

CRN: 60525 (ENG 200) Persuasive Research Paper (WI)
3 credits

INSTRUCTOR: Annette Priesman

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EFFECTIVE DATE:

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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 O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

A writing-intensive composition course that furthers the study of rhetorical, conceptual, and stylistic demands of writing. Through a variety of assignments, each essay students write will build on the next one, culminating in a final argumentative research paper into which students will incorporate the knowledge they have gained through the writing and research performed during the semester. Prerequisite: "C" or better in ENG 100 or approval of designated Language Arts representative.

Activities Required at Scheduled Times Other Than Class Times

At least one conference with the instructor, and approximately four hours per week of reading and writing. Please make daily checks with your hawaii.edu e-mail account because that is how I shall communicate with class members.

STUDENT LEARNING OUTCOMES

Students who successfully pass this course should be able to:

1. Describe the relationship between reading and writing, and how such a relationship not only enhances understanding, but also helps to create meaning.
2. Explain, interpret, and discuss opinions on various topics from their own point of view with ease – both written and oral.

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

WRITTEN COMMUNICATION HALLMARKS

Additionally, this course will also:

1. Introduce students to different forms of college-level rhetoric and composition, 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 5000 words of finished prose--equivalent to approximately 20 typewritten/printed pages.
4. Help students develop their information literacy skills by teaching search strategies, critical evaluation of information and sources, 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.

Please note: this course is a **Writing Intensive (WI) course**. WI courses use writing as a means of learning. Hallmarks of WI courses include:

1. The use of writing to promote the learning of course material. Instructors assign formal and informal writing, both in and out of class, to increase students' understanding course material as well as to improve writing skills.
2. The interaction between instructor and students while students do assigned in-class writing. In this course, we will have numerous peer-review sessions whereby the instructor will give feedback to students regarding the writing process, from brainstorming ideas to final editing.
3. The significant contribution of writing from each student for the duration of the course. Note: writing assignments must make up at least 40% of each student's final grade.
4. The course requires students to complete a minimum of 4000 words/16 pages of finished prose.

COURSE CONTENT

Concepts or Topics

- **Summarize**
- **Analyze**
- **Synthesize**
- **Thesis**
- **Transitions**
- **MLA Citation**
- **APA Citation**

Skills or Competencies

Students will develop critical thinking skills and academic writing skills by reading, analyzing, and understanding complex texts from different cultures and communities. Students will refine their writing process, develop an awareness of their audience and rhetorical context, learn to use source material effectively and properly, and expand their repertoires of rhetorical strategies and organizational techniques.

COURSE TASKS

Students will write six (6) graded out-of-class essays: Compare-and-Contrast, Summary of an Argument, Analysis of an Argument, Synthesis Assignment, Annotated Bibliography, Argumentative Research Essay.

Students will take multiple quizzes on their textbook readings and lead class discussion once (1) during the semester.

Students will also conference with the instructor at least once during the semester.

Note: you will incorporate your knowledge from the afore-mentioned assignments and write a detailed argument on the topic you choose at the beginning of the semester. Because each assignment builds off the previous one, students may NOT change their minds regarding their research topic.

Finally, students will submit a two-page reflection paper discussing what they have learned about the argumentative writing process, and the importance of being able to persuade some one to change his/her way of thinking.

ASSESSMENT TASKS AND GRADING

Grades for assignments turned in one class period late will be reduced by 10%; assignments for grade turned in two class periods late will be reduced by 20%. After that, no late work will be accepted. Requests for extensions must be made BEFORE the due date, and extensions are granted at the instructor's discretion. ASSIGNMENTS FOR GRADE ARE NOT ACCEPTED

BY EMAIL. If you know you are going to be absent the day an assignment is due, ask your study-buddy or another classmate to turn in your work for you.

Grading Scale

Compare-and-Contrast	10%
Summary	10%
Analysis	15%
Synthesis	20%
Annotated Bibliography	20%
Research Paper	25%

100-90	A
89-80	B
79-70	C
69-60	D
<60	F

LEARNING RESOURCES

Ballenger, Bruce. *The Curious Researcher*.

Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. Sixth edition. Bedford/St. Martin's.

Access to a computer

A composition notebook or white, lined loose-leaf paper and a writing implement

All textbook information (pricing, ISBN #, ebooks) for this course can be found on the WCC Bookstore website: <wcc.edu/bookstore>.

Additional Information

Course Policies

I understand that you are all adults with numerous other responsibilities and obligations beyond the realm of the classroom. I do not need to hear excuses for not attending class, being late for class, not turning in assignments, etc. etc. But in fairness to students in the class, I shall enforce the following policies regarding attendance and assignments:

Attendance: regular attendance is necessary for successful completion of this course and absences cannot be made up. Missing class, being late, and engaging in non-class related activities during class will affect your overall grade. I do not differentiate between excused and unexcused absences: if you miss more than five (5) classes, you will lose half a letter off your final grade for each additional absence. If you miss more than eight (8) classes, you will automatically receive an F for the course. *Missing a mandatory conference counts as an absence.* Additionally: three (3) tardies counts as one absence; you will receive a tardy for arriving five (5) minutes or more late for class **and** for leaving class five (5) minutes or more early. However,

being physically present is not enough to meet attendance and participation criteria. In order to ensure optimum learning, you should be awake and alert, have the appropriate texts and assignments with you (including drafts for peer review workshops), and actively participate in class. Sleeping or engaging in non-class related activities (texting, browsing the internet, wearing earphones, etc.) will not be tolerated, and you will be marked absent.

Peer Review Workshops: all assignments will be work-shopped in groups by your peers. Participation in these workshops (bringing your draft to class and the feedback you provide to others) will prove beneficial to all students. A peer review workshop is your chance to improve your writing; missed workshops cannot be made up.

Revisions: there are no revisions for this course.

Additional Information:

Statement of Academic Honesty: Plagiarism is especially seductive and easy in the era of the internet, but you are capable of using relevant sources appropriately. In this class, you will learn how to use the ideas of others in order to develop arguments of your own and cite others' words and ideas properly. Plagiarism is an academic offense and I take it very seriously. Any student engaged in any of the following activities will receive zero credit for the assignment and/or an F for the course.

The following are examples of the types of behavior that conflict with the community standards that the UH values and expects of students. Engaging in, or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions on each campus.

1. Acts of dishonesty, including but not limited to the following:
 - a. Cheating, plagiarism, or other forms of academic dishonesty.
 - b. Furnishing false information to any UH official, faculty member, or office.
 - c. Forgery, alteration, or misuse of any UH document, record, or form of identification.
2. The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
3. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Plagiarism also includes neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and 'dry-labbing,' which

includes obtaining and using experimental data from other students without the expressed consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous semesters, and fabricating data to fit the expected results.”

Please note: students found plagiarizing will be reported to the Vice Chancellor for Student Affairs.

Formatting: all assignments must be typed (double-spaced, Times New Roman, 12pt. font, 1 inch margins) and adhere to MLA style documentation format when appropriate.

English Proficiency and Writing Tutoring

Students are strongly discouraged from dropping ENG 100 because it is a prerequisite for numerous other courses within the UH system. If you are having problems, please speak with me and seek help from the Writing Center. The Writing Center is staffed by a full time faculty member; all tutoring complements and supports classroom instruction. Tutoring is designed to meet each student's individual needs, and it is generally given in one-to-one sessions. You do not need an appointment. Tutors are available on a walk-in, first-come - first-served basis.

DISABILITIES ACCOMMODATION STATEMENT

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 Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Akoakoa 213 for more information.

(Revised August 2015)