates the events in a specific section of the play (A, B, C, D)

3. **Personal Narrative** (10): Write a story about a significant event in your life. Try to choose an event that shows your interaction with another family member or with a member of another community in which you have been a participant. Your ultimate goal for this assignment should be to produce a narrative suitable for submission to *Diamond Journal*, a collection of student narratives published twice a year at KCC. (A, D, E)

4. **Process Paper** (10): There are several options for this assignment, which is linked to a trip to Circuit Court to observe part of the legal process and community. Write a descriptive piece that reveals something significant about the slice of the legal process that you observed, OR write a creative narrative that captures what you imagine to have taken place during the commission of the alleged crime, OR write a thematic essay about part of the legal process based on a significant question or observation directly arising from your courtroom experience. (A, C, D, E)

5. **Literary Analysis** (10): Write a response to one of the poems distributed in class. (A, C, D, E)

6. **Reading Response Letters** (up to 2 points each; about 1 page each): Letters addressed to the class communicating your ideas about selected readings from *Current Issues & Enduring Questions, Diamond Journal, Henry V*, and other readings that I distribute. (A, D, E)

7. **Timed In-Class Essay** (10): Essay that deals with a topic to be announced. (A, D, E)

8. **Film Analysis** (10): Analyze an element that you find especially striking in the movie that we watch as a group. Your focus could be thematic (related to issues raised), cinematic (related to visual film techniques, editing, directorial choices of design, costume, sound, etc.), or your focus could combine several elements. Your goal is not to comment superficially on many disparate parts of the movie
but to use several examples from the film to support a particular statement you want to make about the film’s goals and effectiveness. **Analyzing one or two particular scenes in detail is usually a good way to narrow the focus of this assignment.** (A, D)

9. **Annotated Bibliography (10):** Bibliography in MLA style with short summaries accompanying each entry. **Eight entries required.** (A, B, D)

10. **Short Research Paper (10):** Choose a narrowly defined social issue that is currently being debated and in which you have a personal interest. The topic must be approved by me. Your paper (about 5 pages in length) will be based on library research and should include a works cited list of at least six very good sources. **Copies of the sources that you use must be submitted with the paper.** (A, B, D, possibly C and E)

Papers should be printed on laser or high quality ink jet printers. Use MLA style, which I will discuss in class. There are guidelines in your book.

**Revisions:** The class is designed so that each student has an opportunity to revise his or her work. Normally I ask to see drafts of work by a specific date. Your peers and/or I will read and comment on these early drafts. The course schedule will include a “final draft” due date for each assignment. I will grade “final drafts.” Remember that the most recent version should be stapled atop earlier versions.

**Grade Scale**

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
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<tr>
<td>89.9-80</td>
<td>B</td>
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<tr>
<td>79.9-70</td>
<td>C</td>
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<tr>
<td>69.9-60</td>
<td>D</td>
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<tr>
<td>59.9-0</td>
<td>F</td>
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**What Being a Student Means**

Do more than merely show up for class. Bring an alert, engaged mind and a positive attitude that includes respect for everyone else in the room. Merely signing up for a class has little to do with being a student. The word “student” comes from the Latin word *studium*, which can be translated as “zeal, eagerness, application, fondness, enthusiasm, striving.” Real students are welcome in my class.

**Student Conduct**

Activities that detract from the positive environment of the classroom are inappropriate. Should a student disrupt the desired learning atmosphere, he or she may be asked to leave the classroom. Incidents of disruptive, disrespectful, offensive, and/or threatening behavior will be reported to the Dean of Student Services and to the Chair of Language Arts. Familiarize yourself with the “Student Conduct Code” and “Disruptive Behavior Policy” of Kapi‘olani Community College. **Plagiarism=F.**

**How to Increase your Ability to Participate in Class**

- Be on time to class.
- Conduct yourself in a **professional** manner at all times.
- Read each assignment carefully and thoughtfully.
- Always have some questions on paper when you come to class, and ask them!
Recognize that the hypothetical nature of many writing assignments requires you to use your creativity and imagination.
• Be enthusiastic about the creative possibilities in each assignment.
• Strive to contribute to the positive atmosphere of the class.
• Respect everyone else in the room by being alert and thoughtful.
• Share your ideas.

Are There Rules to Follow in the PC Classroom?

Yes. Here they are.
• Turn off cell phones and pagers. If your pager or phone goes off during class, please turn it off and hand it to me to keep for you until the end of class.
• Computer monitors should remain darkened (i.e., off) during quizzes and review of chapter topics. If a student does not choose to abide by this procedure, he or she may be asked to leave the room and will not receive credit for attending class.
• The classroom is not the place to attend to personal business such as checking your e-mail, listening to music, or conducting other on-line business. The sites that you visit on-line in class should pertain to an immediate assignment.
• Do not load any programs onto the computers in our classroom.
• Do not put your favorite screen saver on the monitor.
• Treat the equipment with care. Turn off equipment in the prescribed manner.

Schedule (subject to change):

Week One
January 14 Course introduction; Read Henry V.
January 16 Henry V

Week Two
January 21 Henry V
January 23 Henry V. Reader Response Letter (#1) to Henry V

Week Three
January 28 Diamond Journal readings; Henry V; narrative techniques
January 30 Reader Response Letter (#2) to a story in Diamond Journal; narrative techniques

Week Four
February 4 Read Chapters 1 and 2 in Current Issues & Enduring Questions
Reader Response Letter (#3) to one of the articles in Chapters 1 or 2 of Current Issues & Enduring Questions; 

Henry V narrative due
Introduction to courts handouts.

February 6
Process paper samples and discussion; Personal narrative draft

Week Five

February 11
Circuit Court visits;
Read Chapter 3 of Current Issues & Enduring Questions

February 13
Circuit Court visits;
Reader Response Letter (#4) to one of the articles in Chapter 3 of Current Issues & Enduring Questions; Read Chapters 7 & 8 in Current Issues & Enduring Questions

Week Six

February 18
President’s Day Holiday

February 20
Personal narrative due: Read Chapter 6 in Current Issues; Library Skills; Annotated Bibliography Guidelines

Week Seven

February 25
Library Skills; Annotated Bibliography Guidelines

Topic proposal for research paper--counts as a Reader Response (#5)

Week Eight

February 27
In-Class Research; Read Chapter 4 in Current Issues

Process paper due

March 4
Discuss Chapter 18 in Current Issues;
Reader Response (#6) to Chapter 18

March 6
Read Chapter 5 in Current Issues; Work on Annotated Bibliography; In-class Research

Week Nine

March 11
Read Chapter 20 in Current Issues;
Reader Response Letter (#7) to Chapter 20;
Continue In-class Research and work on Annotated Bibliography

March 13
In-class work on research paper;
Annotated Bibliography due

Week Ten

March 18
Read Chapter 12 in Current Issues; Intro to Poetry Analysis
Draft of research paper due for peer review

March 20
Reader Response (#8) to “To His Coy Mistress”; Poetry Selection Handout; Poetry Analysis and Discussion
Week Eleven

March 24-28  Spring Recess

Week Twelve

April 1  Poetry Analysis and Discussion

April 3  Poetry Analysis and Discussion; Reader Response (#9) to a poem from Poetry Selection Handout

Week Thirteen

April 8  Analysis Paper on a poem from Poetry Selection Handout due; Read Chapter 23 in Current Issues for discussion and analysis

April 10  In-class, timed essay

Week Fourteen

April 15  Writing about Film handouts and discussion

April 17  Discussion of film analysis techniques

Week Fifteen

April 22  Film Screening; Research paper due

April 24  Film Screening;

Week Sixteen

April 29  Individual Student/Teacher Conferences

May 1  Final film analysis paper due; Course evaluations

Please be present for this class!

Week Seventeen

May 6  Film Papers returned; Final Class; Grade Check

Extra Credit Options

Extra credit (1 point for each activity) may be earned for the following activities:

• attending the Holomua Grammar Workshops
• submitting work to a student journal

Disability Access

Extended time in a distraction-free environment is an appropriate accommodation based on a student’s disability. If you do have a disability and have not disclosed the nature of your disability and the support you need, you are invited to contact the Special Student Services Office, 734-9552, ‘Ilima 105.

These and all other course materials are available in alternative formats.
Kapi‘olani Community College, spring 2003 (1/13-5/16)
English 100, Composition I (sections 32416-7)
Instructor: Francisco Acoba
Office: Kalia 227
Office hours: Mondays and Wednesdays, 9-10:45 a.m.; Fridays, 11:45 a.m. to 12:15 p.m.; and by appointment
Office phone: 734-9411
E-mail: facoba@hawaii.edu

Required text
Convergences by Robert Atwan (ISBN 0-312-25074-6)

Course description
Prerequisite: A grade of C or higher in English 22 or qualification for English 100 on the KCC placement test
Students will develop strategies and skills for effective college writing and critical reading and thinking. The course includes instruction in the composing process; practice in various kinds of writing, including analysis and interpretation; and research and writing from sources. Upon successful completion of English 100, the student should be able to:
- Employ a writing process that includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.
- Produce narrative, analytical, and persuasive essays whose content, organization, diction, and style are effectively adapted to the writing situation (subject, audience, and purpose).
- Analyze and evaluate the logic, evidence, and strategies of an argument.
- Analyze and interpret a literary work (non-fiction, fiction, poetry, or drama).
- Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in their own writing without plagiarizing.
- Write a coherent in-class response to an assigned question or topic.

To those ends, you, the student, will:
- Read many different texts in order to identify and critique the diverse strategies that their producers employed to communicate effectively
- Write many informal and a few formal pieces in order to practice and master different strategies of effective communication
- Share your writing with your peers so that you attend to your audience’s needs
- Respond to the writings of your peers so that you develop your critical eye
- Reflect on these experiences in order to identify your successful practices

The class is organized around three essays: narrative, persuasive and analysis. We will read and discuss a variety of texts in those fluid forms. Most of our discussion will take place in the class-site’s Discussions (asynchronous), three of them in the Chat rooms (synchronous). (If you are unable to participate in a chat, you can complete an alternate assignment.) In addition to the three essays that you will share, you will write responses to your peers’ essays, which will hopefully suggest revisions but nonetheless help develop your critical eye.
Furthermore, you will produce an essay that’s written in a limited amount of time (75 minutes) in order to practice writing under pressure. You will also participate in two grammar workshops, in which we will discuss issues that stem from your writing. Finally, you will keep a journal and write a letter that reflects on your work.

Assignments / grading (subject to change)
The grade scheme rewards both writing practice and quality. In order to earn a good grade, you must complete most of the assignments and produce at least one strong essay.
Your grade is based on the work point(s) of each assignment and the grade points of the three assignments that are designated "high stakes." Total points equal 25.
Each assignment is worth 1 or 2 work points. You earn the work point(s) for completing the assignment on time and according to the assignment’s guidelines. Unexcused late work will decrease the point by half a point per day. Unsatisfactory work may be returned to redo.

Three of the assignments are designated high stakes: narrative, persuasive and analysis essays. (All high-stakes assignments must be completed to receive a passing grade for this course. The grade points for a missing high-stakes assignment will be deducted from your overall point total at the end of the semester.) These high-stakes assignments are graded on a three-level scale: needs work, satisfactory, and strong. These three levels correspond to the grade points a high-stakes assignment earns in addition to its work point. For example, a satisfactory narrative essay submitted on time will receive: 1 work points plus 2 grade points for 3 total points. If you are dissatisfied with the grade for your narrative or persuasive essay, you can revise again for a possible higher grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Work point(s)</th>
<th>Grade points</th>
<th>Minimum word count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collage / responses</td>
<td>1</td>
<td>--</td>
<td>500</td>
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<tr>
<td>Narrative discussion</td>
<td>2</td>
<td>--</td>
<td>750</td>
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<tr>
<td>Narrative essay</td>
<td>1</td>
<td>3</td>
<td>1000</td>
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<tr>
<td>Narrative responses</td>
<td>1</td>
<td>--</td>
<td>500</td>
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<tr>
<td>Persuasive discussion</td>
<td>2</td>
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<td>750</td>
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<tr>
<td>Persuasive essay</td>
<td>1</td>
<td>3</td>
<td>1000</td>
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<tr>
<td>Persuasive responses</td>
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<td>--</td>
<td>500</td>
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<tr>
<td>Timed essay</td>
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<td>--</td>
<td>500</td>
</tr>
<tr>
<td>Analysis discussion</td>
<td>2</td>
<td>--</td>
<td>750</td>
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<tr>
<td>Analysis essay</td>
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<td>3</td>
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<tr>
<td>Analysis responses</td>
<td>1</td>
<td>--</td>
<td>500</td>
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<tr>
<td>Grammar workshops (2)</td>
<td>1</td>
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<td>--</td>
</tr>
<tr>
<td>Reflective letter / journal</td>
<td>1</td>
<td>--</td>
<td>500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>9</strong></td>
<td><strong>8500</strong></td>
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<table>
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<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>25-22.5</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>Fewer than 22.5 to 20</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>Fewer than 20 to 17.5</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>Fewer than 17.5 to 15</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>Fewer than 15</td>
<td>Under 60</td>
</tr>
</tbody>
</table>

**My Grades**

Your assignment and overall grades are displayed in the class-site's My Grades. Assignment grades are updated up to a week or more after an assignment is submitted. You are solely responsible for ensuring that you are properly credited for assignments that you submitted. Please contact me to resolve any discrepancies.

**Written responses**

In addition to a numerical grade, I will have written responses to your narrative, persuasive and analysis essays. Once your numerical grade is posted in My Grades, you can e-mail me to receive my written response. If you want to discuss your essay further, please let me know.

**Attendance**

Please contact me if circumstances arise that make it difficult for you to continue with class or to complete assignments on time. It is often possible to work out solutions to such problems, but you are responsible for informing me of your situation.

Here is KCC’s Attendance Policy from the General Catalog: Students with valid reasons for temporarily not attending a class should inform the instructor or department chair. Students will receive a grade of "F" if they do not officially withdraw from a class that they have stopped attending.

A course Incomplete grade is given only in rare instances when a student is not able to complete the coursework by then end of the semester due to such events as a lengthy illness, a sudden emergency, etc. You may be asked to provide verification documentation.

**Student conduct**

Appropriate student conduct as defined by the Student Regulations section of the General Catalog is
expected of students at all times. Please familiarize yourself with the Student Regulations, especially the
Student Conduct Code and the Disruptive Behavior policy.
The college does not condone plagiarism, which means passing off someone else’s work as your own
(please see the General Catalog for a more specific definition). Documentation mistakes in a paper can be
corrected, but passing off as your own a whole essay or substantial sections of an essay from the Internet
or other third party will result in failure of the course.

Special student services
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 you need, you are invited to contact the Special Student Services Office, 734-9552 (V/TTY),
'Ilima 105, for assistance.

Notes on essays
• You may ask me to comment on a tentative thesis, plan, outline or idea for an essay. However, I
  will not read material before your first draft or proofread drafts. Quality college work should be
done independently by the student, without extensive tutorial assistance.
• At the top left-hand corner of the first page, include the following information: your name; the
course and section number with my last name; the assignment title; and the date of completion. If
you submit your paper late, please indicate it after the date. Example:
  Luis Figo
  Eng 100-9999 Acoba
  Narrative essay draft
  02/02/02 late
• Post essays to the class-site’s Discussion boards as text and not as an attachment. Any work posted
  as an attachment will not be read.
• Do not double space essays posted to the class-site’s Discussion boards. Just skip a line between
  paragraphs. Try to practice posting messages in a readable format on the Discussion boards.
• Any work e-mailed to the instructor should be sent as text and not as an attachment.
• For your protection, keep (electronic or hard) copies of all of your work.

Questions, comments or concerns
If you have any questions, comments or concerns, please let me know. You can visit me during my office
hours. You can call me at my office. We can chat in the class-site's Chat rooms at an agreed upon time. Or
you can e-mail me. I will usually respond to your e-mails within 24 hours. However, if I do not respond
within 48 hours, please e-mail me again.