



UNIVERSITY of HAWAII®  
**WINDWARD**  
COMMUNITY COLLEGE

ENG 100 Introduction to Composition  
(CRN 60063)  
Online, 3 credits  
Summer session II

**INSTRUCTOR:** Annette Priesman, Assistant Professor

**OFFICE HOURS:** By appointment

**EMAIL:** priesman@hawaii.edu

**EFFECTIVE DATE:** 07/03-08/11

**Zoom:** <https://zoom.us/j/8868567997>

**Passcode:** WINCC (case-sensitive)

**Zoom meetings by appointment**

**Note: the instructor reserves the right to change the Syllabus and the Course Schedule at any time during this course**

#### **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**

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

**Prerequisites:** Grade of “C” or better in ENG 22, OR placement into ENG 100, OR grade of “C” or better in ENG 23 and co-requisite enrollment in ENG 100X, OR approval of designated Language Arts representative.

#### **Activities Required at Scheduled Times Other Than Class Times**

Completion of the WCC Library Research Units.

At least one individual conference.

#### **STUDENT LEARNING OUTCOMES**

The student learning outcomes for the course are:

- 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.

## **WRITTEN COMMUNICATION FOUNDATION HALLMARKS**

To satisfy the FW requirement, this course will:

- 1) Introduce students to different forms of college-level writing, 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 5,000 words of finished prose — equivalent to approximately 20 typewritten/printed pages.
- 4) Help students develop information literacy by teaching search strategies, critical evaluation of information and courses, 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.

## **COURSE CONTENT**

By the end of the course, students should be able to:

- 1) Understand and use the major steps in the writing process.
- 2) Have developed a sense of writing for an audience and understand how the audience, purpose, and language can influence the writer's choices.
- 3) Understand and use college-level principles of composition such as unity, development, and organization.
- 4) Edit using standard principles of grammar, punctuation, mechanics, and usage of the English language.
- 5) Have written approximately twenty pages of prose using a variety of rhetorical strategies.
- 6) Know how to make effective use of writers' resources such as handbooks, library materials, interviews, and databases.
- 7) Respond thoughtfully in writing to published and peer essays and to recognize features of a writer's style and organization.
- 8) Use and document material from primary and secondary sources without plagiarizing.
- 9) Develop confidence as writers and have an awareness of their strengths and weaknesses.

## **METHOD OF INSTRUCTION**

Students will write a series of papers, totaling about 5, 000 words or 20 pages of finished work, plus other informal writing assignments such as reading responses. Prepared participation in the library units is also required.

## COURSE TASKS

Students will write six (6) graded essays: compare-and-contrast (CC), summary of an essay (SA), analysis of an argument (AA), an annotated bibliography (AB), a persuasive research paper (RP), and a reflection of the course (CR).

Students will also submit weekly reading responses (RR) to each week's readings and complete the Library Research Unit (LRU). Reading responses are to be posted in the Discussion and Private Messages folder in Lualima.

**Students will email drafts and assignments for grade to the instructor ([priesman@hawaii.edu](mailto:priesman@hawaii.edu)). All drafts and assignments for grade must be written in Word. Do not send a pdf. Do not use Google docs. Do not use Pages.** If you do not have Word on your computer, you can obtain it for free simply by googling "free Word for college students" and choose the program that best suits your computer.

**Note: Students MUST complete ALL course tasks to pass this course.**

**Students found to be using ChatGPT (or some other AI software) will receive an F for the assignment and possibly the course.**

Do **not** email the professor during the last week of instruction about grades. Students can see their own grades in Lualima throughout the course.

## ASSESSMENT TASKS AND GRADING

Grades for assignments turned in up to **48 hours** late will be reduced by 10%; after that, no late work will be accepted. Requests for extensions must be made **at least 72 hours BEFORE** the due date, and extensions are granted at the instructor's discretion.

### Grading Scale

Compare and Contrast (CC; 2 pages)	10%
Summary Assignment (SA; 2-3 pages)	10%
Analysis Assignment (AA; 4-5 pages)	10%
Library Research Unit (LRU)	10%
Reading Responses (RR; 1 page each response)	5%
Annotated Bibliography Assignment (AB; 5-6 pages)	20%
Persuasive Research Paper Assignment (RP; 8-10 pages)	25%
Course Reflection (CR; 2 pages)	10%

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

**Note: there are no revisions for this course.**

## LEARNING RESOURCES and TEXTBOOKS

Required:

Kennedy, Kennedy, and Muth. *The Bedford College Guide for Writers*, 10th ed.

Recommended:

Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*, 9<sup>th</sup> ed.

Access to a computer.

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

## ADDITIONAL INFORMATION

Born and raised in Yorkshire, England, I have lived in Hawaii for 37 years (and counting). I am a graduate of WCC (2003), and UH Manoa (BA 2006; MA 2010). I teach all levels of reading and writing – from the developmental to the advanced. I am the former director of the Writing Lab (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.

**StarBalance:** Students may be referred for extra help or advising through StarBalance.

**Use email etiquette** when emailing your professors. Include the course and course number in the subject bar. Use a salutation. Include your full name when signing off. More information on email etiquette can be found here:

[https://tutoring.asu.edu/sites/default/files/email\\_etiquette\\_v2.pdf](https://tutoring.asu.edu/sites/default/files/email_etiquette_v2.pdf)

### Course Policies

I understand that you are all adults with numerous other responsibilities and obligations beyond the realm of this course. But in fairness to all students in the class, I shall enforce the following policies regarding assignments:

**Drafts:** Writing is a process, and all essays must go through several drafts. I do not grade drafts, but instead offer suggestions for revision. Please email me your drafts for feedback **at least 72 hours prior to any deadlines**. (I do not respond to email after 6:00 pm, nor on weekends, so plan ahead). Alternatively, you may visit the Writing Lab at <https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/>

### Statement of Academic Honesty

Plagiarism is especially seductive and easy in the era of the internet, but you can use relevant sources appropriately. In this class, you will learn how to use the ideas of others 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.

- 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.

7. 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.

8. 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, will receive an F for the assignment, and may receive an F for the course.

Formatting: all assignments must be typed as a Word document (double-spaced, Times New Roman, 12pt. font, 1inch margins) and adhere to MLA style documentation format (see either one of our course textbooks for more information on MLA format).

### **English Proficiency and Writing Tutoring:**

If you have problems with writing, please seek help from the Writing Lab. The Writing Lab 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. Tutors can help you with understanding the assignment, brainstorming ideas, research, drafting, revising, MLA and APA writing styles, including in-text citation and the works cited page. For more information, click on the following link:

<https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/> Please contact Scott Sutherland at [scottjks@hawaii.edu](mailto:scottjks@hawaii.edu) if you have any questions.

Summer hours are:

#### **In-Person Tutoring:**

- TUE: 10:00am–2:00pm (Sofi)
- WED: 1:30pm–3:30pm (Sofi)
- THU: 10:00am–2:00pm (Sofi)

#### **Live Virtual Drop-in Tutoring:**

- MON: 4:00pm–6:00pm (Aulani)

*Windward Community College is an equal opportunity, affirmative action institution.*

- TUE: 10:00am–2:00pm (Sofi)
- WED: 1:30pm–3:30pm (Sofi), 4:00pm–6:00pm (Aulani)
- THU: 10:00am–2:00pm (Sofi), 4:00pm–6:00pm (Aulani)

Additionally:

- **Ka Piko Student Tech. Support** can assist students with Google@UH, Lulima, MyUH, UH accounts, and can provide best-effort support for problems or questions with personal computers and other smart devices.
- **Tutor.com** provides 24/7, two-way chat and voice-based tutoring on a variety of subjects. WCC students begin each semester with 600 Tutor.com minutes to use. Visit <https://www.hawaii.edu/tutor/> to get started.

Contact the Ka Piko Coordinator, Scott Sutherland, at [scottjks@hawaii.edu](mailto:scottjks@hawaii.edu) if you have any questions.

### DIRE WORDS OF WARNING

One main reason why 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 their 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](mailto: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](mailto:severns@hawaii.edu), or contact your instructor at [priesman@hawaii.edu](mailto: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](mailto:jsniffen@hawaii.edu)  
Phone – 808-235-7325  
Zoom – by appointment

To schedule an appointment, please email her at [jsniffen@hawaii.edu](mailto:jsniffen@hawaii.edu)

### 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. Jodi Asato is our current disabilities counselor; she can be reached on 808 235 7422. Her email address is [wccdsso@hawaii.edu](mailto:wccdsso@hawaii.edu)

### 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

*Windward Community College is an equal opportunity, affirmative action institution.*

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:

Jojo Miller, Confidential Advocate

Phone: (808) 348-0663

Email: [advocate@hawaii.edu](mailto:advocate@hawaii.edu)

Office: Hale Kāko‘o 110

Desrae Kahale, Mental Health Counselor & Confidential Resource

Phone: (808) 235-7393

Email: [dkahale3@hawaii.edu](mailto:dkahale3@hawaii.edu)

Office: Hale Kāko‘o 101

Karen Cho, Deputy Title IX Coordinator

Phone: (808) 235-7404

Email: [kcho@hawaii.edu](mailto:kcho@hawaii.edu)

Office: Hale ‘Alaka‘i 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, the University’s Title IX resources and the University’s Policy, Interim EP 1.204, go to [manoa.hawaii.edu/titleix/](http://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 paraphrasing/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: Alakai 121

Phone: 808-235-7422

Email: [wccaa@hawaii.edu](mailto:wccaa@hawaii.edu)

*Windward Community College is an equal opportunity, affirmative action institution.*

## Course Schedule (CS)

**The CS is subject to change at any time. You will be notified via email of any changes.**

All students are required to have the correct textbooks (see Syllabus).

It is your responsibility to keep up with all the writing assignments, as they will constitute your whole grade.

Make sure you understand **ALL** acronyms for this course (see Grading Scale in the Syllabus).

All Reading Responses (RR) pertain to our textbook Kennedy, Kennedy, and Muth. *The Bedford College Guide for Writers*, 10th ed.

Remember: You may email me a draft of your work at any time, but **no later than 72 hours before a due date.**

Date	Activity	Due
<p>Week 1</p> <p>Read one reading a day. It is up to you which day you read each reading (I suggest reading the chapter on comparing-and-contrasting first, as this will help you write your CC paper).</p>	<p>Familiarize yourselves with Laulima and what is required for this course. Read the Syllabus and the Course Schedule in Laulima. <b>Mark on your calendar all assignment due dates.</b></p> <p>Read “What to Do and Where to Do It” in Laulima. Use this essay for your Compare-and-Contrast assignment (CC; see the Resources folder in Laulima).</p> <p>Read pp. 6-36, Writing Processes and Reading Processes. Read pp. 116-134, Comparing and Contrasting. Read pp. 700-734, MLA writing style.</p> <p>Write a Reading Response (RR; see the Resources folder in Laulima) that includes all the above readings.</p> <p>Read Eric Jaffe’s essay “The Science Behind Procrastination” in Laulima. Do <b>not</b> write an RR for Jaffe’s essay. This essay is for your Summary Assignment (SA).</p> <p>Begin Summary Assignment (SA; see the Resources folder in Laulima).</p>	<p>CC due by <b>11:59 pm on Wed., July 5, 2023</b></p> <p>RR 1 due by <b>11:59 pm on Fri., July 7, 2023</b></p>
<p>Week 2</p> <p>Write one paragraph a day. This strategy will help to alleviate stress.</p>	<p>Read pp. 37-55, Critical Thinking Processes Read pp. 156-181, Taking a Stand.</p> <p>Write a Reading Response (RR) that includes the above readings.</p> <p>Read the handouts in Laulima “How to Summarize” and “How to Write an Introduction”.</p> <p>Read the “English Verb Tenses” handout in Laulima</p>	<p>RR 2 due by <b>11:59 pm on Fri, July 14, 2023</b></p>



	<p>Make sure you understand how to write in the 3<sup>rd</sup> person (he/she/it), present tense.</p> <p>Read the essay “A Paradox in Paradise” in Laulima. This essay is an example of how to summarize a text.</p> <p>Finish SA.</p>	<p><b>SA due by 11:59 pm on Fri, July 14, 2023</b></p>
Week 3	<p>Complete the Library Research Unit (LRU; see the tab marked “WIN.Library_Research” in Laulima). You must score at least 10/15 points on <b>all three</b> quizzes to complete this assignment. Make sure you read the LRU handout in Laulima.</p> <p>Read Haunani-Kay Trask’s article “Lovely Hula Hands” in Laulima. (This essay is for your Analysis Assignment, AA.)</p> <p>Read the handout in Laulima “Ethos, Logos, and Pathos”.</p> <p>Begin Analysis Assignment (AA; see the Resources folder in Laulima).</p>	<p><b>Complete all 3 quizzes in the LRU by 11:59 pm on Fri, July 21, 2023</b></p>
Week 4	<p>Read pp. 384-397, Strategies for Generating Ideas Read pp. 398-417 Strategies for Stating a Thesis and Planning.</p> <p>Write a Reading Response (RR) that includes the above readings.</p> <p>Finish AA</p> <p>Begin Annotated Bibliography (AB; see the Resources folder in Laulima)</p>	<p><b>RR 3 due by 11:59 pm on Fri, July 28, 2023</b></p> <p><b>AA due by 11:59 pm on Fri, July 28, 2023</b></p>
Week 5	<p>Read pp. 185-202, Proposing a Solution Write a Reading Response (RR) that includes the above reading.</p> <p>Watch the video “How to Find Your Thesis” in Laulima. Email the professor your working thesis for your final RP. <b>Include the words “should” and “because” (see assignment for more details)</b></p> <p>Think of a topic you would like to argue for your final Persuasive Research paper (RP; see the Resources folder in Laulima).</p> <p>Read the handout “Verbs and Phrases – Opinion” in Laulima. This handout will help you with your final RP</p> <p>Finish Annotated Bibliography (AB).</p>	<p><b>RR 4 due by 11:59 pm on Fri, Aug. 4, 2023</b></p> <p>Email professor your working thesis for your RP by <b>11:59 pm on Fri, Aug 4, 2023</b></p> <p><b>AB due by 11:59 pm on Fri, Aug. 4, 2023</b></p>
Week 6	<p>Read pp. 204-220, Evaluating and Reviewing</p> <p>Write a Reading Response (RR) that includes the above reading</p>	<p><b>RR 5 due by 11:59 pm on Fri, Aug. 11, 2023</b></p>

	<p>Read the “How to Organize an Argument” handout in Laulima Read the “PIE example” handout in Laulima</p> <p>Finish Persuasive Research Paper (RP) and Course Reflection (CR; see the Resources folder in Laulima)</p>	<p><b>RP and CR due by 11:59 pm on Fri, Aug. 11, 2023</b></p>
--	---	---