



UNIVERSITY of HAWAII
WINDWARD COMMUNITY COLLEGE

Ke Kulanui Kaiāulu o ke Ko'olau

ENGLISH 200, COMPOSITION II

3 Credits (CRN 63386)

INSTRUCTOR: Susan St John
OFFICE: Manaleo 109
OFFICE HOURS: TR 1:00 p.m. to 2:30 p.m.
You can schedule yourself for a conference yourself through Star Balance, or email me for a conference date and time.
TELEPHONE: (808) 236-9226
ZOOM: [Susan's Zoom Room Link](#)
Meeting ID: 391 915 8513
Passcode: Z4fuSy

EMAIL: susankel@hawaii.edu
*I check my email once a day, Monday through Friday.
Please allow 24 hours for a response on week days.*

EFFECTIVE DATE: Spring 2026

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)

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 the Google Assignment folder that is linked in Lamaku. 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.
3. Attend a minimum of three documented visits to any of the following: the Ka Piko Writing lab, [Tutor.com](https://www.tutor.com) (use the WCC free subscription), the UH Manoa Online Learning Academy, or attend a meeting with a WCC librarian.

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 (or 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”



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		“The Wonders Close to Home”
3 & 4	The Research Question	“But as Several Sources Suggest”
5 & 6	Tourists and Locals: Outsiders and Insiders	“Invasion”
7 & 8	Home and Away	“One Person Means Alone” “French Dreams” “Home Free” “The Fifteen-Year Layover”
9 & 10	Place Facts and History	“Unfamiliar Fishes”
11 & 12	Culture, Nationality and Identity	“Unfamiliar Fishes”
13 & 14	Maps	“If you are Permanently Lost”
15 & 16	Getting Lost	“Land of the Lost” http://www.davidkushner.com/article/land-of-the-lost/

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, there are copies on reserve in the library.
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 from our support services. By the end of the term, these essays will total 4,000 words or 16 pages of revised prose.



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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 Lamaku posts.

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

Discussion posts The posts provide a forum to discuss the readings and the assignments. This will also be an opportunity to get to know your classmates.

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 **up to two weeks past the due date**. Please let me know when you turn in a late assignment if you want to use a coupon. 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 one week (at the end of week 15) before the last instructional day of the term.

Demonstrate your best writing ability on all of your assignments. All of your writing—including Lamaku posts, peer reviews, and emails—should demonstrate your best



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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 visit one of our support services for at least three of your writing assignments. You may visit the Ka Piko Writing Lab, [Tutor.com](#) (use the WCC free subscription), the UH Manoa Online Learning Academy, or meet with a WCC librarian.
- You will receive credit for one session attended in February, one in March, and one in April. The Ka Piko writing lab is in the WCC library; they have both face to face and online appointments, as well as drop in appointments. Your sessions should be at least 40 minutes. Make the changes they recommend (if you don't understand their suggestions, please ask me for help.)
- Write a note to me (one paragraph) at the bottom of your writing assignments. 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 and give you written feedback. Again, please write me a note at the end of each writing assignment, and let me know what you are less than satisfied with.



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- 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 Lamaku site at least 4 times per week.

Plan for the Unexpected. The Internet will fail, your computer will crash, or Lamaku 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.



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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

Lamaku Gradebook Category Weights

Below are the grading categories in your Lamaku 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 Lamaku Gradebook regularly.

Task	Approximate Total Points	Percentage of Final Grade	Notes
Lamaku Forums	100 pts	25%	6 pts for original post of 150 words



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			+4 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	10+	100+ Words
*My Research Question	25	400 Words
*Summary and Response #1	50	500 Words
*Summary and Response #@	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



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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 though [STAR Balance](#), or email me at susankcl@hawaii.edu.

1. **Tutoring Support and Other Available Resources**
2. [Windward Community College Library](#)
 - a. To schedule an appointment with a librarian, call: 808-235-7436
 - b. Email: wcclib@hawaii.edu
3. [Library eResources](#)
4. [Ka Piko Writing Lab](#)
5. [Ka Piko Speech Lab](#)
6. [Ka Piko Math Lab](#)
7. [Evening and Online Learning at Windward Community College](#)
8. [STAR Balance](#) (For scheduling conferences and other services)
9. [Tutor.com](#) (You need to use this link to get to the free WCC subscription)
10. [Online Learning Academy](#)

Technical Support Services

1. [UH ITS Help Desk](#) – email help@hawaii.edu or call 956-8883 (or 1-800-558-2669) for Lamaku and most technology support. Available 24 hours a day, 7 days a week, including holidays.
2. Student Tech Support - email winhelp@hawaii.edu, call 808-235-7437, or stop by in person at Hale La'akea 228. Available Monday–Friday from 8:00 am–4:00 pm.
3. Lamaku – Click on the Request Assistance link at the bottom of any Lamaku Page to fill out and submit a question and get your answer via email.
4. [Information Security for Students](#)



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5. Technology Tools we will or may use:
 - a. [Google Docs](#)
 - b. [Padlet](#) is used for some of the discussion activities

COLLEGE POLICIES

Dropping a Class. The last day to withdraw without a “W” grade is February 4, 2026. The last day to withdraw from class with a “W” grade is March 27, 2026. If you stop participating in class and neglect to officially drop it, you will receive a failing grade.

COLLEGE SUPPORT SERVICES

Disabilities Accommodations Statement

The Windward Community College’s Disability Student Services Office (WCC-DSSO) is committed to providing equal access to qualified students with disabilities.

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to participate fully in this class, you are encouraged to contact the Disability Specialist Counselor, Roy Inouye, to discuss reasonable accommodations that will help you succeed in this class. The Disabilities Counselor can be reached at 808-235-7448, wccdsso@hawaii.edu, or stop by the office (Hale Kako‘o 106) for more information.

Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources, and transportation. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation, and overall student well-being. If you or someone you know is experiencing basic needs insecurity, please see the [UH System Basic Needs website](#).

Mental Health Counseling

Mental Health and Wellness at Windward Community College counseling services and activities on campus to support students’ life goals as well as their academic goals. Information about services can be found at the [WCC Mental Health & Wellness website](#).

UH Alerts

The UH Alert emergency notification system alerts the university community in the event of a natural, health or civil emergency. The information you provide will only be used in the event of an emergency that impacts the health and safety of the UH community or the closure of whole campuses. It will not be shared with others or used for routine UH



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communications or announcements. To sign up, visit [UH Alerts website](#) for more information.

Financial Aid

If you are receiving financial aid and are contemplating not completing the course, BEFORE you withdraw, it is highly recommended that you contact the Financial Aid Office at 808-934-2712 or email them at wccfao@hawaii.edu to discuss the impact this decision may have on your financial aid eligibility.

Student Conduct Code

Windward Community College follows the University of Hawai'i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct since, upon enrollment at Windward Community College, the student has placed herself/himself under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the Student Conduct Code are available at the Office of the Vice Chancellor for Student Affairs or [online](#).

Title IX - Sex Discrimination And Gender-Based Violence Resources

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) 341-4952
Email: advocate@hawaii.edu
Office: Hale Kāko'o 107 (Wednesdays)

Mykie E. Menor Ozoa-Aglugub, J.D., Title IX Coordinator
Phone: (808) 235-7468
Email: mozoa@hawaii.edu
Office: Hale Kāko'o 109



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

Karen Cho, Deputy Title IX Coordinator
Phone: (808) 235-7404
Email: 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.

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, [Windward CC Student Conduct Information](#), for more information. You can also refer to [UH System Student Conduct Policy EO 7.208](#). You will be guilty of cheating if you:

- Submit or claim the work of others as your own (plagiarism). This includes using AI applications such as ChatGPT.
- 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.



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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