



UNIVERSITY of HAWAII®
WINDWARD
COMMUNITY COLLEGE

English 200, Introduction to Argumentative Writing
3 credits (CRN 61361)
Online

INSTRUCTOR: Annette Priesman

OFFICE: Manaleo 110

OFFICE HOURS (times students may drop in for help): N/A

TELEPHONE: 808-227-3807

EMAIL: priesman@hawaii.edu

EFFECTIVE DATE: Spring 2021

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 Ko'olau region of O'ahu 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 course. 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 five 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.

The Program Learning Outcomes (PLO) for this course are:

1. Global and Cultural Awareness – develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts (SLO1)
2. Critical Thinking and Creativity – Make judgements, solve problems, and reach decisions using analytical, critical, and creative thinking skills (SLO2)
3. Communication – Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments (SLO3)

4. Information Literacy – Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly (SLO4)

STUDENT LEARNING OUTCOMES (SLO)

As a result of taking this course, students can expect to attain the following outcomes:

1. Describe the relationship between reading and writing, and how such a relationship not only enhances understanding, but also helps to create meaning (PLO1)
2. Explain, interpret, and discuss opinions on various topics from their own point of view with ease – both written and oral (PLO2)
3. Find, evaluate, integrate, and properly document information from libraries, the internet, and other sources, with an eye for reliability, bias, and relevance (PLO3)
4. Construct complex and well-reasoned arguments in language, style, and structure appropriate to particular purposes and audiences (PLO4)

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

- **Paraphrase**
- **Summarize**
- **Analyze**
- **Thesis**
- **Transitions**
- **Organization**
- **MLA and 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. To learn how to write college level arguments, 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 essays: Annotated Bibliography (AB), Summary of an Argument (SA), Analysis of an Argument (AA), a Synthesis Assignment (SYNA) which synthesizes five articles they will use in their final persuasive research paper, a Persuasive Research paper (PR), and a Reflection of the Course essay (RC). Students will also submit weekly reading responses (RR) to their textbook readings, and at least one weekly response to a reading response (RRR) from another class member.

Note: Students **MUST** complete all course tasks to pass this course. If something arises where you think you will not be able to complete all the assignments, please contact me as soon as possible so we can brainstorm ideas together for a solution.

ASSESSMENT TASKS AND GRADING

Grades for assignments turned in up to one week late will be reduced by 10%. After that, no late work will be accepted. Requests for extensions must be made **at least 48 hours before** the due date, and extensions are granted at the instructor's discretion.

Grading Scale

Summary (SA; 3-4 pages)	10%
Reading Responses (RR, 1 page)	5%
Response to Reading Responses (RRR, 1 page)	5%
Analysis (AA; 3-4 pages)	15%
Annotated Bibliography (AB; 5-6 pages)	20%
Persuasive Research Paper (PR; 8-10 pages)	25%
Reflection of the Course (RC; 2 pages)	10%
Synthesis (SY; 4-5 pages)	10%

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

LEARNING RESOURCES

Vanrys, Meyer, VanderMey, and Sebranek. *The College Writer* Cengage Learning, 6th ed., 2017.
 Raimes, Ann and Susan K. Miller-Cochran. *Pocket Keys for Writers*. 6th ed. Cengage Learning, 2016.

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

Born and raised in Yorkshire, England, I have lived in Hawaii for 35 years (and counting). I am a graduate of WCC (S'03), and also of UHM (BA S'06; MA S'10). I teach all levels of reading and writing – from the developmental to the advanced. I am the former director of the Writing Center (Library, room 222), and I have taught at HPU, the Women's prison (Kailua, 7 years), and Halawa men's prison (2 years). My hobbies include glass fusing, cycling, and reading.

Please email me (at any time) if you have any questions about the course, the assignments, your drafts, your grades, etc.

DIRE WORDS OF WARNING

One reason why some students fail an online class is because they think the course will be easier than a face-to-face class. Online classes are not easier and, in many ways, are more difficult. Students are more likely to fail online classes than face-to-face classes, and online classes demand that students keep up with the coursework, interact with fellow students, and contact their instructors any time they have a problem.

For general information about online courses, visit <http://windward.hawaii.edu/online/>
 For technical help, email help@hawaii.edu or call (808) 956-8883. Neighbor islands call toll free: (800) 558-2669. Hours of operation: Mon-Thurs: 8:00 am – 7:00 pm; Fri: 8:00 am – 4:30pm.

For library help, email Tara Severns at severns@hawaii.edu, or contact your instructor at priesman@hawaii.edu

Makamae Sniffen is available for additional online support, connecting students to resources, and more. She is available Mon-Fri, 8:00 am – 5:00 pm. Her contact information is:

Email – jsniffen@hawaii.edu

Phone – 808-235-7325

Zoom – by appointment

To schedule an appointment, please email her at jsniffen@hawaii.edu

Seek help early!

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 Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Roy Inouye can be reached at 235-7448, royinouy@hawaii.edu or you may stop by Hale ‘Ākoakoa 213 for more information.

TITLE IX

Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: https://windward.hawaii.edu/Title_IX/.

Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, WCC has resources to support you. To speak with someone confidentially, contact the Mental Health & Wellness Office at 808-235- 7393 or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235-7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator, Karla K. Silva-Park, at 808-235-7468 or karlas@hawaii.edu.

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.

Students can upload papers to <http://www.tutor.com> to have papers checked for authenticity, highlighting where the paper potentially fails to appropriately reference sources.

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: Alakai 121

Phone: 808-235-7422

Email: wccaa@hawaii.edu