



ENG 100 Composition I
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Kapi'olani Community College

SPRING 2020 SCHEDULE

CRN	TITLE	DAY	TIME	LOCATION
33613	ENG 100	MW	10:45-12:00	Kalia 109
33614	ENG 100	TR	12:15-1:30	Kalia 110
33523	ENG 273N	TR	1:45 - 3:00	Kalia 109

OFFICE HOURS

MONDAY: 12:00 - 1:30
WEDNESDAY: 12:00 - 1:30
or by appointment

NOTE: NEVER hesitate to contact me if you need help outside of these hours. I will do my best to accommodate you.

Required Texts and Supplies

- A folder or somewhere to store graded material returned to you
- A journal that you'll use only for this class
- Various essays (in PDF format) will be uploaded to our course website and/or sent to you via email. These readings include but are not limited to the following:

- "The Dell Theory of Conflict Prevention," by Thomas Friedman
- "Attention Deficit Disorder: The Brain Syndrome of Our Era" by Richard Restak
- "AIDS INC" by Helen Epstein
- "You Gotta Have Friends" by Bill Bryson

Additionally, in order to be successful in this course, students must:

- 1) Have full regular access to a computer and to the Internet
- 2) Have basic computer skills,
- 3) Be familiar with a standard word processor (MS Word),
- 4) Be proficient in navigating the WWW and downloading files,
- 5) Have a UH email address and know how to attach files to an email message,
- 6) Be familiar with navigating LauLima

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.

Course Description

(From the KCC Catalog) ENG 100.

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

(From your instructor)

The purpose of this course is to challenge and sharpen your analytical, creative, and communication skills through literary interpretation, critical thinking, group work, and various modes of writing. My ultimate goal as your instructor is to help you begin your journey through college and beyond by focusing on assignments that challenge you to explore your heritage, interests, community, and personal and academic goals through various writings and activities. This course will not only teach you to read and write incredibly well, but will also expand your worldview and sense of self while increasing your academic abilities. My hope is that this class will offer foundational skills that you can use for the rest of your education and beyond.

Course Objectives/Student Learning Outcomes

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

- Use a writing process (planning, drafting, revising, editing) and apply feedback (instructor, peer, tutor, mentor) to produce college-level writing.
- Produce different forms of college-level writing for various writing situations, purposes, and audiences.
- 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 finds in his/her own writing without plagiarizing.

Course Requirements

CATEGORY	PERCENTAGE
Major Essays Digital Technology 15% Globalization (with annotated bibliography) 15% Āina- Based Paper: 15%	45%
Minor Assignments Argument Analysis Literary Analysis	10%
Quizzes (<i>includes current events assignment</i>)	15%
Place-Based Project	10%
Final Portfolio	10%
Participation (<i>daily writing reflections, in class discussions, in class group activities, attitude, and attendance</i>)	10%

Grading

Grades Will Be Based on the Following Percentages:

90-100% - A 80-89% - B 70-79% - C 60-69% - D 50% - lower – F

Papers

You will write a minimum of three major papers for this course and three minor ones. Each of the major paper assignments will require you to submit drafts of your papers and make substantial changes (revisions) before submitting them for a grade. This protocol emphasizes the writing process—finding a topic, drafting, revising, editing, proofreading, and publishing (in this case, turning in for a grade). The idea is for you to learn and demonstrate mastery of how writers work. A good deal of your grade will be based on how well you respond in your revisions to your

instructor's AND your peers' suggestions throughout the semester. A successful revision process will show:

- (1) That you can rearrange major components of your paper in order to elaborate upon the thesis and to increase the coherence between the sentences and paragraphs,
- (2) That you can add details to make your writing vivid and lively,
- (3) That you can revise sentences in order to enhance the style, tone, and voice of your text,
- (4) That you can edit and proofread so that your text follows the accepted conventions of American English in spelling, punctuation, and usage.

Every paper must meet the specified word count for that particular assignment. There are ABSOLUTELY NOT EXCEPTIONS TO THIS.

Participation

If you have not done the reading or writing assignment for class, then it will be difficult for you to contribute to class in a meaningful way. If you are called on and clearly have not read the assignment, or you have not completed a writing assignment—a rough draft, discussion board post, or a daily writing reflection—you will lose classroom participation credit for that day. If you have any questions about how your participation will be graded, please see the participation rubric.

Exercises and Quizzes

These assignments will typically be completed in-class (and cannot be made up if missed with an unexcused absence). They are used to reinforce problem areas as observed in your writing. You will also be periodically quizzed on your ability to comprehend the reading and course material.

Current Events Assignment(s)

At least once during the semester, you will be responsible for researching a current event and presenting it to the class. You will be responsible for summarizing the current event, explaining its importance to our society, and then posing meaningful discussion questions for the class. The current event must cover domestic or foreign affairs (not sports or entertainment). The current events assignment is an integral part of your class participation grade.

Group Work/Presentations

NOTE: I am a BIG proponent of TEAMWORK! Therefore, you will regularly be working in groups with one another. You will have a minimum of two major group presentations that will call upon you to work collaboratively in a team environment to utilize and display the writing and critical thinking skills you have acquired throughout the semester. While class time will be allotted to working on these assignments, should you not take advantage of that time, you may have to meet with one another outside of class. Detailed directions and grading rubrics for these assignments will be available to you.

Place-Based Project

For this project you will be called upon to put the critical thinking, research, and writing skills you have learned in this class to a good cause. First, you will research a major NGO in the form of a research paper. Then, with group members who share your own advocacy interests, you will work together to create a hypothetical NGO aimed at improving some aspect of life on Oahu (social, economical, environmental, cultural, etc). The major components of your NGO will then be displayed in the form of a website that you will build through a collaborative research and design process.

Final Portfolio

At the end of the semester, you will submit a final portfolio that showcase that you've completed all of the Student Learning Outcomes. Towards the end of the semester, you will be given a detailed grading rubric and set of instructions informing you how to set-up your final portfolio. Until then, you will want to be sure to keep all of the grade writing material that I hand back to you.

Course Policies

ADD/DROP

Friday, March 27th is the last day to withdraw online with a "W" grade from full-semester classes, to change to credit/no credit grade option, and to request audit grade option.

Email

Communication is one of the most important skills in both academia and within your future professions. Therefore, you need to learn how to master all forms of communication, including your email. You should be checking your student email account at least twice a day and using it to communicate with me, your fellow classmates, and other professors. I always try to answer emails as quickly as possible. That being said, any emails I receive after 7:00pm will typically be answered by noon the following day (with the exceptions of weekends, which will be answered by noon on Monday morning).

Attendance Policy

Our collective experience as teachers of writing suggests that students who miss more than two weeks' worth of class are unable to produce passing work and ultimately fail the class. That fact reflects both the rigorous pace of this course and the fact that what students learn in this class they learn in the classroom through group work, discussion, and writing activities (work that cannot be made up). More than two week's worth of absences, excused or unexcused, will likely have a negative impact on your grade. It is your responsibility to find out from your classmates, what you missed if you were not in class. "Work" and "no parking" are not valid excuses for being absent or late. I try my best to arrive to class on time. With that said, if I am 15 minutes late for class, you may leave.

- **3 lates = 1 absence**
- **5 absences = failing participation grade (59%)**
- **6 absences = total loss of participation grade (0%)**

Student Conferences

Before the add/drop date (3/27), you will be required to meet with me individually for a 10-15 minute conference. This will be an opportunity for you to receive individualized verbal feedback on your writing, and to receive an assessment of where you stand in the class. That being said, my office is always open to you and I encourage you to take full advantage of my office hours if you find that you're struggling in the class. We will sometimes meet one-on-one in class to discuss your papers. During these in class mini-conferences, it is imperative that you have completed the required work. Not being prepared for your one-on-one paper consultations may result in a grade penalty for your final paper or deductions in your participation grade.

Assignment Policy

-All papers must be **submitted both in paper and electronically. I WILL NOT GRADE YOUR PAPER UNLESS I RECEIVE BOTH COPIES!**

-All electronic copies of your papers must be in Microsoft Word format or sent in the form of a Google Doc.

-You cannot replace presentations with "make-up" work.

-You cannot replace in-class writing assignments, workshop attendance and incomplete essays with "make-up" work.

-Exercises that are handwritten must be legible. If I cannot read it, I will not grade it.

Late Papers

This is a FIRM policy: I do not accept late papers. However, I do grant one (and only one) paper extension, which you may use on only one of your major or minor papers. Should you choose to use your extension, you will have 72 hours from the time it is due to submit the paper to me via email. Keep in mind that when using your 72 hour extension, if the paper is late beyond the 72 hours, you will receive an automatic failing grade. Use your extension wisely!

Academic Integrity

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 (or other work) from the Internet or other third party will result in failure of the course. If I find clear evidence of academic dishonesty for ANY assignment, I will record a 0 for the assignment and you may face the possibility of expulsion from the course.

Campus Policies

Disability Support Services

If you are a student with a documented disability and have not voluntarily disclosed the nature of your disability to Kapi'olani Community College (CC) so that we may coordinate the accommodations you need, you are invited to contact the Disability Support Services Office (DSSO) in 'Ilima 107, at (808) 734-9552, or email kapdss@hawaii.edu for assistance.

For students whose primary disability is Deaf or hard of hearing, contact the Deaf Center at (808) 734-9210 (V) or (808) 447-3145 / (808) 447-3141 (videophone), or email kapdeaf1@hawaii.edu.

Student Conduct

The Office of the Vice Chancellor for Student Affairs assists students, faculty and staff with the conduct code and policy enforcement at Kapi'olani CC and its sponsored activities. Our goal is to foster a supportive environment where you are accountable for your behavior and its impact on your educational community. The Student Conduct Code outlines behavior that conflicts with our community standards and can be found at: www.kapiolani.hawaii.edu/regulations-policies-and-data/student-conduct-code/

My expectation is that you understand and abide by these agreements as a student in this course, including refraining from: cheating, plagiarism, forgery of documents, providing false information, and other acts of dishonesty. Both in person and online behavior that threatens or endangers the health or safety of any person, or disrupts teaching and learning, may result in a disciplinary process and sanctions. As a reminder, smoking of any kind, including electronic smoking and vaping devices, is prohibited on campus property.

In general, please adhere to the Student Conduct Code on classroom behavior and please turn off cell phones, pagers, beepers, iPod's, PSP's, GBA's, and other devices as they constitute distractions. If you must have your cell phone on for specified medical reasons, please let me know beforehand. If you are in a lab environment, checking Facebook, using AIM, YahooChat, etc. does not constitute a legitimate use of the computer unless it is class-related. **Using your cell phone during class, including texting, will negatively impact your participation grade**

Students that have a concern about violations of the Student Conduct Code may contact the Office of the Vice Chancellor for Student Affairs at (808) 734-9522 or email kapvcsa@hawaii.edu. You may also report an incident at http://bit.ly/kapcc_reporting. Although your contact information is requested, you may select to remain anonymous.

Title IX

Kapi'olani Community College is committed to providing a learning and working environment that promotes personal integrity, civility and mutual respect, and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-

based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, Kapi'olani CC has staff and resources on campus to support and assist you.

As a member of Kapi'olani CC faculty, I am expected to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence and the University's Title IX resources and the University's Policy, Interim EP 1.204, visit: <http://www.hawaii.edu/titleix>.

Student Well-Being

If you find yourself struggling with your mental, emotional or physical health this semester, please feel free to approach me. My goal as your instructor is for you to be successful in this class and at Kapi'olani Community College.

Kapi'olani CC provides a number of free resources to all enrolled students, including The Ka'au Program. For confidential counseling, linkage and referral to appropriate services, email kapmhw@hawaii.edu or call (808)734-9585.

You may also find the Crisis Text Line to be helpful. At any hour of the day, text the word "Aloha" to 741741. You will receive a reply within 60 seconds.

If you feel unsafe on campus, call our 24-hour security at (808)734-9900. If it's an emergency - Call 911.

