Eng 100, Composition I

3 credits

INSTRUCTOR: Emily Ho

OFFICE: Zoom Links to an external site.

OFFICE HOURS: Text to schedule appt.

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EFFECTIVE DATE: Fall 2026

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

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.

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.

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:

All of our readings will be available online.

Other Required Activities

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

STUDENT LEARNING OUTCOMES

1. 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.
2. Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.
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.

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 a new texts that respond to a 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:

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 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 included 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 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	Mele/Carvings/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. 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 or by going to this Other Writing Center. 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 5-6 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 multi-modal 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 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

Quizzes & Discussions: 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.

Discussion boards are meant to 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

Personal Essay----------20%

Researched Analysis----------30%

Muli-Modal Final Project---------20%

Quizzes & Discussions----------20%

Reflection----------10%

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

LEARNING RESOURCES

All of our readings will be available online.

- MLA formatting at Purdue OWL
- The Writing Center
- Ka Piko
- WCC Library
- Tutor.com

ADDITIONAL INFORMATION

Late Assignments: Assignments are due on Lamaku 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.*

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 Lamaku first. It is your guide to what reading/homework assignments will be due for each class period. If Lamaku 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 Lamaku, please text me and I will try to respond as quickly as I can. **Please check your email and announcements regularly.**

Tutoring Services: You should visit a tutor AT LEAST once per major assignment. You can use this service as many times as you like, tho. Click here for instructions on how to submit your work to Tutor.com. **For each major assignment (Personal Essay, Researched Analysis, Remix Final Project), you must go to the Writing Center for help somewhere in the writing process (brainstorming, outlining, or revision).**

**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."*

Plagiarism and AI: You have the potential to fail the course if you are plagiarizing any work at any point. While we ay at times use AI as a tool in this course, if at any point you are using AI to do your work for you, you will be reported to the university for plagiarism. This may result in your being placed on academic probation, being expelled from the university, and/or dismissal from the course. Do not plagiarize, use AI ethically. More details on ethical usage can be found in our AI page.

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 is an excellent resource for MLA style; you can also visit the Writing Center's MLA Reference Section for detailed formatting rules. Please do not attempt to alter assignment length by changing fonts, margins, etc.

Use the following heading for ALL submissions:

Your last name, pg #

(watch this video to see how to make this a header)

Your full preferred name

Ho/ENG 100

Assignment Title

Date

College Policies & Support Services

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.

Disabilities Accommodations Statement

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 Kakoʻo 106) for more information.

Financial Aid

If you are receiving financial aid and are contemplating not completing the course it is highly recommended that you contact the Financial Aid Office at (808) 934-2712 or email them at wccfao@hawaii.edu ***BEFORE*** you withdraw to discuss the impact this decision may have on your financial aid eligibility.

LGBTQ+

The University of Hawaiʻi system and Windward Community College are committed to building an inclusive community that supports and advocates for all students, staff, and faculty. We welcome all members of our campus community to our campuses: transgender, māhū, and people of all gender identities. All members of our campus community deserve a work and educational environment free from harassment or bullying based on their sexual orientation, gender identity, or expression. For more information, see the University of Hawaiʻi Commission on LGBTQ+ Equality. Windward Community College Commissioner: Scott Sutherland, scottjks@hawaii.edu

Mental Health Counseling

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

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, they have placed themselves 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.

TRiO Program

The Federal TRiO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRiO includes six outreach and support programs targeted to serve and assist low-income, first-generation college students and students with disabilities in progressing through the academic pipeline from middle school to post-baccalaureate programs. Information about services can be found at Windward CC TRiO.

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:

Kalaʻikū Stephenson, UH System Confidential Advocate
Phone: (808) TBD
Email: advocate@hawaii.edu
Office: Hale Kākoʻo 103

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

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

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, refer to the University's Title IX resources, and the Universityʻs Policy, EP 1.204.

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 for more information.