Honolulu Community College  
University of Hawai‘i  
General Education  
Foundations Course Designation Proposal Form  
For Fall 2009 – Summer 2014

Global & Multicultural Perspectives  
Symbolic Reasoning  
Written Communication

The Honolulu Community College Foundations Board will review all proposals to ensure that approved courses meet Foundations Hallmarks. If clarification is needed, a Board member will contact you. If the Foundations Board and the General Education Committee approve the proposal, all sections of the course will be designated as satisfying the requirement. The course will be reviewed every five years.

1. **Course information.**  
   
   Course Alpha  
   ENG  
   Course Number  
   100

If the course is cross listed, please provide the cross-listing:  
Alpha  
Number

Course Title: Composition I

2. **Foundations area requested.** Check one.  
   
   Global & Multicultural Perspectives  
   Symbolic Reasoning  
   Written Communication

3. **How many instructors currently teach this course?** It makes a difference if there are only one or two instructors teaching this course versus ten instructors teaching this course. This question is asked to get an idea of how many instructors the department needs to communicate with to discuss this foundation course.

4. **Syllabus.** Submit a master syllabus. If multiple instructors teach the course and use varying texts and/or assignments, please include multiple representative syllabi for comparison. (Three is recommended.)

5. **Hallmark Requirements.** Provide an explanation of how each of the hallmarks for this proposed Foundation course will be satisfied. Try to completely answer how the course intends to meet each particular hallmark. Referencing assignments, tasks, and evaluations used in the course (as stated on the syllabus/syllabi being submitted) as supporting evidence would be very helpful. See the previously submitted Religion 150 application for examples located at http://honolulu.hawaii.edu/intranet/articulation/foundations/REL150.pdf

6. **Assessment.** Provide a brief explanation of how the department will periodically review that this course has been meeting the Foundations Hallmarks including a description of what kinds of evidence will be collected to demonstrate this (Knowledge Survey results, sample of exam responses, writing samples, etc.). Also include a detailed description of how the department plans to have all instructors of this course share information with each other regarding how the hallmarks have been met. Please include a brief explanation of the assessment tools you will use to make this determination (such as Knowledge Surveys, Exams, Projects, Portfolios, etc.) and how you will use the results to make course improvements.

7. **Signatures.** The signatures of the initiator and the initiator’s Division Chair are required. The completed proposal must be routed to the Chair of the CPC before being delivered to the chair of the Foundations Board. No action on the part of the CPC is required unless the proposal also includes a new course Curriculum Action or a course modification Curriculum Action. The “routing” is a courtesy to the CPC. Signatures indicate approval/acceptance.

Initiated by:  
Charlene Gima  
Initiator’s signature  
Charlene Gima  
Initiator’s printed name  
9/24/2009  
Date

Approved by:  
Dolores Donovan  
Division Chair’s signature  
Dolores Donovan  
Division Chair’s printed name  
9/24/2009  
Date

Routed via:  
CPC Chair’s signature  
Marcia Roberts-Deutsch  
CPC Chair’s name  
10/2/09  
Date

Accepted by:  
Foundation Board Chair’s signature  
Jerry Saviano  
Foundation Board Chair’s printed name  
9/24/2009  
Date
Application Questions for Foundation Hallmarks (Hallmarks in bold)
Explanatory Notes for each hallmark are at http://honolulu.hawaii.edu/intranet/articulation/foundations/hallmarks.html

**WRITTEN COMMUNICATION (FW):** To satisfy the FW requirement, a course will

1. introduce students to different forms of college-level writing, including, but not limited to, academic discourse, and guide them in writing for different purposes and audiences. What forms of writing are taught in the course? What purposes and what audiences will students address? How will you assess this and provide evidence that students are meeting this hallmark?

See attached explanation.

2. provide students with guided practice of writing processes—planning, drafting, critiquing, revising, and editing—making effective use of written and oral feedback from the faculty instructor and from peers. How will the instructors guide students and help them make effective use of instructor and peer feedback? How will you assess this and provide evidence that students are meeting this hallmark?

See attached explanation.

3. require at least 5000 words of finished prose—equivalent to approximately 20 typewritten/printed pages. How many pages of finished prose will each student complete? How will you assess this and provide evidence that students are meeting this hallmark?

See attached explanation.

4. help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences; teach appropriate ways to incorporate such information, acknowledge sources and provide citations. How will instructors help students develop information literacy? How will students learn to incorporate and acknowledge sources appropriately? How will you assess this and provide evidence that students are meeting this hallmark?

See attached explanation.

5. 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? How will you assess this and provide evidence that students are meeting this hallmark?

See attached explanation.
Request for Renewal of English 100 as an FG course

Honolulu Community College, Fall 2009

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1. Course information (from Course Catalog 2009)

Course Alpha: ENG Number: 100

Course Title: Composition I

Description:
Introduction to the rhetorical, conceptual, and stylistic demands of writing at the college level.
Instruction in the composing process, search strategies, and writing from sources. (3 hrs. lect. per week)

3. Number of instructors currently teaching this course:
In the Fall 2009 semester, there are twelve instructors teaching ENG 100.

4. Syllabus
The Student Learning Outcomes are required in each syllabi. They are the following:

- Think clearly, logically and inventively (Hallmark 5)
- Engage in discussions and critically assess ideas (Hallmark 2 and 5)
- Summarize, analyze and evaluate written works (Hallmarks 4 and 5)
- Gather and evaluate information purposefully from electronic and print sources (Hallmark 5)
- Use writing to discover, develop and support ideas (Hallmarks 1, 2, and 3)
- Produce writing whose form, organization, syntax, diction, style and tone are appropriate for college writing (Hallmarks 1, 2, 3, and 5)
- Write a research paper that supports a thesis, integrates expert opinions from various sources and documents sources appropriately (Hallmarks 1, 2, 3, 4, and 5)
- Revise, edit, and proofread for correctness, clarity and effectiveness (Hallmarks 2 and 3)
- Use consistency in tone and point of view (Hallmarks 1, 3, and 5)

Please see attached syllabi (pages 14-35).
5. Hallmark requirements:

Hallmark 1: To satisfy the FW 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.

Students are introduced to different forms of college-level writing, including, but not limited to, such rhetorical modes as the narrative, persuasive, descriptive, illustrative, and analytical essays. In addition, the research essay is required in all sections of ENG 100. Students are taught effective use of tone and language to meet different rhetorical purposes and audiences. For example, in course syllabi:

Additional SLO: Students should be able to produce narrative, example, comparison/contrast, and argumentative essays appropriate for each writing assignment. (See page 15)

In this class you will practice and refine your skills in writing various types of essays, including narration, illustration, research, and literary analysis. (See page 31)

In assignments:

Argumentative Research Essay: 4-6 pages (including Works Cited page) For this essay, you will meet two objectives:

1) write a clear, grammatically correct essay using the argumentative format (see worksheet).
2) support your argument with outside research from magazines, newspapers, or books.

For your topic, you may choose any issue that is debatable or controversial and that is likely to be discussed adequately in outside sources. Please avoid choosing abortion, gun control, or capital punishment. Put careful forethought into your subject, as you may not change topics once your articles and worksheet are due.

Definition Essay: This assignment asks you to provide your own definition of an abstract term or concept. You may use the dictionary to help begin your exploration, but your essay should be built solidly on your ideas. You will need two things in your essay to get a C or better:

--a thoughtful thesis that analyzes (among other aspects) the history, effects, uses, and misuses of your term/concept;
--a thorough and coherent exploration of the meanings and aspects of your term/concept, using narration, description, contrast, cause and effect, and other methods of writing.

Class activities:

Definition essay preparation: Students read two short essays, “I Think, Therefore I M” by Jennifer Lee, and “Mother Tongue” by Amy Tan, and then meet in small groups to discuss how the essays define language, its users, and the social, personal, and cultural identities that language contributes to. Students are then asked to write part of a journal entry discussing what their own mother tongues are and how language contributes to their
own sense of self.

 Literary analysis preparation: Students choose from a selection of short stories and poems, read their chosen text, and then meet in small groups to discuss the questions provided on their assignment sheets. Students will then develop their own thesis statement, or use one of the suggested thesis statements.

 Assessment:
The Research Paper assignment in English 100 is a culmination of many skills that the student learns throughout the semester, including but not limited to, different forms of college-level writing, information literacy (searching for and critically evaluating information), all phases of the writing process (outlining ideas, draft writing, editing, proofreading, etc.), using sources to support the expression of their own ideas, proper citation, and ethical issues (not to plagiarize, how to paraphrase, ethical use of citations, etc.). The student SHOULD be utilizing the various types of writing learned throughout the semester in their research paper which could be the use of narrative, comparison/contrast, or even cause and effect to name a few types.

 Since this is a mandatory assignment that all English 100 instructors must incorporate into their curriculum here at Honolulu Community College, one way that we will demonstrate how this hallmark is being met is through the use of a self-reflection paper that asks the student to describe the style of writing used in their research paper and to explain why the student chose that style of writing. The purpose of the self-reflection paper is to see if the student can accurately identify the type of writing he/she used as well as to see what their insights were for using that particular type(s). This would demonstrate that the students are PURPOSEFULLY using various types of writing and are conscious in their decisions for WHY they write in a particular style.

 In addition to this a rubric will be developed to evaluate the research papers on three areas: overall cohesiveness (Did the research paper make its point?), citations and the use of sources as support, and finally, how accurately did the student identify the type of writing used in their research paper (by using their reflection papers). We will gather a total of 30 random samples of the research essay from across the English 100 instructors. (HCC’s Assessment Specialist will assist in this process. The random samples will have the student’s name and instructor removed from each paper but the Assessment Specialist will code each paper with a unique number so that it can be traced back during the results discussion meeting with the English department.)

 A panel of around 5-10 members NOT from the English department will use the rubric to evaluate the research papers and self-reflections. Members of the English department will also participate in the same process. Not all panel members will read all papers. For example, if there are 10 panel members, then each member will read three papers. The rationale for why the two panels is to see if the rubric assessments done by participants who aren’t English instructors came to the same (if not similar) conclusions as the English faculty. The results of the entire process will be shared with the campus via our website. To complete the process, the English department will meet to discuss the results and make improvements where needed. Since this is a very involved process, this assessment endeavor will happen once every five years, usually during the 3rd of 4th year. The fall semester will be used to plan and gather the research paper samples and the actual assessment and results discussion will take place in the spring semester.
Hallmark 2: To satisfy the FW requirement, a course will 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.

The course incorporates explanation and practice of the writing process, using oral and written feedback from both the instructor and peers. Samples from course materials addressing this practice are given below:

Course syllabi:

Additional SLO: Students should be able to use a writing process that includes prewriting, formulating a main idea, developing and supporting a thesis, organizing, revising, editing, and proofreading. (See page 14)

Throughout the term, there will be many opportunities to practice and sharpen writing skills, and you will be expected to produce writing that is increasingly effective as the course progresses. Grading criteria for assignments are discussed in class when assignments are made. (See page 22)

Class activities:

Response letter: Students exchange and read each other’s drafts. Following a sample letter template, each student writes a reader’s response to the writer that covers specific questions and important requirements for the essay. See response letter (page 32)

Assignment:

Argument Research Essay: Step Five: MEET WITH ME FOR YOUR INDIVIDUAL CONFERENCE APPOINTMENT
You will bring your completed, typed worksheet and hard copies of the articles you have chosen for your essay. I will look over these to see that your outline and research are going in the right direction. You may not make up your appointments for credit, so please do not miss your assigned time.

Guided revision:

Revision guidelines are listed and discussed when graded essays are returned to students. After students receive graded essays with written comments by instructor, they have the option to revise their essay for a better grade (provided the essay was not late). Students are asked to follow the following guidelines:

1. Read comments carefully. Ask questions if anything is unclear.
2. Tell instructor what you plan to do to revise your essay.
3. Get additional feedback: show your revision draft to a tutor or the instructor.
4. Make substantial changes to the essay that demonstrate thoughtful revision.
5. Correct as many grammatical and typographical errors as possible.
6. Turn in revision with original graded essay by deadline.

Assessment:
The ENG 100 Knowledge Survey includes focused questions specifically on the writing process, which is also addressed in the Student Learning Outcomes. Instructors meet to review the Knowledge Survey results and discuss how effectively instructors implement teaching the writing process in the classroom.
Hallmark 3: To satisfy a FW requirement, a course will require at least 5000 words of finished prose—equivalent to approximately 20 typewritten/printed pages.

Students are required to write at least 5,000 words of finished prose, as addressed in course syllabi and assignments. Samples may include:

- Narrative essay, 4-6 pages (1,000-1,500 words)
- Summary-response essay, 4-6 pages (1,000-1,500 words)
- Comparison-Contrast essay, 4-6 pages (1,000-1,500 words)
- Research essay, 4-6 pages, (1,000-1,500 words)
- Literary analysis essay, 4-6 pages (1,000-1,500 words)
(See course sample course syllabi, pages 15, 19, 21, and 32)

Syllabi also include a statement of the requirement of 5,000 words (see pages 15, 19, 20, and 32).

Assignments:

Reactions to Articles: For most of the readings, you will write an entry that will be handed in. Each reaction paper must be at least 15 lines of typed text (double-spaced, size 12 font, normal margins), or 250 words.

Students will complete three journal entries periodically throughout the semester. Each journal entry will be a combination of an assigned topic from our readings and your choice of topics. Journal entries will be three pages, typed and double-spaced in 12-point font. You may write about anything going on in your life (with the exception of sex). The journals will not be graded on grammar or quantity, but rather on how well you demonstrate your thoughtful reflection on paper.

Assessment:
At the ENG 100 instructors meeting, instructors discuss the word count/page requirements for class assignments. In addition, the ENG 100 course syllabi and writing requirements are reviewed by the ENG 100 coordinator.
Hallmark 4: To satisfy the FW requirement, a course will 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.

In order to develop students’ information literacy skills and to teach critical evaluation of information and sources, various methods are used, including library research instruction, guided assignments, and class activities. Students are required to use a variety of sources for their research essays. Students are also taught how to incorporate information into their writing, how to acknowledge sources, and how to provide in-text citations of different kinds.

Course syllabus:

This course will help students develop information literacy by introducing search strategies, critical evaluation of information from sources, and effective selection of information for specific purposes and audiences. This course also teaches appropriate ways to incorporate such information, acknowledge sources and provide citations, and help students read texts and make use of many sources to express their own ideas, perspectives, and opinions in writing. (See page 20)

Assignment:

Argument Research Essay: Step One: LIBRARY RESEARCH SESSION
This class is mandatory and will orient you with research skills and the library databases to be used for this assignment. On 4/2/09, we will meet in the lobby of the HCC library for orientation and research time. Attendance for this class is 15 points, and you must not be tardy. On 4/7 during class time, there will be an optional supervised research period in the library.

Step Two: FIND YOUR ARTICLES
You must find 2-4 articles that equally discuss both “pro” and “con” or opposing positions. Please do not use WEBSITES. Always keep in mind who’s writing the article and for whom the article is written. You will show hard copies of these articles to me during your individual conferences. Choose articles that contain enough information for you to use in your essays.

Step Three: REREAD AND SYNTHESIZE INFORMATION IN ARTICLES
Before you can make your position/claim/assertion, you must thoroughly understand the issue presented. Don't make up your mind before you get all the information available.
- Carefully reread your research.
- Take notes/highlight important information using a different color for each position. Some of this info will be used for your support.

Step Four: MAKE YOUR POSITION/CLAIM/ASSERTION AND COMPLETE YOUR WORKSHEET
You must understand the components of the argumentative essay in order to do this step. Organize the information you highlighted/take notes on into groups that will “plug into” the research worksheet provided. I will conference with you individually so that we can make sure that you are on track and making progress on your essay.
The Summary-Response essay: Students are asked to summarize an article and to formulate a thoughtful response, using appropriate citation methods. Source information (title, author, carrier name, date, and page) is required in the first half, as is an accurate summary of the main points of the article. In the second half, the response, students are encouraged to develop their own ideas, opinions, and thoughts about issues discussed in the article they have just summarized, demonstrating their understanding and critical evaluation of the information provided.

Class activity:

In-text citation exercise: Students are provided with an original version of a text from bell hooks' *Teaching Community* and are asked to write the correct citation method for a direct quote, a paraphrase, an integrated quote, using an ellipsis, using square brackets, and using an indented long quote.

Works Cited scavenger hunt: Students form small groups that compete with each other to write a correctly formatted and accurate Works Cited list, using the materials provided by the instructor. Among the materials that may be documented are books, Internet sites, musical performance CDs, DVDs of movies, photographs in a journal, articles in a popular magazine, and essays from a scholarly journal/online database.

Evaluating Websites: Students form small groups that are given printed copies of websites and are asked to discuss and evaluate the perceived reliability of each website on a simple scale of 1 (most reliable) to 5 (least reliable). Sample websites include “Northwest Tree Octopus,” “The Online Pregnancy Test,” and “Dihydromonoxide threat.” After listing the scores for each website, students are asked to explain why they think each site is reliable or not, discussing factors that influence the perception of reliability, such as tone and language choice, graphic design, presence/absence of scientific studies or evidence, and links to other websites.

Library instruction: See handout (pages 37-40)

**Assessment:**
The Research Paper assignment in English 100 is a culmination of many skills that the student learns throughout the semester, including but not limited to, different forms of college-level writing, information literacy (searching for and critically evaluating information), all phases of the writing process (outlining ideas, draft writing, editing, proofreading, etc.), using sources to support the expression of their own ideas, proper citation, and ethical issues (not to plagiarize, how to paraphrase, ethical use of citations, etc.). The student SHOULD be utilizing the various types of writing learned throughout the semester in their research paper which could be the use of narrative, comparison/contrast, or even cause and effect to name a few types.

Since this is a mandatory assignment that all English 100 instructors must incorporate into their curriculum here at Honolulu Community College, one way that we will demonstrate how this hallmark is being met is through the use of a self-reflection paper that asks the student to describe the style of writing used in their research paper and to explain why the student chose that style of writing. The purpose of the self-reflection paper is to see if the student can
accurately identify the type of writing he/she used as well as to see what their insights were for using that particular type(s). This would demonstrate that the students are PURPOSEFULLY using various types of writing and are conscious in their decisions for WHY they write in a particular style.

In addition to this a rubric will be developed to evaluate the research papers on three areas: overall cohesiveness (Did the research paper make its point?), citations and the use of sources as support, and finally, how accurately did the student identify the type of writing used in their research paper (by using their reflection papers). We will gather a total of 30 random samples of the research essay from across the English 100 instructors. (HCC’s Assessment Specialist will assist in this process. The random samples will have the student’s name and instructor removed from each paper but the Assessment Specialist will code each paper with a unique number so that it can be traced back during the results discussion meeting with the English department.)

A panel of around 5-10 members NOT from the English department will use the rubric to evaluate the research papers and self-reflections. Members of the English department will also participate in the same process. Not all panel members will read all papers. For example, if there are 10 panel members, then each member will read three papers. The rationale for why the two panels is to see if the rubric assessments done by participants who aren’t English instructors came to the same (if not similar) conclusions as the English faculty. The results of the entire process will be shared with the campus via our website. To complete the process, the English department will meet to discuss the results and make improvements where needed. Since this is a very involved process, this assessment endeavor will happen once every five years, usually during the 3rd or 4th year. The fall semester will be used to plan and gather the research paper samples and the actual assessment and results discussion will take place in the spring semester.
Hallmark 5: To satisfy the FW requirement, a course will help students read texts and make use of a variety of sources in expressing their own ideas, perspectives and/or opinions in writing.

Students are encouraged to read a variety of texts and to use different sources in order to express their own ideas, perspectives, and/or opinions in discussion and writing. Texts used may come from the required textbook or from outside sources provided by the instructor or the students. Writing assignments, class discussion, and other course materials and activities are used to help students access a variety of texts and sources to develop their ideas in writing. A few samples include the following:

Course syllabus:

This course will help students develop information literacy by introducing search strategies, critical evaluation of information from sources, and effective selection of information for specific purposes and audiences. This course also teaches appropriate ways to incorporate such information, acknowledge sources and provide citations, and help students read texts and make use of many sources to express their own ideas, perspectives, and opinions in writing. (See sample course syllabus, page 20)

Class Activities:

Narrative essay preparation: Students are asked to read two essays in their textbook, “Salvation” by Langston Hughes and “Shooting Dad” by Sarah Vowell. In small groups, they discuss specific questions about the author’s main point, interesting details or words, techniques used, and the organization of the narrative. The students regroup for a class discussion of how the essays use language to explore ideas and feelings. They then begin a freewriting session to start their rough draft for their narrative essay assignment.

Students read two short pieces, “How To Say Nothing in Five Hundred Words” and “I’m Lonely” and then discuss how the writing techniques contribute to developing ideas. They also discuss their responses to each piece and why one may seem more satisfying than the other, which leads to a discussion of how word choice and sentence structure contribute to a reader’s sense of focus in a written work.

Assignment:

Definition essay: Students are asked to develop their own definition of an abstract concept (such as “hero” or “Filipino”) and to illustrate it with concrete, real-life examples. Discussion of related aspects of the definition can incorporate a variety of perspectives and information from sources like dictionaries, encyclopedias, newspaper/magazine articles, Internet websites, friends, teachers, and family. The students evaluate and analyze different shades of meanings or perspectives in order to develop their own definition.

Assessment:
The Research Paper assignment in English 100 is a culmination of many skills that the student learns throughout the semester, including but not limited to, different forms of college-level
writing, information literacy (searching for and critically evaluating information), all phases of the writing process (outlining ideas, draft writing, editing, proofreading, etc.), using sources to support the expression of their own ideas, proper citation, and ethical issues (not to plagiarize, how to paraphrase, ethical use of citations, etc.). The student SHOULD be utilizing the various types of writing learned throughout the semester in their research paper which could be the use of narrative, comparison/contrast, or even cause and effect to name a few types.

Since this is a mandatory assignment that all English 100 instructors must incorporate into their curriculum here at Honolulu Community College, one way that we will demonstrate how this hallmark is being met is through the use of a self-reflection paper that asks the student to describe the style of writing used in their research paper and to explain why the student chose that style of writing. The purpose of the self-reflection paper is to see if the student can accurately identify the type of writing he/she used as well as to see what their insights were for using that particular type(s). This would demonstrate that the students are PURPOSEFULLY using various types of writing and are conscious in their decisions for WHY they write in a particular style.

In addition to this a rubric will be developed to evaluate the research papers on three areas: overall cohesiveness (Did the research paper make its point?), citations and the use of sources as support, and finally, how accurately did the student identify the type of writing used in their research paper (by using their reflection papers). We will gather a total of 30 random samples of the research essay from across the English 100 instructors. (HCC’s Assessment Specialist will assist in this process. The random samples will have the student’s name and instructor removed from each paper but the Assessment Specialist will code each paper with a unique number so that it can be traced back during the results discussion meeting with the English department.)

A panel of around 5-10 members NOT from the English department will use the rubric to evaluate the research papers and self-reflections. Members of the English department will also participate in the same process. Not all panel members will read all papers. For example, if there are 10 panel members, then each member will read three papers. The rationale for why the two panels is to see if the rubric assessments done by participants who aren’t English instructors came to the same (if not similar) conclusions as the English faculty. The results of the entire process will be shared with the campus via our website. To complete the process, the English department will meet to discuss the results and make improvements where needed. Since this is a very involved process, this assessment endeavor will happen once every five years, usually during the 3rd of 4th year. The fall semester will be used to plan and gather the research paper samples and the actual assessment and results discussion will take place in the spring semester.
Other forms of assessment:
The department periodically reviews ENG 100 to ensure that it is meeting the Foundations Hallmarks by examining common final exams, Knowledge Surveys, Student Learning Outcomes, writing samples, and rubrics.

Students are required to pass a common final exam, which consists of grammar and essay questions. The exam is reviewed and updated periodically in a general meeting of instructors.

At the beginning and end of each semester, students complete a survey assessing their levels of confidence in accomplishing the Student Learning Outcomes for ENG 100 (see Appendix 1). Survey results are collected and distributed to each instructor and are reviewed at the ENG 100 general meeting. Discussion of the Knowledge Surveys results has led to modification of the Student Learning Outcomes to reflect more fully the Foundations hallmarks and the goals of the course.

The Student Learning Outcomes are required to be listed on all syllabi for ENG 100 and are tied directly to the Knowledge Surveys. The Student Learning Outcomes are reviewed periodically at the general meeting and are modified to improve their clarity and effectiveness in articulating the Foundations hallmarks and the goals of the course.

Anonymous samples of student writing are discussed in a grade norming session to evaluate 1) the relative spread of grade distribution, and 2) the effectiveness of assignments, activities, and assessment methods (exams, quizzes, essays, etc.) in achieving the Foundation hallmarks and the goals of the course.
Office:  
Phone:  
Email:  
Office Hours: Monday/Wednesday 2:30-3:30, Tuesday/Thursday 11:15-12:15; additionally by appointment

Course Description:  
Introduction to the rhetorical, conceptual, and stylistic demands of writing at the college level; instruction in the composing process, research strategies, and writing from sources. Successful completion of this course satisfies the Written Communication requirement for the Foundations area requirement for Honolulu Community College's General Education Core. (3 credits)

Prerequisite:  
"C" or higher in ENG 22 or 60, or placement in ENG 100.

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

* think clearly, logically, and inventively.
* engage in discussions and critically assess ideas.
* summarize, analyze, and evaluate written works.
* gather and evaluate information purposefully from electronic and print sources.
* use writing to discover, develop, and support ideas.
* produce writing whose form, organization, syntax, diction, style and tone are appropriate for college writing.
* write a research paper that supports a thesis, integrates expert opinions from various sources, and documents sources appropriately.
* revise, edit, and proofread for correctness, clarity and effectiveness.

In addition, for this class, the student should be able to

* use a writing process that includes prewriting, formulating a main idea, developing and supporting a thesis, organizing, revising, editing, and proofreading.
* produce narrative, example, comparison/contrast, and argumentative essays appropriate for each writing assignment.

Required Texts and Materials (available at HCC Bookstore):
A New Earth by Eckhart Tolle  
Rules for Writers, 6th Ed. – Developmental Exercises by Diana Hacker  
Smooth-edged loose leaf paper (8 1/2 x 11)  
Journal/separate notebook for journal writing
Recommended Text:
Any pocket English dictionary/thesaurus

Grading:

Three Essays...........................................30%
Research Essay........................................15%
Homework/In-class work/Quizzes.............15%
Participation...........................................10%
Midterm Exam........................................15%
Final Exam...........................................15%

Course Requirements: Students will produce 5,000 words of writing, or 20 typed, double-spaced pages, which will take various forms:

1. **Essays:** You are responsible for three 2-3 page essays and one 5-7 page research essay. Each essay will go through a revision process. Any essay with exception to the research essay that receives a grade lower than "C" (70 points), not including late penalties, may be rewritten ONCE within one week after you receive the graded draft.

2. **Homework/In-class Work/Quizzes:** Your grade for this segment of the course will consist of your take-home assignments and in-class activities, including journal writing, writing responses, and quizzes. Missed quizzes may not be made up.

3. **Participation:** This includes taking part in activities, keeping up with and being responsible for your work, being actively engaged as well as attentive, and coming to class consistently. Missing class will negatively affect your grade.

4. **Midterm and Final Exams:** These will be a combination of objective questions and timed, in-class essays. Details and topics will be announced. These are mandatory; please make note of dates and times now. Missed exams may not be made up.

Course Procedures:

1. **Late Policy:** All work must be completed on time. For each class meeting that any essay draft is late, you will receive a one full-grade penalty on your final draft (ex: 91 --> 81). Penalties may be compounded. For each class meeting that homework is late, a point will be deducted from your score. Work that is more than two class meetings late will not be accepted. Some assignments will be designated "no late work accepted."

   **Absences:** Work that is not turned in because of absence is considered late. During your absence, you are responsible for keeping up with work assigned in class. Please exchange numbers and email addresses with other students in class so that you can stay on schedule. While you may see me in office hours for clarification, I do not repeat lectures/course material.

2. **Come to class on time with the necessary books and materials.** Tardiness and lack of preparation are disruptive for your classmates and instructor and will negatively impact your grade.

3. **Make a point of checking your hawaii.edu account regularly for any announcements and information pertaining to this class.**

4. **Do not use your cell phones or text message during class.** Your ringers should be on "silent."

5. **Consult your Course Assignments sheet for daily assignments and due dates.**

6. **All essay drafts and homework assignments done outside of class must be typed.** Untyped work will be penalized. If there is an exception, I will let you know before the assignment is due. The student computer lab is located in Building 2, on the 4th floor.

**STANDARD DRAFT FORMAT:**

*Double spaced*
**Plagiarism:**

Plagiarism constitutes any of the following:
- getting help on any writing without the instructor’s knowledge.
- using someone else’s writing as your own.
- using words from any source without quotation marks and proper documentation.

Plagiarism is considered a serious offense and will result in a grade of “F” for the course.

**COURSE ASSIGNMENTS**

(Subject to change)

**Week 1**
1/13: Introduction  
1/15: Tolle 1-23; writing exercises

**Week 2**
1/20: Tolle 25-46; grammar exercises  
1/22: Narrative writing; essay topics distributed; Tolle 46-53

**Week 3**
1/27: Narration worksheets due; Tolle 53-69; grammar exercises  
1/29: Peer Editing—1st drafts due; grammar exercises

**Week 4**
2/1: Last day to drop classes.  
2/3: **Essay #3 Final Drafts due**; grammar exercises; Tolle 69-93  
2/5: Writing introductions and conclusions; Tolle 93-101

**Week 5**
2/10: Example writing; essay topics distributed; Tolle 101-109  
2/12: Example worksheets due; Tolle 109-128; grammar exercises

**Week 6**
2/17: Peer Editing—1st drafts due; grammar exercises; Tolle 129-137  
2/19: **Essay #2 Final Drafts due**; midterm review; Tolle 137-152

**Week 7**
2/24: MIDTERM PART 1—Grammar  
2/26: MIDTERM PART 2—In-class Essay

**Week 8**
3/3: Tolle 152-174  
3/5: Comparison/Contrast; essay topics distributed; Tolle 174-184
Week 9

3/10: Comparison/Contrast worksheets due; Tolle 185-208; grammar exercises
3/12: Peer Editing—1st Drafts due; grammar exercises; Tolle 208-221

Week 10

3/17: (3/20: Last day to withdraw from classes.)
3/19: Essay #3 Final Drafts due; grammar exercises; Tolle 223-243
3/19: Argumentation; research topics distributed; Tolle 243-256

SPRING BREAK: 3/23-3/27—NO CLASS MEETING

Week 11

3/31: Argumentation; 257-278
4/2: Library research session—meet in lobby of HCC Library

Week 12

4/7: Library research session—meet in lobby of HCC Library
4/9: Argumentation outlines; Tolle 279-305; grammar exercises

Week 13

4/14: Individual conferences—worksheets and articles due
4/16: Individual conferences—worksheets and articles due

Week 14

4/21: Individual conferences—worksheets and articles due
4/23: Documentation workshop—works cited page

Week 15

4/28: Documentation workshop—in-text citations; avoiding plagiarism
4/30: Peer Editing—1st Drafts due—No Late Drafts Accepted; Tolle 306-309

Week 16

5/5: RESEARCH ESSAY FINAL DRAFT DUE—NO LATE DRAFTS ACCEPTED
- first draft
- final draft
- graded worksheet
- highlighted/coded articles

Final exam review

FINAL EXAM: THURSDAY 5/14, 10:00 A.M.-12:45 P.M.
English 100
Office bldg
office hours—T-TH: 11:30, and by appointment.
Successful completion of this course also satisfies the Written Communication requirement for
the Foundations area requirement for Honolulu Community College’s General Education Core.

Textbook: Successful College Writing by Kathleen T. McWhorter.

Prerequisite:
Test placement in English 100 (Compass) or successful completion (C or better) of
English 22.

Recommended Preparation:
Typing and computer experience. If you are not familiar with computers, visit the
Computer Lab (Building 2, Room 405). They’ll be glad to help.

A Note on Your Performance:
In order to pass this class, your graded essays, exams, and the essays in your graded
papers and portfolio HAVE to be free of spelling, grammatical and mechanical errors that
approach the level of the grotesque. I’m not talking here about the occasional typo, mistake, and
this means the rare mistake. I’m sorry if you’ve always struggled with spelling, grammar, etc.
I’m sorry if you feel that grammar has oppressed you, but a passing grade in English 100 is
supposed to demonstrate a proven ability to write competently at the college level. If you can’t
demonstrate a college-level mastery of writing mechanics, I will not pass you simply because
you’ve tried really hard.

Attendance:

I take attendance everyday. If you miss more than six classes, the highest grade you can earn
will be a C. If you miss more than ten, you can’t pass the class. I don’t distinguish between
excused and unexcused absences. In the event of an emergency, talk to me about possible
exceptions.

Be on Time:
I consider frequent tardiness a sign of disrespect for other class members and myself.
Three times being tardy counts as an absence.

Cellphone and texting:
Step outside if you need to take an emergency call. Furthermore, set your phone on vibrate.
Texting during class is rude and will inspire me to increase the length of assignments.

Bring your books to class

Late Papers
Late papers are penalized by at least one letter grade.

Effort and full participation are essential for progress; however, these alone DO NOT
GUARANTEE A PASSING GRADE
1. Graded Essays 50% of final grade
   All essays need to be completed in order to earn a passing grade.
2. Midterm Exam 20% of final grade
3. Portfolio and Assignments 30% of final grade
   - Final Exit Exam.

(In order to pass this class, you MUST pass this exam. This is a skills-based exam, an outcomes-based exam, and you must demonstrate college-level competence in basic grammar and in-class writing and other college-level writing objectives. I simply want you to pass this exam, and it doesn’t impact your grade. If you don’t pass this exam, you don’t pass the class.)

Rewriting Papers:
You can rewrite your papers and resubmit them for a potentially higher grade. More about this later.

Plagiarism:
Submitting a paper that you did not write, recycling papers you have written for other classes, or quoting others without citing them constitutes plagiarism. The first instance of plagiarism results in an F for the assignment, and the second will result in an F for the course and possibly further disciplinary action.

To pass this class, students will write at least 5,000 words (20 double-spaced pages) of finished writing.

Important Note:
If you are having problems, please do not disappear. This action will only result in an F. Instead, communicate with me. I’ll do everything possible to help you.

Student Learning Outcomes:
Upon successful completion of ENG 100, the student will be able to:

- Think clearly, logically and inventively
- Engage in discussions and critically assess ideas
- Summarize, analyze and evaluate written works
- Gather and evaluate information purposefully from electronic and print sources
- Use writing to discover, develop and support ideas
- Produce writing whose form, organization, syntax, diction, style and tone are appropriate for college writing
- Write a research paper that supports a thesis, integrates expert opinions from various sources and documents sources appropriately
- Revise, edit, and proofread for correctness, clarity and effectiveness
- Use consistency in tone and point of view
HONOLULU COMMUNITY COLLEGE

ENGLISH 100: Composition I

Spring Semester, 2009  Days: MW  Time: 8:30--9:45 AM  Section:
Location: Building 7, Room 520  Instructor:
HCC Office: Building 7, Room  HCC Office Phone:
HCC Office Hours: MW 11:30--1:00 AM;  E-Mail Address:
TR 10:30--11:30 AM, & T 4:30--5:30 PM

Text  McWhorter, Kathleen T. Successful College Writing. (3rd ed.)

Prerequisite
Enrollment in English 100 requires a “C” or higher in English 22 or English 60 or placement in English 100.

Course Description
English 100 is an introduction to the rhetorical, conceptual, and stylistic demands of writing at the college level and includes instruction in the composition process, search strategies, and writing from sources.

This course will help students develop information literacy by introducing search strategies, critical evaluation of information from sources, and effective selection of information for specific purposes and audiences. This course also teaches appropriate ways to incorporate such information, acknowledge sources and provide citations, and help students read texts and make use of many sources to express their own ideas, perspectives, and opinions in writing. Students are required to write at least 5,000 words or 20 pages of typed, double-spaced writing.

Student Learning Objectives
Upon successful completion of this course, students will be able to do the following:
- Think clearly, logically, and inventively
- Engage in discussions and critically assess ideas
- Summarize, analyze and evaluate written works
- Gather and evaluate information purposefully from electronic and print sources
- Use writing to discover, develop, and support ideas
- Produce writing whose form, organization, syntax, diction, style, and tone are appropriate for college writing
- Write a research paper that supports a thesis, integrates expert opinions from various sources, and documents sources appropriately
- Revise, edit, and proofread for correctness, clarity, and effectiveness
- Use consistency in tone and point of view

Successful completion of this course also satisfies the Written Communication requirement for the Foundations area requirement for Honolulu Community College’s General Education Core.
Course Requirements & Policies
1. Always bring all course books, pens, paper, and the course syllabus to every class session.
2. Because feedback is important to improving writing skills, it is essential that all assignments be turned in on time. Writing assignments (including all draft materials) and homework are due at the beginning of class on the due date. Writing assignments lacking required draft materials will be reduced one letter grade. Late writing assignments will be evaluated on a credit/no credit basis; credit earns 50 or fewer points. For late homework, possible points will be halved; errors will be subtracted from that number. In-class quizzes will be given only once. To receive credit for the course, all assignments must be turned in before the semester homework deadline. In the case of illness or other circumstances, notify me by e-mail in advance. When you return, bring all assignments due that day and during your absence.
3. Regular attendance is expected, essential, and affects your course grade. I take attendance first, so if you're late, see me after class to be sure I've marked you tardy. Valid medical, legal, or work explanations are required before an absence or late paper can be excused or a missed exam can be taken; bring a photocopy for my records. The explanation must include dates affected, a reason, and the name, signature, and phone number of the verifying individual.
4. Do your own work. Plagiarism is a serious offense; it will result in the failure of the writing assignment and may result in failure of the course. At my discretion, I may give you a simple test to verify the words on the page are your own, request all drafts and notes for the writing assignment, and/or require a new writing assignment.
5. Notify me in advance if you're unable to be present at the mid-term or final examination. A make-up will not be given if you don't notify me in advance. Written explanations for the absence are required before a make-up exam will be given.
6. Keep all work related to this course together in a folder: graded writing assignments, rough drafts, revisions, brain-storming notes, quizzes, homework. Bring all work to every class. If there's a question about your writing, you must provide all drafts and notes. If you have a question about a course grade, you must produce all your graded work.

Evaluation
Your course grade will be determined on the following basis:

<table>
<thead>
<tr>
<th>Writing Assignments (including In-Class Mid-Term and Final Essay) 5,000 words total</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term and Final Examinations</td>
<td>10%</td>
</tr>
<tr>
<td>Homework Assignments, Quizzes, Classwork</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90</td>
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<td>B</td>
<td>89-80</td>
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<td>C</td>
<td>79-70</td>
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<td>D</td>
<td>69-60</td>
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<tr>
<td>F</td>
<td>59-0</td>
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</tbody>
</table>

Your grade on writing assignments is based on thesis and organization; paragraph development; voice, tone, and readability; sentence construction, word choice, and clarity; format and presentation; and proper use of the conventions of grammar, usage, and punctuation.
All are important factors, and we will discuss them at length.

For both the mid-term and the final examinations, you will write an essay or essays on topics assigned by the instructor. There may also be short essay questions, multiple-choice, matching, and other appropriate forms of questions.

"Initiative points" will be awarded daily to students who participate first and fully in our classwork every day. Feel free to request these points if you have done something in class to earn them. These points are the only extra credit that can be earned in this course.

Throughout the term, there will be many opportunities to practice and sharpen writing skills, and you will be expected to produce writing that is increasingly effective as the course progresses. Grading criteria for assignments are discussed in class when assignments are made.

Format
All sentences for homework exercises should be fully typed out. In other words, type out the corrected complete sentences; do not just provide the "answer." Proofread carefully to avoid introducing punctuation or spelling errors in your homework.

All out-of-class writing should be typed or word-processed. You may use your own computer or word-processor, or after you obtain a computer lab card, you may use one of the computers in the computer labs on campus. Save your work on your own personal disk, flash drive, or other medium. Remember, however, that only printed materials will be accepted.

Here is a written description of proper format: Double-space all text. Leave one-inch margins, top and bottom, left and right. On the first page, in the upper-left corner, place this information: your name; the instructor's name; course name and number, assignment number and type; date. Center the title. Indent all paragraphs 1/2 inch. For the remaining pages, your name and the page number appear in the header; set the header to .5 so that your header will appear one-half inch from the top of the page. The text begins one inch from the top of the page.

In preparing final drafts, submit only loose, typed, numbered, properly-formatted paper pages. Do not use staples, paper clips, manuscript clips, tangs, folded corners, files, folders, plastic covers, cover pages, and remove all "perfiles" from spiral notebook pages.

Revisions
You may receive the grade of "R" on an essay. This means that your work, though promising, needs revision. See me immediately after the class, and I will provide you a new due date and instructions for your revision; as with any other essay, all rough draft materials are due with the revised final draft.

Technology
Since you must use a computer to complete your essays for this course, computer skills are necessary: please be sure you know how to boot up and shut down a computer; how to use a word-processing program; how to save a document to your disk or flash drive; how to navigate the Internet; and how to type. If you need help, check with me or with a writing tutor at the College Skills Center (Building 7, Room 313). School and personal computers in the classroom are to be used only at the direction of and in the manner directed by the instructor.

Do not send essays, homework, or other assignments to the instructor by e-mail or as attachments—all assignments are due at the beginning of class on the date assigned, on paper, and accompanied by any and all required draft materials. E-mail is to be used only for notifying the instructor of absence or to ask short, particular questions.

Cell phones are to be TURNED OFF before class (consult with me before class concerning unusual contact situations).
Respect the rights of your classmates and instructor to conduct class in an effective manner. A ringing cell phone or a student texting, fiddling with personal communication and information devices, or surfing the net during class disrupts work, interrupts instruction, and disregards the rights of your classmates and teacher.

**Learning Accommodations**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodations for this class, please notify the Services for Students with Disabilities at 844-2392. They will verify your disability and provide the course instructor with recommendations for appropriate accommodations.

**A Note on the “N” Grade**

I do not use the “N” grade, except in the most unusual circumstances. Most important, in order to receive this grade, you must be in good standing in the course. In other words, you must be doing satisfactory work or “passing” the course in order to receive this grade.

**Spelling**

Spelling is an essential part of writing. If you have trouble spelling, learn to use the spell-check feature in your word-processing software accurately and effectively. You may want to start your own list of personal "toughies" to use for review and reference; the list will also help you locate and correct the spellings of words you might not otherwise find.

**Dictionaries**

Every university student should have a good hardbound dictionary. I use the "College Edition" of *The American Heritage Dictionary*. *Webster’s Collegiate* is another fine dictionary.

**Syllabus Notes**

An outline of course assignments follows. Always bring this syllabus to class to add changes and to record notes about writing assignments or homework. I may add, delete, or change assignments depending on the needs of the class. You are responsible for any assignments given in class. If you're absent, contact a classmate to find out what you missed.

CLASSMATE’S NAME: __________________________________________________________

PHONE NUMBER: ___________________________________________________________
SYLLABUS

WEEK 1
January 12

HOMEWORK:
   Chapter 1, “Why Improve Your Writing Skills” & “Assessing Your Learning Style,” 3-19

NOTES:    

January 14

HOMEWORK:
   Prepare final draft of Essay A: Personal Introduction (DUE 1/21)
   Chapter 4, Thesis Statement Information, 89-95
   Chapter 10, “Writing an Illustration Essay,” 284-91

NOTES:    

January 16
• Last Day for Withdrawal with 100% Refund

WEEK 2
January 19
MARTIN LUTHER KING, JR. DAY--NO CLASS

HOMEWORK:
   Continue previous homework assignments and prepare for class to resume on 1/21.

NOTES:    

January 21

HOMEWORK:
   Chapter 10, “A Guided Writing Assignment [Illustration Essay],” 297-306
   Chapter 5, “The Structure of an Essay,” 108-118

NOTES:    

24
WEEK 3
January 26
Drafting & Revising. Body paragraph design. Sentence concerns.
Combining Sentences: Compound Sentences--Method #2.

HOMEWORK:
Chapter 4, “Supporting Your Thesis Statement with Evidence,” 95-100
Chapter 5, “Writing Effective [Body] Paragraphs,” 118-31
Prepare one body paragraph of “Essay #1: Illustration” for instructor comments

NOTES:

January 28
DUE: Body Paragraph from Essay #1: Illustration. Peer Review.

HOMEWORK:
Chapter 5, “Conclusions;” pp. 135-37
11: End Punctuation, 903-904; DO Exercise 11.1, 904 [NOTE: To obtain full credit, type and correct all assigned homework exercises.]

NOTES:

WEEK 4

February 1
• Last Day for Withdrawal with 50% Refund
• Erase Period ends (courses dropped by this date do not appear on transcript)

February 2
DUE: Draft of Essay #1: Illustration.
Peer Review. Conferences. Sentence concerns.
Combining Sentences: Compound Sentences--Method #3.

HOMEWORK:
Prepare Final Draft of Essay #1: Illustration (DUE 2/4)
12: Commas, 904-909; DO exercise 12.1, 909 [NOTE: To obtain full credit, type and correct all assigned homework exercises.]

NOTES:

February 4
Assignment of Essay #2: Classification. Brain-Storming. Drafting.

HOMEWORK:
Chapter 13, “Writing a Classification or Division Essay,” 418-26, 428-30

NOTES: 
WEEK 5

February 9

HOMEWORK:
Chapter 13, "A Guided Writing Assignment [Classification Essay]," 431-43; 444-47
13: Semicolons, 910-911; DO exercise 13.1, 911 [NOTE: To obtain full credit, type and correct all assigned homework exercises.]

NOTES:

February 11

HOMEWORK:
Prepare draft of Essay #2: Classification for peer review.
14: Colons, 912-914; DO exercise 14.1, 914 [NOTE: To obtain full credit, type and correct all assigned homework exercises.]

NOTES:

WEEK 6

February 16
PRESIDENTS DAY--NO CLASS

HOMEWORK:
Complete draft of Essay #2: Classification for peer review (DUE 2/18)

NOTES:

February 18

HOMEWORK:
15: Quotation Marks, 914-17; DO exercise 15.1, 917 [NOTE: To obtain full credit, type and correct all assigned homework exercises].

NOTES:

WEEK 7

February 23
Drafting & Revising. Sentence concerns. In-Class Sentence Revision. Make Appointments for Individual Student Conferences on 3/9 and 3/11.

HOMEWORK:
Prepare Final Draft of Essay #2: Classification (DUE 2/25)
17: Apostrophes, 919-21; DO exercise 17.1, 921 [NOTE: To obtain full credit, type and correct all assigned homework exercises.]

NOTES:
February 25

DUE: Final Draft of Essay #2: Classification.
Assignment of Essay #3: Research Paper. Brain-Storming Topics. Talking about a Research
Thesis. Introduction to Research Skills and Citation.
Research topics. Presentation of thesis for research paper.

HOMEWORK:
Chapter 18, “Planning a Paper with Sources,” 642-53
Chapter 19, “Avoiding Plagiarism,” 687-89
Chapter 20, “Organizing and Writing Your First Draft,” 696-706
Chapter 20, “MLA Style for the List of Works Cited,” Books, 720-25
Chapter 20, Sample Research Paper, 748-56

NOTES: ______________________________________________________________________________________

WEEK 8
March 2

MID-TERM EXAMINATION: GRAMMAR TEST

HOMEWORK:
Continue previous homework assignments and prepare for class to resume on 3/4.

NOTES: ______________________________________________________________________________________

March 4
Workshop on citing books on the “Works Cited” page of the research paper.
Preparation for the Take-Home and In-Class Mid-Term Writing Assignments.
Assignment of the Take-Home Mid-Term Examination.

HOMEWORK:
Chapter 20, “MLA Style for the List of Works Cited,” Periodicals, 726-29; Sample Research
Paper, 748-56
Chapter 22, “Essay Examinations,” 799-809
4: Run-on Sentences and Comma Splices, 868-72; DO exercise 4.1, 872-73 [NOTE: To obtain
full credit, type and correct all assigned homework exercises.]
Chapter 20, “Integrating Information from Sources,” 704-11

WEEK 9
March 9
Individual Student Conferences—Make a Note of Your Date and Time.

HOMEWORK:
Continue homework from previous assignment.

NOTES: ______________________________________________________________________________________

March 11
Individual Student Conferences—Make a Note of Your Date and Time.

HOMEWORK:
Prepare for Mid-Term Examination: In-Class Writing Assignment (3/16)

NOTES: ______________________________________________________________________________________
March 16
• Last Day to apply for Graduation

WEEK 10
March 16

MID-TERM EXAMINATION: GRAMMAR TEST: IN-CLASS WRITING ASSIGNMENT

HOMEWORK:
5: Subject-Verb Agreement, 873-77; DO exercise 5.1, 877 [NOTE: To obtain full credit, type and correct all assigned homework exercises.]
Chapter 17, “Writing Arguments,” 590-99, 606

NOTES:

March 18
DUE: Final Draft of Take-Home Mid-Term Examination.
Proofreading the Take-Home Mid-Term Examination.
Workshop on citing articles from periodicals on “Works Cited” page of research paper.

HOMEWORK:
Chapter 20, “MLA Style for the List of Works Cited,” Internet and Other Sources, 729-32, 733-34
Prepare a draft of Essay #3: Research Paper for peer review.
7: Pronoun Problems, 881-83; DO exercise 7.1, 883 [NOTE: To obtain full credit, type and correct all assigned homework exercises.]
Chapter 17, “A Guided Writing Assignment,” 606-19; Sample Essay, 620-24

NOTES:

March 20
• Last Day to change CR/NC grading option
• Last Day to select Audit grading option
• Last Day to drop or withdraw from classes with a W grade
• Last Day to change major for Spring 2009 early registration
• Deadline for making up Incomplete grades

WEEK 0
March 23
SPRING BREAK—NO CLASS

HOMEWORK:
Continue previous homework assignments and prepare for class to resume on March 30.

March 25
SPRING BREAK—NO CLASS

HOMEWORK:
Continue previous homework assignments and prepare for class to resume on March 30.
WEEK 11
March 30
Sources Check for Essay #3: Research Paper.
Workshop on citing internet sources on the “Works Cited” page of the research paper.

HOMEWORK:
Chapter 20, “MLA Style for In-Text Citations,” 716-20

NOTES: ________________________________________________________________

April 1
Workshop on creating in-text citations for research papers.
In-class revisions on Research Paper draft.

HOMEWORK:
Prepare a draft of research paper’s “Works Cited” page for instructor review.

NOTES: ________________________________________________________________

WEEK 12
April 6

HOMEWORK:
7: Pronoun Problems, 883-85; DO exercise 7.2, 885-86 [NOTE: To obtain full credit, type and correct all assigned homework exercises.]

NOTES: ________________________________________________________________

April 8
Drafting & Revising. Sentence concerns.

HOMEWORK:
10: Misplaced and Dangling Modifiers, 899-901; DO exercise 10.1, 901
Chapter 20, “Revising Your Research Paper,” 711-16
Chapter 12, “Writing a Comparison or Contrast Essay,” 372-83, 387

NOTES: ________________________________________________________________

WEEK 13
April 13
In-Class or Library: Drafting & Revising. Sentence concerns.

HOMEWORK:

NOTES: ________________________________________________________________
April 15


HOMEWORK:
3: Sentence Fragments: 863-67; DO Ex. 3.1, 867
Chapter 12, “A Guided Writing Assignment [Comparison or Contrast Essay],” 388-99

NOTES: 

April 18

• 2:00 PM—Kwon, McKinney, Shaffer: A Honolulu Community College Authors Literary Reading, Hawai’i State Public Library, 478 South King Street

WEEK 14

April 20

HOMEWORK DEADLINE: All homework exercises must be turned in by this date to receive credit.

Drafting & Revising. Sentence concerns.

HOMEWORK:
“Are Your Sentences Parallel in Structure?” 184-85; DO Ex. 7.4, 185
Prepare a draft of Essay #4 for peer review.

NOTES: 

April 22


HOMEWORK:
Revise draft of Essay #4 for in-class sentence revisions.

NOTES: 

WEEK 15

April 27

Drafting & Revising. Sentence concerns. In-Class Sentence Revision.
Grammar Review

HOMEWORK:
Prepare the final draft of Essay #4: Comparison/Contrast (DUE 4/29)
Review grammar exercises, and bring questions to class.

NOTES: 

April 29

DUE: Final Draft of Essay #4: Comparison/Contrast.
Drafting & Revising. Sentence concerns. In-Class Sentence Revision.
Grammar Review

HOMEWORK:
Review grammar exercises, and prepare for Part 1 of the Final Grammar Examination.

NOTES: 

30
WEEK 16
May 4
Final Grammar Examination, Part I: English 100 Exit Exam

HOMEWORK:
Review Chapter 22, "Essay Examinations," 799-809

NOTES:

May 6
Course Evaluations
Review for Final Examination--In-Class Writing
Review for Final Grammar Examination, Part II

HOMEWORK:
Prepare for Final Examinations: In-Class Writing and Final Grammar Exam, Part II

NOTES:

WEEK 17
MONDAY, May 11, 8:30–11:20 AM
Final Examination--In-Class Writing
Final Examination--Final Grammar Examination, Part II

Have A Safe & Happy Summer Vacation!
ENGLISH 100
Spring 2009

M W 8:30 – 9:45
Building 7, Room 505

Office: Building 7, Room
Phone:
Office hours: MW 1:00-1:30, T-Th 11:45-1:15, OR by appointment
Mailboxes: on door of office or in faculty mailroom in Building 6 (next to cashier's window)

Course description:
In this class you will practice and refine your skills in writing various types of essays, including narration, definition, research, and literary analysis. You will produce at least 5,000 words of finished writing through various writing assignments. You will also participate in exercises involving vocabulary, grammar, punctuation, and revision. This class is designed to help you become a more confident writer who can handle language in a way that satisfies college requirements. It is also an opportunity for you to develop and apply your powers of critical thinking, analysis, and creativity. Good thinkers make good writers, and both are valuable in life!
Prerequisite: 1) placement in English 100 or 2) C or higher in English 22 or English 60.

Required materials:
English 100 Composition I (custom reader) available at bookstore
A Writer's Reference by Diana Hacker, 5th edition
student ID to use in library and computer labs
email address (hawaii.edu, Yahoo and Hotmail are free)

Recommended materials:
Three-ring binder/folder/whatever to keep your notes, handouts, assignments, quizzes, essays, and vocabulary.
A good college-level, unabridged dictionary
notebook or paper for taking notes in class, and a pen/pencil

Grades:

<table>
<thead>
<tr>
<th>Grade Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Journal</td>
<td>10</td>
</tr>
<tr>
<td>Vocabulary/grammar quizzes</td>
<td>10</td>
</tr>
<tr>
<td>Essays</td>
<td>50 (each essay is worth 1.25% of your grade)</td>
</tr>
<tr>
<td>Midterm</td>
<td>10</td>
</tr>
<tr>
<td>Final</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

*Note: You are required to write 5,000 words (20 typed, double-spaced pages) to pass this class!
Important information:
You are expected to behave as a responsible and professional adult, to conduct yourself appropriately, and
to treat others with courtesy.
Class rules:
1) If you're late, please enter quietly without disturbing the activity in progress. Remember to find out
   from me what you’ve missed. Turn in your assignments.
2) Turn off all cell phones/pagers (or put on vibrate) before entering class.
3) Show respect for others by keeping quiet when they are speaking.
4) Avoid any behavior that might disrupt the class or distract others from their work.

Attendance is very important! You must be in the class on time to get the most out of this course and to
get a good grade. If you are absent for more than three classes without explanation, your course grade
will go down. If you do not call/email me promptly with a valid reason for being absent, you will be
marked “unexcused.” Showing up late will also hurt your grade. If you miss more than 6 classes for
whatever reason, you will not pass this class. Please consider your grade options carefully and discuss
with your counselor. Your last day to withdraw is March 20. If I do not hear from you, you will
receive an F.

Late papers lose one-third letter grade for each day late. For example, a paper with an original grade of
B+ but late two days will receive a B-. In addition, late papers cannot be revised for a better grade. After
one week, late papers automatically receive an F. If you are absent with a valid reason and miss a
deadline, call me to arrange an extension.

You are required to write your essays using a computer. Some computer skill is necessary in this
class: you need to know how to boot up and shut down a computer; how to save a document to your flash
drive or online; how to navigate the Internet; and how to type. If you need additional help, check with me
or with a writing tutor at the College Skills Center (Building 7, Room 313). Printed/hard copies of
assignment are required! I do not accept email attachments, flash/thumb drives, or CDs/DVDs.

Keep your records! You are responsible for keeping track of your drafts, essays, quizzes, assignments,
and other graded work. Do not throw them away! (Wait until the semester is over.)

Stay informed. We have a lot of things to cover and not much time, so deadlines will come quickly.
Make sure you know when assignments are due and get them in on time.
Disabilities: Reasonable accommodations will be provided for students with documented physical,
sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability
requiring accommodations for this class, please notify Services for Students with Disabilities at 844-2392.
They will verify your disability and provide the course instructor with recommendations for appropriate
accommodations.

Student learning outcomes: By the end of this semester, you will be able to:

- Think clearly, logically and inventively
- Engage in discussions and critically assess ideas
- Identify a writer’s implied as well as literal meaning
- Summarize, analyze and evaluate written works
- Gather and evaluate information purposefully from electronic and print sources
- Use writing to discover, develop and support ideas
- Produce writing whose form, organization, syntax, diction, style and tone are appropriate for a
given audience, subject and purpose.
- Write a research paper that supports a thesis, integrates expert opinions from various sources and
documents sources appropriately
• Revise, edit, and proofread for correctness, clarity and effectiveness
• Use consistency in tone and point of view

Successful completion of this course also satisfies the Written Communication requirement for the Foundations area requirement for Honolulu Community College’s General Education Core.

Schedule: (subject to change)

M 1/12 Introductions; course requirements; in-class writing sample.
*Homework: Buy your books. Choose what story you will tell for Essay 1.

W 1/14 Narrative structure. Brainstorming and freewriting.
*Homework:: Read “Salvation” (1-3) and “Graduation” (26-36). Bring paper and pen/pencil and be ready to write!

M 1/19 Holiday: Martin Luther King, Jr. Day.
*Finish rough draft for Essay #1.

W 1/21 Draft 1 due (narration). Peer exchange.
* Look over your draft and decide what would make it better.

M 1/26 Revision.
*Finish final draft. Bring with rough draft and reader response.

W 1/28 Essay #1 due (narration). Vocab 1 sentences and grammar exercises.

*Read “I Think, Therefore IM” (4-7) and “Mother Tongue” (8-13).

W 2/4 Discussion of essays; definition structure.
*Look up Vocab 2. Begin draft of Essay #2.

*Study Vocab 2.

W 2/11 Quiz: Vocab/Grammar 2.
* Finish rough draft of Essay #2. Look up Vocab 3.

M 2/16 Holiday: Presidents’ Day.

*Study Vocab 3.

M 2/23 Quiz: Vocab/Grammar 3.
* Look up Vocab 4. Finish final draft of Essay #2.

*Study Vocab 4.

*Bring stuff to review.

W 3/4 Review for midterm.
*Study for midterm.

M 3/9 MIDTERM!
*What would you like to know more about? Think about a possible research topic.

W 3/11 Introduction to the research essay (ack).
*Choose your topic. Come to library.

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Due: Topic. Meet in library.
*Find your 3 sources.

Library: research methods.
*Look up Vocab 5. Bring your sources to class.

**SPRING BREAK! (Have fun, but come back to school!)**

Due: Sources. Vocab 5 sentences.
*Develop thesis and outline.

Independent study! (No class.)
*Bring thesis and outline to class; sign up for conference. Look up Vocab 6.

Vocab 6 sentences.
* Start your draft.


Draft #3 due. Conferences. (No class.)
*Write your draft (at least 3 paragraphs). Bring sources to conference.

Draft #3 due. Conferences. (No class.)
*Finish Final draft. Turn in with everything! Look up Vocab 7

*Read your choice of short story or poem.

Quiz: Vocab/Grammar 7. Discussing literature.
*Write your thesis and outline. Look up Vocab 8.

Vocab 8 sentences. Creating a thesis statement.

*Choose quotes to use in your draft.

Quoting and commentary. Grammar review.
*Finish final draft.

Essay #4 due (literary analysis). Grammar exam.
*Study for final exam.

FINAL EXAM: MONDAY, MAY 11 8:30-10:30 AM
ENGLISH 100

READER RESPONSE QUESTIONS: ESSAY #1

Basic rules:
1. Be honest.
2. Be tactful and constructive.
3. No editing!
4. Give specific examples.
5. Ask questions.

On a separate piece of paper, write a letter to your partner discussing the following questions, using COMPLETE SENTENCES. Your job as a reader is to provide the writer with honest feedback and make helpful suggestions that address a specific problem. Do not talk to the writer until you have both finished writing your letters.

Dear ________.

I think the main point of your story is ________________ (restate in your own words).

*If the main point is not clear, give the writer suggestions. If the main point comes as a surprise, tell the writer.

Your sequence of key events in the story is __________ (easy/hard to follow).

*Explain what you thought was clear/unclear and suggest changes or additions that would help the flow of narrative. If you are confused about something, write down your questions.

You seem to have ______ (enough/not enough) details to bring the story to life.

*Where do you think the writer needs to add more details to explain what was happening or what he/she was feeling and thinking? Are there any details that you think are distracting or unnecessary?

From reading your draft, I believe that this story is important to you because _______ (restate in your own words).

*Do you think the writer needs to add more discussion of the story’s importance anywhere? Make suggestions.

I enjoyed __________ about this essay, since _______ (give some specific reasons!).

Yours, __________

P.S. DON’T FORGET TO CHECK: (Write a note to the writer if something looks strange)

--Is each paragraph focused on one event or idea? Are they too short or too long or just right?
--Are the verb tenses used consistently, or does the writer jump around?
--Are numbers under 100 spelled out? (Exceptions: dates, times, speeds)
<table>
<thead>
<tr>
<th><strong>Looking for Books?</strong></th>
<th><strong>Looking for magazine articles?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HAWAII VOYAGER ONLINE CATALOG</strong></td>
<td><strong>DATABASES: InfoTrac -- General OneFile</strong></td>
</tr>
<tr>
<td>• Click Hawaii Voyager under &quot;Finding Information&quot; section. Select the Advanced Search option to locate books by topic, subject, or keyword.</td>
<td>• Click Databases under &quot;Finding Information&quot; section.</td>
</tr>
<tr>
<td>• Pay attention to the importance of SUBJECT headings for each record. They will lead you to other related areas of interest for your topic.</td>
<td>• Click on InfoTrac.</td>
</tr>
<tr>
<td><strong>EBRARY E-BOOKS</strong></td>
<td>• Select the General OneFile database.</td>
</tr>
<tr>
<td>• Ebrary provide access to over 30,000 electronic books online in all subject areas. E-books are only viewable online.</td>
<td>• Type in your keywords and limit results &quot;to documents with full text.&quot;</td>
</tr>
<tr>
<td>• These are complete texts from cover to cover, including Table of Contents and Indexes.</td>
<td></td>
</tr>
<tr>
<td>• Perform simple keyword searches or complex “subject” term searches.</td>
<td></td>
</tr>
<tr>
<td>• See if you can narrow your results by selecting from suggested categories of interest.</td>
<td></td>
</tr>
<tr>
<td>• Pay attention to the importance of SUBJECT headings for each record.</td>
<td>Select the Subdivisions link for your topic to narrow your search further. Choose a category that best fits your research.</td>
</tr>
<tr>
<td><strong>If you are accessing an e-book or any library database from off campus, you will be prompted to login with your UH ID # and last name.</strong></td>
<td>• Scroll through the list of results and click on a title to view the detailed article.</td>
</tr>
<tr>
<td></td>
<td>• From the TOOLS menu box, you can print, e-mail, or download the article.</td>
</tr>
<tr>
<td></td>
<td>• Database vendors also provide information on how to cite references, however not all databases are created equal, so <strong>always double-check the citation style for accuracy before turning in your paper.</strong></td>
</tr>
</tbody>
</table>
“Do you Google?”

Why use Google?

- It’s the biggest search engine.
- It’s easy to use.
- You need a quick fact rather than evidence-based information.
- Access to lots of images.

Why to avoid it for student research?

- Limited access to full-text content. Do you want to pay for a magazine or journal article?
- Too many results can be overwhelming to sort through.

**Tips for locating resources on the Internet:**

- You should avoid doing general Google searches, because of the enormous amount of results retrieved. Use an Internet directory to do a more productive web search. It narrows or limits your results into manageable categories.
  
  
  o **Yahoo Directory** - [http://dir.yahoo.com](http://dir.yahoo.com)
  
  o **Clusty** - [http://clusty.com](http://clusty.com). It’s a search engine that groups similar results together into clusters.

**Librarians also recommend these other online directories:**

- Librarian’s Index to the Internet - [http://illi.org](http://illi.org)
- The Internet Public Library - [http://www.ipl.org](http://www.ipl.org)

**Evaluating Web Sites -- Do the CRAAP test to see if the web site is an acceptable source for your paper.** *(Courtesy of California State University, Chico)*

<table>
<thead>
<tr>
<th>CURRENCY</th>
<th>When was the information published or posted? Has it recently been revised or updated? Is the information current or out-of-date for your topic? Are the hyperlinks functional?</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELEVANCE</td>
<td>Is the information related to your topic? Who is the intended audience? (children, adults, students, researchers, consumers, etc.) Would you be comfortable using this source for a research paper?</td>
</tr>
<tr>
<td>AUTHORITY</td>
<td>Who is the author/publisher/source/sponsor? What are their credentials or organizational affiliations? How are they qualified to provide the information? What does the URL reveal about the author or source? [Examples - .com, .edu, .gov, .org, .net, .mil]</td>
</tr>
<tr>
<td>ACCURACY</td>
<td>Where does the information come from? Is it supported by evidence or been reviewed or refereed? Can you verify the information in another source? Is the language/tone biased or free from emotion? Are there spelling, grammatical, or typographical errors?</td>
</tr>
<tr>
<td>PURPOSE</td>
<td>What is the purpose of the information? To inform? To teach? To Sell? To entertain? To persuade? Is it fact, opinion or propaganda? Do the authors/sponsors make their intentions or purpose clear?</td>
</tr>
</tbody>
</table>
Something to think about...
State your topic as a question. Ask yourself WHO, WHAT, WHERE, WHEN, WHY, or HOW.
For example: What are some causes of obesity in children? What treatment options are available? How can obesity be prevented? Why is obesity on the rise? Who is it affecting?

1. List or describe your intended topic here:

Locating books in EBRARY

Log into EBRARY and select the SEARCH tab to begin.
Type in your keyword(s) for your topic and click SEARCH.

2. How many books did your search find? __________

3. Find a book that you could use for your research paper and record the citation information below.

   Author or Editor: __________________________________________

   Title: ____________________________________________________

   City of Publication: ________________________ Publisher: ________________________

   Publication date (Year): ______________

4. Review the book's Table of Contents, and write down the title of one chapter: ________________________________________

5. What page does this chapter start on? __________

Locating magazine/journal articles - DATABASE SEARCHING

6. Select the following database provider: InfoTrac (Gale).
Click on the database link for General Onefile.
Run a search for your topic and be sure to limit your results to documents with FULL TEXT.
Record the citation information below for one article you found useful.

   Author: ____________________________________________________

   Title of article: ____________________________________________

   Title of magazine/journal: __________________________________

   Date: __________ Volume no: ______ Issue no: ______ Page no(s): ______

Identify KEY CONCEPTS in your topic

7. Based on your initial research, list 2 other useful terms/keywords related to your topic:

   a. ______________________________________________________
   b. ______________________________________________________

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Locating magazine/newspaper articles in EBSCO -- Academic Search Premier

- Select: EBSCOhost
- Go to "All EBSCOhost databases"
- Click on the 1st database -- ACADEMIC SEARCH PREMIER
- Search for your topic and limit your results to FULL TEXT articles.
- Select one article that may be useful for your research paper and indicate the following:

1. Title of article: ________________________________

2. Author (if any): ________________________________

3. E-MAIL the article to yourself. □

Locating magazine/newspaper articles in SIRS Knowledge Source

- Select the following database: SIRS Knowledge Source
- Click on "SIRS Issues Researcher" -- This resource covers Leading Issues & current topics.
- Scroll down the list and click on the topic BULLYING.
- Under the Topic Overview, click on the Timeline icon.

1. On April 20, 1999, how many people were killed in the Columbine High School shooting rampage? _____________

2. Go back to the main page for Bullying. Besides "bullying in schools," what is another area of interest (or subject) related to this topic? [hint: "See Also:"]

3. How many NEWSPAPER articles are available regarding bullying? _____________

Evaluating websites is part of the research process. Do the CRAAP test!

8. Use one of the web directories listed below to find information on your topic. Select one website from your search to evaluate and answer the following questions:

Clusty.com - http://clusty.com/

CURRENCY - When was the website's information first published? (Is there a copyright year? Revised date?)

RELEVANCE - Who is the intended audience? (adults, kids, scholars, students, consumers, general public) Is the info relevant to your topic?
YES NO

AUTHORITY - Who is the author/publisher/sponsor of this site? Are they qualified to write about the topic? YES NO DON'T KNOW

ACCURACY - Is the information supported by evidence? YES NO DON'T KNOW
Does the language or tone seem biased or free of emotion?

PURPOSE - The purpose of the information provided is... to inform? to teach? to sell? to entertain? to persuade?
Do the authors/sponsors make their intentions or purpose clear? YES NO DON'T KNOW
Is this survey being conducted at the BEGINNING or the END of the semester?

C Beginning of Semester  C End of Semester

YOUR ENGLISH 100 SECTION:

C T R 10:00 AM ADOLEWSKI  C T R 8:30 AM SATO
C T R 11:30 AM ADOLEWSKI  C M W 10:00 AM SAVIANO
C R 5:30 PM ADOLEWSKI  C M W 8:30 AM LEIDEMANN  C T R 1:00 PM SAVIANO
C M W 1:00 PM BUCHOLZ  C T R 10:00 AM LEIDEMANN  C M W 8:30 AM SHAFFER
C M W 2:30 PM GIMA  C T R 8:30 AM MCKINNEY  C M W 10:00 AM SHAFFER
C T R 1:00 PM GIMA  C T R 8:30 AM MCKINNEY  C M W 7 AM STEARNS
C M W 10:00 AM HINDS  C WEB (CRN 20442) MCKINNEY  C M W 11:30 AM STEARNS
C M W 11:30 AM HINDS  C WEB (CRN 21059) MCKINNEY  C T R 11:30 AM STEARNS
C S 8:30 AM HINDS  C T R 7:00 AM SATO  C T R 10:00 AM STAFF

This is a Knowledge Survey rather than a "test." There are no right or wrong answers. While you will not be graded on this survey, please be very candid in your responses!

By completing this survey, both at the beginning and at the end of the semester, your instructor will be able to gauge your initial level of knowledge and then measure the amount of knowledge you gain during the semester. This information will help your instructor modify and improve the course.

Read each statement carefully and then choose a response based on the following instructions:

Mark A as your response to the item if you are not confident in your skills in the area and do not feel you can adequately demonstrate these skills on a test/essay/research paper.

Mark B as your response to the item if you feel somewhat confident that you are reasonably skilled in the area and can demonstrate these skills at a reasonable level on a test/essay/research paper.

Mark C as your response to the item if you feel very confident that you are highly skilled in the area and can demonstrate these skills at a high level on a test/essay/research paper.

Your skill level in area:

A:  B:  C:
Low  Modest  High

Gather and evaluate information purposefully from electronic and print sources (information literacy).
Critically evaluate information sources for their validity.
- Incorporate information from research sources to support your arguments/writing.
- Appropriately acknowledge sources with quotes and properly organized citations/references.
- Produce writing that utilizes prewriting.
- Produce writing that utilizes generating ideas.
- Produce writing that utilizes developing specific details and support.
- Produce writing that utilizes organizing, revising, editing, and proofreading.
- Write cohesive paragraphs that contain a topic sentence, supporting ideas, transitions, and a concluding sentence.
- Write short essays that include an introductory paragraph, supporting paragraphs, and a conclusion.
- Write correct, complete sentences using a variety of sentence patterns.
- Think clearly, logically, and inventively.
- Engage in discussions and critically assess ideas.
- Summarize, analyze, and evaluate written works.
- Use writing to discover, develop, and support ideas.
- Produce writing whose form, organization, syntax, diction, style, and tone are appropriate for college writing.
- Write a research paper that supports a thesis, integrates expert opinions from various sources, and documents sources appropriately.
- Revise, edit, and proofread for correctness, clarity and effectiveness.

*Mahalo for completing the Knowledge Survey!*