Eng 200, Composition II

3 credits (CRN 63204)

Asynchronous Online

INSTRUCTOR: Emily Ho

OFFICE: [Zoom](#)

OFFICE HOURS: **9:30-10:30 am TTH or by appt.**

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EFFECTIVE DATE: Fall 2022

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawaiʻi and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide the Koʻolau region of Oʻahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

ʻO keia ka wā kūpono e hoʻonui ai ka ʻike me ka hoʻomaopopo i kō Hawaiʻi mau hoʻoilina waiwai. Aia nō hoʻi ma ke Kulanui Kaiāulu o ke Koʻolau nā papahana hou o nā ʻike ʻakeakamai a me nā hana noʻeau. Me ke kuleana koʻikoʻi e hoʻohiki ke Kulanui e kākoʻo a e hoʻokumu i ala e hiki kē kōkua i ka hoʻonui ʻike a nā kānaka maoli. Na mākou nō e hoʻolako, kākoʻo a paipai i nā Koʻolau

a kō Oʻahu aʻe me nā hana noʻeau ākea, ka hoʻonaʻauao ʻoihana a me ka hoʻonui ʻike ma ke kaiāulu— hōʻaʻano a e hoʻoulu i nā haumāna i ka poʻokela.

CATALOG DESCRIPTION

A writing intensive composition course that furthers the study of rhetorical, conceptual, and stylistic demands of writing. Through a variety of assignments, each essay students write will build on the next one, culminating in a final argumentative research paper into which students will incorporate the knowledge they have gained through the writing and research performed during the semester.

Grade of "C" or better in ENG 100, or consent of instructor.

Students should possess a strong foundation in grammar and punctuation; ideally, students will know MLA and/or APA writing styles.

Other Required Activities

1. Students are required to meet with professor via Zoom at least once prior to submission of all major assignments. Webcam is preferred but optional.
2. This class is run on the free version of Canvas, and an account is required. All assignment submissions will be through Canvas.
3. Complete WCC Library Research Units.
4. Optional Zoom meetings will be recorded and posted. If students complete and submit the optional activity in the recording prior to the weekly Sunday night due date, they will be eligible to receive extra credit.

STUDENT LEARNING OUTCOMES

1. Summarize and organize appropriate primary and secondary sources.
2. Analyze written arguments and resolutions using Aristotle's rhetorical triangle.
3. Evaluate the validity and relevance in a given argument.
4. Employ MLA and APA documentation styles in a written research project.

WRITING INTENSIVE HALLMARKS

1. The course uses writing to promote the learning of course materials.

2. The course provides interaction between teacher and students while students do assigned writing.
3. Writing assignments significantly contribute to each student's course grade.
4. The course requires students to do a substantial amount of writing--a minimum of 4000 words, or about 16 pages.
5. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.

COURSE CONTENT

English 200 is further practice with the skills developed in English 100. This course is further practice in mastering these existing skills, by means of employing Remix Theory. Remix Theory seeks to transform an existing text into a new text that responds to a new rhetorical situation. One major focus of this class is to develop your researching skills, which depend heavily on your ability to comprehend and analyze a primary text/idea, translate that text or idea into your own words, and then create your own opinion to then enter into the larger conversation using the support of primary texts/ideas.

The three steps of Remix:

1. Copy
2. Transform
3. Combine

Using this model of creation, students will learn to first absorb, to then conceptualize projects, plan and organize their energies and ideas, give and receive feedback, and to finally combine resources to create a draft, and revise.

After writing the first major paper, students will then begin the process of Remix. The second major paper relies on rethinking and recasting the target audience, and reflecting on edits and changes that must occur in order to keep the argument cohesive and persuasive.

The final project is a culminating assignment that transforms the idea that has been built on in the second major paper. This project must be multi-modal, which means it must use a different form than just writing. Possible projects could be, but are not limited to, the following:

Podcast	Video	Infographic	Memes	Storyboard/comic
Poster	Website (wix)	Twitter feeds	Fictionalizing non-fiction	
ThingLinks	Narrative Collage	etc.		

This class will rely heavily on the student's ability to master the Rhetorical Triangle. This means that students will learn to 1) create a position of authority for themselves, via voice and using credible supporting sources, 2) identify, target, and speak to different audiences, and 3) use good logic to analyze supporting sources, counterarguments, and to also demonstrate knowledge in an efficient and persuasive manner.

Major Assignments

The assignments in this course are designed to increase in complexity. The first assignments you have will be worth fewer points so that you can get familiar with putting the expectations of the course into action. Remember that you will need to schedule at least one tutoring session for every major assignment. You can do that by going to the [Writing Center (Links to an external site.)](#) or by going to this [Other Writing C (Links to an external site.)](#)enter. Here's a brief description of the major assignments and the order they will occur:

Opinion Editorial: You will write a 4-5 page opinionated paper showcasing your voice and your ability to appeal to and persuade an audience. This is a creative essay, but it is also an argumentative essay. This means you need to have a viewpoint, to enter a conversation with differing sides. The focus of this paper will be on *Pathos & Ethos*, how to persuasively communicate your experience and ideas to a specific target audience.

Research: After creating your own opinionated paper, you'll then look outside of yourself to find supporting and dissenting opinions. The student seeks to center themselves in the available credible information, not to rely only on sources that agree with them. This essay will be 4-5 pages of analysis on the author's own argument, authority, and audience when considered with the Research they did to center their ideas. This is a critical look, and relies heavily on your ability to logically and carefully work through your own and other authors' ideas. The focus of this paper will be on *Logos*, and using language to lay bare a rhetorical situation.

Remixed Multimodal Final Project: In this final assignment you'll combine the first two assignments, the Personal Essay and the Analysis, and transform them into one cohesive argument in multi-modal form. This means you'll be asked to reflect, edit, recast and rethink the work you've created thus far in the semester. The goal is to showcase your understanding of the Rhetorical Situation--that after identifying a target audience (*pathos*), you can logically edit and choose which information to keep and which to let go of (*logos*), and use good authority to persuade (*ethos*). This project is not based on how polished the final project is, as the goal is not to master a new program or skill like drawing. Instead, the final project will be graded on

awareness of the rhetorical situation, and the efficacy of the choices made in editing and combining the first two projects.

Minor Assignments

Reflections: At the completion of each Major Assignment, students will investigate their creative process and assess the results of their choices, effective or ineffective. These reflections total 20% of the final grade for the class, and each is required to be at 1.5-2 pages in length, three in total.

Check-In Quizzes: Quizzes will occur at the end of each week. These quizzes are meant to act as reflection on your learning for the past week to help prepare you for the upcoming learning next week. You cannot make up the points for missed quizzes, you must take the quizzes on time.

Discussions: This class relies heavily on participation in our bi-weekly class Discussion Boards. Exchange is essential to any type of learning, and since we're asynchronous and online, the ideas you exchange with your peers on these Discussion Boards are essential to your best learning experience. They help establish a strong writing community, and as has happened in many of my classes before, you have the potential to meet friends who will extend out of the classroom and into your real life.

I fully understand the drudgery that some Discussion Boards can become, and I've done a lot of work to avoid the possible pitfalls and make these lively and fruitful places of exchange. However, these discussions are what you make of them and you will only get out what you put into them.

As the discussions are collaborative and timely, they cannot be made up after the fact.

ASSESSMENT TASKS AND GRADING

Assignment Grading Breakdown

Opinion Editorial-----------------10%

Research-------------------------20%

Remix Multi-Modal--------------30%

Check-in Quizzes-----------------10%

Discussion Boards----------------10%

Reflections------------------------ 20%

Total-------------------------------100%

COURSE CONTENT

As an Asynchronous Student you are here in this digital classroom, BUT that classroom is spread out over the island, the ocean, and many different physical spaces. Where we are and where we are not has a great deal of importance and influence on us as individuals, so although we're not together physically, we are connected in this online community, and our focus for this course will be on connecting our physical space to our digital one. In this time where the space between us seems to be widening, we will be working to shape that space, by deepening the connections we do have.

This course is structured around the idea that you shaping your own space is powerful--which is why we're going to be using Remix Theory as a means of instruction. You'll first immerse yourself in the content, then begin to create, next to interact with others' creations, and finally to remix. In the end you'll have a product that showcases your growth and development, and shows how you've actively perceived and shaped your space. Your measurement for success in this class is not to know this information beforehand, you are meant to struggle a little--to grow. Instead, you will be asked to simply improve, to demonstrate a knowledge of the tools we discuss and put them into practice.

LEARNING RESOURCES

All of our readings will be available online.

- MLA formatting at Purdue OWL (Links to an external site.)
- The Writing Center (Links to an external site.), or T (Links to an external site.)he Other Writing Center (Links to an external site.)
- WCC Library (Links to an external site.)
- Tutor.com (Links to an external site.)

*As a note, your tutoring sessions will go best if you share the assignment description and rubric with your tutor. Ask them for specific help with specific problems, DO NOT go in and ask them to "fix it."

Late Assignments: Assignments are due on Canvas on the specified dates. After the due date, an assignment will lose 10% per day, up to 50%. Afterwards, assignments are only eligible to receive half credit. *Quizzes must be turned in on time, and cannot be made up after their due date.*

If you have trouble keeping up or have unforeseen extenuating circumstances, talk to me before you have a problem. For example, do not come to me on the day a paper is due and tell me you haven't completed it because you have been sick. I can't work with you unless you tell me that you are struggling with your assignment **well before the due date.

Communication: When in doubt, consult the Canvas first. It is your guide to what reading/homework assignments will be due for each class period. If Canvas doesn't answer your question, ask your classmates or go to the modules. If you still have a question after consulting the syllabus, your classmates, AND Canvas, please text me and I will try to respond as quickly as I can. **Please check your email and announcements regularly.**

Writing Center: You should visit the Writing Center AT LEAST once per major assignment. Schedule an appointment early or you may not get an appointment. **For each major assignment (Personal Essay, Analysis, Remix Multi-modal), you must go to the Writing Center for help somewhere in the writing process (brainstorming, outlining, or revision).**

Failure Policy: You have the potential to fail the course if you are plagiarizing any work at any point. You also have the potential to fail the course if you get too far behind. HOWEVER, I do not want you to fail if you get behind. Contact me. There's usually a fair and reasonable way to help you succeed even if your work is late.

Required Format: All papers submitted for this course must be typed with 1-inch margins in Times New Roman 12-point font, double spaced. They must also adhere to current MLA (Modern Language Association) style guidelines. The Purdue OWL (Links to an external site.) online is an excellent resource for MLA style; you can also visit the Writing Center's MLA Reference Section (Links to an external site.) for detailed formatting rules. Please do not attempt to alter assignment length by changing fonts, margins, etc.

Use the following heading for ALL submissions:

(watch [this video (Links to an external site.)](#) to see how to make this a header)

Your full preferred name

Ho/ENG 200

Assignment Title

Date

DISABILITIES ACCOMMODATIONS

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Accessibility Counselor to discuss reasonable accommodations that will help you succeed in this class. Roy Inouye can be reached at (808) 235-7448, royinouy@hawaii.edu, or you may stop by Hale Kākoʻo 106 for more information.

SEX DISCRIMINATION AND GENDER-BASED VIOLENCE RESOURCES (TITLE IX)

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Jojo Miller, Confidential Advocate
Phone: (808) 348-0663
Email: advocate@hawaii.edu

Office: Hale Kākoʻo 110

Desrae Kahale, Mental Health Counselor & Confidential Resource
Phone: (808) 235-7393
Email: dkahale3@hawaii.edu
Office: Hale Kākoʻo 101

Karen Cho, Deputy Title IX Coordinator
Phone: (808) 235-7404
Email: kcho@hawaii.edu
Office: Hale ʻAlakaʻi 120

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

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/

ACADEMIC INTEGRITY

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through use of quotes or summarizing with reference to the original author.

In this class, students who commit academic dishonesty, cheating or plagiarism will have the following consequence(s):

Students will receive a failing grade for plagiarized assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

ALTERNATE CONTACT INFORMATION

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alakaʻi 121
- Phone: (808) 235-7422