UNIVERSITY of HAWAI'I®
WINDWARD
COMMUNITY COLLEGE

Fall 2026 | 3 Credits | 62317

# IS 103 Windward Special Agents (Intro to College)

## Welcome to IS 103!

A veil of AI- and social media-generated unknowing  has fallen over Windward Community College, and facts are being obscured. This has disrupted understanding of what students should learn, how they should do it, and the fundamental mechanics of how learning actually works. How will anatomy & physiology students pass their first homeostasis quiz, much less learn the material well enough to remember anything in two years?

The Veil of Unknowing has also obscured Windward's faculty and staff, hiding their true personalities, motivations, and passions in the shadows. It's nearly impossible to tell who belongs on campus and what their true agenda is. The environment has turned some of our own faculty villainous.

We need operatives in the field to investigate. Your assignment this semester is to conduct the reconnaissance needed to pierce this smoke. By confronting these rogue elements, you will help restore Windward to its sunny, brilliant glory, while acquiring the investigative and tactical skills you'll rely on for the rest of your college career.

## Instructor Contact Information


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| **Name:** | Lance Uyeda |
| **Email:** | lkuyeda@hawaii.edu |
| **Office:** | Hale Manaleo 103 |
| **Classroom:** | Hale Imiloa 111 |
| **Zoom:** | https://zoom.us/my/uyeda \| Or use the meeting ID "uyeda" or 707 031 6312, no password |
| **Phone:** | **Check your email and/or the course website for my cell number.** My office number is 808-236-9229. Messages are forwarded to me automatically, so please leave a message. (Or, if you don't leave a message, I won't know you called.) |
| **Email:** | lkuyeda@hawaii.edu I try to reply to emails on the same day if at all possible, but I'm often in bed early, sometimes by 9:30 or 10:00 PM. I'm slower to reply on weekends. But if I haven't responded to your message in eighteen hours (you emailed at |

midnight on Saturday and now it's 6PM Sunday), I've likely experienced a tech fart (i.e. a brain fart but on gmail); *please email me again*.

**Appointments:** https://uyeda.youcanbook.me
I look forward to working with you on your writing this semester in individual meetings! To see my availability and let me know what times work best for you, please go to my booking page (see link above).

# 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 Hawaiʻi and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide Oʻahuʻs Koʻolau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

# Catalog Description

This course offers strategies for success in college and life-long learning. It emphasizes understanding yourself, setting and attaining goals, critical thinking, effective communication, relationship building, study habits and skills, time management, college resources, and setting your foundation to succeed. Students will participate in and lead classroom learning through discussions, readings, writing assignments, group activities, and hands-on experiences.

Activities Required at Scheduled Times Other Than Class Times:

- Individual conferences with Lance if a pattern of late/missing work indicates a need for them.
- A final community action/research project that you will plan/execute.

# Student Learning Outcomes

*Students will:*

1. Identify personal characteristics (e.g., learning styles, strengths and weaknesses, habits of mind) and analyze how these impact decision-making and success.
2. Consider those factors which impact student relationships with others and articulate strategies and skills to encourage strong relationship building.
3. Identify college policies and resources related to students.

4. Practice learning strategies (e.g., note-taking, time management, test-taking) to increase success in college coursework.

# Learning Materials

**Suggested Reading:** Make It Stick, by Brown, Roediger, and McDaniel (access via WCC Library link)
Audio files: Listen to or download mp3s of the book here
**Goosechase app/ Web:** This semester's IS-103 challenges are being finalized; this link will be useful later on in the semester.

# You also need

- A planning tool, or planning tools, of your choice
- A regular habit of checking Lamakū
- Openness to new challenges
- Forgiveness for yourself in regards to what you did or did not do yesterday or the day before
- Awareness that you and your willpower need exercise and rest
- Moderation in fantasizing about the future, otherwise known as the patience to build your skills and Special Agent Profile step by step
- Supportive and challenging peers--serve in this role for others as they do for you.
- Enough room on your phone

# Assessments and Grading

*Changes may be made to the grading scale below to facilitate your achievement of the course learning outcomes.*

**Apex Operative (A+) minimum requirements**

- Vitals Checklists: **95% average score**
- Challenges
    - 4 or more Calendar and/or Financial Aid challenges
    - 4 or more Scholarship challenges
    - 4 or more Career Prep and/or Study Abroad challenges
    - 3 or more Library challenges
    - 25 or more challenges total
- Instructor Visits: **5 or more**
- Community action/research project: **A or better**

**Special Agent (A) minimum requirements**

- Vitals Checklists: **90% average score**
- Challenges
    - 3 or more Calendar and/or Financial Aid challenges

    - 3 or more Scholarship challenges
    - 3 or more Career Prep and/or Study Abroad challenges
    - 2 or more Library challenges
    - 20 or more challenges total
- Instructor Visits: **3 or more**
- Community action/research project: **B+ or better**

**Recruit (B) minimum requirements**

- Vitals Checklists: **80% average score**
- Challenges
    - 1-2 or more Calendar and/or Financial Aid challenges
    - 1-2 or more Scholarship challenges
    - 1-2 or more Career Prep and/or Study Abroad challenges
    - 1 or more Library challenges
    - 15 or more challenges total
- Instructor Visits: **2 or more**
- Community action/research project: **B or better**

**Field Observer (C) minimum requirements**

- Vitals Checklists: **70% average score**
- Challenges
    - 1 Calendar and/or Financial Aid challenge
    - 1 Scholarship challenge
    - 1 Career Prep and/or Study Abroad challenges
    - 1 Library challenge
    - 12 or more challenges total
- Instructor Visits: **1 or more**
- Community action/research project: **C or better**

**Unengaged (F) if any of the following apply**

- Vitals Checklists: **60% average score or lower**
- Challenges
    - Fewer than 12 challenges completed
- Instructor Visits: **Zero**
- Community action/research project: **Did not participate**

# Boot Camp

To prepare to meet the challenges and villainous confrontations awaiting you this semester, you'll first engage in Introduction to College Boot Camp, which is centered around excerpts from the course text, Make It Stick, by Washington Univer-sity cognitive scientists Henry Roediger and Mark McDaniel, and by professional writer Peter Brown. Through Make It Stick, you'll see what cognitive science and learning psychology have shown in the last twenty years to be the best ways to approach a learning task, and you'll put those approaches into practice. You'll also learn about what commonly held beliefs related to learning, innate skills, and intelligence are unhelpful or outdated.

# Special Agents of Windward Mode

Having survived boot camp, you'll be in the phase of class that makes this section of IS 103 the "Special Agents of Windward" course. You'll be asked to create a classified Special Agent Profile indicating the roles, mission, and goals of the Operative for whom you, with your given name and current personality, will one day be the alter-ego. Once you've shaped your Agent's profile, you'll be ready to take on the villains that have spawned from the Veil of Unknowing that shrouds by overcoming challenges and discovering the truth about purported WCC villains, who are actually some of our finest faculty and staff!

**An ability all agents have in common: Willpower**

To succeed as a Windward Special Agent, and in life generally, it's important to manage and develop your willpower. Two keys to consider:

**1**) **Willpower is limited,** so think about how much you have vs. how much you need. If you know you have a huge exam on Thursday, maybe you should leave your taxes, or that hard conversation you need to have with Grandma about the real reason her cat died, for Friday.

Willpower is often easily replenished by sleep, regular exercise, variety in life, and healthy eating. These four components of willpower are also important factors in effective learning. Sleep and breaks are especially important for moving information captured in your short-term memory into your long-term memory.

**2**) **Willpower is improved through effort.** Be conscious of the areas in life where you could use more willpower and apply yourself to them! Take short breaks before you get tired, and switch up your activities regularly (making sure, for example, to set a five-minute timer to switch back from Instagram to studying) to make the best use of your day.

# Class-determined Attendance Policy

As was determined through class discussion and feedback, four unexcused absences will result in a full grade deduction (A→B). Additional absences will result in additional full-grade deductions after every fourth absence. Since grades of "D" are not assigned in this class, a grade of "C" will drop directly to an "F."

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.), absences from class are excused as long as you let me know within a day of the absence (before, preferably, in person or in writing; after if necessary, in writing [telling me afterward "sorry I was ___" will not excuse the absence]).

# Challenges (the list is subject to change)

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| **SPECIAL AGENTS OF WINDWARD CHALLENGES**<br>(**for your records--official point keeping is on goosechase, or alternatively on a shared google doc** [**ask Lance for details**]) |
| Visit Lance (or Prof. Langston) during Office Hours |
| Attend ASUH Student Government meeting and participate in the discussion. |
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| **CALENDAR/TIME MANAGEMENT** |
| For at least four weeks in a row, keep a daily and weekly list of what you need to get done. Keep the list updated and move items around as needed. Include school, work, and home tasks. |
| Plan a study schedule in advance of midterm or unit tests or major papers to give yourself time for retrieval practice and for elaborating on your thoughts, instead of cramming. |
| Download a to-do list app such as Todoist; watch YouTube videos or read up on how to use the app; keep up with your to-do list for at least 4 weeks. |
| Make time for sleep, exercise, and activities that will energize you. |
| Use a phone usage app to reduce screen time by 10-30%. |
| For at least a week, put your phone in a different room when you go to sleep. |
| Keep track of how many meals or class periods you can get through without your phone out or nearby, and over the course of a few weeks increase that number by 10-30%. |

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| Keep track of how much time you spend doing any activity that seems to interfere with your ability to get enough sleep or to take care of the things you're responsible for. Try to think of a way to shift this time around if possible or meet with Lance or Nick to discuss it with them. |
| Spend 1-2 weeks implementing the plan you worked out in the above challenge. |
| Spend 4-5 weeks or more implementing and adjusting the plan you worked out in the above challenge. |
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| **FINANCIAL AID** |

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| Meet with a financial aid officer to discuss your options for grants, scholar-ships, and other forms of financial aid. |
| Discuss financial aid options with your parents. |
| Complete FAFSA forms online and get a PIN number. |
| Improve finances challenge: track all your expenses for 30 days. This can be on a piece of paper or on an electronic document/spreadsheet. |
| Improve finances challenge: Cut spending for 30 days in an area where you think you're spending too much. This requires the same kind of tracking as the challenge above. |
| Improve finances challenge: Maintain credit card best practices for 30 days:<br>Use your card only for planned/essential expenses.<br>Spend only as much in one month as you will be able to pay off in full at the end of the month.<br>Pay off everything you used your card for in the last 30 days by your statement due date to avoid interest payments. |
| Improve finances challenge: Put 10-20% of a month's worth of paychecks (or other income) into savings. If 10% is impossible (truly impossible), pick a percentage and try to save that much by the end of the month. |
| Find and participate in or organize free activities instead of doing something you would have to pay for. |
| Request a free credit report at annualcreditreport.com (you can make one free request per credit bureau per year; talk to Lance if you want to hear more about this). |
| Be able to answer this question in detail: What are financial reasons not to buy (or take out a loan for) a brand new car? |

| **TRiO** |
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| Apply for TRiO/Help a Classmate Apply |
| Go to TRiO Intake Interview |
| Request a TRiO Tutor |
| Finish a Crisis in the TRiO Lab |
| Make an Academic Plan with a TRiO advisor |
| Eat a Free Lunch at TRiO |
| Volunteer to Help with an Event through TRiO |
| Apply for a TRiO Grant Aid award |
| Register for Next Semester's Courses early through TRiO |
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| **SCHOLARSHIPS** |
| Attend a Personal Statement Workshop |
| Brainstorm Topics for Personal Statement |
| Write a Personal Statement Draft |
| Get feedback on your personal statement from Lance or another instructor, or the Writing Lab |
| Send personal statement to Brainfuse |
| Research scholarships |
| Download applications: |
| Hawaii Community Foundation |

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| UH common scholarship |
| American Association of University Women |
| Nā Hoʻokama a Pauahi Scholarship |
| Other scholarships that you %nd through your own research |
| Attend Scholarship Aha event or other scholarship information session |
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| **CAREER** |
| Register for "Focus 2 Career Exploration" by going to windward.hawaii.edu and typing "focus 2" into the search bar. Go to the %rst link in the results list and follow the instructions. |
| Complete self-assessments on Focus 2: |

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| Work Interests |
| Personality |
| Values |
| Skills |
| Leisure |
| Explore 3 or more occupations on Focus 2 |
| Explore 3 or more areas of study on Focus 2 |
| Explore 3 or more websites/resources recommended by Focus 2 |
| Update your resume or start from scratch (google "resume template") |
| Get your resume critiqued by one or more of the following: |
| Instructor (Lance or other) |
| career counselor |
| writing center |
| Make a LinkedIn profile |
| Look up job ad |
| Write cover letter in response to job ad they found |
| Go to job fair |
| Apply for a job |
| Do a mock interview with someone |
| Get called in for a real interview |
| Get a job |
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| **LIBRARY/RESEARCH** |
| Borrow a book from the library |
| Find an article on EBSCO and download it or email it to yourself |
| Reserve a Study Room and Use It to Complete an Assignment |
| Take a Test at the Testing Center |
| Make an appointment with a librarian for help with research required for any class you are enrolled in this semester. |

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| Request a book or other borrowable material from another UH campus's library and have it delivered to the WCC library for you. |

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| Use your online library account to extend the due date of the materials you borrowed. |
| **WRITE-IN CHALLENGES (TBD)** |

# Required Hardware and Software

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

# Minimum Technical Skill Requirements

In this course you'll be required to use 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 Microsoft Word, Pages, or whatever program you prefer); 2) using an internet browser such as Chrome, Safari, or Firefox; 3) and managing your files, for example by remembering and/or keeping track of where you've uploaded or downloaded them.

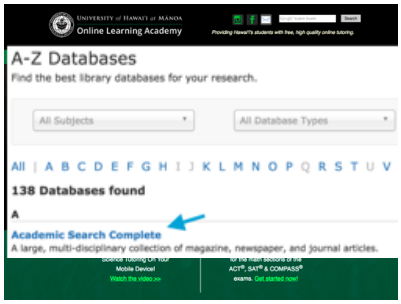
# Technical Support

- 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

**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.

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

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 IS 103 classroom/course and instructor's offices (on-campus and on Zoom) are LGBTQ+ safe zones. Please see me if you want someone supportive to talk to, or if you'd like information on LGBTQ+ resources on campus. The University of Hawai'i system is committed to building an inclusive community that supports and advocates for all students, welcoming

transgender persons, māhū, and people of all gender identities and sexual orientations.

# Course Policies and Procedures

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

Please check your hawaii.edu account on a regular basis. The homework emails that I send via 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).

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

# University Policies and Procedures

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

**Student Conduct**
Review the UH Systemwide Student Conduct Code for more information. Review the Online Netiquette and Privacy Tips to prepare yourself when interacting online.

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

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

Cheating is an act of academic dishonesty and includes, but is not limited to:

1. use of any unauthorized assistance in taking quizzes, tests, or examinations;
2. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
3. the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student body; and
4. engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

Plagiarism is also an act of academic dishonesty and includes, but is not limited to:

- the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.
- It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Furnishing false information to any UH official, faculty member, or office.
Forgery, alteration, or misuse of any UH document, record, or form of identification.

**UH Title IX**

- The University of Hawai'i is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking (UH Title IX). If you or someone you know is experiencing any of these, the University has staff and resources on your campus to support and assist you.
- If you would like to report incidents of sex discrimination or gender based violence, contact your campus Title IX Coordinator or submit the online reporting form.
- If you wish to remain ANONYMOUS, speak with someone CONFIDENTIALLY, or would like to receive information and support in a CONFIDENTIAL setting, contact your campus' confidential resource.

**Accommodation Statement**

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

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

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

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

For more information, contact Roy Inouye, Disabilities Counselor, at (808) 235-74448, email wccdsso@hawaii.edu. See also the WCC Disabilities Services website.

# UH System Student Support

- Academic Advising
- Bookstore
- Career Services
- Counseling Services
- Registration

## Financial Aid Statement

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

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