UNIVERSITY of HAWAIʻI
WINDWARD COMMUNITY COLLEGE
Ke Kulanui Kaiāulu o ke Koʻolau

English 100 Composition

Fall Semester, Manaleo 112
Tuesdays & Thursdays: August 25 - December 10, 2026
3 Credits | CRN 83363 & 83364 | 9-10:15 a.m.
English 100W 83365 10:30 - 11:45 a.m.
Office Hours: Manaleo 121, 11:45 a.m. - 12:45 p.m. Tuesdays

* This syllabus and/or schedule is subject to change at any time to best suit the needs of our class. I will notify you of any changes via Google Classroom. Mahalo!

About 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 ʻake akamai 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.

ʻĀina

Windward Community College is located in the ahupuaʻa of Kāneʻohe and Heʻeʻia in the moku of Koʻolaupoko on the island of Oʻahu. Both ahupuaʻa are directly connected to the moʻo ʻōlelo of Pāpa and Wākea, who are seen as the ancestors of the Hawaiian nation. The campus sits beneath the puʻu of Keahiakahoe, which is also connected to many moʻo ʻōlelo of this ʻāina. Because wind names and rain names are associated with specific ʻāina, the rain name of Kāneʻohe is known as the ʻĀpuakea and the rain name of Heʻeʻia is the Ulumano.

Instructor Information

About Your Instructor

I grew up in Kailua and moved to Fresno, California, after sixth grade, but I came back to Hawai'i every summer. I majored in literature in the College of Creative Studies at UC Santa Barbara and spent my junior year studying in the UK. In 2001, I earned my MFA in English with a focus on creative writing at Mills College. I began my teaching career at Berkeley City College in 2002.

How to Contact Your Instructor

- Email: arobilla@hawaii.edu
- Office Hours: Email me to make an appointment anytime (days/evenings).
- Virtual Office: ZOOM: https://hawaii.zoom.us/j/94814719721

Response time: I generally respond to email within 24-hours; allow extra time over holidays and weekends. If you haven't heard back from me, please email me again.

Supplemental Instructor (SI), Dennis Nagayama, Jr.

- Email: dennisyn@hawaii.edu
- Two one-hour supplemental instruction (SI) sessions are available to students weekly, designed to reinforce course content and help students engage more deeply with the course.
- One office hour with Dennis is available to students each week.

Course Format & Structure

This course is offered in a 16-week time frame. Please note that this is not a self-paced course; our course schedule is provided in this syllabus. This is a face-to-face course with required attendance.

Course Benefits: Textbook Zero cost (TXT0).

Participation Verification

Campuses are required by federal regulations to verify the participation of students in their classes. In accordance with Executive Policy 7.209, all students in the University of Hawai'i system are required to establish "participation" to ensure that they are not dropped from their class(es). Effective Fall 2021, students who fail to participate by the late registration period for a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or corequisite classes if both courses do not establish participation.

Course Information

Catalog Description

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

Student Learning Outcomes

Students can expect to attain the following outcomes as a result of taking this course:

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.

Academic Integrity

Work submitted must be the student's own work. The work of others must be explicitly marked, naming the original author. Students who commit academic dishonesty, cheating, or plagiarism will receive a failing grade for plagiarized assignments. All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

AI is a part of our world, and how you use it matters. It would be dishonest to buy mochi from Foodland and tell people you made it from scratch. The same is true of your college work. You may use generative AI tools (such as ChatGPT or Claude) as a brainstorming partner, to check grammar, or to help outline ideas when working online; however, for many activities in class you will be using analog tools only (such as pen, paper, and peer discussion). You may not use AI to generate entire drafts or substitute for your own critical thinking and analysis. If you use AI, you must include an acknowledgment statement of at least three sentences at the end of the assignment detailing which tool you used and how it helped shape your work. You are 100% responsible for the factual accuracy of your work; AI is known to hallucinate and present biased and/or incorrect information.

Windward CC Student Conduct Information

UH System Student Conduct Policy EO 7.208

Student Kuleana

- This is a phone-free class. Phones are expected to be turned off and stowed out of reach and out of sight. You may use your phone to access DUO for UH applications only.
- This class is often screen-free; you will be learning through conversation and collaboration with peers and discussion with others. We begin every class with pen and paper to journal.

Course Materials

Required

- A paper notebook dedicated to your English 100 work. A pen.
- Regular access to a computer with internet (desktop or laptop).
    - Windward offers free laptop and WiFi hotspot check-out to students (first-come, first-served), as well as software and other tech discounts; see Ka Piko Student Tech Support for information.
    - Join Google Classroom (the link for each class is posted on the course Lamakū page https://lamaku.hawaii.edu/d2l/home).

Other Technology

Review the privacy/security policies before using the technologies we may be using in this class. Contact me if you would like to discuss the use of alternate options or technologies.

- Canva is a presentation, graphic design software, and more (accessibility statement, privacy policy)
- Google Drive is UH-provided cloud storage (accessibility statement, privacy policy)
- Google Docs is used to create documents (accessibility statement, privacy policy)
- Google Slides is a presentation authoring software provided by UH (accessibility statement, privacy policy)
- Kahoot! is used for review activities (accessibility statement, privacy policy)
- Loom is used for screen recording (accessibility statement not provided, privacy policy)
- Padlet is used for some of the discussion activities (Padlet Accessibility Statement, Padlet privacy policy)
- YouTube is used for delivering some of the course content (accessibility statement, privacy policy)
- Zoom is used for the Synchronous Sessions and virtual office (accessibility statement, privacy policy)

Grading Policy

Students are required to attend regularly and arrive at class on time ready to learn; attendance is recorded. Late work is not accepted more than 7 days past a due date and may not earn full credit. Time-sensitive assignments (e.g. peer reviews) happen in real time, and cannot be done late.

Grading Scale

Course Activity	Percentage of Final Grade
In-class work and homework (journals, group work, workshops, etc.)	40%
Major writing assignments (final drafts)	40%

Course Activity	Percentage of Final Grade
Drafts, conferences	20%

Assessment, Tasks, and Grading

This course is broken into five major assignments: A biography; a place essay; a research proposal; a research essay; a reflective essay.

Course activities are designed to have real-world transfer; students learn how to begin writing about a variety of topics, how to organize original thoughts, discuss and debate topics, use compelling language, engage the reader, and persuade an audience through clear communication.

Course Schedule

Due dates are posted in Google Classroom. Students are expected to manage deadlines independently; do not rely on reminders from Google Classroom.

Week	Date	Activities/Topics
1	8/25 & 8/27	***Week 1: Who am I?*** ● Read & Respond: "My Name" ● Write & Share: Six word memoir. Punctuation review.
2	9/1 & 9/3	***Week 2: Who are my classmates?*** ● Read & Respond: "Fish Cheeks" ○ Gather information; create a brainstorm. Punctuation review.
3	9/8 & 9/10	***Week 3: Writing a biography*** ● Read & Respond: "The Long Answer" ○ First draft, peer review. Focus on capitalization.
4	9/15 & 9/17	***Week 4: Revision, Tutor, Final Drafts*** ● Read and Respond: "Arabic Lesson" ● Identify areas to revise, tutor session, submit final draft
5	9/22 & 9/27	***Week 5: How do certain places play a role in my life?*** ● Read and Respond: "Manila" ○ Where in the World? exercise ○ Brainstorm, refresh on sentence structure.
6	9/29 & 10/1	***Week 6: Writing about place*** ● Read and Respond: "Powder" ○ Outline
7	10/6 & 10/8	***Week 7: Writing about place*** ● Read and Respond: "Ice Cream Truck" ○ Complete outline; begin first draft

Week	Date	Activities/Topics
8	10/13 & 15	***Week 8: Revision and Final Draft*** ● Read and Respond: "Burn" ● Peer review, work w/tutor service, final polish
9	10/20 & 22	***Week 9: Creating a Research Proposal*** ● Read/Review/Watch: "View" ● Explore topics, sources, online databases
10	10/27 & 29	***Week 10: Research Preparation*** ● Watch and Respond: ""Adoption Ready: Inmates train dogs at local prison" and *Civil Beat* article.
11	11/3 (holiday) & 11/5	***Week 11: Library Research Units*** ● Complete three Library Research Unit (LRU) quizzes on Lamaku with a score of 10 or higher on each. Submit scores to earn points. Worth 5% of your class grade.
12	11/10 & 12	***Week 12: Research and writing*** ● Share research proposals ● Read/Review/Watch: Documentary ● Brainstorm & Outline
13	11/17 & 19	● Week 13: Research and writing ● Read/Review/Watch: TBD ● First draft workshop
14	11/24	***Week 14: Revision and formatting checks*** ● Peer Review
15	12/1 & 12/3	***Week 15: Finalizing the research essay*** ● Work with a tutor ● Read-aloud
16	12/8 & 10	***Week 16: Writing a reflection*** ● Pre-write and plan using the process you've established ● Work w/a tutor, peer review; final polish ○ Reflective essay due 12/14
Finals	12/14-19	Finals Week Exam Schedule

Academic and Technical Support

Academic Support

- Windward Community College Library
- Library eResources
- Ka Piko Tutoring Services: Math Lab, Speech Lab, Writing Lab, ʻŌlelo Hawaiʻi Lab

- STAR Balance

Technical Support

- UH ITS Help Desk: email help@hawaii.edu or call (808) 956-8883 (or 1-800-558-2669) for Lamakū and most technology support. Available 24 hours/ day, 7 days/week + 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.
- Lamakū: Click on the Lamakū Help link in the menu bar at the top of the Lamakū homepage to fill out and submit a question and get your answer via email.
- Information Security for Students

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 Kako'o 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 Hawai'i 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 Hawai'i 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:

Desrae Kahale, UH System Confidential Advocate, Mental Health Counselor & Confidential Resource
Phone: (808) 235-7393
Email: advocate@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.