

**Request for Renewal of  
English 100E: Composition I  
as an FW course**

**Leeward Community College  
Spring 2007**

<b>Page</b>	<b>Contents</b>
2	Course Description
3	Changes
3	Assessing of Course
3	Hallmark 1
4	Hallmark 2
5	Hallmark 3
5	Hallmark 4
5-6	Hallmark 5
Appendix 1 7-9	Sample Research Essay guidelines
Appendix 2 10-13	Course Syllabus

I. Course Description  
(Core Outline, 01/19/06; 2006-2007 Course Catalog Description)

COURSE INFORMATION:

**ENG 100E: COMPOSITION I (3) AA/FW**

*3 hours of lecture per week.*

*Prerequisite: Placement into ENG 100E; or a grade of C or better in ESL 21 and 22, or approval from the Language Arts Division.*

*Rec Preparation: Typing or computer experience.*

For non-native speakers of English only. Practice in writing clear, effective university-level prose. Attention to all stages of the writing process—generating ideas, drafting, revising, and editing. (FW)

STUDENT LEARNING OUTCOMES:

At the end of the course students will –

1. Demonstrate competence in basic principles of composition, unity, development, organization, coherence and sentence skills in paragraphs and essays in a variety of modes.
2. Acquire and employ the writing process to enhance critical thinking, to acquire a point of view, their own voice, and to develop ideas.
3. Acquire skills in critical evaluation such as audience, point of view, clarity of ideas, tone, purpose etc.
4. Recognize the rhetorical modes that indicate appropriate approaches to and insights into writing forms.
5. Demonstrate the written rules of standard American English grammar and writing conventions.
6. Show familiarity with the laws of plagiarism and the appropriate use of research (MLA) documentation.
7. Use primary sources and print materials as sources for writing
8. Demonstrate skills in proofreading and editing to improve organization, grammar and usage

## II. CHANGES

The course title was changed from “Expository Writing” to “Composition I.”

## III. ASSESSING OF COURSE

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

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

English 100E introduces students to different forms of college-level writing. The ENG 100E Catalog Course Description states that this course practices “effective university prose.” (See Appendix 1: ENG 100E #11, Core Outline, Catalog Description.)

Three student learning outcomes address college-level writing:

SLO 1: Students “demonstrate competence in basic principles of composition, unity, development, organization, coherence and sentence skills in paragraphs and essays in a variety of modes.”

- Students are introduced to and required to compose a number of different essays, each of which address rhetorical modes (narrative, observation, solution proposals, and persuasion) that students are likely to employ in college. In addition, students are frequently asked to compose short reaction papers and discussion question responses.

SLO 2: Students “acquire and employ the writing process to enhance critical thinking, to acquire a point of view, their own voice, and to develop ideas.”

- Typically, ENG 100E teaches students how to engage writing as a process that begins with idea development and organization, progresses toward idea development and revision, and concludes with audience feedback. To reinforce the notion that this process is both crucial and recursive, students engage in a variety of activities (peer review, reading/responding, proofreading/editing) that reinforce the importance of each step in the process.

SLO 3: Students also “acquire skills in critical evaluation such as audience, point of view, clarity of ideas, tone, purpose, etc.”

- In order for students to be proficient and effective writers, they must be sensitive to the needs of their audience and must communicate their ideas in a clear, coherent manner. Also, in order to students to effectively critique their own work, they receive ample instruction (through various in-class activities) and guidance (through peer and instructor critiques) in assessing the work of other writers and students.

**Hallmark 2:** *Students get guided practice of writing processes (planning, drafting, critiquing, revising, and editing) and making effective use of written and oral feedback form the faculty instructor and from peers.*

Students in ENG 100E are taught to write, and to evaluate the writings of others, through the consistent use of the writing process, which includes idea generation, drafting, peer review, proofreading, editing, and revising. Students practice and reinforce these skills through their own writing and, via peer review and feedback, through the writing of their peers. (See sample “Peer Feedback Form” below).

### ENG 100E (Fall 2006)

#### PEER FEEDBACK FORM – ESSAY #3 (Observing a Scene Essay Assignment)

*Author’s Name:* \_\_\_\_\_ *Responder’s Name:* \_\_\_\_\_

- (1) **Does the essay begin with an introduction that contains a clearly stated thesis? Copy the author’s thesis sentence here and circle it on his/her draft. Write “thesis” next to it.**
- (2) **What is the main insight or impression you carry away from this writing?**
- (3) **What examples and details does the author use to support his/her thesis? List some of them here and on the back of this sheet:**
- (4) **Can you see or feel what the writer experienced? What additional details would make this writing more compelling?**

*Put checkmarks on the paper wherever you want more detail.*

- (5) **How well has the writer used evidence from the senses to build a main Impression? Which sensory impressions contribute most strongly to the overall picture? Which seem superfluous?**
- (6) **If this were your paper, what is the one thing you would be sure to work on before handing it in? (You can continue on the back of this sheet.)**

**Hallmark 3:** *Require at least 5000 words of finished prose—equivalent to approximately 20 typewritten/printed pages.*

Activities in ENG 100E include homework assignments include readings with discussion questions, problem solving, research projects, computer projects, and term papers. Although instructors formally evaluate all student work, students ultimately demonstrate their understanding of and proficiency in using the writing process through their *finished* work, which has undergone extensive peer and/or instructor review and has undergone revision.

**Hallmark 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.*

In order to develop information literacy, ENG 100E students receive ample instruction and practice in the evaluation of primary sources, in print or electronic media, and in the use of these as sources for supplementing ideas and generating new ideas. Students also learn how to use correct methods of documentation and source identification—including summarizing, quoting and paraphrasing—to show academic integrity and to avoid plagiarism. Demonstrated competency in these skills is required in argumentation essays.

ENG 100E students are required to develop information literacy by taking LCC’s Library Information Literacy Exam.

**Hallmark 5:** *Help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.*

Two student outcomes address students’ ideas, perspective and opinions:

SLO 2: Students “acquire and employ the writing process to enhance critical thinking, to acquire a point of view, their own voice, and to develop ideas.”

- As members of an institution of higher learning, students are expected to use their writing as a means of synthesizing new perspectives/ideas or shedding light on existing perspectives/ideas.

SLO 3: They “acquire skills in critical evaluation such as audience, point of view, clarity of ideas, tone, purpose etc.”

- To achieve the goal of effective communication, students are taught the value of following through thoroughly with the writing process and with paying close attention to diction and technical detail (syntax, grammar, punctuation). Because

these values reinforce both skill and work ethic, they are reinforced with virtually every assignment that ENGE students receive.

## Appendix 1

### ENG 100E (Fall 2006): Essay #2 – Persuasion

*\* Note: this is one of several formal writing assignments wherein students are required to engage the writing process in a protracted, detailed, and collaborative fashion; thus, this assignment helps to demonstrate Hallmarks 1 & 2.*

#### Day 1

- (1) You do a **clustering** exercise.
- (2) You do a **freewrite** based on your cluster.

**Important: You save these items for submission with the final Draft on Day #5**

#### Day 2:

You write the **first draft**.

It must be typed double-spaced on a computer and:

- (1) e-mailed as an attached file in MSWord.
- (2) brought to class in hard-copy (paper) format.

#### Day 3

You bring your paper first draft to class.

#### Peer Response Groups

You read and respond to two other students' first drafts in class.

The instructor will provide a worksheet to guide you through this process.

The instructor collects the first draft, peer response forms, and the freewriting and clustering exercise.

#### Day 4

The **instructor returns the paper draft** and other materials

You receive the e-mailed draft (as an attached MSWord file) with comments and suggestions for revisions.

You write the **second draft** and bring a hard copy to next class period.

**You use the instructor's comments and peer response forms to create an improved second draft.**

### Day 5

You bring your hard-copy second draft to class.

#### Proofreading Session:

You **proofread** two other students' second drafts for errors in grammar, spelling, and punctuation.

You create your **final draft** after it is proofread by two other students.

**NOTE: You must carefully proofread your own final draft before you submit it to the instructor.**

Your final draft must be typed double-spaced on a computer and:

(1) e-mailed as an attached file in MSWord.

(2) brought to class in hard-copy (paper) format.

All of the following related materials must be included with the final draft:

- \_\_\_\_\_ (1) clustering exercise
- \_\_\_\_\_ (2) freewrite
- \_\_\_\_\_ (3) first draft
- \_\_\_\_\_ (4) peer response forms
- \_\_\_\_\_ (5) second draft with proofreading comments from fellow students

### Day 6

You bring your typed final draft and five items mentioned above to class after you have e-mailed your final draft as an attached file.

\* Note: normally, the individual assignment days (Day 1, Day 2, etc.) have specific dates attached to them.

*\*Note: because the research essay requires students to make use of outside sources, students are given instruction in conducting research and utilizing library resources and databases shortly after they are assigned the research essay. Thus, the research essay also demonstrates Hallmarks 4 and 5).*

## LCC LIBRARY SITE AND DATABASES

1. Type in URL: [www.lcc.hawaii.edu/lib](http://www.lcc.hawaii.edu/lib)
2. Overview of library homepage: Hold mouse pointer over the first three links on this page to see the description corresponding to these links:
  - ◆ research and reference
  - ◆ topic search guide
  - ◆ about the library
3. Click on the research and reference link. This takes you to the library search page.
4. Hold the mouse pointer over all the links in the green box on the page to read the description of each database. Click on the EBSCO HOST button to view the list of its databases.
5. Click on the Complete Collection of EBSCOhost Databases link. Scroll down to see the complete list of databases.
6. Scroll up to the top and click on the Academic Search Premier link. This takes you to a page that allows you to do searches based on keyword, author or title. Type in a keyword that you want to search on.
7. Under Refine Search Tab, check the box labeled Full Text. Click on the Search button.
8. When you see the results of your search, click on the links: All Results, Academic Journals, Magazines, Newspapers. Click on any article to see the full text.

## Appendix 2

### **ENG 100E (Fall 2006) Course Syllabus**

LEEWARD COMMUNITY COLLEGE  
LANGUAGE ARTS DIVISION

## ENG 100E: Expository Writing (Section \*\*\*\*\*)

<b>Catalog Description:</b>	For non-native speakers of English only. Practice in writing clear, effective university-level prose. Attention to all stages of the writing process – generating ideas, drafting, revising, and editing.
<b>Prerequisites:</b>	Placement into ENG 100E, or a grade of C or better in ESL 21 and 22, or approval from Language Arts Division.
<b>Recommended Preparation:</b>	Computer experience.
<b>Time/Place:</b>	Tuesday and Thursday, 10:30 am – 11:45 am, LA ***.
<b>Instructor:</b>	*****
<b>Office:</b>	LA 218
<b>Phone:</b>	455-****
<b>E-mail:</b>	sherr@hawaii.edu
<b>Office Hours:</b>	Monday and Wednesday, 10:15 am – 11:00 am Tuesday and Thursday, 8:15 am – 9:00 am and 2:45 pm – 3:15 pm

### STUDENT LEARNING OUTCOMES:

At the end of the course students will –

1. Demonstrate competence in basic principles of composition, unity, development, organization, coherence and sentence skills in paragraphs and essays in a variety of modes.
2. Acquire and employ the writing process to enhance critical thinking, to acquire a point of view, their own voice, and to develop ideas.
3. Acquire skills in critical evaluation such as audience, point of view, clarity of ideas, tone, purpose etc.
4. Recognize the rhetorical modes that indicate appropriate approaches to and insights into writing forms.
5. Demonstrate the written rules of standard American English grammar and writing conventions.
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7. Use primary sources and print materials as sources for writing
8. Demonstrate skills in proofreading and editing to improve organization, grammar and usage

**Class Activities:**

1. Write a minimum of three multiple-draft essays at home.
2. Write a research paper.
3. Write an in-class essay.
4. Use email for the submission of out-of-class writing assignments.
5. Summarize and paraphrase reading assignments.
6. **Maintain and complete a learning log that will be written during 20minutes of a class session. This activity will take place about once a week for at least ten weeks.**
7. Participate in small peer response groups with three or four fellow students. Writing always has an audience and is substantially improved through collaborative effort. You will be expected to act as a responder and an editor for other students' work.
8. Develop grammar skills that will enable you to write in a manner that does not interfere with the reader's understanding.
9. Read supplementary readings (newspaper/magazine articles and other sources).
10. **Complete the Basic Skills, Periodicals, Internet and Research library units (with a grade of 70% or better).**

**Grading:**

- A = 90-100 points
- B = 80-89 points
- C = 70-79 points
- D = 60-69 points
- F = less than 60 points

Assigned writing (essays done at home)	50% of final grade
Research Paper Unit	30% of final grade
In-Class Essay	10% of final grade
Learning Logs	10% of final grade
<b>Library Units (with a grade of 70% or better)</b>	<b>(must be completed to pass the course)</b>

**IMPORTANT NOTE:**

**In order to receive a passing grade for this course, you must submit all assignments (including all the individual assignments in the research paper unit).**

## **Academic Integrity:**

The concept of “higher education” is founded on the principles of integrity, honesty, reciprocity, and truth. As a student of higher education, you are expected to embody these practices through your words (written and oral) and actions. Violations of these principles are taken very seriously and will be met with equally serious consequences (an “F” for the assignment and, possibly, for the course). The most serious of these violations are cheating and plagiarism as defined below. Ignorance of these definitions will not provide an excuse for such acts.

### **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 documents 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.

## **Students with Disabilities Statement:**

Leeward Community College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which stipulate that no students shall be denied the benefits of an education “solely by reason of handicap.” Students with documented disabilities who believe that they may need accommodations in this class are encouraged to contact the Coordinator of the KAKO’O’IKE (KI) program as soon as possible to ensure that such accommodations are implemented in a timely fashion. The KI office is located in L-208, across from the elevator in the library building, or you may call 455-0421 for more information.