UNIVERSITY of HAWAIʻI
WINDWARD COMMUNITY COLLEGE
Ke Kulanui Kaiāulu o ke Koʻolau

ENG 100, Introduction to Composition

Fall 2026

3 Credits | CRN 62502 (M/W, 10:30-11:45 am)

and

CRN 62065 (M/W, 12:00-1:15 pm)

* This syllabus and/or our Course Schedule is subject to change at any time. I will notify you of any changes via email. Mahalo!

About Windward Community College

Mission Statement

ʻO keia ka wā kūpono e hoʻonui ai ka ʻike me ka hoʻomaopopo i kō Hawaiʻi mau hoʻoilina waiwai. Aia nō hoʻi ma ke Kulanui Kaiāulu o ke Koʻolau nā papahana hou o nā ʻike ʻake akamai a me nā hana noʻeau. Me ke kuleana koʻikoʻi e hoʻohiki ke Kulanui e kākoʻo a e hoʻokumu i ala e hiki kē kōkua i ka hoʻonui ʻike a nā kānaka maoli. Na mākou nō e hoʻolako, kākoʻo a paipai i nā Koʻolau a kō Oʻahu aʻe me nā hana noʻeau ākea, ka hoʻonaʻauao ʻoihana a me ka hoʻonui ʻike ma ke kaiāulu— hōʻaʻano a e hoʻoulu i nā haumāna i ka poʻokela.

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawaiʻi and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide the Koʻolau region of Oʻahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

ʻĀina

Windward Community College is located in the ahupuaʻa of Kāneʻohe and Heʻeʻia in the moku of Koʻolaupoko on the island of Oʻahu. Both ahupuaʻa are directly connected to the moʻo ʻōlelo of Pāpa and Wākea, who are seen as the ancestors of the Hawaiian nation. The campus sits beneath the puʻu of Keahiakahoe, which is also connected to many moʻo ʻōlelo of this ʻāina. Because wind names and rain names are associated with specific ʻāina, the rain name of Kāneʻohe is known as the ʻĀpuakea and the rain name of Heʻeʻia is the Ulumano.

Instructor Information

About Your Instructor

Born and raised in Yorkshire, England, Annette Priesman has lived in Hawaii since October 1986. She is a graduate of WCC (S'03), and UH Manoa (BA S'06; MA S'10). She teaches all levels of reading and writing – from the developmental to the advanced. She is also the former director of

the Writing Lab (Library, room 222), and has taught at Hawaii Pacific University, the Women's prison (Kailua, 5 years), and Halawa men's prison (2 years). Her hobbies include glass fusing, cycling, and reading.

How to Contact Your Instructor

Annette Priesman, Associate Professor, Language Arts Department

- Virtual Office (ZOOM): https://hawaii.zoom.us/j/8868567997
- Office Hours (by appointment): Monday – Friday, 2:00 – 5:00 pm
    - Office: Manaleo 110
    - Office phone: 808 236 9291
    - On-campus meetings: Email me for an on-campus meeting, La'akea (Library) breezeway or in my office.
- Email: priesman@hawaii.edu

Response time: I generally respond to email on Mondays – Fridays, 9:00am and 5:00 pm. I am **unavailable** weekends and holidays, so if you want me to review any drafts of your assignments, you will need to plan accordingly.

Asking Course Questions

Please email me (priesman@hawaii.edu) if you have any questions about the course, the assignments, your drafts, your grades, or college life in general.

Email specific grading questions and/or personal matters, per FERPA, to keep your information protected. Please use Lamakū Email instead of UH Gmail or other email.

While Lamakū has an Instant Message feature, I prefer email. Please feel free to use Instant Message to communicate with your ENG 100 classmates if you like.

Alternate Contact Information

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alaka'i 121
- Phone: (808) 235-7422

Contingency Plan

If there is an outage, weather situation, or family emergency on my end, I will do my best to find a way to communicate an update as soon as possible about my return to the course. Mahalo in advance for your understanding and I hope you will do the same.

Course Format & Structure

This course is offered in a 16-week time frame. Please note that this is not a self-paced course; our course schedule is provided in this syllabus.

This is a 16-week, face-to-face course. We meet M/W, 10:00-11:15 am, in Manaleo 112

- Content release: you can view all 16 weeks on the course schedule.
- Students can email me or call me with any questions relating to the course or college in general.

Regular Substantive Interaction (RSI)

Online courses at Windward Community College follow the college's RSI Definition for ensuring quality instruction. You can expect me to communicate with you frequently (and in a timely fashion) about our coursework in the following ways during our 16-week course:

- *Announcements:* every Sunday morning I shall post an announcement about the upcoming week's assignments. I shall also post important announcements about campus events, etc. throughout the week, so please check your Announcements regularly.
- *Assignments:* All assignments are posted in the Assignments folder in Lamaku, together with a rubric. I shall provide feedback directly on to each assignment (drafts included) in the form of yellow post-it notes. Click on each post-it note to read my feedback. Allow up to 48 hours for feedback on a draft, and 1 week for feedback on a graded assignment.
    - *Drafts:* **Drafts for feedback must be submitted no later than 72 hours prior to all deadlines.** Thus, if your paper is due on Friday at 4pm, you must submit a draft before 4pm on Tuesday. This is to give me time to read and provide feedback on all drafts. You will receive feedback on drafts within 24-48 hours after submission. Again, you can read my feedback by clicking on the yellow post-it notes on your drafts. Note: submitting a draft that contains only your name and course does not constitute as a draft. Drafts must contain an introduction with a working thesis; body paragraphs must contain a main idea and some supporting details; conclusions-in-progress are also recommended.
- *Discussions:*
    - *Reading Responses*: Please use the Discussions folder in Lamakū for reading responses, replies to reading responses, and any follow-up questions/comments/concerns. I shall drop in to the conversation during the week to provide additional information/offer some resources/clarify any concepts, etc. I shall also grade your reading responses and replies to reading responses within one week of all due dates using the rubric and provide written comments in Grades.
    - *Q&A:* I will check the Q&A in Lamakū Discussions Monday-Friday between 9:00 am and 5:00 pm (HST) and provide follow-up information there.
- *Groups*: This online class includes students who live out of state; given the multiple time zones involved, coupled with the busy lives of students, group work is extremely difficult to organize and facilitate. Again, if you wish to communicate with your peers, please use the Instant Message feature in Lamakū. You can also email me or call me any time with any questions/comments/concerns about the course or college life in general.
- *Publisher activities:* Additional publisher materials will be posted in Announcements in Lamakū.

- *Quizzes and Exams:* There are no quizzes or exams in this class.
- *Student Check-Ins:* Students are required to meet with me at least twice (2) during the semester so we can discuss your progress in the course (Meet-and-Greet 1&2, required; credit/no credit). Students can also check in with me throughout the course, either by email or on Zoom. For email, response time is 24-48 hours.
- *Study Sessions*: Optional pre-assignment or post-assignment review sessions are available, one-on-one, on Zoom. Email me when you would like to meet for your review session (I shall take notes of each review session, and I encourage you to do the same).
- All course activity due dates are listed in Lamakū on the Calendar. Please check your UH email often and set your Lamakū Notifications (both email and D2L Brightspace Pulse App) to receive course notices, such as grading updates, announcements, and activity reminders. I will keep our Lamakū course Grades as current as possible.

Participation Verification

Campuses are required by federal regulations to verify the participation of students in their classes. In accordance with Executive Policy 7.209, all students in the University of Hawai'i system are required to establish "participation" to ensure that they are not dropped from their class(es). Effective Fall 2021, students who fail to participate by the late registration period for a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or corequisite classes if both courses do not establish participation.

Course Information

Catalog Description

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

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 placement and enrollment in co-requisite ENG 100W OR grade of "C" or better in ENG 100W OR approval of designated Language Arts representative.

Student Learning Outcomes

As a result of taking this course, students can expect to attain the following outcomes:

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 Hallmarks

To satisfy the FW 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 5,000 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 courses, 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 Materials

Required

- Regular access to a computer (desktop or laptop).
- Kennedy, X. J., et al. *The Bedford Guide for College Writers.* 10th edition, Bedford St. Martin's, 2014.
  - All students are required to have the correct edition of the textbook. We use this edition because it is zero cost. All reading responses pertain to our textbook.
    - ISBN-10: 1457630761
    - ISBN-13: 978-1457630767

Recommended

- Diana Hacker and Nancy Sommers. *A Pocket Style Manual.* 9th edition. Bedford St. Martin, 2021. ISBN: 978-1-319-16954-1
- D2L Brightspace Pulse App (free download from app stores)

Lamakū Learning Management System (https://lamaku.hawaii.edu/d2l/home)

- UHCC Lamakū Student Resources (how-to videos)
  - Contact UH ITS for 24/7 Lamakū assistance.
- Keeping Accessibility and UDL in Mind
  - If you find any course content that needs remediation and/or updating, please kindly share and I will immediately work to make the content accessible.

- For your online courses: Lamakū courses will appear 5 days before the first day for the academic term and will become inactive (no longer be available to access) 3 weeks after the end of the term.
  Be sure to save any coursework you may need from Lamakū *during* the term.
- Lamakū automatically logs you out *if it does not detect activity for three hours*. A warning message will appear, notifying you of the lack of activity. Activity is defined as clicking a button in Lamakū, 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 Technology

D2L Brightspace, the parent company of Lamakū, recommends users choose the latest versions of Google Chrome, Mozilla Firefox, Microsoft Edge, or Apple Safari as their internet browser.

We recommend that students update their internet browser at the start of each term, search how to allow pop-up windows, adjust their cookies, and clear device history. Also, fully restart your computer and/or device from time-to-time to optimize performance.

Review the privacy/security policies before using the technologies we will be using in this class. Contact me if you would like to discuss the use of alternate options or technologies.

- Google Drive is UH-provided cloud storage (accessibility statement, privacy policy)
- Google Docs is used to create documents (accessibility statement, privacy policy)
- YouTube is used for delivering some of the course content (accessibility statement, privacy policy)
- Zoom is used for the Synchronous Sessions and virtual office (accessibility statement, privacy policy)

Course Content

In this course, students will:

1. Review and use the major steps in the writing process.
2. Develop a sense of writing for an audience and analyze how the audience, purpose, and language can influence the writer's choices.
3. Use college-level principles of composition such as unity, development, and organization.
4. Edit using standard principles of grammar, punctuation, mechanics, and usage of the English language.
5. Write approximately twenty pages of prose using a variety of rhetorical strategies.
6. Make effective use of writers' resources such as handbooks, library materials, interviews, and databases.
7. Respond thoughtfully in writing to published and peer essays and to recognize features of a writer's style and organization.
8. Use and document material from primary and secondary sources without plagiarizing.

9. Demonstrate confidence as writers and have an awareness of their strengths and weaknesses.

Attendance Policy: Regular attendance is necessary for successful completion of this course and absences cannot be made up. Missing class, being late, and engaging in non-class related activities during class will affect your overall grade. I do not differentiate between excused and unexcused absences: if you miss more than five (5) classes, you will lose half a letter (5%) off your final grade for each additional absence. If you miss more than eight (8) classes, you will automatically receive an F for the course. Missing a mandatory conference counts as an absence. Additionally: three (3) tardies count as one absence; you will receive a tardy for arriving five (5) minutes or more late for class and for leaving class five (5) minutes or more early. However, if you are more than 30 minutes late for class, or leave more than 30 minutes early, you will be marked absent. Moreover, being physically present is not enough to meet attendance and participation criteria. In order to ensure optimum learning, you should be awake and alert, have the appropriate texts and assignments with you, and actively participate in class. Sleeping or engaging in non-class related activities (texting, browsing the internet, wearing earphones, doing homework for another class etc.) will not be tolerated, and you will be marked absent.

Peer Review Workshops: all assignments will be work-shopped in groups by your peers. Participation in these workshops (bringing your draft to class and the feedback you provide to others) will prove beneficial to all students. A peer review workshop is your chance to improve your writing; missed workshops cannot be made up. If you do not bring a draft to class, you cannot participate in the workshop, and you will be marked absent.

Drafts: writing is a process, and all essays must go through several drafts. I do not grade drafts, but instead offer suggestions for revision. We will also workshop all assignments, in class, and offer suggestions for improvement.

Revisions: because we shall be work-shopping all assignments for grade in class, multiple times, there are no revisions for this course.

Grading Policy: grades for assignments turned in up to three days late will be reduced by 10%; after that, no late work will be accepted. Requests for extensions must be made at least 72 hours BEFORE the due date, and extensions are granted at the instructor's discretion.
It is your responsibility to keep up with all the writing assignments, as they will constitute 75% of your final grade. Note: there are **no revisions nor resubmissions for this course**, but there are plenty of opportunities for feedback on your writing drafts.
Extra credit is not offered in this course.

AI: writing, analytical, and critical thinking skills are essential to the learning environment of this course and all assignments should be prepared by the student. Therefore, **AI-generated assignments (written and submitted by the student) are viewed as unethical and will receive an F grade.**

If students need assistance with structuring an assignment, the professor is available and willing to support the student. Resources such as the Writing Lab are also available for the student to submit a credible assignment. If you want your work checked, go to the Writing Lab, or send a copy to the professor.

Additionally, students found using any form of ChatGPT to 'check' their work will also receive a failing grade. Finally, students found using any kind of translator program (e.g. Microsoft Translator) will also receive an F for the assignment.

Note: students must complete *all* graded course activities to pass this course. Failure to do so will result in an automatic F.

Grading Scale

Specific instructions regarding each course activity can be found in Lamakū.

Course Activity	*Points/Percentage of Final Grade*
Library Research Unit (LRU, 3 units)	5%
Discussion Leading (DL)	5%
Compare-and-Contrast (CC; 2 pages)	10%
Summary Assignment (SA; 2-3 pages)	10%
Analysis Assignment (AA; 4-5 pages)	15%
Annotated Bibliography (AB; 5-6 pages)	20%
Persuasive Research Paper (PRP; 9-10 pages)	25%
Course Reflection (CR; 2 pages)	10%

Assessment, Tasks, and Grading

Grading Turnaround

- *Discussion Leading:* please allow up to 2 weeks for grading/feedback.
- *Drafts of Assignments:* please allow 24-48 hours for draft feedback.
- *Final Writing Assignments:* please allow up to 2 weeks for grading/feedback.

Course Schedule

Students may check the Windward Student Notifications page on the website for canceled classes and/or school closures.

The Course Schedule is subject to change at any time. You will be notified via email of any changes. Make sure you understand ALL acronyms for this course:

- AA: Analysis of an Argument
- AB: Annotated Bibliography
- CC: Compare-and-Contrast
- CR: Course Reflection
- DL: Discussion Leading
- LRU: Library Research Unit
- PRP: Persuasive Research Paper
- SA: Summary of an Essay

Remember: You may email me a draft of your work for review as many times as you wish, **but no later than 72 hours before a due date**.

All Discussion Leadings (DLs) pertain to our course textbook, *The Bedford Guide for College Writers*.

Week	Date	Module / Topic	Due Dates
1	08/24/26	***Module 1: Welcome to ENG 100*** ● Read/Review/Watch: ○ Syllabus ○ *Bedford Guide* pp. A1-A38 in the Appendix on MLA writing style ● Do: ○ Familiarize yourselves with the Content/Modules in Lamakū and what is required for this course ○ Prepare for syllabus quiz on 08/26/26 ○ Interview Professor	Syllabus quiz - W., Aug. 26

Week	Date	Module / Topic	Due Dates
		○ Compare-and-Contrast (CC) assignment ○ Discussion Leading (DL) sign-up sheet	
2	08/31/26 Sept. 1 is the last day to withdraw for 100% refund	***Module 2: Comparing and Contrasting*** Read/Review/Watch: ○ *Bedford Guide*: pp. 116-134, "Comparing and Contrasting" ● Do: ○ Prepare for Discussion Leading 1	DL1, W. Sept. 2
3	09/07/26 Sept. 7 – Labor Day	***Module 3: Summarizing the Text*** ● Read/Review/Watch: ○ *Bedford Guide*: pp. 6-36, "Writing Processes and Reading Processes" ○ Eric Jaffe's essay "The Science Behind Procrastination" in Content ○ SA instructions ● Do: ○ Prepare for DL2 ○ Submit Compare-and-Contrast (CC) Assignment	DL2, W. Sept. 9 CC due W., Sept. 9
4	09/14/26 Sept 15 is the last day to withdraw for 50% refund	***Module 4: (Still) Summarizing the Text*** ● Read/Review/Watch: ○ "How to Summarize" ○ "How to Write an Introduction" ○ *Bedford Guide* pp.37-55, Critical Thinking Processes ● Do: ○ Prepare for DL3 ○ Peer review for Summary Assignment (SA)	DL3, W., Sept. 16
5	09/21/26	***Module 5: Understanding Rhetoric*** ● Read/Review/Watch: ○ Haunani-Kay Trask's "Lovely Hula Hands" ○ Analysis of an Argument Assignment (AA) ● Do: ○ Prepare questions for Trask's essay ○ Submit SA	SA due W., Sept. 23

Week	Date	Module / Topic	Due Dates
6	09/28/26	***Module 6: Analyzing the Text*** ● Read/Review/Watch: ○ Ethos, Logos, Pathos, handout ● Do: ○ Prepare more questions about Trask's essay ○ Peer review for Analysis Assignment (AA)	
7	10/05/26	***Module 7: (Still) Analyzing the Text*** ● Read/Review/Watch: ○ *Bedford Guide* pp. 136-154, Explaining Causes and Effects ● Do: ○ Prepare for DL4 ○ Submit AA	DL4, W., Oct. 7 AA due W., Oct. 7
8	10/12/26	***Module 8: Critical Thinking*** ● Read/Review/Watch: ○ *Bedford Guide*: pp. 156-181, Taking a Stand ● Do: ○ Begin LRU ○ Prepare for DL5	DL5, W., Oct. 14
9	10/19/26	***Module 9: Library Research Unit* (LRU)** ● Do: ○ Finish LRU	LRU due W., Oct. 21
10	10/26/26	***Module 10: Generating Ideas*** • Read/Review/Watch: ○ *Bedford Guide*, pp. 384-397 Strategies for Generating Ideas • Do: ○ Prepare for DL6 ○ Brainstorm ideas for final persuasive research paper (written argument)	DL6, W., Oct. 28
11	11/02/26 Nov. 2 is the last	***Module 11: Taking a Stand*** ● Read/Review/Watch: ○ *Bedford Guide* pp. 156-181, Taking a Stand ● Do:	DL7, W., Nov. 4

Week	Date	Module / Topic	Due Dates
	day to withdraw with a "W" grade Nov. 3 – Election day (state holiday)	○ Prepare for DL7 ○ Annotated Bibliography (AB)	
12	11/09/26 W., Nov. 11 – Veterans Day	***Module 12: Annotated Bibliography*** ● Read/Review/Watch: ○ *Bedford Guide*: pp. 398-417, Strategies for Stating a Thesis and Planning ● Do: ○ Peer review for Annotated Bibliography (AB)	
13	11/16/26	***Module 13: Thesis Writing*** • Read/Review/Watch: ○ *Bedford Guide:* pp.222-245 Supporting a Position with Sources ● Do: ○ Submit AB ○ Prepare for DL8	AB due April 8, 2026 DL8, W., Nov. 18
14	11/23/26	***Module 14: Documenting Sources*** ● Read/Review/Watch: ○ *Bedford Guide:* pp. 185-202, Proposing a Solution ● Do: ○ Prepare for DL9	DL9, W., Nov. 25
15	11/30/26	***Module 15: Persuasive Writing*** ● Read/Review/Watch: ○ *Bedford Guide:* pp. 204-220, Evaluating and Revising ● Do: ○ Peer review for Persuasive Research paper (PRP) ○ Course Reflection (CR) instructions ○ Prepare for DL10	DL10, W., Dec. 2

Week	Date	Module / Topic	Due Dates
16	12/07/26	***Module 16: Reflections and Revisions*** ● Read/Review/Watch: ● Do: ○ Submit PRP ○ Submit CR	PRP due April 29, 2026 CR due May 6, 2026

Academic Integrity

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through the use of quotes or summarizing with reference to the original author.

In this class, students who commit academic dishonesty, cheating, or plagiarism will have the following consequence(s):

- Students will receive a failing grade for plagiarized assignments.
- All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

Windward CC Student Conduct Information

UH System Student Conduct Policy EO 7.208

The following are examples of the types of behavior that conflict with the community standards that the UH values and expects of students. Engaging in or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions on each campus.

- Acts of dishonesty, including but not limited to the following:
    - Cheating, plagiarism, or other forms of academic dishonesty.
    - Furnishing false information to any UH official, faculty member, or office.
    - Forgery, alteration, or misuse of any UH document, record, or form of identification.
- The term "cheating" 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 (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
- The term "plagiarism" 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.

Plagiarism also includes neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and 'dry-labbing,' which includes obtaining and using experimental data from other students without the expressed consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous semesters, and fabricating data to fit the expected results."

Writing, analytical, and critical thinking skills are essential to the learning environment of this course and all assignments should be prepared by the student. Therefore, AI-generated assignments are viewed as unethical and will receive a failing grade.

This course assumes that all work submitted by students will be generated by the students themselves.

If students need assistance with structuring an assignment, the instructor is available and willing to support the student. Resources such as the Writing Lab are also available for the student to submit a credible assignment. If you want your work checked, go to the Writing Lab, or email a copy to the instructor.

Additionally, students found using any form of ChatGPT to 'check' their work will also receive a failing grade. Finally, students found using any kind of translator program (e.g. Microsoft Translator) will also receive an F for the assignment.

Student Kuleana

- All assignments must be typed as a Word document. Use Times New Roman, 12-point font, double-spaced, 1-inch margins and adhere to MLA style documentation format (see our course textbook for more information on MLA format).
- Windward CC has Grievance Procedures in place, but I encourage us to try to work together first to see if we can work through any troubles. Mahalo!
- Please review our Hawai'i-Style Netiquette, which blends the values of ALOHA with approaches to how we treat each other online.

Academic and Technical Support

Academic Support

- Windward Community College Library
- Library Research Units (LRUs)
- Ka Piko Writing Lab
- Ka Piko Speech Lab
- Ka Piko Math Lab
- Online Learning at Windward Community College
- STAR Balance

Technical Support

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

College Policies & Support Services

Basic Needs

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

Disabilities Accommodations Statement

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

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

Financial Aid

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

LGBTQ+

The University of Hawai'i system and Windward Community College are committed to building an inclusive community that supports and advocates for all students, staff, and faculty. We welcome all members of our campus community to our campuses: transgender, māhū, and people of all gender identities. All members of our campus community deserve a work and educational environment free from harassment or bullying based on their sexual orientation, gender identity, or expression. For more information, see the University of Hawai'i Commission on LGBTQ+ Equality. Windward Community College Commissioner: Scott Sutherland, scottjks@hawaii.edu

Mental Health Counseling

Mental Health and Wellness at Windward Community College provides counseling services and activities on campus to support students' life goals as well as their academic goals. Information about services can be found at WCC Mental Health & Wellness.

Student Conduct Code

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

TRiO Program

The Federal TRiO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRiO includes six outreach and support programs targeted to serve and assist low-income, first-generation college students and students with disabilities in progressing through the academic pipeline from middle school to post-baccalaureate programs. Information about services can be found at Windward CC TRiO.

Title IX - Sex Discrimination and Gender-Based Violence Resources

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Desrae Kahale, UH System Confidential Advocate
Phone: (808) 235-7393
Email: advocate@hawaii.edu
Office: Hale Kākoʻo 101

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

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

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

Email: kcho@hawaii.edu
Office: Hale ʻAlakaʻi 120

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, refer to the University's Title IX resources, and the University's Policy, EP 1.204.

UH Alerts

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

Course Contract

ENG 100: Spring Semester, 2026

I, _____, have read and understood the syllabus.

Signature _____ Date _____

I, _____, have not read the syllabus.

Signature _____ Date _____