

Eng 100 Syllabus

Composition I, 3 credits

INSTRUCTOR: Ms. Ho

CLASS HOURS: 6:30-8:00 pm MW

EFFECTIVE DATE: Fall 2023

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

‘O keia ka wā kūpono e ho‘onui ai ka ‘ike me ka ho‘omaopopo i kō Hawai‘i mau ho‘oilina waiwai. Aia nō ho‘i ma ke Kulanui Kaiāulu o ke Ko‘olau nā papahana hou o nā ‘ike ‘akeakamai a me nā hana no‘eau. Me ke kuleana ko‘iko‘i e ho‘ohiki ke Kulanui e kāko‘o a e ho‘okumu i ala e hiki kē kōkua i ka ho‘onui ‘ike a nā kānaka maoli. Na mākou nō e ho‘olako, kāko‘o a paipai i nā Ko‘olau a kō O‘ahu a‘e me nā hana no‘eau ākea, ka ho‘ona‘auao ‘oihana a me ka ho‘onui ‘ike ma ke kaiāulu— hō‘a‘ano a e ho‘oulu i nā haumāna i ka po‘okela.

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

CATALOG DESCRIPTION

This college-level composition course promotes critical reading, the writing process, rhetorical principles, research strategies, and the documentation of sources. This is a 3 credit hour course.

Prerequisites: Grade of “C” or better in ENG 22, OR placement into ENG 100, OR grade of “C” or better in ENG 23 and corequisite enrollment in ENG 100W, OR placement and enrollment in co-requisite ENG 100W OR grade of “C” or better in ENG 100W OR approval of designated Language Arts representative.

Required Texts:

The Sentences That Create Us: Crafting a Writer’s Life in Prison

Other Required Activities

1. Students are required to meet with their professor at least once prior to submission of all major assignments.
2. Complete WCC Library Research Units.

STUDENT LEARNING OUTCOMES

- Engage in a writing process that includes exploring ideas, considering multiple points of view, developing and supporting a thesis, revising with the help of peer and instructor feedback, editing, and proofreading.
- Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.

- Find, evaluate, integrate, and properly document information from libraries, the internet, and other sources, with an eye for reliability, bias, and relevance.
- Read for main points, perspective, and purpose, and analyze the effectiveness of a variety of rhetorical strategies in order to integrate that knowledge into their writing.

COURSE CONTENT

Course Description

Remix Theory seeks to transform, and that is our goal in this course. You will be asked to transform your early work into new texts that respond to new rhetorical situations. You will be working throughout the entire semester to “translate” your initial texts or ideas as a way to enter into a larger conversation, to transform your writing from one audience and goal to another.

The semester will work as outlined below:

Copy

Transform

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 begin the process of Remix. The second major paper relies on researching and adding credible voices to their own voice, and reflecting on edits and changes that must occur in order to keep the argument cohesive and persuasive for a larger conversation that includes more people than just the student.

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 a remixed version of their first two papers, which means it must use a different form than just writing. Possible projects could be, but are not limited to, the following:

Memes	Storyboard/comic	Poetry
Poster	Fictionalizing non-fiction	Artwork
Narrative Collage	Mele/Hula	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. You will need to schedule at least one tutoring session for every major assignment. You can do that by going to Tutor.com.

Here’s a brief description of the major assignments and the order they will occur:

Personal Essay: You will write a 2-3 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.

Researched Analysis: After creating your own opinionated paper, you'll then build on that original idea to develop it as part of a larger conversation. This means that you are responsible for understanding context, for knowing how and where to research, and finally analyzing the differences in these sources. The goal of the assignment is to look outside of yourself. The student seeks to center themselves in the available credible information, to draw conclusions from this information that help to shape your understanding in a cogent and thoughtful way.

This essay will be 3-4 pages of analysis on the Research you do to center your 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 Final Project: Throughout the semester, you'll be working to draft a Remixed Final Project. In this final assignment, you'll combine the knowledge you've cultivated on your chosen artifact, and transform it all into a cohesive Remixed argument. This means you'll have 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), that you can logically edit and choose which information to keep and which to let go of (logos), and that you can use good authority to persuade (ethos). This 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.

ASSESSMENT TASKS AND GRADING

Assignment Grading Breakdown

- Personal Essay-----20%
- Researched Analysis-----25%
- Remixed Final Project-----35%

Quizzes & Discussions-----20%

Total-----100%

ADDITIONAL INFORMATION

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 & Discussions, and Peer Reviews must be turned in on time, and cannot be made up after their due date. *NOTE: for the Pu'uhonua program, there is flexibility with due dates and how assignments are turned in as there is a lot of

****If you have trouble keeping up or have unforeseen extenuating circumstances, talk to me. I can extend due dates and work with you if you communicate with me.**

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.

Use the following heading for ALL submissions:

Your last name, pg #

Your full preferred name

Ho/ENG 100

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, royinouye@hawaii.edu, or you may stop by Hale Kāko'o 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

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

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

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:

Phone: (808) 235-7422

