

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](#))
- 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:** **Check your email and/or the course website for my cell number.**
My office number is 808-236-9229. Messages are forwarded to me automatically, so please leave a message. (Or, if you don't leave a message, I won't know you called.)
- Email:** lkuyeda@hawaii.edu
I try to reply to emails on the same day if at all possible, but I'm often in bed early, sometimes by 9:30 or 10:00 PM. I'm slower to reply on weekends. But if I haven't responded to your message in eighteen hours (you emailed at midnight on Saturday and now it's 6PM Sunday), I've likely experienced a tech fart (i.e. a brain fart but on gmail); *please email me again.*
- 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 my booking page (see link above).

Alaka'i/Writing Lab Consultant

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 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. Two conferences with the instructor.
2. Three consultations with Lexi, another writing center tutor, or if no live tutoring session fits with 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.

¹ From email correspondence with Ka Piko Coordinator Scott Sutherland.

Major Due Dates

- | | |
|---|---|
| 09/04: Have 1-2 blog entries posted :P) | 11/06: Research Exercise 2
(“most excellent” date) |
| 09/18: Paper 1 due for prelim. grading | 11/13: Timed in-class writing |
| 10/09: Paper 2 due for peer review | 11/27: Paper 3 due for peer review |
| 10/16: Paper 2 due for prelim. grading | 12/04: Paper 3 due for prelim. grading |
| 10/23: Better Have Blogged by Now Day (max
points of blogs with five or fewer entries
= 50) | 12/04: Oral presentations 1st round |
| 10/30: Research Exercise 1
(“most excellent” date) | 12/11: Oral presentations 2nd round |
| 11/06: 1st-rd. Annotated Bib. feedback | 12/18: Portfolio due – see Laulima for
early-submission extra credit details |

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 hybrid. In this ENG 100 section, “hybrid” means that you’ll be doing activities and assignments 1) individually online, either to meet specific deadlines, or sometimes at your own pace, 2) together in in-person, live class sessions every Wednesday, 3) writing consultations with Ka Piko writing consultants for papers 1, 2, and 3, and optionally for the annotated bibliography, and 4) in individual or small-group zoom or F2F conferences with your instructor.

In-person class attendance in [MLEO 126](#) on Wednesdays is mandatory. 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. Full engagement in all activities will significantly benefit your writing performance and progress, and the experience of learning collaboratively with your peers cannot be fully captured in a video or otherwise for later review.

If you’re sick, or if you experience an unexpected incident that makes online attendance the only option (flat tire, childcare fell through, house inspector changed the date at the last minute, etc.), you may attend class on zoom, but understand that continual zoom attendance may result in a deduction to your attendance and participation grades (to be determined on a case-by-case basis).

To join on zoom, go to <https://zoom.us/my/uyeda>, or on zoom app, use the meeting ID “uyeda,” or 707 031 6312, no password.

In addition to classroom sessions on Wednesdays, you must have a manageable number of individual meetings outside of class time with your instructor, Lance (2 meetings), and with Lexi or another Ka

Piko writing consultant (3 meetings) this semester. These meetings are even more essential than they would be in a non-hybrid class because we only meet in person once (rather than twice, or three or more times) a week. Read more about your required outside-of-class meetings below.

This course has been designed with the intention of finding a good balance between giving you a manageable workload and keeping you on pace to meet learning goals that I personally want you to attain and that WCC and the University of Hawai'i system have required of all ENG 100 students. Your frequent/early/ongoing feedback on how things are going for you is most appreciated!

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).

Meeting with Lance during student conference hours

At least twice this semester, you must meet with Lance 1) in his office, either before or after class on Wednesdays or after 1PM on Tuesdays/Thursdays, or 2) on zoom or over the phone (there are many morning and afternoon M-F times available for option 2). Please note that two meetings is the minimum, not the maximum! See my availability and sign up for a meeting on [uyeda.youcanbook.me](#).

Ka Piko Center Visits

At least three times this semester, you must meet with our course alaka'i, Lexi, or a different [Ka Piko Writing Lab](#) peer-consultant whose schedule is a better fit. During your Ka Piko Writing Lab visits, which can be either in-person or online, you'll get feedback on your formal (or even informal) writing assignments and/or on any lingering/persistent questions you might have about course materials. These meetings fill an important role that's separate from the role of instructor feedback, as well as from in-class peer review (peer review is in large part a chance for you to practice your own editorial reading/writing skills).

While of course it's true that the instructor is the expert when it comes to course content, assignments, policies, etc., educational researchers have found that students often learn more if they can incorporate peer advice/feedback into their learning process. This is an empirical finding, so there's no 100%-for-certain reason why it's true, but many instructors suspect that a strong reason why peer explanations can often be very helpful is that instructors haven't been students in a long time. Many of us can't fully remember what being a student is like. This is sometimes called the “curse of knowledge”: someone who by now feels as though they've always known how to do something sometimes needs help explaining, step-by-step, how to do it. The Ka Piko writing

consultants help instructors (like me) to help students (like you). Below is a brief overview of what you might ask a Ka Piko writing consultant for help with at various points in the semester:

Wk 1: Work on blogs	Wk 10: Library/research-based blogs
Wk 2: Expand blogs; Paper 1 Q&A; thesis ideas	Wk 10: Pap 3 idea generation; catch up
Wk 3: P1 samples; improve intro.; finish paper	Wk 11: Library/research-based blogs
Wk 4: Paper 1 due; Paper 2 Q&A	Wk 11: Pap 3 finalize topic; samples
Wk 5: Catch up; Paper 2: generate ideas	Wk 12: Paper 3 thesis; Draft Zero
Wk 6: Work on paper 2 draft; review samples	Wk 13: Paper 3 draft; catch up
Wk 7: Improve paper 2 intro & <i>Kaiāulu</i> citations	Wk 14: Prep. paper 3 for grading; portfolio
Wk 7: Aloha+ dashboard-based brainstorm	Wk 15: Paper 3 due; portfolio revisions
Wk 8: Paper 2 due; Aloha+ brainstorm	Wk 16: Catch up on Paper 3; portfolio
Wk 9: Library/online research-based blogs	

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.

<u>Assignments/Tasks</u>	<u>Full Score</u>	<u>Grades Available</u>
Formal Writing Assignments (Papers 1-3 & Annotated Bibliography; papers without drafts may be disqualified from grading)	225	A = 450 or above B = 400-449 C = 350-399 D = 300-349 F = 299 or below
Writing Process/Participation (See " Writing Process Points " below for a detailed description)	100	
Blog	75	
Attendance*	25	
Timed Writing Assignment	25	
Portfolio Assignment	25	
Research Exercise parts 1 & 2	25	
Oral Delivery of Paper 3 & Slideshow	25	
TOTAL	525	

No outside extra credit

Extra credit in this class is available exclusively through exuberant & outstanding fulfillment of coursework. Twenty five extra credit points are built into the grading scale: five hundred twenty five points are available, but grades are calculated on a five-hundred point scale. A few additional extra credit opportunities will be discussed in class during the semester. *Students with perfect attendance, for example, will receive an automatic 15-point bonus.

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.

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 **seemsseem** 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.

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 checklists such as the one below that spell out the main tasks in a given week.

Must do:

- Get familiar with the Syllabus.** This [Fun Syllabus Letter](#) is an introduction to the course without all the mandatory legal notices and grade calculations. The syllabus is what you need to navigate the class this semester. The letter is an idealized version of what I hope you'll remember about class in the future.
- Read to p. 33 in [Kaiāulu](#) or listen to [Lance's read-aloud version](#). It's probably best not to mention the existence of the janky read-aloud version outside of class so that Lance doesn't go to jail.
- Read and **mark up** with any comments or questions the [Blog assignment sheet](#).
- Decide on a name and URL/web address for your [google \(blogger.com\) blog](#).

Because different students learn in different ways, there will always be more checkmark items than are strictly required for you to be “on task” for that week.

At the end of the semester, you will submit to Lance a participation self-score worth 80 out of 100 points (I will assign the remaining 20). Use the checklist items provided every week to keep track of your own progress and make sure you are caught up with your coursework.

- A = 72-80 points “I did all the must do's, almost all the good to do's, and around two-thirds or more of the nice to do's this semester.”
- B = 64-71 points “I did almost all the must do's, most of the good to do's, and half or more of the nice to do's this semester. Even if I fell behind on the process checklist items, I caught up by the end.”
- C = 56-70 points “I did most of the must do's, some of the good to do's, and maybe a third to a half of the nice to do's this semester. I fell behind at certain points on the checklist items and was unable to catch up with all of the work I intended to complete by the end.”
- D = 48-55 points “I fell behind consistently throughout the semester and was unable to catch up with all of the work I intended to complete by the end.”
- F = 47 points or fewer This grade will be assigned at the instructor's discretion to students who obviously participated in class at a level below the D-level, or who for example, ran afoul of the academic honesty code (i.e. plagiarized or submitted work they didn't write), or violated the student conduct code by engaging in disruptive or threatening behavior, etc.

A note on what to do if you fall behind

If you fall behind this semester, you may go back and check off items from previous weeks that don't have an “on-time” requirement (which is most of them). You may also edit your weekly process checklists by adding items of your own, carrying over items from a previous week, or changing, within reason, the description of an item (please don't replace “finish paper” with “walk the dog.”) Most assignment links 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. 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)

Assignment: Use a combination of stories and explanations to give your very best answer to the following questions: 1) "What story or stories can you tell to give others some insight into a group of people that has influenced you in a meaningful way?" and 2) How does this group of people compare with [other] Hawai'i communities you've observed or learned about, especially the North Shore Kaua'i communities described in *Kaiāulu*?



Stories are not simply lists of memories. To include actual stories in your paper, follow the examples of the mo'olelo in *Kaiāulu* and show us one-time or recurring events from your life that demonstrate what this community/group is like and why it's been influential. For the sake of this paper, a community can be as small as an immediate family or as large as a country.

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

Assignment: 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 (or in) that place.

Vaughan shows people on the North Shore of Kaua'i relating to or interacting in (or with) their most meaningful places in a variety of ways. Which way of *being in a place* do you think is the most valuable, and why? Although you may write about multiple ways in which places are honored, or

lived in, or cared for, (or, for the sake of contrast, ignored or abused) you must choose one way of being in a place to identify as most important. Use examples from Kaiāulu and, optionally, from your own experiences and observations to support your answers.

[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>

[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 (2016 or later model), either Windows or Mac is recommended
- Reliable high-speed (Cable or DSL) Internet connection
- [Adobe \(Acrobat\) Reader](#). Download is free.
- Google Docs
- [Google@UH Consumer apps](#) (Blogger, specifically)

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 Google Docs (see me, or refer to the paper 1, 2, and 3 handouts under the "[major assignments](#)" section of the syllabus to learn about how to document your writing process in a program that's not Google Docs); 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.

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

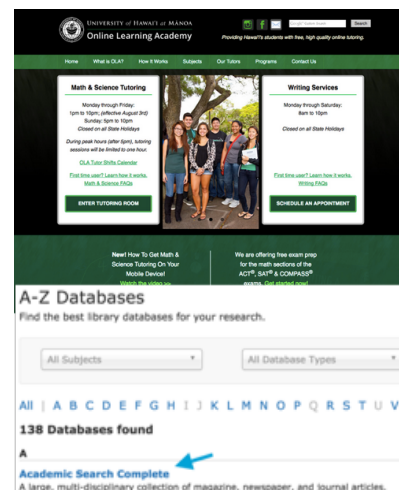
[TRiO SSS](#) One of the best resources on campus is the TRiO Student Support Services (SSS) office, which provides tutoring and a range of other opportunities to eligible students (see me for details). The contact number for TRiO SSS is 235-7487. Watch a brief informational video here: [Welcome to TRiO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

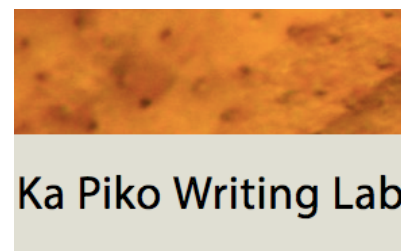
[Academic Search Complete](#) is the best database available through the Windward library for articles and reports aimed at a general academic audience. Access Academic Search Complete by clicking on the "A-Z



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.



Course Policies and Procedures

Communication:

Communicating with students is my top priority. If you feel comfortable texting your instructors, I invite you to communicate with me via text (you can find my number in your email inbox or on Laulima). I try to text students back right away.

Many students default ~~using email~~ [using to email](#) as their main way of communicating with me outside of class. Emails are great! I try to reply on the same day if at all possible, but I’m often in bed early by student standards, sometimes by 9:30 or 10:00 PM. I’m sometimes slow to check email on weekends. But if I haven’t responded to your message in eighteen hours (you emailed at midnight on

Saturday and now it's 6PM Sunday), 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 Lulima 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).

Punctuality:

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

Formatting Standards:

Please use the ENG 100 [MLA template](#) to format your formal writing assignments this semester (papers 1-3). A direct link to the template to your google drive here: <http://go.hawaii.edu/rcP>. 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:

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

Points deducted from your semester total for absences/continual Zoom attendance:

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.

If you 1) have been unsuccessful at asynchronous online learning and 2) have elderly, immunocompromised, or unvaccinated loved ones in your household and are concerned for their safety, please speak privately with Lance about your options regarding the in-person attendance requirement. Otherwise, plan on seeing a deduction to your attendance and participation grades as a result of continual zoom attendance (to be determined on a case-by-case basis).

Absence #	Points Lost	
1	0	The first three absences are excused without question. No absence after that will be excused; the fourth absence and every absence thereafter will result in a twenty-point
2	0	
3	0	
4	20	

5	20 (40 in all)	reduction to your semester point
n (where n > 2)	20n - 60 in all	total (see columns at left).

Generative AI/Large Language Models (Chat GPT, etc.)

This is a class in writing and in developing writing skills. College students' writing development requires extensive engagement in physical/manual composition (by hand, keyboard, or verbal dictation using transcription software) of the sort this course provides. In this class, every sentence submitted for points (not including properly cited/attributed short quotations) must be the product of your hand(s)/mind/voice. Put another way, in this class, AI-generated sentences violate the academic honesty rules on un/authorized sources or assistance, described below.

Is this a total ban on AI? Is Lance ignorant, stubborn, or both?

No. There is no course policy on having a GPT/AI account or on using a large language model in ways unrelated to generating essay text. I'm happy to help you, in one or more of your required student-teacher conferences, to learn to use an AI tool in an appropriately limited way to make extensive/comprehensive corrections of surface-level writing features that would otherwise prevent you from passing the class, for example. People are sometimes slow to change because of ignorance or stubbornness. I'm no expert on artificial intelligence obviously, but I have close friends who are programmers, and I've been thinking seriously about AI/machine learning since 2017.

Isn't AI the same as a calculator, or Wikipedia, or the internet (i.e. tools that were initially resisted by some, but are now used by everyone)?

No. The biggest meaningful difference between AI and a calculator is that a calculator is **stable**—it doesn't change every few weeks 1) what it can do 2) how it does it or 3) what ~~its~~'s varieties of ~~answers~~answer are. Wikipedia and other online sources that you can find on google or other search engines are pretty **reliably traceable**, meaning it's usually possible to tell 1) who sponsors a given page, and unless the sponsor is quirky or inscrutable, 2) whether they're trying to raise money for a cause, make a name for themselves, advocate for an issue, neutrally disseminate well-established information, report on news, etc.

By contrast, AI ~~is still pretty~~is ~~pretty~~ **unreliable**~~unreliable, still~~. When asked to cite its sources, in my experience it mixes real authors with fake titles (and vice versa) and sometimes gives totally fabricated answers.

AI is also, as maybe you can tell, **unstable**. Some of this instability is due to rapid advancement. Nothing wrong with advancement. ~~However~~ ~~But~~ the energy consumption of AI tools is high enough to be a logistical problem, and whether these costs are justified is arguable. And ~~The~~the legal and regulatory environment surrounding AI is also unstable; media agencies that own the content ChatGPT was trained on have sued Microsoft for copyright infringement, for example. The settlement of current or future suits, or follow-on imposition of regulatory demands, could have large effects on how consumer versions of AI like ChatGPT work in the future.

What does this mean for my essay submissions?

Your work process must be visible within the documents you submit for Lance's review, to which he must have editor-level access. This "work process" requirement is explained in more detail in the instruction sheet for each major writing assignment. Assignments whose work process is not sufficiently documented (for example, whose version history shows chunked copying and pasting rather than typing) will not be accepted for grading and must be re-written.

Students whose "provisional scoring" essay feedback indicates a need for extensive corrections of surface-level writing features (AKA grammar, syntax, and/or punctuation) may request a follow-up meeting with Lance for one-on-one instruction on directing an AI tool to give appropriately limited proofreading feedback.

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 a WCC [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 WCC [Disability Services Office](#) as early as possible.

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact Lance privately or reach out directly to **Roy Inouye**, Disabilities Counselor, at (808) 235-7448, or email wccdsso@hawaii.edu. More information is available at 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.