



## ENGLISH 200, COMPOSITION II

3 Credits (CRN 62444 and 62505)

**INSTRUCTOR:** Susan St John  
**OFFICE:** Manaleo 109  
**OFFICE HOURS:** Please ask or email me for a conference date and time, OR you can schedule a conference yourself through Star Balance.  
**TELEPHONE:** (808) 236-9226  
**ZOOM:** [Susan's Zoom Room Link](#)  
**Meeting ID:** 391 915 8513  
**Passcode:** Z4fuSy  
**EMAIL:** [susankcl@hawaii.edu](mailto:susankcl@hawaii.edu)  
*I check my email once a day, Monday through Friday. On week days, please allow 24 hours for a response.*  
**EFFECTIVE DATE:** Spring 2024

### 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.*

‘O keia ka wā kūpono e ho‘onui ai ka ‘ike me ka ho‘omaopopo i kō Hawai‘i mau ho‘oilina waiwai. Aia nō ho‘i ma ke Kulanui Kaiāulu o ke Ko‘olau nā papahana hou o nā ‘ike ‘akeakamai a me nā hana no‘eau. Me ke kuleana ko‘iko‘i e ho‘ohiki ke Kulanui e kāko‘o a e ho‘okumu i ala e hiki kē kōkua i ka ho‘onui ‘ike a nā kānaka maoli. Na mākou nō e ho‘olako, kāko‘o a paipai i nā Ko‘olau a kō O‘ahu a‘e me nā hana no‘eau ākea, ka ho‘ona‘auao ‘oihana a me ka ho‘onui ‘ike ma ke kaiāulu— hō‘a‘ano a e ho‘oulu i nā haumāna i ka po‘okela.

### 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. (3 hours lecture)

## **CATALOG DESCRIPTION CONTINUED**

Pre-Requisite(s): Grade of "C" or better in ENG 100, or consent of instructor.

Recommended Preparation: Students should possess a strong foundation in grammar and punctuation; ideally, students will know MLA and/or APA writing styles.

## **OTHER REQUIRED ACTIVITIES**

1. Attend at least one conference with the instructor.
2. Type and upload finished assignments to Laulima or Google Assignments. This means that you either have access to a desktop or laptop and an Internet connection, or that you schedule time to complete your assignments on campus.

## **STUDENT LEARNING OUTCOMES**

Upon completion of the course, the student will be able to:

1. Summarize and organize appropriate primary and secondary sources.
2. Analyze written arguments and resolutions using Aristotle's rhetorical triangle.
3. Evaluate the validity and relevance in a given argument.
4. Employ MLA and APA documentation styles in a written research project.

## **WRITING INTENSIVE HALLMARKS**

The hallmarks of a writing intensive course are:

1. **W1.** The class uses writing to promote the learning of course materials.
2. **W2.** The class provides interaction between the instructor and students while students do assigned writing.
3. **W3.** Written assignments contribute significantly to each student's course grade.
4. **W4.** The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.
5. **W5.** To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.

## **COURSE CONTENT**



English 200 is further practice with the skills you developed in English 100. You might consider this course as further practice in entering an academic conversation, a conversation that primarily takes place through reading and writing. To converse with an academic community, you want to be sensitive to your audience, which is composed of students, teachers, researchers, and other writers and thinkers. You'll also want to acknowledge what others have already said about the subject before moving on to your own observations and views. Regular reading and writing practice will build your confidence as a writer and as a participant in scholarly discussion.

Here are a few of the skills that we will practice:

1. reading for main points and overall argument
2. writing an accurate summary, paraphrase, and attribution; writing a “quote sandwich”
3. developing your own position and thesis
4. engaging in a writing process that includes reflecting, planning and organizing, giving and receiving feedback, and revising
5. using style and grammar to enhance the message of your essay
6. appealing to the emotion, logic and ethics of the reader
7. finding and documenting your sources

## COURSE THEME

The course readings focus on the topic of travel. Central to this theme are these questions:

Why do we travel?

How would you define “traveler”? How does it differ from being a “tourist”?

How should we travel?

What does the place gain or lose from travelers? What does the traveler gain or lose?

## COURSE UNITS

Weeks	Title	Readings
1 & 2	Travelers vs. Tourists	“Why We Travel” “The Wonders Close to Home”
3 & 4	The Research Question	“But as Several Sources Suggest”
5 & 6	The Interview	Rick Steves Program 640: Under the Waves at Waimea <a href="https://soundcloud.com/rick-steves/640-invisible-city-under-the">https://soundcloud.com/rick-steves/640-invisible-city-under-the</a>



		<a href="#">Katie Couric on how to conduct a good interview</a> <a href="https://www.youtube.com/watch?v=4eOynrI2eTM">https://www.youtube.com/watch?v=4eOynrI2eTM</a>
7 & 8	Tourists and Locals: Outsiders and Insiders	“Invasion” “One Person Means Alone”
9 & 10	Place Facts and History	“Unfamiliar Fishes”
11 & 12	Culture, Nationality and Identity	“The Fifteen-Year Layover”
13 & 14	Maps	“If you are Permanently Lost”
15 & 16	Getting Lost	“Land of the Lost” <a href="http://www.davidkushner.com/article/land-of-the-lost/">http://www.davidkushner.com/article/land-of-the-lost/</a>

## LEARNING RESOURCES

1. English 200 Class Readings. *This is provided online at no cost.*
2. Optional Resource: Graff, Gerald, and Cathy Birkenstein. *"They Say / I Say": The Moves That Matter in Academic Writing*. Third ed. New York: Norton, 2014. Print. ISBN: 9780393935844  
*You may already have this text from English 100. If not, you can refer to the pdf in the Laulima Resources folder.*
3. Also bring resilience, patience, creativity and cooperative respect to every class session!

## COURSE TASKS

**Writing and Revision.** You will write a series of pieces, which will cumulate into a longer essay with sources. You will revise your major assignments with feedback from the instructor or Tutor.com. By the end of the term, these essays will total 4,000 words or 16 pages.

At the end of the semester, you will compose a writer's statement, or a self-assessment of your learning throughout the term.

Written assignments also include informal writing assignments such as Laulima posts.

**Reading.** This course requires close reading of assigned essays, preparation for and participation in online discussions, and following written instructions.



**Class sessions.** We will discuss the readings and the assignments in our weekly sessions. This will also be an opportunity to meet your classmates and to participate in peer review.

**Peer Review.** It's important to have an audience for your writing—readers help us clarify and hone our work. During our weekly sessions, you can share your writing with your peers and respond constructively to their work. Given the public nature of the work you do in this class, please *avoid writing anything in any of your assignments that you are unwilling to share*.

**Conferences.** Students who come in for individual conferences usually do better in the class. You can schedule an appointment with me through email. You can also ask during a class session for an appointment time. Please bring a piece of writing to your conference. ***At least one conference is mandatory.***

**Maintain Communication:** Please check your Hawaii.edu email daily, as this is how I send reminders and communicate with each of you.

## ASSIGNMENT POLICY

**Complete your assignments on time.** Growth as a writer requires steady and consistent effort. Work completed on schedule gives me time to read and respond to your work so that you can make revisions.

Life happens in spite of our best intentions to stay on track. You will have three “No Questions Asked” coupons that enable you to make-up an assignment or exam **up to two weeks past the due date**. After you use all three coupons, late assignments will automatically get a zero. Sorry—you can't transfer your coupons to another student or cash them in for extra points at the end of the term. These coupons expire two weeks before the last instructional day of the term.

**Demonstrate your best writing ability on all of your assignments.** All of your writing—including Lulima posts, peer reviews, and emails—should demonstrate your best writing ability. Proofread for typos and grammatical errors, and please avoid abbreviations or texting codes.

**Put Papers in MLA Format.** Please type and format your papers according to [MLA standards](#): double-spaced and 12 point, Times New Roman font.

**Use the heading below on all submitted assignments.**

Your Last Name 1

Your full name  
St. John/ ENG 200



Assignment title

Word Count:

Date:

## NOTES ON MAJOR ASSIGNMENTS

*You can always edit a bad page. You can't edit a blank page.*

Writer Jodi Picoult

### Feedback from Tutor.com or Writing Lab:

- Please submit three of your writing assignments to Tutor.com, or visit the WCC writing lab for a 40 minute session, and make the changes they recommend (unless, of course, you feel that they misunderstood the assignment.)
  - Allow at least 24 hours for Tutor.com to give you feedback.
- Upload your Tutor.com feedback to Google assignments. If you visited the Writing Lab, please remind them to send me a confirmation email.
- Write a note to me (one paragraph) at the bottom of your assignment. Tell me what you like about your piece, what you struggled with, what you would like help with, or anything that you would like me to pay particular attention to.

### My Feedback:

- I'll score each of your assignments based on the rubric.
- If you would like to revise your assignment for a regrading, you can after you see me in conference. Schedule a conference within two weeks of getting my feedback, and then resubmit your assignment a week after our conference.
- I'm looking at each of your assignments as a building block for your final essay. Consequently, I most likely will be giving you feedback on where the piece might fit into your final essay, or areas that you might expand.

## STUDENT RESPONSIBILITIES

**Schedule ten hours to fifteen hours each week for the course work.** Most students will need ten to fifteen hours a week to learn what is necessary. Please schedule this time into your schedule, and plan to log in to the Laulima site at least 2-3 times per week.

**Plan for the Unexpected.** The Internet will fail, your computer will crash, or Laulima will be down the hour before an assignment is due. Count on it, and allow time for delays and tech problems.

**Practice good "netiquette".** We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most



out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with a new way of seeing the issue and respecting others with different values or beliefs.

If someone says or writes something that bothers you for any reason, assume that your peer did not mean to be offensive, and ask your peer to clarify what he or she meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.

Contact me if you receive communication that you feel is inappropriate. Your communication with me is confidential.

Online discussions and peer feedback on written work are challenging because we have to parse meaning without hearing someone's voice. Here are some tips for respectful online communication:

1. Avoid using all CAPS in online communication. ALL CAPS usually indicate that the writer is shouting.
2. Use correct spelling, capitalization and punctuation in *all* correspondence. Do not use "texting" language.
3. Choose your words carefully. Proofread before posting and consider how someone might misinterpret them.
4. Express differences of opinion in a polite and rational way.
5. Maintain an environment of constructive criticism when commenting on the work of other students.
6. Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities.

**Be active and participate in our online class.** You show engagement by contributing insights or appropriate comments to the online discussion.

**Read the assigned materials as scheduled.** The literature and background material we read provides us with the common ground to anchor our online conversations. Without that common ground, our conversations will lose its richness.

**Save digital copies of all of your drafts.** This material may be used for practice in revision, for conference discussion, and to note your progress.





At the end of the course, you will write a reflection about your journey as a writer. Since you need to refer to your own writing and the revisions you made, keep all of your work so you can review them.

## ASSESSMENT TASKS AND GRADING

### Laulima Gradebook Category Weights

*Below are the grading categories in your Laulima Gradebook. Every graded assignment is scored by points, and then these points are totaled and then weighted according to the category it is in. Please monitor your progress by checking the Laulima Gradebook regularly.*

Task	Approximate Total Points	Percentage of Final Grade	Notes
Laulima Forums	100 pts	25%	6 pts for original post of 150 words <u>+4</u> pts for 2 comments to peers 10 pts total for each forum
Assignments	450	75%	<i>By the end of the term, you should have written a total of 4,000 words that have undergone at least one revision.</i>

### List of Assignments

Assignment Title	Points	Minimum Word Count
Short Assignments (Google Questionnaire, etc.)	10+	100+ Words





*My Research Question	25	400 Words
*Interview Questions and Research	25	400 Words
*Interview	50	500 Words
*A Personal Story or Description of a Place or an Encounter	50	600 Words
*Annotated Bibliography	45	600 Words
*Essay	200	1000 Words
*Writer's Statement	50	500 Words

### Final Course Grade

*At the end of the semester, you will receive a letter grade on your transcript. The course grade will be based on the following percentages of total points:*

A -90% or better

B -80% or better

C -70% or better

D -60% or better

F -fails to achieve 60%

N –measurable progress and regular attendance, but doesn't meet course SLOs

W –official withdrawal through the registrar by deadline

### HOW TO GET HELP.

Everyone needs a little help now and then. The best time to ask for help is *before* you really need it. Here are some resources:

#### Academic Support Services (*for help with coursework*)

- **Instructor.** I am available to help you by phone, through Zoom, or by email. You can schedule a conference through Star Balance, or by messaging me through Lualima or emailing me at [susankcl@hawaii.edu](mailto:susankcl@hawaii.edu).
- **Tutoring Support**
  1. [WCC Writing Lab](#)



2. WCC Librarians:  
To schedule an appointment, call: 808-235-7436  
Email: [wcclib@hawaii.edu](mailto:wcclib@hawaii.edu)
3. [Tutor.com](https://www.tutor.com) (You need to use this link to get to the free WCC subscription)
4. [Online Learning Academy](https://www.onlinelearningacademy.com)

## Technical Support Services

- ITS Help Desk
  - Phone: (808) 956-8883 (or toll free at 1-800- 558-2669 from the neighbor islands)
  - Email: [help@hawaii.edu](mailto:help@hawaii.edu)
  - Phone and email support is available 24 hours a day, 7 days a week and open during all holidays
- [Laulima Assistance Form](#) – Click on the link at the bottom of any Laulima Page to request assistance. Fill out the online form to submit a question; you will get an answer via email.

## COLLEGE POLICIES

**Dropping a Class.** The last day to withdraw without a “W” grade is January 31, 2024. The last day to withdraw from class with a “W” grade is March 22, 2024. If you stop participating in class and neglect to officially drop it, you will receive a failing grade.

## 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 Accessibility Counselor to discuss reasonable accommodations that will help you succeed in this class.

Jodi Asato, Disabilities Counselor  
Phone: 808-235-7472  
Email: [jodiaka@hawaii.edu](mailto:jodiaka@hawaii.edu)  
Office: Hale Kako‘o 105

## 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:

Leslie Cabingabang, UH System Confidential Advocate  
Phone/**Text**: (808) 348-0432 or (808) 341-0952  
Email: [advocate@hawaii.edu](mailto:advocate@hawaii.edu)  
Office: Hale Kāko‘o 107 (Wednesdays)

Kaahu Alo, Student Life Counselor & Designated Confidential\* Advocate for Students  
Phone: (808) 235-7354  
Email: [kaahualo@hawaii.edu](mailto:kaahualo@hawaii.edu)  
Office: Hale ‘Ākoakoa 232  
*\*confidentiality is limited*

Desrae Kahale, Mental Health Counselor & Confidential Resource  
Phone: (808) 235-7393  
Email: [dkahale3@hawaii.edu](mailto:dkahale3@hawaii.edu)  
Office: Hale Kāko‘o 101

Mykie Ozo-Aglugub, Title IX Coordinator/Confidential Advocate  
Phone: 808-235-7468  
Email: [mozoa@hawaii.edu](mailto:mozoa@hawaii.edu)  
Office: Hale Kako‘o 109

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

Academic honesty is required of all students, and you are responsible for the content and integrity of all work you submit. Each student is responsible for understanding and following



campus policies on academic honesty. Refer to the college catalog for more information. You will be guilty of cheating if you:

- Submit or claim the work of others as your own (plagiarism).
- Use or obtain unauthorized assistance in any academic work.
- Give unauthorized assistance to other students.
- Modify a submitted examination or assignment for the purpose of obtaining additional credit.
- Misrepresent the content of submitted work.
- Turn in work that you completed for another term or for another course.

In some of your essays, you need to cite your sources, and synthesize ideas into something that is new and your own. The work of others should be explicitly indicated. For example, use quote marks or summarize with a reference to the original author. If you have any questions about collaborative work, plagiarism, using ChatGPT, or any other issues related to academic honesty, please ask me.

Students who commit an act of academic dishonesty, such as cheating or plagiarism, will receive a failing grade for the compromised 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: Alaka'i 121
- Phone: (808) 235-7422