



UNIVERSITY of HAWAII®
WINDWARD
COMMUNITY COLLEGE

English 100, Composition

Fall 2023 | 3 Credits | CRNs: 61006, 61137

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 ([see my answers to frequently asked questions here](#))
Email: lkuyeda@hawaii.edu
Office: [Hale Manaleo 103](#)
Classroom: [Hale Manaleo 126](#)
Zoom: <https://zoom.us/my/uyeda> | Or use the meeting ID "uyeda"
or 707 031 6312, no password
Phone: 808-236-9229 (check your email or Laulima for my cell number)
Appointments: 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>.

Alaka'i/Supplemental Instructor

Lexi Cambra (abcambra@hawaii.edu), a talented writer, WCC student, and all-around terrific person is your alaka'i ho'onui 'ike/embedded Writing Lab tutor/consultant this semester. Here is a brief explanation of the role of an alaka'i: "Alaka'i ho'onui 'ike 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. Alaka'i 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 Lexi is your alaka'i 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‘oulu 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).

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. Required conferences with the instructor.
2. At least one consultation per paper with Lexi, another writing center tutor, or if no live tutoring session can be fit into your schedule, tutor.com.
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.

¹ From email correspondence with Ka Piko Coordinator Scott Sutherland.

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. The course mode is “high flex” (sometimes spelled “hyflex” 🙄). In this ENG 100 section, “high flex” means that you’ll be doing activities and assignments 1) individually online, either to meet specific deadlines, or sometimes at your own pace, 2) in individual or small-group zoom or F2F conferences with me (Lance), and 3) together in live class sessions every Wednesday at 11:30 or 1:00.

Conference attendance and attendance at the live course session every Wednesday at 11:30 or 1:00 are mandatory. It’s better to attend the live sessions in person in Hale Manaleo 126, but remote/zoom attendance is an option if you have an unavoidable conflict or you have a stuffy nose, etc.:

<https://zoom.us/my/uyeda> or use the meeting ID “uyeda,” or 707 031 6312, no password.

In addition to classroom sessions on Wednesdays, you’ll have individual (or small-group) chats throughout the semester with Lance, either 1) on zoom or 2) in his office after class on Wednesday or after 1PM on Wednesday (there are morning and M-F times available on zoom). You can chat with me anytime by signing up for a meeting on uyeda.youcanbook.me. And you’ll also periodically be prompted by me to sign up to meet: we’ll make a habit in class of having five students or so at a time take turns having to sign up to have their next chat.

I’ve redesigned this course several times over the last five years or so to try to find a good balance between giving you a manageable workload and meaningful learning goals. The course continues to evolve. Wednesday class sessions will include instruction in writing and research skills, structured activities that will help you to engage with the assigned readings and to write successful papers, and a variety of collaborative learning opportunities. Wednesday attendance is mandatory because 1) full engagement in all activities will significantly benefit your writing performance and progress, and 2) the experience of learning collaboratively with your peers cannot be fully captured in a video or otherwise for later review.

Learning Materials

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

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

Alternative Recommended Text: The information in the handbook is also available online (though in a different format and written by a different set of authors) at the Purdue Online Writing Lab, which is here: https://owl.purdue.edu/owl/general_writing/index.html.

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 may receive partial or no credit.

1. Keep everything.
2. Write for yourself and “write to learn” in Perusall and ideally in a physical or electronic class notebook you keep for yourself.
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
Writing Process Points	100	B = 400-449
Blog	75	C = 350-399
Timed Writing Assignment	25	D = 300-349
Portfolio Assignment	25	F = 299 or below
Perusall Assignments	25	
Library Research Units 2&3	25	
Oral Delivery of Paper 3 & Slideshow	25	
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.

Scores on formal writing assignments are always improvable

Scores you receive on papers 1-3 and on the bibliography assignment can be improved through visits to the writing center, chats with Lance & Lexi, and revision until the end of the semester. Revision and proofreading of each major assignment, including selected blog posts, is mandatory, in fact because all formal writing assignments must be turned in again at the end of the semester to fulfill the portfolio assignment, which is required to pass (see note, above, on passing the course).

Unsubmitted work = Zero Points

The practice of assigning 50% of available points (an F grade) to work that was never turned in is generally not followed by college professors. Work that is not turned in will receive zero points.

No outside extra credit

Extra credit in this class is available exclusively through exuberant & outstanding fulfillment of coursework, especially the blog, Perusall assignments, research exercise assignments, and final portfolio, for 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.

Writing-to-Learn and Writing Process

The following assignments and course components 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.

[Perusall](#) (click to go to Perusall site; it’s also linked on Laulima--enroll with course code UYEDA-ALGKF)

The discipline of maintaining a notetaking practice has the potential to change the quality of the attention you pay to what’s going on around you, as well as the quality of your writing. What you want to be able to do in the end is to maintain a disciplined habit of individual notetaking.

The screenshot shows the Perusall website interface. At the top, the Perusall logo is visible. Below it, a welcome message says "Welcome to Perusall! Let's finish setting up your account." There are three numbered steps indicated by red circles with white numbers: 1, 2, and 3. Step 1 is "Create or enroll in a course" with a button labeled "Start or join a study group". Step 2 is "I am a student" and "I am an instructor" with two buttons. Step 3 is "Course code" with a text input field containing "UYEDA-K4JCD" and a button labeled "Enroll in your course by entering the course code provided by your instructor." There is also a note on the right side: "Courses are for formal courses at the college, university, & With Perusall study groups, you can read a book with frier members decide who should be in the group. Select a boc group free of charge; members that haven't yet purchase".

It's hard from this kind of habit overnight, so this semester we're going to do it together as a class on a site called Perusall (sorry to add one more item of electronic rigamarole to your life [but not sorry].) You'll be taking notes on and appending questions to a variety of documents—the reading assignments from *Kaiāulu*, some sample documents such as news/periodical articles and reports, and also your major assignment sheets (this syllabus included, so exciting!). Posting these notes for each other and me on Perusall before you start to revise them on your blog, and eventually in your papers, will help you formulate and refine thoughts and ideas you'll eventually sign your name to.

Instructions: Earn at least one point on each Perusall activity. If you need to circle back and do activities that you missed, that's OK, but do your actual best to keep up with the due dates please. Total points available = 25. If you earn more than 25 points on Perusall, all those points will be added directly to your semester total as extra credit.

Writing Process Points

As you can see in the grade scale above (“Assignments & Tasks”) and on the Laulima gradebook, writing process points comprise a significant percentage (100/500 points = 20%) of your final grade. On the Laulima “Weekly Schedule,” you'll find green checklists such as the one below that spell out the different ways you can spend your time in a given week to be “the most improved writer of all time,” “winning at ENG 100,” “doing so-so/OK,” “hanging on for dear life,” “the one who thinks ENG 100 stands for *Introduction to Ceramics*,” etc. Each week, you can earn 5 process points.

- ☐ 1. I did most/all of the assigned reading, which helped me generate ideas and understand the general framework of the assignment. If I fell behind in the reading, I did my best to read enough to get an idea of how the assignment relates to the book, and I talked to Lance about how to catch up.
- ☐ 2. I read the assignment sheet multiple times.
- ☐ 3. I asked questions about the paper assignment (and/or about my own ideas/writing) in class, via email, and/or outside of class (I asked/discussed with Lance, Sienna, and/or a classmate).
- ☐ 4. Overall, I spent at least 30-60 minutes letting down ideas about the assignment, about how the book relates to the assignment, about how

The process points checklists spell out what successful learning experiences in this course most likely consist of, week by week. Because different students learn in different ways, there will always be more checkmark items than points, which means that not all checkmarks have to be checked for you to earn full credit for the week. Unless there is obvious evidence to the contrary (for example, you checked off a checkbox that says “I did xyz on time” and the Laulima submission stamp on xyz says you were 3 days late), the process points you receive will reflect exactly what you checked off on the weekly checklists.

A note on what to do if you fall behind

If you fall behind this semester, you may go back and check off process point checkmarks that don't have an “on-time” requirement (there are many of them). In this class, most assignment links on Laulima and Perusall will stay open for a reasonable amount of time (some of them forever) after the due date (I deduct late work penalties case-by-case manually; you will see a note in the comments). But if you ever end up *really* behind for some reason, going back to do every little thing

in the order in which it was assigned is not necessarily a good idea. Instead, think about how many points things are worth, and try to prioritize the assignments that are worth the most points (see major assignments below). This will help you decide which of the small assignments to do and which to accept zero points on. Lance and Lexi can help guide you through this process.

Major Writing Assignments

English 100

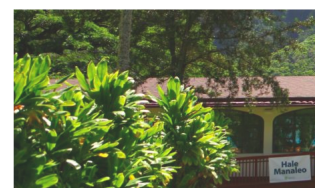
Blogs

Meaningful places, influential communities, and issues of sustainability

[Blog](#) (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 (in your own private notebook and on Perusall [see "writing to learn assignments" below]) 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 for maintaining your course blog this semester.



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

"Clog" Instructions: 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.

[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 Kaua'i 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.

Other Assignments

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 Lexi's and my help, how to use one or two new apps/programs that may be new to you.

Beginning October 2nd, Multi-Factor Authentication (MFA) will be required for all UH Students to login to their UH Accounts.

"MFA" is an extra layer of protection for UH usernames and passwords, requiring additional authentication through a device (e.g. mobile phone, landline, or USB token) to log in. At least once a week, you'll be automatically logged out of your devices and required to verify your ID through a mobile app or a robo-call in order to log back in. If you can't use a personal device to complete these weekly verifications, please contact Ka Piko Student Tech Support at 808-235-7437 or winhelp@hawaii.edu to receive a physical USB drive that can be plugged into the device you need to sign in to.

To set up MFA on UH accounts, visit go.hawaii.edu/SjG



WHAT IF I DON'T HAVE A DEVICE FOR MFA?

Contact **Ka Piko Student Tech Support** to receive a physical USB token. A USB token can be plugged into any computer you need to sign in on and acts as a Multi-Factor Authentication device instead of a mobile phone.



Physical USB Tokens

KA PIKO STUDENT TECH SUPPORT

Testing Center, Hale La'akea 228

Phone: 808-235-7437

Email: winhelp@hawaii.edu

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](#)

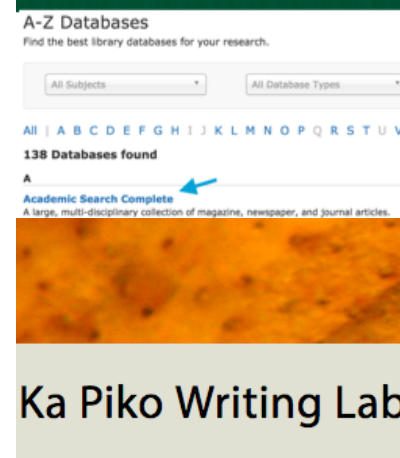
Tutor.com is an online tutoring service available 24/7 to provide academic support for UHCC students. For FAQs and how to access Tutor.com, review the [Studying that fits your schedule 24/7 online tutoring for UHCC students!](#) page.



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.



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.



Major Due Dates

08/30: Have 1-2 blog entries posted :)

09/13: Paper 1 due for prelim. grading

10/04: Paper 2 due for peer review

10/11: Paper 2 due for prelim. grading

10/25: Library Research Unit 2

("most excellent" date)

11/01: 1st-rd. Annotated Bib. feedback

11/01: Library Research Unit 3

("most excellent" date)

11/08: Timed in-class writing

11/22: Paper 3 due for peer review

11/29: Paper 3 due for prelim. grading

11/29: Oral presentations 1st round

12/06: Oral presentations 2nd round

12/11: Oral presentations spillover (1:00 class)

12/13: Oral presentations spillover (11:30 class)

12/13: Portfolio due – see Laulima for

early-submission extra credit details

Course Policies and Procedures

Mandatory Attendance:

Class and individual session attendance is mandatory for several reasons. This class will not work unless everyone attends reliably, so missing class harms not only your own academic progress, but the progress of your classmates as well. Furthermore, state and federal taxes heavily subsidize your tuition expenses; this money should not be wasted. Tuition covers only around one-fifth the cost of your community college education. You may be paying to come to school, but the community is paying four times more than you are.

For the health and safety of your classmates, instructor, and our families, if/when you have a sniffle or feel mildly under the weather, please attend class on zoom. If you haven't coughed or sneezed ever in your whole life but have elderly, immunocompromised, or unvaccinated loved ones in your household/family and are concerned for their safety, please ask Lance about attending class on zoom all semester (this is at your discretion). If circumstances prevent you from even having zoom on in your headphones while you're unexpectedly filling in at work for someone (this is not the ideal way to attend class obviously), please explain this in an email before or after the fact to have your attendance record adjusted.

Lost points can be recovered in part or in whole through exuberant & outstanding fulfillment of coursework, especially the blog, Perusall, and final portfolio assignments. Especially if I don't hear from you before or after an absence, points will be subtracted from your semester total for each missed class as follows.

Absence #	Points Lost	Your third absence and every absence thereafter will result in a reduction to your semester point total (see columns at left).
1	0	
2	0	
3	15	
4	15 (30 total)	
5	15 (45 total)	
n (where $n > 2$)	$15n - 15$ (total)	

Emails:

Communicating with students is my top priority. If I haven't responded to your message in eighteen hours (you emailed at midnight and now it's 6PM), I've likely experienced a tech fart (i.e. a brain fart manifested on gmail); *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 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.

Punctuality:

Please turn in your assignments on time as a sign of respect for your classmates. If you've fallen behind, please contact Lance and ask him about how to catch up.

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. I'm 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.

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 **Jodi Asato**, Disabilities Counselor, at (808) 235-7422, email wccdsso@hawaii.edu. See also the WCC [Disabilities Services](#) website.

Financial Aid

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 the [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.