ENG 100 : Composition I

INSTRUCTOR: Emily Ho

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.

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 Description

Welcome to Eng 100: Composition I! This course is intended to prepare students to succeed in writing courses at the university level. It also focuses on improving writing skills in practical scenarios. Through this course, you will feel more confident not only in the mechanics of grammar and punctuation, but also in your ability to address a variety of different audiences through writing.

I understand that writing can be intimidating, but don't worry! This course will help build your writing confidence in a step-by-step process that supports your own personal writing journey.

Course Outcomes

Here are some of the skills you will practice during this course:

- Developing an individual voice
- Understanding and responding to the needs of various audiences in different contexts
- Focusing your writing around a specific purpose
- Adapting voice, tone, and structure to audience
- Forming and expressing personal opinions in a respectful way
- Learning and applying basic rules of grammar and punctuation
- Analyzing outside sources and integrating them into writing
- Properly documenting sources
- Processing and applying feedback to improve writing

MAJOR ASSIGNMENTS

This course is divided into six units, each revolving around a major writing assignment. Each writing assignment is based on a real-life writing scenario.

· **Unit 1:** "This I Believe" Personal Narrative (2-3 pages)

· **Unit 2:** Professional Email (1-2 paragraphs)

· **Unit 3: C**over Letter Rhetorical Analysis (2-3 pages)

· **Unit 4:** Letter to the Editor (1 page)

· **Unit 5:** Research Argument (5-6 pages)

· **Unit 6:** Final Reflection (2 pages)

GRADING SCALE

"This I Believe" Personal Narrative	100 pts	A …. 100-90
Professional Email	100 pts	B …. 89-80
Cover Letter Rhetorical Analysis	200 pts	C …. 79-70
Letter to the Editor	100 pts	D …. 69-60
Research Argument	300 pts	F …… <60
Grammar HW & Test	100 pts	
Reflection	100 pts	

Total 1000 pts

****Students must complete all assignments to pass this course.*

GETTING STARTED

Each unit includes the following elements:
● An assignment description and specific guidelines on how to approach the assignment
● Some basic writing instruction, including examples and discussion questions
● Grammar and punctuation instruction, followed by some practice exercises
● A unit checklist with a step-by-step breakdown of helpful activities to jumpstart your writing
● A peer review sheet so that a colleague can give you feedback on your draft
● The answers to your punctuation exercises
● A detailed rubric outlining the expectations for the assignment. A rubric is a step-by-step breakdown of how you will be scored on the assignment. You will turn the rubric in with your final draft, and I will underline descriptions in the rubric that match your writing before assigning an overall score.

REVISION

One of the frustrations with writing courses is that you get feedback once it's too late to fix the assignment. This course works around the belief that most learning happens as you get the chance to apply feedback to your writing. That way, even if you initially struggle with the assignment, you can keep practicing and receiving feedback. Each time you revise the assignment, you will receive a new score. These scores are not averaged, your best score is your final score.

REFLECTION JOURNAL

You're going to keep a journal for the whole semester. In this journal, answer these questions at the end of every week. I'll glance at your journal from time to time, but it's your journal and private to you. While I encourage you to answer the questions insofar as they pertain to our class materials, please also use this space to reflect on whatever other feelings/thoughts/achievements you'd like to record.

- Something I learned this week:
- Something I struggled with this week:
- Something I'd like to try differently next week:
- Something I want to continue doing next week:
- Something I'm proud of this week:

REQUIRED FORMAT

Use the following MLA formatting for all submissions:

Your last name, pg #

Your full preferred name

Ho/ENG 100

Assignment Title

Date

Title

Indent the first line of every paragraph, "and when you use quotation marks," put the punctuation inside the quotation marks. When you cite a text, put the citation at the end of the line using the reference to the author and the page number you're citing, like this (author last name, 22). MLA formatting requires you to use Times New Roman 12 point font, but if you don't have access to a computer, please use legible handwriting, and double space your lines. Your thesis statement should appear here, as the final sentence of your introductory paragraph.

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:

UH 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

Office: Hale Kākoʻo 101

Karla K. Silva-Park, Title IX Coordinator

Phone: (808) 235-7468

Email: karlas@hawaii.edu

Office: Hale Kākoʻo 128

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

Eng 100 Pu'uhonua Schedule

Assignments due Thursdays of every week

1	**8/25-8/27**	**Intro to ENG 100** **Unit 1: "This I Believe" Personal Narrative**	**Personal Narrative Draft Due**
2	**9/1-9/3**	**Grammar Lessons 1-4**	**Narrative Peer Review Due**
3	**9/8-9/10**	**Genre Study: Narrative**	**Personal Narrative Final DUE (2-3 pages)**
4	**9/15-9/17**	**Unit 2: Professional Email**	**Professional Email Draft Due**
5	**9/22-9/24**	**Grammar Lessons 5-9** **Genre Study: Professional**	**Professional Email DUE (1-2 paragraphs)**

6	**9/29-10/1**	**Unit 3: Rhetorical Analysis**	**Practice Analysis**
7	**10/6-10/8**	**No classes**	**No classes**
8	**10/13-10/15**	**Genre Study: Rhetoric Ethos, Pathos, Logos**	**Rhetorical Analysis Draft Due** **Peer Review Due**
9	**10/20-10/22**	**Grammar Lessons 10-14**	**Rhetorical Analysis DUE (2-3 pages)**
10	**10/27-10/29**	**Unit 4: Letter to the Editor**	**Letter to the Editor Draft Due**
11	**11/3-11/5**	**Grammar Lessons 15-20** **Genre Study: Editorial**	**Letter to the Editor DUE (1 page)**
12	**11/10-11/12**	**Unit 5: Researched Argument**	**Research Packet #1 Due** **Researched Argument Draft Due (2-3 pages)**
13	**11/17-11/19**	**Genre Study: Argumentative Writing**	**Researched Argument Peer Review Due**
14	**11/24**	**One-on-Ones**	**Research Packet #2 Due**
15	**12/1-12/3**	**Grammar Test**	**Researched Argument Due (5-6 pages, not including works cited)**
16	**12/8-12/10**	**Final Reflection**	**Final Reflection Due (2 pages)**