Honolulu Community College
University of Hawai‘i
General Education
Foundations Course Designation Proposal Form
For Fall 2014 – Summer 2019

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 printed name  Date
Approved by: Jeff Stearns
Division Chair’s printed name  Date
Routed via: Kara Kam-Kalani
CPC Chair’s printed name  Date
Accepted by: Steve Mandraccia
Foundation Board Chair’s printed name  Date
**Request for Renewal of English 100/100S as an FG course**

Honolulu Community College, Spring 2014

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1. Course information (from Course Catalog 2014-15)

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 Spring 2014 semester, there are thirteen instructors teaching ENG 100.

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

- Engage in discussions and critically assess ideas (Hallmarks 2 and 5)
- Demonstrate clear, logical, and inventive thinking through writing (Hallmark 5)
- Summarize, analyze and evaluate written works (Hallmarks 4 and 5)
- Gather and evaluate information purposefully from electronic and print sources (Hallmark 4)
- 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 9-18).
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:

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. (See page 9)

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 13)

Assignments:

Argumentative Research Essay: For this paper, choose any issue that is debatable or controversial and is adequately discussed in outside sources you find on the HCC Library databases. Please avoid choosing abortion, medical marijuana, or capital punishment! Put careful forethought into your subject, as you may not change topics once your articles and outline are due.

Once you have chosen your subject, write an argumentative essay of 1250-1500 words (including your works cited/bibliography) supporting your position. Use MLA format to document your information and sources. You must use 4-6 articles for this paper, and for credit, your articles will come from the HCC Library databases.

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.
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:

Course description: You will write essays of different genres and lengths, using the writing process to generate ideas, draft, get feedback, revise, edit, and proofread (page 13).

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 template (page 20).

Peer edit:
Does the paper contain a strong, sophisticated thesis statement and argument supported convincingly by evidence?
Is there a detailed, focused analysis of the style (diction, sentence length, analogies, etc.) and logic with a good balance between description and analysis?
Are there well-developed, cohesive paragraphs, with smooth transitions between paragraphs and ideas, and a deliberate and fluid overall organization and development?
Is there a strong, engaging introduction that “hooks” the reader and accurately represents the topic, style, and direction of the paper and its argument?
Is there a strong conclusion that reemphasizes the central claim without relying exclusively on summary?
Does the paper cite sources in MLA format?

Assignment:

Revision analysis: Review your revisions of Short Essays and the Argumentative Research Essay, as well as the resources about writing you used for revision, and write an essay analyzing the revision process, focusing specifically on the changes you made on the drafts commented by the instructor. For the primary intended audience, choose college students who are unfamiliar with or resistant to the idea of revision and the painstaking effort it involves.
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)
- Argumentative essay (1,250-1,500 words)
- Research essay, 4-6 pages (1,000-1,500 words)
- Cause-effect essay, 3-4 pages (750-1,000 words)
- Literary analysis essay, 4-6 pages (1,000-1,500 words)

Syllabi also include a statement of the requirement of 5,000 words (see page 16).

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.
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.

Assignment:

Research essay: Students are guided through a process of choosing a topic, using the library databases and conducting online searches, finding and evaluating sources, incorporating sources, and drafting an essay and Works Cited page (see pages 21-22).

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.

In-text citations and quotation worksheet: Students are given a sample paragraph with source materials. In pairs or small groups, students identify which source provided information, where to insert parenthetical citations, and where to insert quote marks appropriately for a quotation from a source (see page 23).

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 (least reliable) to 5 (most 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 24-27)
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:

Class Activities:

Definition essay preparation: Students are asked to read two essays in their textbook, “Discrimination Is a Virtue” by Robert Keith Miller and “Just Walk on By: A Black Man Ponders His Power To Alter Public Space” by Brent Staples. In a group discussion, students are asked to identify key points of each writer’s definition (on discrimination and racial identity) and assess the positive and negative aspects of each definition. Students are also asked to identify and analyze the examples or details used by the writers to develop and illustrate their definitions. Students also share their own perspectives on discrimination and racial identity and prejudice.

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.

Cause-Effect Analysis essay: Use sources to answer the focus question, but do not let them overwhelm your voice or hurt the unity and organization of the essay. Information about the topic that does not directly answer the focus question may be used in the introduction to set up the context and in the conclusion to offer something beyond the recapitulation of the essay; it should not be used in body paragraphs, unless it is very important to explain the background.
Assessment

The Research Paper assignment in English 100 is a culmination of many skills that the student learns through the semester, including but not limited to, different forms of college-level writing, information literacy (searching for and critically evaluating information), phases of the writing process (outlining ideas, draft writing, editing, proofreading, etc.), using sources to support the expression of one’s own ideas, proper citation, and ethical issues (not to plagiarize, how to paraphrase, ethical use of citations, etc.).

The student also can include various writing approaches taught earlier in the semester in the research paper, such as narrative, comparison/contrast, or cause and effect. This assignment is mandatory for the course and the student must get a “C” or higher on this assignment to pass the course.

A key component of the research paper is finding information to support an argument. To do this, the students must learn research skills. Although English instructors teach students about evaluating information and the reliability of sources, librarians also provide students hands-on instruction for searching books, periodicals, and online databases on thesis topics. English 100 courses normally have one or two classes in the library for this instruction during the semester.

For the 2013-14 academic year, English 100 instructors included an embedded question in the final exam to assess the system SLO “Produce writing whose form, organization, syntax, diction, style and tone are appropriate for college writing” (covering Hallmarks 1, 2, 3, and 5). The results showed that 63% of the students had a clear understanding of essay organization by selecting the most effective topic sentences and conclusions. Each academic year an additional system SLO will be assessed through embedded questions.

The first round of embedded assessment indicates that more work needs to be done on teaching essay organization. Faculty will be meeting to discuss ways to improve the course instruction.

Already an embedded question has been prepared for the 2014-15 academic year to assess the system SLO “Write a research paper that supports a thesis, integrates expert opinions from various sources and documents sources appropriately” (covering Hallmarks 1, 2, 3, 4, and 5). This assessment will tell us how much students can prepare proper citation for theses.

For grading, the English 100 faculty developed a rubric to use from academic year 2013-14 that equally weighted ideas/thesis, organization/form, and grammar/style. This rubric aids in normalizing the grading as well as providing feedback to students in planning, drafting, critiquing, revising, and editing papers. This coincides with Hallmark 2, providing students with guided practice of the writing processes as they work toward effective writing.

The instructors also meet each spring to assess the grading of papers, called “norming sessions.” During these sessions, instructors bring example papers from their courses, which all instructors read and grade. Then the instructors review the grades given and discuss reasons if any differ from the group average. The rubric as well as discussion helps provide consistency in the grading of the 30 plus English 100 courses taught each semester.
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<tr>
<th>Grading Category</th>
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<td>Idea/thesis</td>
<td>33%</td>
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<tr>
<td>Organization/form</td>
<td>33%</td>
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<td>Grammar/style</td>
<td>33%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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As for other assessment, all English 100 students are required to complete MyWritingLab, an online grammar course. The grammar course guides students and provides feedback to them so that they will have the ability to correct their own grammar errors during the revising and editing processes. This mandatory supplemental computer program helps assess Hallmark 2 regarding students being more effective writers.

The MyWritingLab course consists of 28 sections. Students must get a score of 75% on each exercise to be able to move on to the next one. Students must complete all sections to be able to pass English 100.

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HONOLULU COMMUNITY COLLEGE
ENGLISH 100: COMPOSITION
Spring 2014

https://laulima.hawaii.edu

Instructor:
Email:
Office Hours:    T/Th on campus by appointment
                Additionally available on Skype by appointment
                Skype Name:

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)

Course Delivery:
This course is a web course. You will need access to a computer, word processing program, and internet browser
(Google Chrome or Firefox recommended).

All course lectures and assignments are conducted through the “Modules” section of your Laulima website.

Your written assignments will be submitted through the Laulima via the "Drop Box" link to your right. This is a
private folder to which only you and I will have access.

You will also be required to complete mandatory grammar exercises through the MyWritingLab website. Access for
this site is also provided with your textbook for this course.

In addition, you will have a written final exam that will be proctored and for which you will go in person to
designated testing centers during Final Exam Week on 5/12, 5/13, or 5/14 (see “Final Exam” under “Course
Requirements”)

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

No-Show Policy:
By the end of the second day of the semester, students are required to contact me via email to confirm participation
in the course. Students who do not do so will be considered “no-shows” and will be dropped from the roster.

Disabilities:
Student ACCESS is committed to assuring equal access to Honolulu Community College facilities, programs,
activities, and services by students with disabilities. Its goals are to provide reasonable accommodations to
qualified students, to promote an informed and hospitable learning community, and to advocate for campus-wide
ADA/Section 504 compliance. Please contact Melissa Martinez at (808) 844-2392 for more information.

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

• Demonstrate clear, logical, and inventive thinking through writing
• 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.

**Tutoring:**
HonCC provides a number of free student services to provide you with assistance for your writing.

*The Writing Center offers online/web tutoring by professionally trained students. Information and appointment set-up may be found at http://www2.honolulu.hawaii.edu/?q=node/709.*

*Brainfuse also lets you access online help with your writing and other courses. To access Brainfuse, log into MyUH, click on the "My Tools" tab, and follow instructions to get started.*

*Pearson Writer, included with your textbook purchase, provides you with online feedback to your writing at any time. This is an excellent program to learn how to strengthen your writing and grammar.*

The campus also offers several other academic support services, which can be found at www.honolulu.hawaii.edu under the "Services for Students" link.

**Note:** HonCC's Academic Alert System (AAS) is designed to connect you with various student services if you are having trouble with the class. If I feel you need extra assistance to successfully pass ENG 100, I will contact a counselor, who will then contact you via email and/or phone to discuss options for help.

**Required Texts and Materials (available at the HonCC Bookstore):**
*The Write Stuff*, 2nd Edition by Marcie Sims
Access code for MyWritingLab (included with textbook)
Access code for Pearson Writer (included with textbook)

*These three items are bundled together for this course and are purchased as a discounted price package.

**Grading:**
Three Essays--45%
Research Essay--20%
Homework--15%
Final Exam--20%

**Course Requirements:**

1. **Instruction:** *All of your course instruction will be conducted through your Laulima course page under the “Modules” link. This means you must check Laulima every day for the class lectures and assignments.* Furthermore, any class announcements will be posted on the Laulima course page. Please log in every day and check your hawaii.edu accounts to make sure you don’t miss important information.

As we work through the course, you will progress through lessons and assignments that will teach you about
grammar and about four types of writing: narrative, example, comparison/contrast, and argumentation. Each lesson contains steps to lead you through the writing process and critical reading/thinking. All steps are mandatory, and work will not be accepted unless each step is completed satisfactorily.

All of your homework and essays will be submitted through the "Drop Box" link to your left, a private file sharing feature between you and me.

In addition, there is a mandatory online grammar lab component. You will be learning about grammar and writing through the MyWritingLab online program, for which you will have an account. Completion of the assigned work on MyWritingLab is mandatory. Failure to complete the assigned work will result in a nonpassing grade for the course. Furthermore, you must achieve a score of 75% or higher on each activity, including the post-tests, for each unit in order to pass that unit. Details for your assignments will be provided in your Laulima modules as we move through the course.

2. Essays: You are responsible for three 1000-1250 word essays and one 1250-1500 word research essay. These words limits are part of the assignment, and failure to meet them will affect your essay grade. Each essay will go through a series of preparatory steps before the final draft is due, and each step must be completed and commented on before you may move on to the next. 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.

3. Homework: Your grade for this segment of the course will consist of your homework assignments, message board activities, and posts.

4. Final Exam: This will be a combination of objective grammar questions and a timed essay. The final exam is an exit exam that you must pass in order to pass the course. This means both your course grade and your final exam grade must be at 70% or higher for you to pass. Each student is required to take the final exam on one of four scheduled days during final exam week: 5/12, 5/13, or 5/14. Students who live on O’ahu will take the final exam at Honolulu Community College’s Testing Center on the 3rd floor of Building 7. Neighbor Island students will go to assigned testing centers (contact information will be provided on Laulima). You must bring your student ID and a picture ID with you in order to take the exam.

Course Procedures:

1. Contact: As this is an online course, contact will occur primarily through email. You may send messages to me at @hawaii.edu or you may send me private messages through the Laulima course page. I will generally answer your questions within a 24-hour window. Please do not hesitate to email me with any questions, large or small.

2. Submissions: What you submit is what gets graded. Therefore, please triple-check that you have submitted the correct work. You are also responsible for ensuring that your work has been submitted through the Drop Box link to your left, with the correct title, in the correct format, and by the assigned deadline. Work submitted outside of Drop Box will not be graded.

3. Late Policy: This class works with fixed deadlines. All work must be completed by the designated due dates to avoid penalties.

For each calendar day that homework is late, a point will be deducted from your score. Work submitted more than one week after the due date will no longer be accepted.

For each calendar day that any essay draft is late, you will receive a five-point penalty (ex: 90 --> 85).

Drafts that are not turned in within one week after the due date will not be accepted and will receive a “0.”

Some assignments will be designated “no late work accepted.”
4. Laulima and Email: Once again, make a point of checking Laulima and your hawaii.edu accounts every day for announcements pertaining to the course. Since this is an internet course, I communicate with you via email and Laulima, so you must log on to ensure you haven’t missed important information or changes.

5. Disappearer Policy: Students who have ceased to attend class or never attended class and do not officially drop the class are considered “Disappearers” and may receive an “F” grade if classes are not officially dropped by the deadline. A student who has a justifiable reason for temporarily not attending a class must notify the Instructor or Division Chair or Program Dean. A student who has a justifiable reason for dropping a class must do so before the deadline. Students registered in Distance Education courses who have ceased to communicate or never communicated with their instructor since the first day of the semester and do not officially drop the class are also considered “Disappearers” and may receive an “F” grade if classes are not officially dropped by the deadline. A student who has a justifiable reason for not communicating with an instructor must notify the Instructor or Division Chair or Program Dean. A student who has a justifiable reason for dropping a class must do so before the deadline.

6. Essay Format: All essay drafts and homework assignments must follow these guidelines.

* Double spaced
* Times or equivalent font, 12-point size
* 1” margins

Plagiarism and Academic Dishonesty:

The following details the University’s Student Conduct Code definitions of “Academic Dishonesty”:

1. Cheating includes, but is not limited to, giving or receiving unauthorized assistance during an examination; obtaining or distributing unauthorized information about an examination before it is given; using inappropriate or unallowable sources of information during an examination; falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting the facts in order to obtain exemptions from course requirements.

2. Plagiarism includes, but is not limited to, submitting, in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry labbing, which includes obtaining and using experimental data and laboratory write-ups from other sections of the course or from previous terms or fabricating data to fit the desired or expected results.

Academic dishonesty is a serious offense and may result in an F on the assignment or an F in the course. Administrative action may also be taken, resulting in suspension, expulsion, and/or rescission of grades or degree for the student.
English 100 (CRN): Composition I
MW 7:00-8:15; Bldg.-

Instructor:
Phone:
E-mail:
Office:
Office Hours: M 10:00-11:30, W 12:00-1:30 & by appointment

Required Materials

- *The Write Stuff* by Marcie Sims (2nd edition)
- Access code to the online MyWritingLab (packaged with the book @ HCC bookstore)
- Three-ring binder/folder/whatever to keep your notes, handouts, assignments, quizzes, and essays (You may use Google Docs for some stages of the writing process.)
- A good college-level, unabridged dictionary (If you have frequent internet access, Merriam-Webster Online <http://www.merriam-webster.com/> will do.)
- Notebook or paper for taking notes in class, and a pen/pencil

Course Description

In this course you will practice and refine the writing skills necessary to succeed in college and in workplaces. You will write essays of different genres and lengths, using the writing process to generate ideas, draft, get feedback, revise, edit, and proofread. You will practice skills of critical reading and critical thinking as you work with the writings to others to produce yours. You will also learn the rules of English grammar and usage to refine your prose for correctness and style.

Prerequisite: 1) placement in English 100 or 2) C or higher in English 22 or English 60 or ESL 23.

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

Student Learning Outcomes

At the successful completion of the course, you will be able to:

- Demonstrate clear, logical, and inventive thinking through writing.
- 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.

Course Requirements

Forums Postings (Responses to readings) 10%
Short Essays (3) 30%
Research Essay (1) 20%
Grammar (Quizzes, Editing Challenges, Exit Exam) 20%
Mid-term Exam 10%
Final Exam 10%

To pass the course, you must complete all essay assignments, the three Short Essays and the Research Essay. If you do not complete any of the essays, your course grade will be F.

In addition, student must complete MyWritingLab, a mandatory online grammar component of this course. You are required to pass all topics with at least 75% (make all the checks blue or black). If you do not complete MyWritingLab, you will receive an F for the course.

Grades will be assigned using the standard scale: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, and below 60 = F.

Use of Laulima Tools

You can access Laulima at https://laulima.hawaii.edu/portal, using your UH username and password for login. Laulima works best with the Firefox browser.

Resources: All the required readings besides the textbook will be available here, as URL links or PDF or Word files. Use this tool to download the required readings.

Forums: You will post here your responses to the assigned readings on the days indicated in the class schedule. You can post your response by clicking on “Post New Thread” or “Reply.” Type your response in the box online or copy/paste using the Word icon in the toolbar.

Mailtool: Use this tool to e-mail your instructor, or your classmates when the coursework requires it. To send a message, click first on “Roles” next to “To” (after you first click on “Mailtool”!), then “Student,” and finally the box(es) next to the student(s) you want to e-mail to.

Rules and Expectations

Attendance: Class attendance will be crucial for your success in the course. Since we will spend most of our class time working on different writing assignments, coming to class will ensure that you begin your work in time, stay on track, and complete it by the deadline.

Pedagogic Culture: Producing a productive pedagogical culture is everyone’s responsibility. In class and online discussions and peer-reviews, you will be respectful to other students’ opinions and comment on their works constructively.

Plagiarism: Academic dishonesty will not be tolerated in this course. You should submit essays written by yourself and written specifically for this course. Take notes during the research process to avoid unintended plagiarism. Remember that you need to cite your sources whether you summarize, paraphrase or quote. If you are caught committing plagiarism, you will forfeit your grade for the assignment and may get an F for the course.

Deadlines: Assignments are due on the day specified in the syllabus. I will accept late submissions up to two class days afterwards, but with the reduction of a full letter grade. In cases of emergencies, such as illness and injury, I may extend the submission deadline on the condition
that you inform me beforehand when possible and immediately afterwards when impossible, and provide me adequate evidence of the emergency.

**Student Support**

*Early Alert Policy:* The “Early Alert” program is designed to promote student success and retention through coordination and communication between students and instructors and support faculty and staff. If I see that you are experiencing difficulties in the course (in terms of assignments, test scores, participation, or attendance, for example), I will send an email message to your counselor so that we can work together to create an action plan to address any difficulties that you are having in the course. This action plan may involve taking advantage of various campus support services, such as tutoring services, Native Hawaiian Center, or library. If I recommend that you use campus support services, an email will be sent so that these services will be better prepared to assist you.

*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 call Melissa Martinez (844-2392) at Student ACCESS. The counselor will verify your disability and provide the course instructor with recommendations for appropriate accommodations.
ENGLISH 100
Spring 2014
CRN

M W 10:00 – 11:15 AM
Building , Room
Instructor

Office:
Phone:
E-mail:
Office hours: MW 8:30 – 10:00 AM, TTh 7:45-8:15 AM (Essentials Lab)
Mailboxes: in Essentials Lab 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. 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 or ESL 23.

Required materials:
The Write Stuff by Marcie Sims (2nd edition)
Access code to online MyWritingLab (packaged with book @ HCC bookstore) Course ID: student ID to use in library and computer labs
e-mail address (hawaii.edu, Yahoo and Gmail 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:
Participation 10%
Journals 10
Vocabulary/grammar quizzes 10
Essays (5,000 words total) 50 (each essay is worth 12.5% of your grade)
Midterm 10
Final 10
*MyWritingLab pass/fail (must score at least 75% to pass)

Total 100
*The research paper is a required component of this course. **Warning:** If you do not complete it, you will receive an F.
*MyWritingLab is a **mandatory** online grammar component of this course. You are required to pass all topics with at least 75% (get all stars). **Warning:** If you do not complete MyWritingLab, you will receive an F.

**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. No texting!
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 21. **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 diskette; how to navigate the Internet; and how to type. If you need additional help, check with me or with a Writing Coach at the HCC Writing Center (71A Portables by Kokea St. entrance to parking). You can also make an appointment online at hcc.mywconline.com.

**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 call Melissa Martinez (844-2392) at Student ACCESS. The counselor 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:

- Demonstrate clear, logical, and inventive thinking through writing,
• 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.
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) reflection.
   *Where do you think the writer needs to add more details to explain why this experience is important? What would you like to know more about?

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

I enjoyed reading this essay because ________ (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)
ENGLISH 100

ESSAY #3: RESEARCH PAPER (MLA format)
Rough draft due in conference: Monday 4/14 or Wednesday 4/16
Final draft due with Works Cited page and ALL sources: Monday 4/21
Finished length: 4 - 6 pages or 1,000-1,500 words, typed and double-spaced (not including Works Cited page)

This assignment requires that you do some research, through the library databases or on the Internet. For that reason, we will be learning about various research tools that will make this project easier. You will also learn the following skills (or refresh your memory):
--how to summarize other writers' arguments
--how to define plagiarism and avoid it
--how to quote accurately
--how to cite sources appropriately
--how to organize an argument

*Don't forget the deadlines for different stages in the research process! These deadlines count toward your grade, so mark them down on your calendar.

Step 1: Choose your topic. Find something that interests you. Look for an answer to a question that you've always wondered about. Focus on an issue that you feel strongly about. Here are some suggestions:

A. our environment (local, global, regional)
B. family history
C. interesting careers
D. medical condition/illness
E. current events
F. movie review

There are more suggested topics on page 2, or you can come up with your own idea for research.

Step 2: Do your research. Find at least 3 sources, preferably from the Internet or magazines. Make printouts or photocopies, borrow books, and bring them all to class to get credit. Your research sources of information can be any of the following:

--a book, pamphlet, or chapter in a book (try not to use your textbook for another class)
--an article in a magazine, newspaper, or journal
--a TV documentary or a radio report (you should tape this)
--a personal interview (write down every word or tape your interview)
--something from the Net (but be a skeptical critic) *Not Wikipedia!!!

Step 3: Meet the deadlines. Here is a schedule of deadlines--remember that they may change. If you miss a class, make sure you call or email me, or else you lose your points!
Wed 3/17: Show me your choice of topic. (5% of your essay grade) Meet in library for sessions on databases and evaluating websites.

Mon 3/31: Bring your sources to class. (10%)

Wed 4/2: Thesis and outline due. (5%) Sign up for a conference with Ms. Gima!
Wed 4/9: Body Paragraphs due. (5%)

Mon-Wed 4/14–4/16: Draft and sources due in conference. (10%) No class meeting on Monday and Wednesday!
Mon 4/21: Final draft, Works Cited page, and sources due! (65%)

Note that if you don’t meet earlier deadlines, even an "A" paper will only get a "D." If you are unable to come to class, make sure you call or email--or be prepared to see your grade drop!

IMPORTANT WARNINGS!

1. If you do not turn in ALL your sources/photocopies/printouts with your final draft, you will receive a D.
2. If you plagiarize or forget to use quotation marks or parenthetical references, you will receive an F.

Make sure you give credit to your sources of information. If you have any questions about how to reference a source, ASK ME.

MORE POSSIBLE TOPICS TO RESEARCH

1. What is the history of surfing?
2. How does global warming affect me?
3. Why is bullying such a big problem?
4. How has hula changed from ancient times to the present?
5. How did Duke Kahanamoku change the sport of surfing?
6. Why do we have a holiday named for Prince Kuhio?
7. How did Israel Kamakawiwo’ole change the nature of popular Hawaiian music?
8. What is the Hokule‘a, and why is it important to Hawai‘i?
9. How has social media affected us?
10. Is the Honolulu rail system a good idea?
11. Why is Michael Jordan considered the best basketball player?
12. Why is Queen Liliʻuokalani a hero to me?
13. Why should we recycle?
14. Should Hawai‘i legalize marijuana?
15. Where did tattoos come from?
WORKSHEET: USING PARENTHETICAL CITATIONS AND QUOTES

Practice here to make sure you know how to use parenthetical citations in your body paragraphs and when you should use quote marks. (Hopefully, this way you won’t inadvertently plagiarize in your essay!)

Directions: Read the following paragraph and decide
A) where quotation marks should be inserted, and
B) where parentheses should be inserted and what goes in them.

HINT: Original sources and texts are on the other side of this sheet.

Sample paragraph about bed bugs:

If you haven’t met a bed bug yet, don’t worry: chances are that you will soon. According to the University of Kentucky, bed bug infestations were common in the United States before World War II, but most people today have never seen them primarily because of the use of DDT around sixty-five years ago. Since then, the bugs have returned. A professor of entomology at Ohio State University says in a fact sheet that bed bugs can cause people to stress and lose sleep, but the bugs do not carry diseases. They come out at night to feed on human blood; during the day, they hide in cracks or the insides of common furniture—especially in mattresses. When you’re traveling, prevention is the best method, according to an article on Hawaii News Now: in hotels, check for tell-tale blood spots left behind by the bed bugs on mattresses, and make sure you hang up all your clothes—don’t put them in drawers, and don’t leave your suitcase on the floor. The same article says that if you find bed bugs in your home, a Hawaii exterminator advises, “Get the bedding off the bed and put it in a plastic bag. And get it out of the house. Use the dryer. 100 degrees plus will kill the bugs.” One person has even invented an iPhone application to help you find bed bugs, according to KOB.com. Whatever you do, don’t ignore the threat of bed bugs because they’re here to stay!

If you get bites or see stains on your furniture, you’ve got them. “You need to get a pest professional. You don’t want to take care of this problem yourself,” warns [exterminator Carlton] Agena.

Here’s what you can do, according to Agena: “Get the bedding off the bed and put it in a plastic bag. And get it out of the house. Use the dryer. 100 plus degrees will kill the bugs.”

What tips can travelers use to protect themselves?
- Check headboards, mattresses and box springs for bedbugs and the dark blood spots they leave behind.
- Hang all clothing. Leave nothing lying on the bed or furniture.
- Don’t allow your baggage to sit on the floor. Store it on a luggage rack as far from the bed as possible.


Bed bugs are fast moving insects that are nocturnal blood-feeders. They feed mostly at night when their host is asleep.

Bed bugs hide during the day in dark, protected places. They seem to prefer fabric, wood, and paper surfaces. They usually occur in fairly close proximity to the host, although they can travel far distances. Bed bugs initially can be found about tufts, seams, and folds of mattresses, later spreading to crevices in the bedstead. In heavier infestations, they also may occupy hiding places farther from the bed.

Some individuals respond to bed bug infestations with anxiety, stress, and insomnia. Bed bugs are not known to transmit disease.


Most householders of this generation have never seen a bed bug. Until recently, they were a rarity among pest control professionals. Bed bug infestations were common in the United States before World War II. But with improvements in hygiene, and especially the widespread use of DDT during the 1940s and ‘50s, the bugs all but vanished. The pest remained fairly prevalent, however, in other regions of the world including Asia, Africa, and Eastern Europe. In recent years, bed bugs have also made a comeback in the U.S.


The app’s inventor is Adam Kotkin, a self-described “idea man” who runs a company called AppsGenius in Red Bank, New Jersey. Why did he devise a bed bug application? “To be honest it kind of freaks me out a little, I haven’t been to a movie in over six months,” said Kotkin, who lives in Manhattan. “You can type in any address in the U.S. and within a one-block location, see all the bed bug reports.”
Library Research & Resources - 1

http://www2.honolulu.hawaii.edu/library

How do I choose keywords for my search?
Before you start searching for books, articles or web pages, you need to choose keywords that represent your research topic.

Keywords are significant words (usually nouns or noun phrases) which can be used as search terms online or in library e-resources (databases).

Step 1: Identify your research topic

Your research topic is: "Females have brought a positive element to the military."

Step 2: Identify the major concepts in your topic

The two main elements of the chosen topic are "Female" and "Military"

Step 3: Develop keywords related to the major concepts

Now that you know the major concepts of your topic, think of synonyms that may also describe those concepts. For an example, see the table below:

<table>
<thead>
<tr>
<th>Major Concept 1: Female</th>
<th>Major Concept 2: Military</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Military</td>
</tr>
<tr>
<td>Woman</td>
<td>Soldier</td>
</tr>
<tr>
<td>Girl</td>
<td>Army</td>
</tr>
</tbody>
</table>

Finding BOOKS

Click Find Books and Media to access the Hawaii Voyager Catalog.

- **Basic Search** is good for broad keyword searching or if you know the book's title or the author's name. This is a good place to start!
- **Advanced Search** is better for more COMPLEX searching, because it allows you to search by SUBJECT rather than keyword. You can also narrow your search results by selecting different limiters.
- **Subject headings** for each book entry are helpful in providing you with related or similar terms that may further guide your research.
E-books

- **EBARY** – Search through over 70,000 electronic books, available in all subjects. Accessible off campus 24/7 with login authentication.

- **CREDO REFERENCE** – Full text access to over 600 reference e-books, every major subject area covered. Good place to start for general information on a topic.

Finding ARTICLES in magazines, journals, and newspapers

Library homepage → *Quick Search ARTICLES*
(To access a list of all databases, click the *Find Articles and More* link)

- **Academic Search Premier** [EBSCO]: General, multi-subject, partial full text. An excellent source for journal, magazine, and newspaper articles.

- **SIRS Knowledge Source**: Coverage of over 300 current Leading Issues. Multi-subject with ALL full text documents.

**New!** **Opposing Viewpoints**: Explore issues from all perspectives, including pro/con viewpoint essays, court case overviews, articles, statistical tables, charts, and graphs.

- **CQ Researcher**: In-depth reporting & analysis on current issues. Topics also include a pro/con feature which provides statements from opposing positions.

- **ProQuest: Honolulu Newspapers**: Full text access to our local newspaper.

**MLA Citation Style**

Basic Format for citing a magazine/journal article found in a library database:


For more examples, see the library’s online research guide – “Citing Your Sources”
http://libguides.hcc.hawaii.edu/citingsources
Today:

- Review
- Image Quest
- Films on Demand
- Evaluation websites – Do the CRAAP test!
- Better Google searches

Library E-resources:

- **ImageQuest** - Access to over 3 million rights-cleared images from one convenient site. Images for non-commercial, educational use. A great resource for assignments, reports, projects, and presentations. Get a citation too!

- **Films on Demand** - A web-based digital video delivery service that allows you to view streaming videos anytime, anywhere, 24/7. Choose from more than 22,000 educational titles in dozens of subject areas. Get a citation too!

Google ... Better Searches ... Better Results

**Exact Phrases “”**
What it does: Searches for an exact phrase
Examples: “climate change” “social media”

**Site Specific site:**
What it does: Searches only particular websites Such as .edu, .gov, .org, etc
Examples: plagiarism site:edu
dog bite statistics site:gov
childhood obesity site:org

These searches return results only from websites that end in either .edu, .gov, or .org
# Evaluating Websites ... Is it crap or credible?

<table>
<thead>
<tr>
<th><strong>CURRENCY</strong></th>
<th>When was the information published or posted? Date/Year</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Has it recently been revised or updated? Yes □ No □ Don’t know □</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The information is... Current □ Out-of-date □ Don’t know □</td>
<td></td>
</tr>
</tbody>
</table>

| **RELEVANCE** | Is the information related to your topic? Yes □ No □ |
|               | Who is the intended audience? Circle all that apply. |
|               | Children Adults Students Researchers/Scholars |
|               | Would you be comfortable using this source for a research paper? |
|               | Yes □ No □ Not sure □ |

| **AUTHORITY** | Who is the author/publisher/source/sponsor? |
|              | Who are they affiliated with? |
|              | Are they qualified to provide the information? Yes □ No □ Don’t know □ |

| **ACCURACY** | Is the information accurate and supported by evidence? Yes □ No □ Don’t know □ |
|              | Can you verify the information in another source? Yes □ No □ Don’t know □ |

| **PURPOSE** | What is the purpose of the information? Circle all that apply. |
|            | To inform To teach To sell To entertain To persuade |
|            | The language or tone is: Neutral (free of emotion) □ Biased (based on opinion or prejudice) □ |

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Need help citing your sources? ➔ See RESEARCH GUIDES