

# Windward Community College

English 200, Introduction to Argumentative Writing  
3 credits (CRN 60064)  
Online

INSTRUCTOR: Annette Priesman, Assistant Professor

OFFICE HOURS: Mondays and Thursdays, 9:00-11:00am, by appointment on StarBalance  
(star.hawaii.edu/appointment)

EMAIL: [priesman@hawaii.edu](mailto:priesman@hawaii.edu)

EFFECTIVE DATE: Spring 2024

**Note: the instructor reserves the right to change the syllabus, the course schedule, and any assignments at any time during this course**

More information about online courses can be found at

<https://windward.hawaii.edu/programs-of-study/evening-online-education/>

## 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 (cross-checked with SLO1)
2. Critical Thinking and Creativity – Make judgements, solve problems, and reach decisions using analytical, critical, and creative thinking skills (cross-checked with 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 (cross-checked with SLO3)
4. Information Literacy – Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly (cross-checked with 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 (cross-checked with PLO1)
2. Explain, interpret, and discuss opinions on various topics from their own point of view with ease – both written and oral (cross-checked with PLO2)
3. Find, evaluate, integrate, and properly document information from libraries, the internet, and other sources, with an eye for reliability, bias, and relevance (cross-checked with PLO3)
4. Construct complex and well-reasoned arguments in language, style, and structure appropriate to particular purposes and audiences (cross-checked with 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:

**W1.** The class uses writing to promote the learning of course materials.

**W2.** The class provides interaction between the instructor and students while students do assigned writing.

**W3.** Written assignments contribute significantly to each student's course grade.

**W4.** The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.

**W5.** To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.

Additionally, students are required to conference with the instructor at least once during the course.

## 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 three 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.

**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.

**All drafts of assignments and assignments for grade are to be emailed to the instructor ([priesman@hawaii.edu](mailto:priesman@hawaii.edu))**

Formatting: all assignments must be typed as a Word document (double-spaced, Times New Roman, 12pt. font, 1 inch margins) and adhere to MLA style documentation format when appropriate. PDFs and Pages are **not** accepted. If you do not have Word on your computer, you can obtain a free copy by clicking on the following link:

<https://www.microsoft.com/en-us/education/products/office>

## ASSESSMENT TASKS AND GRADING

Grades for assignments turned in up to three days 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

Meet and Greet (2 meetings)	10%
Reading Responses (RR; 1 page)	5%
Reflection of the Course (RC; 2 pages)	10%
Summary Assignment (SA; 2-3 pages)	10%
Analysis Assignment (AA; 3-4 pages)	10%
Synthesis Assignment (SY; 4-5 pages)	15%
Annotated Bibliography Assignment (AB; 2-3 pages)	15%
Persuasive Research Paper (PR; 8-10 pages)	25%

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

**There are no revisions for this course, and you must complete all the above tasks to pass this course.**

## LEARNING RESOURCES

Required:

Vanry's, Meyer, VanderMey, and Sebranek. *The College Writer* Cengage Learning, 6<sup>th</sup> ed., 2017.

Recommended:

Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. 9<sup>th</sup> ed. MacMillan Learning, 2021.

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 38 years (and counting). I am a graduate of WCC (S'03), and UH Manoa (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 Lab (Library, room 222), and I have taught at HPU, the Women's prison (Kailua, 5 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.

**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 attendance and 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 Center at

<https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/>

Remember to write in Word. Do **not** use Google docs, Pages, and do **not** send a pdf document. 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.

**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.

### **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.

**AI:** Writing, analytical, and critical thinking skills are essential to the learning environment of this course and all assignments should be prepared by the student. Therefore, AI-generated assignments are viewed as unethical and will receive a failing grade. This course assumes that all work submitted by students will be generated by the students themselves. If students need assistance with structuring an assignment, the professor is available and willing to support the student. Resources such as the Writing Lab are also available for the student to submit a credible assignment.

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

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

If you are having problems, please email me and 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. For more information, click on the following link:

<https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/>

Additionally, you can also access free, online tutoring at the [Online Learning Academy \(OLA\)](#), courtesy of UH Manoa. The hours range from ~2 pm to ~10 pm, Saturday – Thursday. Subjects offered include English (writing), biology, chemistry, math, and physics.

### **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)

### **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 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

Leslie Cabingabang, Title IX Coordinator

Phone: (808) 348-0432

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

Office: Hale Kako‘o 101

Karen Cho

Phone: 808-235-7404

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

Office: Hale Alaka‘I 120B

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/)

#### **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)

#### **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/](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](mailto: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](mailto:karlas@hawaii.edu).

To contact a **confidential advocate**, email [advocate@hawaii.edu](mailto:advocate@hawaii.edu) or call 808-348-0663

## **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 textbook (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 on the Syllabus).

All Reading Responses (RR) pertain to our **required** textbook: Vanrys, Meyer, VanderMey, and Sebranek. *The College Writer* Cengage Learning, 6<sup>th</sup> ed., 2017.

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
Week 1	<p>Read the Syllabus and Course Schedule. Review <i>all</i> assignments for this course. Make sure you read the Persuasive Research assignment <i>first</i>. Plan out the number of hours you are going to dedicate to this course, day by day. (Depending on how fast you read and write, you may need up to six hours a day.)</p> <p>Read Chapters 1 – 7 (pp. 3-110)</p> <p>Make an appointment in Star Balance for Meet and Greet-1</p> <p>Watch the video in Laulima, “How to Find a Thesis”</p> <p>Email the professor your choice of topic for the Persuasive Research paper (RP). Make sure you read the Annotated Bibliography assignment and the Persuasive Research assignment first. Include a working thesis – make sure you use the words ‘should’ and ‘because’.</p> <p>Begin writing your Annotated Bibliography (AB)</p> <p>Feel free to email me (or the Writing Lab) a draft of your current assignment, anytime, for feedback.</p>	<p><b>RR 1 due by 4:00 pm on Friday, March 8, 2024</b></p> <p><b>Meet and Greet-1 by 3:00 pm on Thursday, March 7</b></p> <p><b>Email professor your chosen topic for your RP by 4:00 pm on Friday, March 8, 2024</b></p>
Week 2	<p>Read Chapters 11 – 16 (pp. 173-277)</p> <p>Finish writing your AB</p> <p>Begin writing your summary assignment (SA)</p> <p>Feel free to email me (or the Writing Lab) a draft of your current assignment, anytime, for feedback.</p>	<p><b>RR 2 due by 4:00 pm on Friday, March 15, 2024</b></p> <p><b>AB due by 4:00 pm on Friday, March 15, 2024</b></p>
<b>Week 3</b>	<b>SPRING BREAK</b>	
Week 4	<p>Read Chapters 17 – 18 (pp. 309-365)</p> <p>Read the handouts in Laulima “How to Summarize” and “How to Write an Introduction”.</p> <p>Finish writing your SA</p>	<p><b>RR 3 due by 4:00 pm on Friday, March 29, 2024</b></p> <p><b>SA due by 4:00 pm on RR 3 due by</b></p>

	<p>Begin writing your analysis assignment (AA)</p> <p>Feel free to email me (or the Writing Lab) a draft of your current assignment, anytime, for feedback.</p>	<p><b>4:00 pm on Friday, March 29, 2024</b></p>
Week 5	<p>Read Chapters 19 – 22 (pp. 369-439)</p> <p>Read the handout in Laulima, “Ethos, Logos, and Pathos”</p> <p>Finish writing your AA</p> <p>Begin writing your synthesis assignment (SYNA)</p> <p>Feel free to email me (or the Writing Lab) a draft of your current assignment, anytime, for feedback.</p>	<p><b>RR 4 due by 4:00 pm on RR 3 due by 4:00 pm on Friday, April 5, 2024</b></p> <p><b>AA due by 4:00 pm on Friday, April 5, 2024</b></p>
Week 6	<p>Read Chapters 22 – 24 (pp. 441-531)</p> <p>Continue writing your SYNA – compare and contrast your sources – discuss what they have in common, and explain how they are different.</p> <p>Feel free to email me (or the Writing Lab) a draft of your current assignment, anytime, for feedback.</p>	<p><b>RR 5 due by 4:00 pm on Friday, April 12, 2024</b></p>
Week 7	<p>Finish writing SYNA</p> <p>Begin writing your persuasive research paper (RP)</p> <p>Feel free to email me (or the Writing Lab) a draft of your current assignment, anytime, for feedback.</p>	<p><b>SYNA due by 4:00 pm on Friday, April 19, 2024</b></p>
Week 8	<p>Continue writing RP</p> <p>Begin writing your course reflection (CR)</p> <p>Feel free to email me (or the Writing Lab) a draft of your current assignment, anytime, for feedback.</p>	
Week 9	<p>Make an appointment in Star Balance for “Meet-and-Greet 2”</p> <p>Finish RP and CR</p>	<p><b>Meet-and-Greet 2 by 3:00 pm on Thursday, May 2</b></p> <p><b>RP and CR due by 4:00 pm on</b></p>

		<b>Friday, May 3, 2024</b>
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