English 100: Syllabus at a Glance

Welcome! These first pages are a quick guide to the main highlights of our course. For full details on assignments, policies, and resources, please refer to the full syllabus in the pages that follow (and/or at the "ENG 100 Main" and "WCC/UH Resources" document tabs in the left sidebar of the online doc).

Instructor Information

- **Name:** Lance Uyeda (call me Lance, or Mr./Prof. Uyeda if you prefer)(my last name is pronounced OO-EH-da: OO as in "ukus," EH as in "Eh, who you?" and "da" as in "Duh.")
- **General Q&A:** Please post questions about course content and assignments directly onto the GDoc handouts, or on the Lamakū Q&A discussion forum, so that the whole class can benefit from the answers and so that I can have a better sense of who is interested in or confused/worried about what.
- **Best way to reach me directly:** lkuyeda@hawaii.edu; check Lamakū for my cell number.
- **Schedule a meeting:** https://uyeda.youcanbook.me. I look forward to meeting with you!

What Is This Course About?

English 100 is an introduction to writing for a scholarly or generally educated audience of classmates, teachers, & community members. This semester, you'll practice reading critically, developing your ideas, and sharing those ideas in a clear, well-reasoned way. The course's readings and assignments focus on themes of community: 1) influences, 2) common (or competing) values and priorities, and 3) issues related to resource-sharing or environmental/community concerns in Hawai'i (or a in community you care about whose concerns can be made relevant to a Hawai'i audience).

Course Format: 16-week hybrid

This hybrid 16-week course meets once a week, face to face, in Hale Manaleo 112. In this ENG 100 class, "hybrid" means that you'll be doing activities and assignments 1) together in in-person, live class sessions every Wednesday, 2), individually outside of class, 3) through writing consultations with Ka Piko writing consultants for papers 1, 2, and 3, and optionally for the paper 3 "evidence bank," and 4) in individual or small-group zoom, phone, or F2F conferences with Lance.

Most due dates are on Wednesdays, the same as class. There will periodically be online due dates on Sundays. These finish-by-Sunday assignments will typically be discussion replies or follow-up posts that you'll have started or heard about in class. Between-class deadlines are there so that we can make best use of class time and so that in-class writing, discussion, brainstorming, and other activities are as productive as possible.

We will keep to a schedule and to an assignment sequence, especially when it comes to drafts of the major papers and early sharing of your research evidence bank progress (see the "main to-do list" below). A major learning outcome of this course (SLO 2) is for you to develop your ideas over time through an exploratory and reflective writing process; this is not a class in which you can turn in things way in advance, or all at the end.

However! Becoming a better writer isn't just about getting better at understanding and meeting (or exceeding, or in some cases purposefully subverting) conventional expectations; it's also about getting comfortable with your own mind, letting your ideas flow, and finding your own personal approach to a given question or topic. For that reason, there's a major assignment in this class that's a little more

free-flowing, loosey-goosey, and (if you like) at your own pace: the Blog assignment. We'll be engaging with this assignment in various ways throughout the semester.

Lamakū website, assignments, discussion posts, announcements

The Lamakū course site includes weekly modules that highlight writing and research skills, elements from the readings, and discussion points for your papers. Sometimes I'll ask you at the end of class to think about the material or questions in an upcoming week's module before the next class. Or, sometimes I'll ask you to refer back to a module for review or more information. I'm generally pretty good about sticking to the course plan and not falling behind, or missing things, but everyone's human, so I like to use the course website as a safety net of sorts for us.

Class announcements will be sent to your hawaii.edu email (gmail.hawaii.edu).

With the sole exception of the blog, all the writing you'll do for class this semester must be submitted through our Lamakū course website. Your blog writing will be uploaded to a site Lance maintains himself, 100fall26.wccwriting.com. Go to 100fall26.wccwriting.com/login to log into the site with your individual login information (see instructions on the blog assignment sheet).

Your Main To-Do List This Semester

To succeed in this course, you'll complete the following.

- **3 Major Papers** (A personal essay, an analysis, and a research paper)
- **1 Formal "Evidence Bank"** (Paper 3 reasoning/evidence/examples listed out and thought through ahead of time)
- **Regular Blog Posts** (Informal thoughts developed, reconsidered, and shared w/ classmates)
- **Self Assessment** (Score based on requirements + your plan vs. how things went this semester)
- **2 One-on-One Conferences with Lance** (To discuss your writing and progress)
- **3 Meetings with a Ka Piko Writing Consultant** (To get feedback from a trained peer)

How Your Grade is Calculated

See assignment points and percentages below. *You must complete all formal writing assignments (papers 1, 2, and 3; the research evidence bank assignment; and the final portfolio) and abide by the ENG 100 Work Process Requirement to pass this course. Overly late or incomplete work may receive partial or no credit.*

- **Formal Writing Assignments:** 45% (Papers 1-3 & Paper 3 Evidence Bank)
- **Writing Process & Participation:** 23% (Drafts, peer review, blog challenges, other designated activities, & overall self-evaluation)
- **Blog Posts:** 15%
- **Other Assignments:** 17% (Timed Writing, Portfolio, Research Exercises, Oral Presentation)

Major Due Dates

Here are the major due dates for the semester. Add them to your calendar! (Smaller assignments are due weekly.

09/02: Have 1-2 blog entries posted :) (Wk 2)
09/16: Paper 1 due for prelim. grading (Wk 4)
09/23: Blog getting-started reflection (Wk 4)
10/07: Paper 2 due for peer review (Wk 7)
10/14: Paper 2 due for prelim. grading (Wk 8)
10/28: Research Exercise 1

("most excellent" date) (Wk 10)
10/28: Share (early) Research Evidence Bank Doc (Wk 10)
11/04: 1st-rd. Research Evidence Bank begins (Wk 11) (Hit Lamakū submit button to let Lance know you're ready.)
11/04: Research Exercise 2 ("most excellent" date) (Wk 11)
11/11: Timed writing (Wk 12)
11/25: Last day to have earned 70% on Evidence Bank to pass ENG 100 with a C (Wk 14)
11/25: Paper 3 due for peer review (Wk 14)
12/02: Paper 3 due for prelim. grading (Wk 15)
12/02: Oral presentations round 1 (Wk 15)
12/09: Oral presentations round 2 (Wk 16) (Last Day)
12/16: Portfolio due – see Lamakū for early-submission extra credit details (Finals Week)

Google docs requirement

All work, including your blog posts, must be originally and completely composed in a google document that Lance has editing access to. You could use a single, mega google document for this class and use multiple tabs to separate out your notes from your paper drafts, etc.; you could use ten million separate docs neatly organized in a beautiful tree of nested google drive folders; the way you want to organize your documents is up to you. This requirement is mostly so I can try to verify that you're meeting the student learning outcomes of the course, which again have a strong focus on the writing process. This requirement was also implemented in light of the fact that Microsoft cancelled its discounted student and faculty licenses for MS Office; UH has officially recommended google docs, sheets, slides, etc. as the replacement apps of choice.

AI Policy

Please familiarize yourself with the AI policy, which is also called the *ENG 100 Work Process Requirement*.

How to Pass ENG 100

I am happy to give everyone in this class an A, and most of the rubrics, course modules, and class activities are designed with everyone getting an A in mind. Sometimes, students want to know what it takes to pass this class with a C (which you need to take future Writing Intensive courses). Please remind me to explain more about "the basics of passing with a C" if you want me to. As a starting point, the minimum requirements of the major assignments must be met for you to pass with a C (this means all formal writing assignments: Papers 1, 2, and 3; the Paper 3 Evidence Bank; and the final portfolio). In other words, you cannot skip a major paper, do small assignments to earn points, and still pass. You must also abide by the do-your-own-work/AI policy. I am confident that every student can succeed in this class. My grading is designed to be flexible—you can **always revise your major papers** to improve your score after getting feedback.

Help is Always Available

The two best places to get help are:

1. **Me** (**Lance**)**:** Please schedule a meeting or send me an email. I am here to help you succeed.
2. **The Ka Piko Writing Lab:** Getting feedback from trained peer consultants is a normal and required part of the writing process for everyone in this class.

This is just a summary! *The "ENG 100 Content/Policies" and "WCC/UH Resources" sections contain essential details about our assignments, the attendance policy, academic honesty, and university resources. Please read them carefully.*

ENG 100 Main

University of Hawai'i Windward Community College
Ke Kulanui Kaiāulu o Ke Koʻolau

English 100, Composition

Fall 2026 | 3 Credits | CRN: 62079, 62080

Welcome to English 100

Welcome to English 100. We have a lot to learn and do together.

One of the main kinds of knowledge to be gained from this class is how to write in a well-reasoned way for an audience of scholars or generally educated people who will double-check what you say. 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 ideas so that other student or faculty scholars can confidently engage with them. One thing I hope you'll gain from this class is confidence in writing formally for a large or unknown audience. But not all writing is finished, or formal! Another thing I hope you'll gain from this class is confidence in using writing to develop your thoughts and to deepen your engagement with complex topics or issues. In a variety of "writing to learn" assignments, such as blog and discussion posts, in-class writing, and several peer-review activities, you'll be presenting your work-in-progress to your classmates and instructor so that I can help you as a group to learn about what English instructors call the "writing process."

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.

Instructor Contact Information

Name: **Lance Uyeda** (see my answers to frequently asked questions here)

Questions forum: If your questions or comments about readings, assignments, homework, class activities, grading rules, were not addressed in class or as part of a regular assignment sheet commenting activity, for the good of all, please use the course Q&A in Lamakū Discussions so that the answers can be seen by other students. I will check the Q&A daily and provide follow-up information there. Questions about how you're doing in class should be discussed with me one-on-one (see conferencing requirements below) or emailed to me as your school records are governed by the Family Educational Rights and Privacy Act (FERPA) and cannot be discussed publicly.

Email: lkuyeda@hawaii.edu
I try to reply to emails quickly and on the same day if at all possible, but I'm often in bed early, sometimes by 9:30 or 10:00 PM. I can also be slow to reply on weekends. 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.*

Office: Hale Manaleo 103

Classroom:	Hale Manaleo 112
Zoom:	https://zoom.us/my/uyeda | Or use the meeting ID "uyeda" or 707 031 6312, no password
Phone:	**Check your email and Lamakū for my cell number.** Please let me know who you are the first time you text me (if you are not averse to texting your professor). My office number is 808-236-9229. The only way to reach me at the office number is to leave a message; I won't know you reached out, otherwise.
Meet with me:	Via 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, https://uyeda.youcanbook.me.
Alternate contact:	If you are unable to contact your instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office: Alakaʻi 121, or 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.

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 a writing lab consultant, 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.

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, summarizing, & quoting; & analyzing, 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: 16-week hybrid

This hybrid 16-week course meets once a week, face to face, in Hale Manaleo 112. In this ENG 100 class, "hybrid" means that you'll be doing activities and assignments 1) together in in-person, live class sessions every Wednesday, 2), individually outside of class, 3) through writing consultations with Ka Piko writing consultants for papers 1, 2, and 3, and optionally for the paper 3 "evidence bank," and 4) in individual or small-group zoom, phone, or F2F conferences with your instructor.

The course is not self-paced; we will follow a set schedule. especially when it comes to drafts of the major papers and early sharing of your research evidence bank progress (see the "main to-do list" below). A major learning outcome of this course (SLO 2) is for you to develop your ideas over time through an exploratory and reflective writing process; this is not a class in which you can turn in things way in advance, or all at the end. My intention is to find a good balance between a manageable workload and staying on pace to help you meet learning goals 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!

In-person class attendance in Hale Manaleo 112 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 in person is the reason this is a "hybrid" class, not an online one.

Students with perfect attendance (no absences) earn 25 points of extra credit in addition to their other extra credit points.

If you're sick, or if you experience an unexpected incident (flat tire, childcare fell through, house inspector changed the date at the last minute, etc.), a handful of absences from in-person class are excused as long as you let me know in writing within a day of the absence (before, preferably; after if necessary).

Because Veterans Day falls on a Wednesday this semester, we have 15 class meetings in total. Three absences, therefore, equals one fifth, or 20%, of class. Students who miss three or more classes, whether or not their absences are excused, may be asked to meet a higher standard of evidence before their participation self-grade is accepted or, in worse cases, may suffer a deduction to their participation/self-assessment grade.

Students who miss six classes or more will not fulfill the writing process/feedback outcomes of the course and will have their semester grade deducted 1) by 25 points, eliminating the course's built-in extra credit, **and** 2) by 10 points per missed class, for a total of up to -175 points.

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 a Ka Piko writing consultant (3 meetings) this semester. 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!

Major Due Dates

09/02: Have 1-2 blog entries posted :) (Wk 2)
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10/14: Paper 2 due for prelim. grading (Wk 8)
10/28: Research Exercise 1 ("most excellent" date) (Wk 10)
10/28: Share (early) Research Evidence Bank Doc (Wk 10)
11/04: 1st-rd. Research Evidence Bank begins (Wk 11) (Hit Lamakū submit button to let Lance know you're ready.)
11/04: Research Exercise 2 ("most excellent" date) (Wk 11)
11/11: Timed writing (Wk 12)
11/25: Last day to have earned 70% on Evidence Bank to pass ENG 100 with a C (Wk 14)
11/25: Paper 3 due for peer review (Wk 14)
12/02: Paper 3 due for prelim. grading (Wk 15)
12/02: Oral presentations round 1 (Wk 15)
12/09: Oral presentations round 2 (Wk 16) (Last Day)
12/16: Portfolio due – see Lamakū for early-submission extra credit details (Finals Week)

Learning Materials

Assigned readings this semester will be by UH Mānoa environmental science professor Mehana Blaich Vaughn. All readings will be provided as PDFs on Lamakū. If you get excited about Vaughan's writing and want to read her book on your own time, it's available here: Kaiāulu ebook (click link to access with your UH username and password).

Recommended writing guide: The Little Seagull Handbook, Bullock, et al.
Alternative (online) recommended writing guide: The information in the Little Seagull 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 on zoom or over the phone (there are many morning and afternoon M-F times available, or if you prefer, in his office on a Monday or Wednesday

(Mondays/Wednesdays only) after 1PM. 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

Getting feedback from attentive and conscientious peers is an important part of all successful writers' development, especially in a learning environment (such as college). Formal peer consultations fill an important role that's separate from the role of instructor feedback, and from the peer review feedback you'll be assigned to give to your classmates (the peer reviews you'll be doing for classmates are in large part a chance for you to practice your own editorial reading/writing skills).

At least three times this semester, you must meet with a Ka Piko Writing Lab peer-consultant. 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.

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 I suspect that it's relates to differences in terms of instructors' and peers' credibility when it comes to product vs. process. In other words, a student might be more likely to believe the instructor when it comes to the final evaluation of the paper, but more likely to believe a peer when it comes to a practical considerations of paper writing (how to get started, how to think about the prompt, getting over roadblocks, etc.). Here 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 2: Expand blogs; Paper 1 Q&A; thesis ideas
Wk 3: P1 samples; improve intro.; finish paper
Wk 4: Paper 1 due; Paper 2 Q&A
Wk 5: Catch up; Paper 2: generate ideas
Wk 6: Work on paper 2 draft; review samples
Wk 7: Improve paper 2 intro & *Kaiāulu* citations
Wk 7: Aloha+ dashboard-based brainstorm
Wk 8: Paper 2 due; Aloha+ brainstorm
Wk 9: Library/online research-based blogs
Wk 10: Library/research-based blogs
Wk 10: Pap 3 idea generation; catch up
Wk 11: Library/research-based blogs
Wk 11: Pap 3 finalize topic; samples
Wk 12: Paper 3 thesis; Draft Zero
Wk 13: Paper 3 draft; catch up
Wk 14: Prep. paper 3 for grading; portfolio
Wk 15: Paper 3 due; portfolio revisions
Wk 16: Catch up on Paper 3; portfolio

Grades & Assignments

You must complete all formal writing assignments (papers 1, 2, and 3; the research evidence bank assignment; and the final portfolio) and abide by the ENG 100 Work Process Requirement (see link at left or the course policies section below) to pass this course. Overly late or incomplete work may receive partial or no credit.

Assignments/Tasks	*Full Score*
Formal Writing Assignments (Papers 1-3 & Research Evidence Bank; papers without drafts may be disqualified from grading)	225
Blog	75
Process Self-Assessment/Participation (See "Writing Process Points" below for a detailed description)	60
Responding to deadline pressure: On-time (or early) completion of peer-review drafts, blog "challenges," and other designated assignments	60
Research Exercise parts 1 & 2	30
Timed Writing Assignment	25
Portfolio Assignment	25
Oral Delivery of Paper 3	25-35
Total will be divided by	500
Already built-in extra credit (does not count end-of-semester extra credit)	25-35

Grades Available
A = 450 or above
B = 400-449
C = 350-399
D = 300-349
F = 299 or below

Grading timeline

Because I give a lot of feedback, it usually takes over a week to be completely done grading major paper assignments (10 days is a goal I try but sometimes fail to meet). You should see comments appearing in your google docs before all the scores and things go in, however. If you are ever really itching to get feedback about whether your paper met the minimum requirements, etc., please don't hesitate to email me.

No outside extra credit

Extra credit in this class is available exclusively through exuberant & outstanding fulfillment of coursework. Up to thirty-five extra credit points are offered up front: five hundred thirty-five points are available, but grades are calculated on a five-hundred point scale. Additional class-related extra credit opportunities will be discussed in class during the semester.

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.

Punctuality:

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

Absences

As noted above:

- A handful of absences may excused if you inform me of the reason in writing within 24 hours, preferably before the absence or after it if necessary.
- If you are absent 3-5 times you may be asked to do more work to justify your self-assessed participation score, or your participation score may be reduced. Whether you get more work, fewer points, or both will be determined on a case-by-case basis.
- 6 or more absences will result in an automatic deduction of 25 points from your semester total (wiping out the course's built-in extra credit) and an additional 10 points per absence, up to -175 points.

Scores on formal writing assignments are always improvable

Scores you receive on papers 1-3 and on the research evidence bank assignment can be improved through visits to the writing center, chats with Lance, 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 the 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.

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.

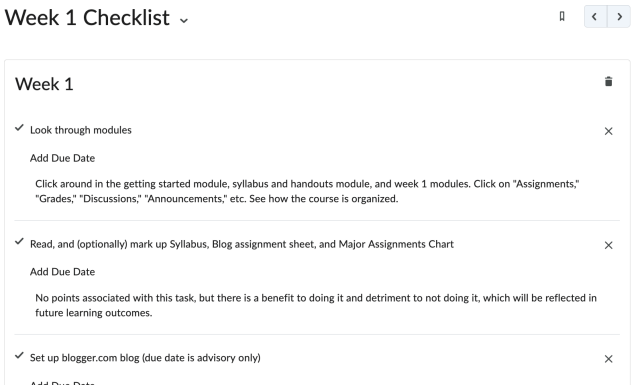
Secondly, writing is an idea-generating activity. It's not just for the purpose of describing ideas you already have, but is also often necessary (especially if you don't have conversation partners who are willing to sit and listen to you for hours at a time as you talk around and through a new, complex,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

Writing Process Points

As you can see in the grade scale above ("Assignments & Tasks") and on the Lamakū gradebook, writing process points comprise a significant percentage (60/500 points = 12%) of your final grade. On Lamakū, you'll find checklists, such as the one at right, that spell out the main tasks in a given week.



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'll submit to Lance a participation self-score worth 50 out of 60 points (I'll assign the remaining 10). Use the checklist items provided every week to keep track of your own progress and make sure you're caught up with your coursework. As the semester progresses, I expect that you'll all begin to add to or edit the weekly Lamakū lists to better suit your own work habits, schedules, preferences, and challenges.

A = 45-50 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 = 40-44 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 = 35-39 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 = 30-34 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 = 29 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 in class, 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. This will help you decide which of the small assignments to do and which to accept zero points on. Lance and the Ka Piko tutors can help guide you through this process.

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," for example). 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 your assignment feedback.

Major Writing Assignments

The importance of public beaches in Hawaii

Blog *(click on link for assignment sheet)*

Class Blogroll & Celebratory Posting Schedule

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.

"Celebratory Posting" Instructions: At least once this semester, you will be responsible for taking over the Lamakū "Blog Celebration" discussion forum and posting appreciations of select classmates' individual blogs.

Paper 1, Moʻolelo*: (click on link for assignment sheet)*

Question & Answer handout for Paper 1

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 by Mehana Vaughan in our assigned readings?

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 Communities & Places*: (click on link for assignment sheet)*

Question & Answer handout for Paper 2

Mehana Vaughan, in her book, *Kaiāulu,* shows North Shore Kaua'i people being in community with each other and interacting with their most meaningful places in a variety of ways. You and your classmates all also wrote about how you have benefited from or been influenced by a community you belong to.

Analyze concepts, practices, and examples (e.g. hō'ihi, kuleana, knowledge preservation, mutual aid, emotional support, food security, skill development, coming-of-age, etc.) discussed in Vaughan's writings and at least two of your classmates' papers to answer this question: Which ways of being in a place or being in community with others do you think is the most valuable, and why? Although you may write about several ways in which community members and places are honored, or lived in/with, or cared for, or maintained/supported, or benefitted from (or, for the sake of contrast, ignored or abused) you must choose just one or two ways of being in a place or in community with others to identify as most valuable. You may also briefly mention your own experiences and observations to support your answer.

Research Evidence Bank of Sources about Your Paper 3 Topic

Question & Answer handout for the Evidence Bank

Before starting work on Paper 3, read widely in a topic related to the environment, sustainability, or natural/cultural/common resources more generally. You may continue to write and think about Mehana Vaughan's book, *Kaiāulu (link goes to the ebook)*, topics introduced on the Aloha+ Challenge website, which shows cultural, social, economic, and environmental goals that have been identified by Hawai'i leaders in business, conservation, & government, or another topic you prefer (and discuss with Lance) that taxes pay for, or that we have to act on as a society.

From at least five (5) of the most credible/best text sources that you find on your topic, create a brainstorming table that identifies and responds to each of the statistics, lines of reasoning, graphs, pithy quotes, or chunks of writing (~3-5 sentences at a time, please) that you will (or might, or thought you might) use in your paper 3 to convince a reader to care about your thoughts on "the most pressing issue relating to shared/common resources or the environment."

Paper 3 and other end-of-semester assignments will not be accessible on Lamakū and will not be accepted until at least 70% of the Evidence Bank assignment has been completed. **All evidence and**

reasoning in the paper drawn from your research sources must to the extent possible be specifically identified and responded to in your Evidence Bank, which you should continually add to as you find new sources, regardless of the initial Evidence Bank due dates.

Paper 3, Research *(click on link for assignment sheet)*

Questoin & Answer handout for Paper 3

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

- Reliable high-speed internet connection
- Adobe (Acrobat) Reader for assigned readings
- Google Docs for all writing
- Padlet for certain discussion activities

Minimum Technical Skill Requirements

In this course you'll be required to use Lamakū, 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 feedback from your instructor, and/or classmates, how to use one or two new apps/programs that may be new to you.

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 Lamakū). I try to text students back right away.

Many students default 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 Lamakū 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).

Formatting Standards:

Please use the ENG 100 MLA Template (see preview) to format your formal writing assignments this semester (papers 1-3). A direct link to copy the template to your google drive is: http://go.hawaii.edu/rcP (you need to be signed into your gmail.hawaii.edu account or personal gmail). Variations on the template are required for formatting the research evidence bank 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.

Google Docs Requirement

All work, including your blog posts, must be originally and completely composed in a google document that Lance has editing access to. You could use a single, mega google document for this class and use multiple tabs to separate out your notes from your paper drafts, etc.; you could use ten million separate docs neatly organized in a beautiful tree of nested google drive folders; the way you want to organize your documents is up to you. This requirement is mostly so I can try to verify that you're meeting the student learning outcomes of the course, which again have a strong focus on the

writing process. This requirement was also implemented in light of the fact that Microsoft cancelled its discounted student and faculty licenses for MS Office; UH has officially recommended google docs, sheets, slides, etc. as the replacement apps of choice.

Work Process Requirement (AI Policy)

Like every writing class should be, English 100 is not mainly a class about producing pieces of paper. It's a training course for your brain.

Just as you wouldn't expect benefits to your own body, mental health, or relationship from asking someone else to take a long walk on the beach with your partner, you cannot expect meaningful cognitive- or communication-skills benefits from using Artificial Intelligence to read or write for you in a college composition class.

Just as it would be fair for your datemate to be angry with *you* if the person you asked to walk with them on the beach behaved in a way that was improper, **you will be held in violation of the student conduct code if you submit AI copypasta that furnishes false information** such as a quote that is not in the book, a version of *Kaiāulu* that was not assigned, a description of a classmate's forum or discussion contribution that's made-up, or an outside source whose details don't match the ones described in the works cited. Penalties for student code violations will be determined on a case-by-case basis; they may range from a grade deduction, to a zero on the assignment, to a no-credit or F grade in the class, to a formal report to the college and further proceedings.

The No-Autopilot Policy
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. Every description of something you've read, observed, or experienced must be a reflection of what you yourself have perceived and learned with your own eyes/ears/body, **provided that what you are describing is not an AI summary.**

❌ **PROHIBITED:**

- **Text Generation:** You may not ask AI to write sentences, paragraphs, or outlines for you.
- **Text Expansion:** You may not feed a bullet point to AI and ask it to "expand this into a paragraph."
- **Turning yourself into a human xerox machine:** You may not use AI to write a draft and then hand-copy it onto paper for the timed writing assignment or re-type it into a google document.

✅ **ALLOWED**

- Using AI to suggest "opposing viewpoints" for you to consider (e.g., "What are three arguments against sustainable tourism?"). You must double-check the AI's links and cross-check with trusted/verified sources.
- Students whose "provisional scoring" 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.

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.

Messiness vs. Neatness
Real human thinking is messy. Your version history and handwritten timed writing should show cross-outs, bad ideas, and corrections. **If your work looks like it flowed out of a machine in a perfect straight line, it will likely trigger a review. Don't hide your struggle—document it.**

Regular Substantive Interaction

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 course:

- *Announcements:* Regular announcements will be made on Mondays. Other supplemental announcements may posted on other weekdays as necessary.
- *Assignments:* Assignments will be graded according to the rubric included in each assignment sheet.
    - *Assignment Sheet Markup:* A routine part of this course is to mark up the assignment sheets and other materials with questions and comments, or to review early-bird classmates' questions and comments. I try to reply to comments and questions posted on the assignment sheet google docs daily or as needed.
    - *Drafts:* On-time submission of **peer-review** drafts is essential for fair participation in the peer review activity. Late peer review drafts will lose out on the points related to those submissions, and participation in peer review will be limited to availability of other late submissions and/or to Ka Piko consultations.
    - *Drafts* for **provisional grading** must be submitted whether late or not; late submission may be docked points on a case-by-case basis (please contact me ahead of time if you anticipate missing a deadline). Please see week 3 module, "A note on essay grading" to hear me blab for a couple minutes on essay grading, turnaround, and revision.
    - ***Grading timeline:*** Because I give a lot of feedback, it usually takes over a week to be completely done grading major paper assignments (10 days is a goal I try but sometimes fail to meet). You should see comments appearing before all the scores and things go in,

however. If you are ever really itching to get feedback about whether your paper met the minimum requirements, etc., please don't hesitate to email me. (FYI: Did you know Lamakū tells me if you've reviewed Assignments feedback? 😃Please go back to the Assignments page link where you submitted your paper to change your "published evaluation" status to from "unviewed" to "viewed.")

- *Q&A:* I'll check and the Q&A in Lamakū Discussions as well as in our assignment google docs and try to respond as best I can daily, or if things have gotten really busy, within in a day or two. Chiming in on the assignment sheets, especially, counts toward your overall participation grade, but I'm not going to go back and methodically count how many comments you made.
- *Student Check-Ins:* At least two individual student conferences with me are required this semester, as well as three Ka Piko Writing Lab consultations.

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.

WCC/UH Help & Info

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 ʻakeakamai 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 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.

ʻAina

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.

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)
- Lamakū Assistance Form – Click on the Request Assistance link at the bottom of any Lamakū Page to fill out and submit a question and get your answer via email.
- Lamakū 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. See the most recent TRiO resource information flyer here.

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.

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.

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.

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:

Kalaʻikū Stephenson, UH System Confidential Advocate
Phone: (808) TBD
Email: advocate@hawaii.edu
Office: Hale Kākoʻo 103

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.

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.

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.