ENGLISH 100, COMPOSITION 1

3 Credits (CRN 62048 and CRN 62201)

INSTRUCTOR: Susan Lee St John
OFFICE: Manaleo 109
OFFICE HOURS: You can schedule a conference yourself through Star Balance, or email me for a conference date and time.
TELEPHONE: (808) 236-9226
ZOOM: **Susan's Zoom Room Link**
Meeting ID: 391 915 8513
Passcode: Z4fuSy
EMAIL: susankcl@hawaii.edu
I check my email once a day, Monday through Friday.
Please allow 24 hours for a response.
EFFECTIVE DATE: Fall, 2026

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

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 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

This college-level composition course promotes critical reading, the writing process, rhetorical principles, research strategies, and the documentation of sources (3 hours lecture).

One of the following prerequisites is required:

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.

OTHER REQUIRED ACTIVITIES

1. Two 15 minute mandatory conferences with instructor. The first meeting takes place within the first 4 weeks, and the second meeting will be in the middle of the semester. Please sign up in my Google Appointment calendar. If you cannot make these times, please email me with other dates and times, and we'll find a time that works for both of us.
2. Type and upload finished assignments to Lamaku or Google Assignments. This means that you either have access to a desktop or laptop and an Internet connection, or that you schedule time to complete your assignments on campus.
3. Complete the WCC Library Research Units.
4. Attend a minimum of three documented visits to any of the following: the Ka Piko Writing lab, Tutor.com (use the WCC free subscription), the UH Manoa Online Learning Academy, or a meeting with a WCC librarian.

STUDENT LEARNING OUTCOMES

Students will:

1. Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.
2. 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.
3. Find, evaluate, integrate, and properly document information from libraries, the Internet, and other sources, with an eye for reliability, bias, and relevance.
4. 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.

WRITTEN COMMUNICATION FOUNDATION HALLMARKS

To satisfy the FW requirement, this course will:

1. Introduce students to different forms of college-level writing, including, but not limited to, academic discourse, and guide them in writing for different purposes and audiences.

2. Provide students with guided practice of writing processes — planning, drafting, critiquing, revising, and editing — making effective use of written and oral feedback from the faculty instructor and from peers.
3. Require at least 5,000 words of finished prose — equivalent to approximately 20 typewritten/printed pages.
4. Help students develop information literacy by teaching search strategies, critical evaluation of information and courses, and effective selection of information for specific purposes and audiences, teach appropriate ways to incorporate such information, acknowledge sources and provide citations.
5. Help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.

COURSE CONTENT

You might consider this course an introduction to entering an academic conversation, a conversation that primarily takes place through reading and writing. To converse with an academic community, you want to be sensitive to your audience, which is composed of students, teachers, researchers, and other writers and thinkers. You'll also want to acknowledge what others have already said about the subject before moving on to your own observations and views. Regular reading and writing practice will build your confidence as a writer and as a participant in scholarly discussion.

Here are a few of the skills that we will practice:

1. reading for main points and argument
2. writing an accurate summary, paraphrase, and attribution; writing a "quote sandwich"
3. developing your own position and thesis
4. engaging in a writing process that includes reflecting, planning and organizing, giving and receiving feedback, and revising
5. using style and grammar to enhance the message of your essay
6. finding and documenting your sources

COURSE THEME

In this course, we will be writing in respond to art, in particular, visual art and music, as well as responses to our personal experience.

In my mind, there is a nuanced difference between response and reaction. We sometimes react involuntarily. Reaction can be a knee-jerk action that has its basis in our most primitive impulses: fear, anger, greed. We may react impulsively to things that simply are different from us: habits,

cultural practices, skin color. We may feel like we like something or dislike something, but we are unable to articulate why.

When we respond, however, we use all of our faculties: our minds, hearts, experience, history, empathy. We are listening or looking to understand the artist's perspective and intent, and we can summarize or paraphrase what we believe is the artist's purpose. Our own world view may differ from the artist's perspective, and we can articulate how and why. Thoughtful and appropriate response demands a rich vocabulary and language, which we can develop from reading both experienced writers and our peers.

LEARNING RESOURCES

1. Graff, Gerald, and Cathy Birkenstein. *"They Say / I Say": The Moves That Matter in Academic Writing*. Sixth ed. New York: Norton, 2024. Print. ISBN: 9780393935844
   You can buy this text from the campus bookstore or from Amazon. Also, you can check out an older editions from our library: ask for it at the circulation desk. The older editions generally have the same information.
2. Readings and slide presentations in Lamaku.
3. Also bring resilience, patience, creativity and cooperative respect to your classwork!

COURSE TASKS

Writing and Revision. You will write a series of essays, which will go through multiple drafts. You will revise your major assignments with feedback from the instructor, Tutor.com, Writing Lab tutor, a librarian, or peer mentors. By the end of the term, these essays will total 5,000 words or 20 pages. The section below entitled "Drafting and Revision Process" describes this process.

At the end of the semester, you will compose a writer's statement, or a self-assessment of your learning throughout the term.

Written assignments also include informal writing assignments such as Lamaku posts.

Reading. This course requires close reading of assigned essays, preparation for and participation in online discussions, and following written instructions.

Quizzes. You will take weekly online quizzes about the material in the textbook.

Class sessions. We will discuss the readings and the assignments in our weekly sessions. This will also be an opportunity to meet your classmates and to participate in peer review.

Peer Review. It's important to have an audience for your writing—readers help us clarify and hone our work. During our class sessions, you can share your writing with your peers and respond constructively to their work. Given the public nature of the work you do in this class, please *avoid writing anything in any of your assignments that you are unwilling to share.*

Library Research Units. You can find these online units in Lamaku on your home page. It will be in a separate module labeled "WCC Library_Research Unit." Please complete these online units by week 11.

Conferences. Students who come in for individual conferences usually do better in the class. Two 15 minute mandatory conferences with instructor. The first meeting takes place within the first four weeks, and the second meeting will be in the middle of the semester. Please sign up in Star Balance. (https://star.hawaii.edu/appointment/login.jsp)

Maintain Communication: Please check your Hawaii.edu email daily, as this is how I send reminders and communicate with each of you.

ASSIGNMENT POLICY

Complete your assignments on time. Growth as a writer requires steady and consistent effort. Work completed on schedule gives me time to read and respond to your work so that you can make revisions.

Life happens in spite of our best intentions to stay on track. You will have three "No Questions Asked" coupons that enable you to make-up an assignment or exam **up to two weeks past the due date.** After you use all three coupons, late assignments will automatically get a zero. Sorry—you can't transfer your coupons to another student or cash them in for extra points at the end of the term. These coupons expire two weeks before the last instructional day of the term.

Late First Drafts: You can use a coupon to turn in a late first draft. But, turning in a late first draft often makes your second draft late, which means you have to use another coupon.

As much as possible, get those first drafts done on time. First drafts do not need to be perfect or brilliant by any means. First drafts receive full credit if they address the assignment prompt, meet the minimum length, are proofread for typos, and spelling and convention errors, and use MLA format.

Demonstrate your best writing ability on all of your assignments. All of your writing—including Lamaku posts, peer reviews, and emails—should demonstrate your best writing ability. Proofread for typos and grammatical errors, and please avoid abbreviations or texting codes.

Put Papers in MLA Format. Please type and format your papers according to MLA standards: double-spaced and 12 point, Times New Roman font.

Use the heading and running header below on all submitted assignments.

Your Last Name 1

Your full name
St John/Eng 100
Assignment title and Draft#
Word Count:
Date:

DRAFTING AND REVISION PROCESS FOR MAJOR ASSIGNMENTS

You can always edit a bad page. You can't edit a blank page.
Writer Jodi Picoult

First draft.
The first draft is scored primarily the completion of the minimum requirements (length, format, attention to the prompt). Submit this draft for feedback from a tutoring service.

Second Draft.

1. Make changes based on the feedback you received through Tutor.com or the Ka Piko writing lab. You may have also received feedback from your peers, a librarian, the UH Manoa Online Learning Academy, or from the instructor: address these comments in you revisions.
2. Write a note to me (one paragraph)at the bottom of your assignment. Tell me what you like about your essay, what you struggled with, what you would like help with, or anything that you would like me to pay particular attention to.

Optional Third Revision.
You can revise and re-submit your assignments for re-grading after the second draft, under these circumstances:

1. You had turned in the first and second drafts on time.
2. You turn in the third draft by the due date (this is two weeks after I return your second draft).

3. Most importantly, you make major revisions after a conference with the instructor. Schedule a conference within a week of getting my feedback, and then resubmit your assignment a week after our conference.
4. Write comments (in comment boxes) detailing the changes you made and the effect on your essay. Discuss how you addressed the instructor's recommendations.

Summary of the Grading Process for Major Writing Assignments:

Step 1	First Draft	10 points
Step 2	Second Draft	50-100 points
Step 3	Optional Third Draft	Re-grading of Second Draft

Feedback from Tutor.com, Writing Lab, or from one of the listed tutoring services:

- Please visit a tutor or librarian for at least three of your writing assignments. Your sessions should be at least 40 minutes. Make the changes they recommend (if you don't understand their suggestions, please ask me for help.) If you use Tutor.com, allow at least 24 hours for their feedback.
- Describe your visit in the assignment folder in Lamaku. If you used Tutor.com, please upload their written feedback. If you visited the Ka Piko Writing Lab, please remind them to send me a confirmation email.

STUDENT RESPONSIBILITIES

Schedule ten hours to fifteen hours each week for the course work. Most students will need ten to fifteen hours a week to learn what is necessary. Please schedule this time into your schedule, and plan to log into Lamaku at least 2-3 times per week.

Plan for the Unexpected. The Internet will fail, your computer will crash, or Lamaku will be down the hour before an assignment is due. Count on it, and allow time for delays and tech problems.

Practice good "netiquette". We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with a new way of seeing the issue and respecting others with different values or beliefs.

If someone says or writes something that bothers you for any reason, assume that your peer did not mean to be offensive, and ask your peer to clarify what he or she meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume

that they are not attacking you, but rather that they are sharing something that might be important for you to know.

Contact me if you receive communication that you feel is inappropriate. Your communication with me is confidential.

Online discussions and peer feedback on written work are challenging because we have to parse meaning without hearing someone's voice. Here are some tips for respectful online communication:

1. Avoid using all CAPS in online communication. ALL CAPS usually indicate that the writer is shouting.
2. Use correct spelling, capitalization and punctuation in *all* correspondence. Do not use "texting" language.
3. Choose your words carefully. Proofread before posting and consider how someone might misinterpret them.
4. Express differences of opinion in a polite and rational way.
5. Maintain an environment of constructive criticism when commenting on the work of other students.
6. Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities.

Be active and participate in our online class. You show engagement by contributing insights or appropriate comments to the online discussion.

Read the assigned materials as scheduled. The literature and background material we read provides us with the common ground to anchor our online conversations. Without that common ground, our conversations will lose its richness.

Save digital copies of all of your drafts. This material may be used for practice in revision, for conference discussion, and to note your progress.

At the end of the course, you will write a reflection about your journey as a writer. Since you need to refer to your own writing and the revisions you made, keep all of your work so you can review them.

Do not use AI for any part of the writing process. This includes using AI for generating ideas, outlining, proofreading.

ASSESSMENT TASKS AND GRADING

Lamaku Gradebook Category Weights

Below are the grading categories in your Lamaku Gradebook. Every graded assignment is scored by points, and then these points are totaled and then weighted according to the category it is in. Please monitor your progress by checking the Lamaku Gradebook regularly.

Task	**Approximate Total Points**	**Percentage of Final Grade**	**Notes**
Lamaku Forums	100 pts	15%	8 pts for original post of 150 words +2 pts for 2 comments to peers 10 pts total for each forum
Assignments	450	60%	*By the end of the term, you should have written a total of 5,000 words that have undergone at least one revision.*
Quizzes include:		15%	
• Weekly Quizzes	50		5-10 points each week
• Library Research Units	30		Three Quizzes/10 points each Must be completed by the end of Week 11
Mandatory Conferences	50	10%	Two conferences are mandatory

List of Major Assignments (65%)
These assignments undergo multiple drafts.

Assignment Title	**Points**	**Minimum Word Count**
Assignment 1: Letter to Instructor	50	500 Words
Assignment 2: Portrait Response Essay *This assignment undergoes multiple drafts.*	50	500 Words

Assignment 3: Music Response Essay *This assignment undergoes multiple drafts.*	50	500 Words
Assignment 4: Personal Experience Essay *This assignment undergoes multiple drafts.*	50	500 Words
Assignment 5: Annotated Bibliography *This assignment undergoes multiple drafts.*	50	500 Words
Assignment 6: Revision of Lamaku Posts *This assignment undergoes multiple drafts.*	75	1500 Words
Assignment 7: Writer's Statement	50	500 Words

Here are general guidelines for the grade on assignments:

100% to 90% of possible points – This paper has a clear, original thesis, is well organized, has very few grammar/spelling/punctuation errors, has varied sentence structure, and is–*very important*—interesting to read. It meets the minimum length requirement.

89% to 80% of possible points -- This paper also has a clear thesis and is fairly well organized but is not as original as an A paper, has a few grammar/spelling/punctuation errors, and is fairly interesting to read. It meets the minimum length requirement.

79% to 70% of possible points – Although this paper has a thesis, its use of supporting evidence and organization makes it difficult to understand. It includes unrelated ideas and has significant grammar/ spelling/ punctuation errors, although it still holds a reader's attention. It meets the minimum length requirement.

69% to 60% of possible points – This paper has a weak or unclear thesis and lacks supporting evidence and organization. It has many errors in grammar/ spelling/ punctuation, and word usage, and doesn't hold the reader's attention. It may fall short of the minimum length requirement.

59% or less of possible points– An F paper is often a very rough draft, which needs to be reworked into a more final form. It may fall short of the minimum length requirement.

Final Course Grade
At the end of the semester, you will receive a letter grade on your transcript. The course grade will be based on the following percentages of total points:
A -90% or better
B -80% or better

C -70% or better
D -60% or better
F -fails to achieve 60%
N –measurable progress and regular attendance, but doesn't meet course SLOs
W –official withdrawal through the registrar by deadline

HOW TO GET HELP

Everyone needs a little help now and then. The best time to ask for help is *before* you really need it. Here are some resources:

Academic Support Services (*for help with coursework*)

- **Instructor.** I am available to help you by phone, through Zoom, or by email. You can schedule a conference through my Google calendar, or email me at susankcl@hawaii.edu.

- **Tutoring Support and Other Available Resources**
  1. Windward Community College Library
     - To schedule an appointment with a librarian, call: 808-235-7436
     - Email: wcclib@hawaii.edu
  2. Library eResources
  3. Ka Piko Writing Lab
  4. Ka Piko Speech Lab
  5. Ka Piko Math Lab
  6. Evening and Online Learning at Windward Community College
  7. STAR Balance (For scheduling conferences and other services)
  8. Tutor.com (You need to use this link to get to the free WCC subscription)
  9. Online Learning Academy

Technical Support Services

- UH ITS Help Desk – email help@hawaii.edu or call 956-8883 (or 1-800-558-2669) for Lamaku and most technology support. Available 24 hours a day, 7 days a week, including holidays.
- Student Tech Support - email winhelp@hawaii.edu, call 808-235-7437, or stop by in person at Hale La'akea 228. Available Monday–Friday from 8:00 am–4:00 pm.
- Lamaku – Click on the Request Assistance link at the bottom of any Lamaku Page to fill out and submit a question and get your answer via email.

- Information Security for Students

COLLEGE POLICIES

Dropping a Class. The last day to withdraw without a "W" grade is September 15, 2026. The last day to withdraw from class with a "W" grade is November 2, 2026. If you stop participating in class and neglect to officially drop it, you will receive a failing grade.

COLLEGE SUPPORT SERVICES

Disabilities Accommodations Statement
The Windward Community College's Disability Student Services Office (WCC-DSSO) is committed to providing equal access to qualified students with disabilities.
If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to participate fully in this class, you are encouraged to contact the Disability Specialist Counselor, Roy Inouye, to discuss reasonable accommodations that will help you succeed in this class. The Disabilities Counselor can be reached at 808-235-7448, wccdsso@hawaii.edu, or stop by the office (Hale Kako'o 106) for more information.

Basic Needs
Basic needs include food and housing, childcare, mental health, financial resources, and transportation. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation, and overall student well-being. If you or someone you know is experiencing basic needs insecurity, please see the UH System Basic Needs website.

Mental Health Counseling
Mental Health and Wellness at Windward Community College counseling services and activities on campus to support students' life goals as well as their academic goals. Information about services can be found at the WCC Mental Health & Wellness website.

UH Alerts
The UH Alert emergency notification system alerts the university community in the event of a natural, health or civil emergency. The information you provide will only be used in the event of an emergency that impacts the health and safety of the UH community or the closure of whole campuses. It will not be shared with others or used for routine UH communications or announcements. To sign up, visit UH Alerts website for more information.

Financial Aid
If you are receiving financial aid and are contemplating not completing the course, BEFORE you withdraw, it is highly recommended that you contact the Financial Aid Office at 808-934-2712 or

email them at wccfao@hawaii.edu to discuss the impact this decision may have on your financial aid eligibility.

Student Conduct Code
Windward Community College follows the University of Hawai'i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct since, upon enrollment at Windward Community College, the student has placed herself/himself under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the Student Conduct Code are available at the Office of the Vice Chancellor for Student Affairs or online.

Title IX - Sex Discrimination And Gender-Based Violence Resources
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:

Leslie Cabingabang, UH System Confidential Advocate
Phone/Text: (808) 348-0432 or (808) 341-4952
Email: advocate@hawaii.edu
Office: Hale Kākoʻo 107 (Wednesdays)

Mykie E. Menor Ozoa-Aglugub, J.D., Title IX Coordinator
Phone: (808) 235-7468
Email: mozoa@hawaii.edu
Office: Hale Kākoʻo 109

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

Academic honesty is required of all students, and you are responsible for the content and integrity of all work you submit. Each student is responsible for understanding and following campus policies on academic honesty. Refer to the college catalog, Windward CC Student Conduct Information, for more information. You can also refer to UH System Student Conduct Policy EO 7.208. You will be guilty of cheating if you:

- Submit or claim the work of others as your own (plagiarism).
- Use or obtain unauthorized assistance in any academic work (including AI).
- Give unauthorized assistance to other students.
- Modify a submitted examination or assignment for the purpose of obtaining additional credit.
- Misrepresent the content of submitted work.
- Turn in work that you completed for another term or for another course.

In some of your essays, you need to cite your sources, and synthesize ideas into something that is new and your own. The work of others should be explicitly indicated. For example, use quote marks or summarize with a reference to the original author. If you have any questions about collaborative work, plagiarism, or any other issues related to academic honesty, please ask me.

Students who commit an act of academic dishonesty, such as cheating or plagiarism, will receive a failing grade for the compromised 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