



UNIVERSITY of HAWAII®

WINDWARD
COMMUNITY COLLEGE

English 100, Composition

Fall 2021 | 3 Credits | CRNs: 60194, 60195, 60197, 60198

Welcome to English 100

Welcome to English 100. This syllabus lays out our major goals for the semester and the general framework within which we'll pursue them together. If any adjustments to the syllabus are required, I'll make them with the intention of improving the humaneness of your learning conditions and/or increasing your likelihood of achieving the course's student learning outcomes.

We have a lot to learn and do together. You might think of this course as an introduction to writing for a scholarly audience. This semester, you'll have to think about your audience carefully when you sit down to write. A scholarly audience can include a combination of students, teachers, and researchers (individual scholars can be all three at once). In your finished, formal writing, you'll work to present your thoughts and ideas so that other student or faculty scholars can confidently and enthusiastically engage with them. This is one of the main kinds of knowledge to be gained from this class: how to write in a well-reasoned way for an audience of scholars who will double-check what you say.

Instructor Contact Information

Name: Lance Uyeda
Email: lkuyeda@hawaii.edu
Online office: <https://zoom.us/my/uyeda>
Phone: 808-236-9229
Appointments: <https://uyeda.youcanbook.me>

I look forward to working with you on your writing this semester in individual meetings! To see my availability and let me know what times work best for you, please go to <https://uyeda.youcanbook.me>.

Embedded Tutor

Sam St John (samuelsj@hawaii.edu), a talented writer, WCC alum, hardworking UH Mānoa creative media major, and all-around terrific person is your embedded tutor this semester. Here is a brief explanation of the role of an embedded tutor: “Embedded tutors are successful students who are recommended by instructors or identified by the Ka Piko Coordinator to support a specific course for the duration of a semester. Embedded Writing Lab Tutors host specific live (drop-in) tutoring hours in the Writing Lab (in-person or online). They also act as a liaison between their assigned course(s) and the Writing Lab, helping to promote services and resources directly to students, while also building rapport and becoming a familiar peer.”¹ I’m excited that Sam is your embedded tutor this semester!

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 O‘ahu’s Ko‘olau region 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‘oululu i nā haumāna i ka po‘okela.

Catalog Description

This college-level composition course promotes critical reading, the writing process, rhetorical principles, research strategies, and the documentation of sources. (3 hours lecture).

¹ From email correspondence with Ka Piko Coordinator Scott Sutherland.

Grade of “C” or better in ENG 22, OR placement into ENG 100, OR grade of “C” or better in ENG 23 and corequisite enrollment in ENG 100W, OR approval of designated Language Arts representative.

Activities Required at Scheduled Times Other Than Class Times:

1. At least one conference with the instructor.
2. At least one consultation with embedded tutor Sam St John.
3. Recommended for research project inspiration: Participation in 1) a service learning activity or 2) a sustainability workshop, hui meeting, or film screening. The sustainability series calendar will be posted on Laulima as soon as it is finalized.

Course Content

Concepts or Topics

- Writing process
- Writing arguments
- Writing from experience
- Effective research
- Source documentation
- Patterns of Organization
- Audience and purpose
- Persuasive writing/Rhetoric
- Academic honesty

Skills or Competencies—Students will:

- Read for the purposes of understanding, analysis, information gathering, critique, & (ideally) enjoyment.
- Engage in a writing process that includes planning, drafting, giving and receiving feedback, revising, and reflecting.
- Attend to stylistic/grammatical clarity.
- Conduct extensive, persistent searches for references.
- Write with sources by:
 - Paraphrasing
 - Quoting
 - Summarizing
 - Synthesizing
 - Arguing

Student Learning Outcomes

Students will:

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 (FW) Hallmarks

To satisfy the written communication 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 5000 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 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.

Course Format and Pacing

This is a 16-week course. This is not a self-paced course; the due-dates calendar is strictly followed.

In a full course of twenty students, half of the students will be completely online and will be responsible for interacting at their own discretion with the course materials and with Lance and Sam. Because our course does not have “live” online sessions, the online-only half of the class are considered “asynchronous online” students (when in a class that does have mandatory live online sessions, you’re considered “synchronous online” students).

Half of the students in this class are not completely online and are signed up to meet with Lance face-to-face (F2F) on campus on Mondays and Wednesdays. Students enrolled in the face-to-face component of the course have registered for four credits instead of three. For fairness, F2F students' discussion posts and written assignments will be completed online according to the same guidelines and using the same materials offered to the all-online students. Some F2F students may elect to film their video bulletin board posts on campus together, and they'll have the opportunity to complete their peer review assignments in person as well.

To my all-online students: if/when you notice your classmates mentioning being in class, or on campus, that's why.

Learning Materials

Required text: [Kaiāulu](#), Mehana Blaich Vaughn. ([Access ebook with UH login.](#))

Recommended text: The Little Seagull Handbook, Bullock, et al.

Recommended resources: 1) [aldaily.com](#) (see especially the list of newspapers and magazines in the left sidebar), and 2) [library.wcc.hawaii.edu](#) (especially the "[research](#)" box on the homepage).

Grades & Assignments

You must complete all formal [writing assignments](#) (papers 1, 2, and 3; the annotated bibliography assignment; and the final portfolio) to pass this course. Work that is late or incomplete will receive partial or no credit.

1. Keep everything.
2. Write at least three times a week in a commonplace book.
3. Complete multiple drafts of formal writing assignments.
4. Contribute to a variety of group work assignments.
5. Make a brief presentation.
6. Create a process portfolio.

<u>Assignments/Tasks</u>	<u>Points</u>	<u>Grades Available</u>
Formal Writing Assignments (Papers 1-3 & Annotated Bibliography)	200	A = 450 or above
Blogs/Thought Pieces	75	B = 400-449
Commonplace Book	50	C = 350-399
Timed Writing Assignments	50	D = 300-349
Portfolio Assignment	50	F = 299 or below
Library Research Units	25	
Oral Delivery of Paper 3 & Slideshow	25	
<u>Comportment/Participation</u>	<u>25</u>	
TOTAL	500	

Please note: I reserve the right to adjust as needed what points are available in order to facilitate your achievement of the course learning outcomes.

No outside extra credit: Extra credit in this class is available exclusively through exuberant & outstanding fulfillment of coursework, especially the blog, commonplace book, library research assignments, and final portfolio assignments, on which it is possible to earn points in excess of those listed above. Extra credit specifics will be discussed in detail during the semester and on relevant assignment sheets.

Major Writing Assignments

[Paper 1, Mo'olelo:](#) (click on link for assignment sheet)

Instructions: What remembered event can you re-tell to give your very best answer to the question, “What community or group of people has helped define your values and/or guide your actions?”



Following the examples of the mo'olelo in Kaiāulu, narrate a remembered event that you could share with a stranger or with younger/future generations to demonstrate what this community/group means to you and why. For the sake of this paper, a community can be as small as an immediate family or as large as a country.

Your **story** should be told in three pages, or 750 words, minimum.

[Paper 2, Meaningful/Engaging Places:](#) (click on link for assignment sheet)

Mehana Vaughan shows in *Kaiāulu* that it's possible to think about how meaningful a place is by examining to what extent individuals, families, and communities are engaged in valuable relationships with that place.

Instructions: Of all the ways Vaughan shows people on the North Shore of Kauaʻi relating to or interacting with the land/sea, which one do you think is the most valuable, and why? Use reasoning from the book and from your own experiences and observations to support your answers.

Present your **argument** in 3 pages or 750 words, minimum.

[Annotated Bibliography of Sources for Learning about Your Paper 3 Topic:](#)
(click on link for assignment sheet)

Instructions: Find and thoroughly annotate at least five credible text sources that you could use in a paper (i.e. your next paper, Paper 3) that convinces a reader to care about your thoughts on what you've read about issues of sustainability or natural/cultural resources, including Kaiāulu. You may include videos in your bibliography, but they do not count toward the source minimum.

Collaborative option: work in a team of two to four students on a topic of shared interest. Each team member will still be individually responsible for finding five unique sources for the bibliography assignment. An advantage of working on a team is that you will be able to consult and cite your teammates' sources, not just your own, in your next paper, Paper 3.

See some examples of annotated bibliography entries here: <http://bit.ly/abibexamples>

Aim to use 750 words or more to complete your annotated bibliography.

[Paper 3, Research](#) (click on link for assignment sheet)

Instructions: Analyze information presented in Kaiāulu and/or reliable/valuable sources you've found through research to answer these questions:

- 1. What's the most pressing issue relating to shared/common resources or the environment that you've learned about by reading Kaiāulu and/or other books or articles?**
- 2. What's most important for your classmates or age-mates to know about this issue? Why?**

Your answer should consist of the text of a speech focused on the question above. The speech's text should be four pages or 1000 words long at minimum.

Writing-to-Learn Assignments

The following assignments are for the purposes of “writing to learn.” Here are a few reasons why you’ll be doing a lot of messy, informal, and “trying things out” kinds of writing this semester--writing that you’re required to do but that won’t count toward your formal writing assignment points. The writing-to-learn assignments below come with their own points, though, fear not!

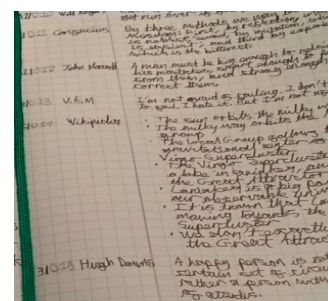
Firstly, forty to fifty years of psychology and education research have shown that writing extensively and repeatedly on your own about what you’re studying leads to more robust and long-lasting learning than re-reading material or taking one-time notes in class and reviewing them later.

Secondly, writing is an idea-generating activity. It’s not just for the purpose of describing ideas you already have, but is also often necessary (especially if you don’t have conversation partners who are willing to sit and listen to you for hours at a time as you talk around and through a new, complex, or controversial topic) for finding and figuring out what your ideas are.

Finally, writing a lot also helps you learn about yourself as a writer. Which writing tasks or techniques seem to come easier to you? Which seem harder? What kinds of writing do you most enjoy (or do you mind least)? Your answers to these kinds of questions may (probably will) change over time, and the best way to have self-awareness as a writer is to write as much as you can. The assignments below are designed to provide structure (and a requirement) for you to make a habit of frequent writing this semester if you don’t already have one.

[Commonplace Book](#) (click on link for assignment sheet)

Your commonplace book can be a physical notebook, a single electronic document, or a folder (electronic or physical) full of various files written primarily for you, yourself. Use your commonplace book to engage in writing exercises, record your thoughts, respond to assigned readings, and otherwise document your work done in preparation for class this semester.



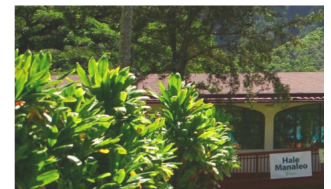
Instructions: At least three times a week, please use your commonplace book to do one or more of the following:

- Complete preliminary writing/”thought process” exercises (outlines, 2-column notes, clusters, free writing etc.: any exercises that you find useful).
- Copy out passages from your readings that interest you or that you suspect you might like (or need) to think about/imitate later. Please reflect on these passages, ask questions about them, and write on what purpose(s) they seem to serve and/or what point(s) they seem to make.
- Think through (in writing) artsy issues you find particularly appealing or vexing.
- Make note of questions that occur to you during the course of the day.
- Write out ideas or reflections as they occur to you.
- If you like, record bits of conversation, nice turns of phrase, song lyrics that surprise you, true stories that engaged you, etc.
- Include visuals, if you want to.
- Record thoughts and ideas you have in class, obviously.

[Blog/Flipgrid](#) (click on link for assignment sheet)

Create a course blog and use it to share with your classmates (and Lance) your thoughts on what you’ve read, talked, and thought about 1) the value of place, community, and the environment and 2) to what extent if any there’s a crisis of environmental and economic sustainability in Hawaii (or in general). Blog writing for your classmates is an intermediate step between private, notebook writing (your commonplace book) and formal, public writing intended for an audience of potential strangers (papers). Since it cannot be copied and pasted directly into your papers, you will receive a significant number of points (50) for maintaining your course blog this semester.

English 100 Spring 2020 Blogs
Meaningful places, influential communities, and issues of sustainability



Blog/Flipgrid Instructions: Once or twice a week (or as assigned), create a blog entry in response to the course readings.

At least once this semester, you will be responsible for taking over the Laulima “clog,” AKA the blog site that belongs to the entire class, and posting your appreciations of select classmates’ individual blogs. We’ll have further discussion of the clog in class.

Periodically throughout the semester, you will be presented with questions to be answered on Flipgrid, a video discussion site. Responses to several of these questions will be mandatory (the rest will be optional). Auto-generated transcripts of every

Flipgrid posts are provided to me, and I will forward them to you for posting on your blog (light editing by you may be required). If Flipgrid is a tool you enjoy using, you may use it to create as many blog post “drafts” as you like.

Other Assignments

Smaller assignments

Smaller check-in assignments such as Flipgrid discussions, forum postings, brief reading quizzes, and reflection surveys will be assigned throughout the semester to help me get a sense for how engaged you are in the course (altogether, as a class) and to give you (individually) a measure of your own progress. As mentioned above, exceptionally exuberant work on assignments may be rewarded with bonus points. Exceptional work on smaller assignments may be rewarded with participation points in excess of the 25 listed on the grading scale.

Details on other assignments listed under “Assignments/Tasks” above will be provided during the semester.

Required Hardware and Software

- A more recent model desktop or laptop (2014 or later model), either Windows or Mac is recommended
- Reliable high-speed (Cable or DSL) Internet connection
- A recent version of Firefox Browser. Download from [Firefox Browser Update](#) if you don't have it.
- [Adobe \(Acrobat\) Reader](#). Download is free.

Minimum Technical Skill Requirements

In this course you'll be required to use Laulima, the online course management system on which you're most likely reading this syllabus 😊, to access course materials and complete assignments. Required basic-computing skills include 1) word processing (on Microsoft Word, Pages, or whatever program you prefer); 2) using an internet browser such as Chrome, Safari, or Firefox; 3) and managing your files, for example by remembering and/or keeping track of where you've uploaded or downloaded them. You will also need a willingness to learn, with Sam's and my help, how to use one or two new apps/programs that may be new to you. See **Course Technology**, below.

Course Technology

As you know, this course is delivered in Laulima as a Learning Management system ([Laulima \(Sakai\) Accessibility](#)).

Please also be aware that Laulima

- will be unavailable on a daily basis from 3:00am-4:00am HST for server backup and maintenance.
- automatically logs you out if it does not detect activity for two hours. A warning message will appear notifying you of the lack of activity. Activity is defined as clicking a button in Laulima such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.

Other technological tools are used in this course. Remember to review privacy/security policies before using technologies for online learning. Contact me if you would like to discuss the use of alternate options or technologies.

- [Google Docs](#) is the word processing app that was used to create this syllabus. You'll be using it to participate in collaborative writing activities this semester. You may also use it as your primary word processing program, instead of Microsoft Word, if you like ([Google Docs Accessibility Statement](#), [Google Privacy Policy](#)).
- [Flipgrid](#) is used for discussion activities ([Flipgrid Accessibility Statement](#), [Flipgrid Privacy Policy](#)).
- [Loom](#) is what Lance uses to make screen recordings; you can use it if you like for your final presentation (Accessibility Statement not provided, [Privacy Policy](#)).
- [Padlet](#) is used for some of the discussion activities ([Padlet Accessibility Statement](#), [Padlet Privacy Policy](#)).
- [YouTube](#) may be used for delivering some course content ([Accessibility Statement](#), [Privacy Policy](#)).
- [Zoom](#) is used for virtual student meetings ([Accessibility Statement](#), [Privacy Policy](#)).

Technical Support

- [UH ITS Computer Help Desk](#) – email help@hawaii.edu or call 956-8883 (or toll free at 1-800- 558-2669 from the neighbor islands)
- Laulima Assistance Form – Click on the [Request Assistance](#) link at the bottom of any Laulima Page to fill out and submit a question and get your answer via email.

- [Laulima Student Support](#)
- [Information Security for Students](#)

Academic Support

TRiO SSS One of the best resources on campus is the TRiO Student Support Services (SSS) office, which provides tutoring and a range of other opportunities to eligible students (see me for details). The contact number for TRiO SSS is 235-7487. Watch a brief informational video here: [Welcome to TRiO Student Support Services](#)



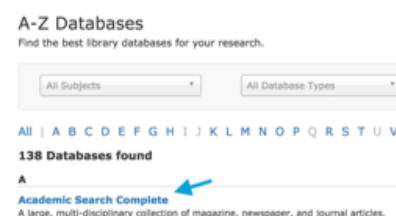
Tutor.com is an online tutoring service available 24/7 to provide academic support for UHCC students. For FAQs and how to access Tutor.com, review the [Studying that fits your schedule 24/7 online tutoring for UHCC students!](#) page.



Online Learning Academy The University of Hawai'i's [Online Learning Academy](#) (OLA) provides FREE, one-on-one English, math and science tutoring, by highly-qualified college tutors, for the University of Hawai'i (UH) System students statewide. They offer tutoring in the following subjects: basic math, pre-algebra, algebra, geometry, trigonometry, calculus, biology, chemistry, physics, environmental science, writing, and language arts.



Academic Search Complete is the best database available through the Windward library for articles and reports aimed at a general academic audience. Access Academic Search Complete by clicking on the “A-Z Databases” link on the library website homepage; it is the first database listed.

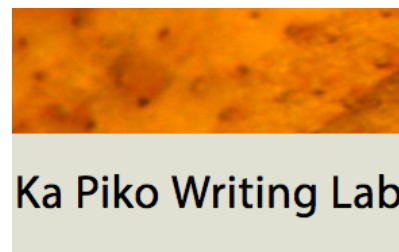


MySuccess is an online student support network for you to stay in touch with your instructors and counselor(s) and up-to-date with your academic progress, in part through an “early alert” system that sends reminders about attendance and assignment completion. MySuccess feedback is informal and separate from your official academic records.



Staying Connected

The [Ka Piko Writing Lab](#), located in the WCC Library and Learning Commons, provides in-person consultations during school hours and email feedback as needed. The center's current hours are posted here: <http://go.hawaii.edu/PgC>



Other Windward Community College Resources

- [Windward Community College Library](#)
- [eBooks Collection](#)
- [Speech Lab](#)
- [Math Lab](#)
- [Evening and Online Learning at Windward Community College](#)

Basic Needs Resources

Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. 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 are experiencing basic needs insecurity, please see the following resources: [WCC Basic Needs](#)

Safe Zone

Your English classroom/course and instructor's offices (on-campus and on Zoom) are LGBTQ+ safe zones. Please see me if you want someone supportive to talk to, or if you'd like information on LGBTQ+ resources on campus. The University of Hawai'i system is committed to building an inclusive community that supports and advocates for all students, welcoming transgender persons, māhū, and people of all gender identities and sexual orientations.



Activities & Due-Dates Calendar

<i>Week</i>	<i>Title</i>	<i>Topics/Activities</i>	<i>Assignment Due Dates</i>
1 (8/22-8/28)	Getting started	Questions, goal-setting, diving into course materials and course logistics	<ul style="list-style-type: none"> • Read prologue and up to to p. 16 • Set up blog • Flipgrid introduction post • Syllabus quiz and course survey

2 (8/29-9/4)	Engaging memories The value of places	What remembered events could you share to show how a community or group has helped define your values and/or guide your actions?	<ul style="list-style-type: none"> • Read to p. 33 • Mandatory blog post to get started on paper 1 due W, 9/1
3 (9/5-9/11)	Paper 1: What engaging story best describes the group/ community that has helped define your values &/ or guide your actions?	<p>Topic development/sharing</p> <p>100-word challenge</p> <p>Peer review next week!</p>	<ul style="list-style-type: none"> • Read up to p. 45 • Contribute to story-sharing padlet after reviewing topic-sharing doc by M, 9/5 • 100-word challenge post due W, 9/8
4 (9/12-9/18)	Peer review	<p>Complete peer review of partner's paper 1 draft and integrate feedback into your own.</p> <p>Conferences with Sam</p> <p>Paper 1 due next week!</p>	<ul style="list-style-type: none"> • Paper 1 peer review draft due M, 9/13 • Peer review forum post due W, 9/15
5 (9/19-9/25)	Paper 1 due Jumpstart paper 2	Good work on your mo'olelo! Now you will have to start forming an argument about which of the elements of kuleana Vaughan describes in <i>Kaiāulu</i> is most valuable.	<ul style="list-style-type: none"> • Paper 1 due for preliminary grading M, 9/20 • Mandatory blog post on Paper 2 prompt due W, 9/22 • Read up to p. 67
6 (9/26-10/2)	Paper 2: What element of kuleana is most valuable and why?	<p>Topic development/sharing</p> <p>100-word challenge</p> <p>Peer review next week!</p>	<ul style="list-style-type: none"> • Read up to p. 86 • Contribute to story-sharing padlet after reviewing topic-sharing doc by M, 9/27 • 100-word challenge post due W, 9/29
7 (10/3-10/9)	Peer Review	<p>Complete peer review of partner's paper 2 draft and integrate feedback into your own.</p> <p>Conferences with Sam</p>	<ul style="list-style-type: none"> • Paper 2 peer review draft due M, 10/4 • Peer review forum post due W, 10/6

		Paper 2 due next week!	
8 (10/10-10/16)	Paper 2 Due Sustainability/ Resource Management topics	Paper 2 due for preliminary grading! Begin LRU & Aloha+ Hawaii Sustainable Dashboard exploration Blog relaxation Mid-semester evaluation	<ul style="list-style-type: none"> • Read up to p. 106 • Paper 2 due for prelim. grading M, 10/11 • Complete mid-semester evaluation by W, 10/13
9 (10/17-10/23)	Finding/develo ping your topic Research basics	Continue exploring Hawaii Sustainable Goals Dashboard Narrowing down possible research topics of interest to you Library Research Units	<ul style="list-style-type: none"> • Find online or print resource(s) of interest to follow up on what you read on the Aloha+ Dashboard. • Read to p. 125 • Work on annotated bibliography and LRUs. Add one longer or two shorter annotations by 10/20. Remember that annotations can also be posted to your blog.
10 (10/24-10/30)	Paper 2 feedback LRUs + Annotated Bibliography	Review notes from Lance on Paper 2. Think about what you need to add or change in your revision. Annotated bibliography feedback starts next week Aim to complete LRUs by Halloween (deadline amnesty)	<ul style="list-style-type: none"> • Keep adding to your annotated bibliography as you learn more about your topic! Add one longer or two shorter annotations by 10/30. Remember that annotations should also be posted to your blog. • Read up to p. 148.
11 (10/31-11/6)	Research Continues	Annotated bibliography feedback starts Prepare for timed writing 1	<ul style="list-style-type: none"> • LRUs 2 & 3 due 11/1 (deadline amnesty) • Continue Annotated Bibliography/Paper 3 research • Prepared for Timed Writing 1
12 (11/7-11/13)	Counterargum ents Final 100-word	Paper 3 "Draft Zero" + Thesis development	<ul style="list-style-type: none"> • Timed Writing 1 activity due M, 11/8 • Contribute to thesis-sharing padlet after you finish Timed Writing 1, T, 11/9

	challenge		<ul style="list-style-type: none"> 100-word challenge post due W, 11/10
13 (11/14-11/20)	Continue research; peer review prep	Review sample paper Review 100-word challenge doc and add to thesis-sharing padlet	<ul style="list-style-type: none"> Read to p. 167. It is up to you to finish reading/listening to the last chapter of <i>Kaiāulu</i> at your own pace. Since there will be no structured discussion of the chapter and no suggested blog prompts, use your best judgment to determine how it should be characterized/described/analyzed.
14 (11/21-11/27)	Peer review Finish strong!	Paper 3 peer review, revisions Conferences with Sam and Lance	<ul style="list-style-type: none"> Paper 3 due for peer review M, 11/22 Peer review forum post due W, 11/24
15 (11/28-12/4)	Paper 3	Paper 3 is due! Conferences with Lance	<ul style="list-style-type: none"> Paper 3 due M, 11/29
16 (12/5-12/11)	Paper 3 Presentations	Upload audio of selections from Paper 3 plus a slideshow of related images for your classmates to respond to in Timed Writing 2 (due next week)!	<ul style="list-style-type: none"> Paper 3 Presentation due W, 12/8. Portfolio early submission extra credit (+15): F, 12/10
Finals (12/12- *12/16*)	Good work this semester!	End of the semester. *The absolute last day in the semester to earn points is Thursday, 12/16. Revisions and assignments completed after the 16th, although valuable for learning and skills-improvement, will not count toward your semester grade.*	<ul style="list-style-type: none"> Portfolio early submission extra credit (+10) M, 12/13 Timed writing 2 due W, 12/15. Portfolio due W, 12/15.

Course Policies and Procedures

Emails:

Communicating with students is my top priority. If I have not responded to your message in twenty-four hours, please email me again.

Please check your hawaii.edu account on a regular basis. The homework emails that I send via Laulima will go to that account only. Instructions on forwarding your hawaii.edu account are here: <https://www.hawaii.edu/askus/1208>.

In a school or work setting, please always write grammatically correct emails, using complete words and full sentences (no shorthand, such as “where r u now”). Start with a greeting (Aloha e Jane, Dear Mr. Smith, or Hi Lance), and end with a signature (Thank you, Sincerely, or just your name).

If you have any problems or last-minute emergencies, please email me.

Required Conferences:

You must meet with Lance/Sam in conference at least twice this semester. You can see us individually, or as a pair or small group if you prefer.

You can maximize the utility of your conference time by meeting with me about your formal writing assignments and their drafts. I’m also happy to spend as much time as you’d like discussing other questions or concerns.

Late work:

Please turn in your papers on time as a sign of respect for your classmates. Major assignments turned in late may lose between one and ten points per calendar day. Specific penalties will be determined on a case-by-case basis. If you feel at any time that you’re falling behind, please contact me, Sam, or both of us. We’re here to help.

Formatting Standards:

Please consider using the provided MLA template to format your formal writing assignments this semester (papers 1-3). Copy a Google Docs version of the template to your google drive here: <http://go.hawaii.edu/rcP>. Or download a Microsoft Word version of the template here: <http://go.hawaii.edu/Pcm>. Small variations on the template are required for formatting the annotated bibliography assignment; we will discuss those separately. Sam and I are happy to discuss ways of formatting/manipulating your word-processed documents in a conference! In general, please:

- Use 1-inch margins and 12 point Times New Roman font or a close equivalent.
- Remove extra spacing between your double spaced paragraphs.

One Automatic Extension

Email/“Laulima Message” Lance the text below to extend the deadline of one assignment up to a week. Please email 2-3 days before the due date. The “one automatic extension” request cannot be used for the oral presentation or on or after the last day of instruction (Fall 2021: Dec. 9). Additional extensions may always be requested, but they won’t necessarily be granted. Use your automatic extension wisely!

Extension-request message to copy and paste:

Hi Lance!

I am using my one automatic extension on (assignment name).

- Original due date: [mm/dd]_____
- Date I will turn it in: [may not be more than 7 calendar days past due date]

Thank you!

[Your Name]

University Policies and Procedures

The University of Hawai‘i is an equal opportunity/affirmative action institution. It is committed to a policy of nondiscrimination on the basis of race, sex, victims of domestic or sexual violence, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran. For additional details, visit the [UH Systemwide Policies and Procedures Information System \(PPIS\)](#) site.

Student Conduct

Review the [UH Systemwide Student Conduct Code](#) for more information. Review the [Online Netiquette and Privacy Tips](#) to prepare yourself when interacting online.

Academic Honesty

Acts of dishonesty, including but not limited to the following:

- Cheating, plagiarism, or other forms of academic dishonesty.

Cheating is an act of academic dishonesty and 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 body; and
4. engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

Plagiarism is also an act of academic dishonesty and 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.

Furnishing false information to any UH official, faculty member, or office.

Forgery, alteration, or misuse of any UH document, record, or form of identification.

UH Title IX

- The University of Hawai'i 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 ([UH Title IX](#)). If you or someone you know is experiencing any of these, the University has staff and resources on your campus to support and assist you.
- If you would like to report incidents of sex discrimination or gender based violence, contact your campus [Title IX Coordinator](#) or submit the online [reporting form](#).
- If you wish to remain ANONYMOUS, speak with someone CONFIDENTIALLY, or would like to receive information and support in a CONFIDENTIAL setting, contact your campus' [confidential resource](#).

Accommodation Statement

The University of Hawai'i is committed to a barrier-free campus and provides accommodations to ensure students with disabilities equal access to education. We agree to make academic adjustments to ensure non-discrimination of students with disabilities. This commitment is in accordance with applicable state and federal laws, including the Americans with Disabilities Act, and Sections 504 and 508 of the Rehabilitation Act.

Under the Americans with Disabilities Act (Title II) and the Rehabilitation act of 1973-section 504 and 508, individuals with disabilities have protections against discrimination and are assured access to programs, services and activities. For more information see “Americans with Disabilities Act” and “Rehabilitation Act of 1973 – Section 504 or Section 508”.

Students must self-identify to the appropriate Disability Services Office and complete the intake process before receiving reasonable accommodations. To ensure the prompt and effective provision of accommodations, students should contact the Disability Services Office as early as possible. Find your disability services office contact for your home campus.

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact the course instructor privately or your campus’s disability services office.

For more information, contact **Roy Inouye**, Disabilities Counselor, at (808) 235-7448, email royinouy@hawaii.edu. See also the WCC [Disabilities Services](#) website.

UH System Student Support

- [Academic Advising](#)
- [Bookstore](#)
- [Career Services](#)
- [Counseling Services](#)
- [Registration](#)

Financial Aid Statement

If students do not begin attendance in a course or stop participating in a course, Title IV funds must be returned according to Federal Return of Title IV funds regulations (34 CFR 668.21(a)). This means you may be required to return some (or all) of the financial aid you have received. It is very important to remember that colleges are required to take steps necessary to ensure that students are academically engaged in order to justify the disbursement of Federal Title IV student aid funds. If at any time your plans change and you no longer plan to participate in the courses in which you enrolled, you must contact the financial aid office to minimize any possible negative financial impact.

For more information on financial assistance for your education, please contact your [home campus financial aid office](#). Financial assistance may include grants, scholarships, and other resources to help you pay for the cost of college. A financial aid adviser will be able to help you navigate this process to determine your eligibility for these funds.