



UNIVERSITY of HAWAII\*  
**WINDWARD COMMUNITY COLLEGE**

Ke Kulanui Kaiāulu o ke Ko'olau

**ENG 100, Introduction to Composition**

Spring 2026

3 Credits | CRN 63384

\* 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

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### Mission Statement

‘O keia ka wā kūpono e ho‘onui ai ka ‘ike me ka ho‘omaopopo i kō Hawai‘i mau ho‘oilina waiwai. Aia nō ho‘i ma ke Kulanui Kaiāulu o ke Ko‘olau nā papahana hou o nā ‘ike ‘ake akamai a me nā hana no‘eau. Me ke kuleana ko‘iko‘i e ho‘ohiki ke Kulanui e kāko‘o a e ho‘okumu i ala e hiki kē kōkua i ka ho‘onui ‘ike a nā kānaka maoli. Na mākou nō e ho‘olako, kāko‘o a paipai i nā Ko‘olau a kō O‘ahu a‘e me nā hana no‘eau ākea, ka ho‘ona‘auao ‘oihana a me ka ho‘onui ‘ike ma ke kaiāulu—hō‘a‘ano a e ho‘oulu i nā haumāna i ka po‘okela.

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 the Ko‘olau region of O‘ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

### ‘Āina

Windward Community College is located in the ahupua‘a of Kāne‘ohe and He‘e‘ia in the moku of Ko‘olaupoko on the island of O‘ahu. Both ahupua‘a are directly connected to the mo‘o ‘ōlelo of Pāpa and Wākea, who are seen as the ancestors of the Hawaiian nation. The campus sits beneath the pu‘u of Keahiakahoe, which is also connected to many mo‘o ‘ōlelo of this ‘āina. Because wind names and rain names are associated with specific ‘āina, the rain name of Kāne‘ohe is known as the ‘Āpuakea and the rain name of He‘e‘ia is the Ulumano.

## Instructor Information

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### 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 (HST)
  - Office: Manaleo 110
  - Cell phone: 808 227 3807
  - On-campus meetings: Email me for an on-campus meeting, La'akea (Library) breezeway or in my office.
- Email: [priesman@hawaii.edu](mailto:priesman@hawaii.edu)

Response time: I generally respond to email on Mondays – Fridays, 9:00am and 5:00 pm (HST). 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 use course Q&A in Lamakū Discussions for all general course questions about content, activities, due dates, how work will be graded, etc. I will check Q&A Monday-Friday, 6:00 pm (HST) onwards and provide follow-up information there.

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

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This course is offered in an 8-week time frame. It is online and asynchronous. Please note that this is not a self-paced course; our course schedule is provided in this syllabus.

- **Content release:** you can view all 8 weeks of the course schedule. All writing modules and writing assignments are available in Lamakū from the first day of the semester. However, content will be closed at the end of each module, so plan your time wisely. **Remember to download all handouts.**
- **Course Benefits:** This is a zero-cost textbook course. I shall email you textbook information the day before the course begins. Check your email for more information.

### 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 8-week course:

*Announcements:* every Sunday evening 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 (HST).** Thus, if your paper is due on Friday at 4pm (HST), you must submit a draft before 4pm on Tuesday (HST). 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:* Please use the Discussions folder in Lamakū for reading responses, responses to reading responses, and any follow-up questions/comments/concerns. I shall check this folder daily and address questions/comments/concerns as they appear.
- *Groups:* This online class is part of the Hawai'i'iloa program, specifically designed for Hawaiian haumana living on the continent. 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 (including helpful links) will be posted to Announcements in Lamakū.
- 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.
- *Quizzes and Exams:* There are no quizzes or exams in this course.
- *Student Check-Ins:* Students can check in with me throughout the semester, on Zoom or by phone. You can also email me any questions, any time. 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.

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

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### 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**

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### **Required**

- Regular access to a computer (desktop or laptop).
- Kennedy, X. J., et al. *The Bedford Guide for College Writers*. 10<sup>th</sup> 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
- Additional required ENG 100 readings will be posted in Lamakū Content.

## Recommended

- Diana Hacker and Nancy Sommers. *A Pocket Style Manual*. 9<sup>th</sup> 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>)

Learn about the Hawaiian meaning of the word "lamakū": [Lamakū Pronunciation, Meaning, and Importance](#).

- [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.
- 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.

## Grading Policy

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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. Rubrics are provided for each course activity in Lamakū. 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 are viewed as unethical and will receive a failing grade. Importantly, signing your contract also gives the professor permission to use an AI checker if/when needed. **AI generated assignments 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

Course Activity	Points/Percentage of Final Grade
Meet 'n' Greet (MG, 2 meetings)	5%
Library Research Unit (LRU, 3 units)	5%
Reading Responses/Replies to Reading Responses (7 RRs/7 RRRs) (Discussions folder in Lamaku)	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)	5%

## 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 activities and all reading material relates to current events, locally and globally. Importantly, the writing assignments are specifically designed to improve your writing in *all* courses, at *all* levels. While only a small portion of this course focuses on Hawai'i (our analysis assignment), you are encouraged to choose a Hawaiian-themed topic for your persuasive research paper and, consequently, your annotated bibliography.

### 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
- RR/RRR: Reading Response/Reply to Reading Response
- MG: Meet & Greet
- 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.**

Reading Responses and Replies to Reading Responses are for readings in our textbook (*Bedford Guide*)

**All times are Hawaiian Standard Time (HST).**

Week	Date	Module / Topic	Due Dates
1	01/12/26	<p><b>Module 1: Comparing &amp; Contrasting</b></p> <ul style="list-style-type: none"> <li>• Read:               <ul style="list-style-type: none"> <li>○ Syllabus and the Course Schedule</li> <li>○ <i>Bedford Guide</i>: pp. 6-36, "Writing Processes and Reading Processes"</li> <li>○ <i>Bedford Guide</i>: pp. 116-134, "Comparing and Contrasting"</li> <li>○ "What to Do and Where to Do It." (Use this essay for your Compare-and-Contrast (CC) assignment)</li> </ul> </li> <li>• Review:               <ul style="list-style-type: none"> <li>○ Familiarize yourselves with the Content/Modules in Lamakū and what is required for this course</li> <li>○ Review Meet &amp; Greet 1   Schedule and request your Meet &amp; Greet date/time</li> <li>○ Compare-and-Contrast (CC) instructions</li> </ul> </li> <li>• Do:               <ul style="list-style-type: none"> <li>○ Note/mark all course due dates on your calendar</li> </ul> </li> </ul>	<p>RR1 due by 4:00 pm on Friday, 1/16/2026</p> <p>MG1 (request <i>and</i> attend) by 4:00 pm on Friday, 1/16/2026</p> <p>CC due by 4:00 pm on Friday, 1/16/2026</p>

Week	Date	Module / Topic	Due Dates
		<ul style="list-style-type: none"> <li>○ Write a Reading Response (RR) that includes the <i>Bedford</i> reading + Respond to a classmate's RR (RRR)</li> <li>○ Attend Meet &amp; Greet (MG) 1</li> <li>○ Complete CC</li> </ul>	RRR1 due by 4:00 pm on Saturday, 1/17/2026
2	01/19/26  Jan 20 is last day for 100% tuition refund	<p><b>Module 2: Summarizing a Text</b></p> <ul style="list-style-type: none"> <li>· Read: <ul style="list-style-type: none"> <li>○ <i>Bedford Guide</i>: pp. A1-A38 in the Appendix on MLA writing style</li> <li>○ Eric Jaffe's essay "The Science Behind Procrastination" in Content? (Do not write an RR for Jaffe's essay; this essay is for your Summary Assignment (SA))</li> <li>○ "How to Summarize" and "How to Write an Introduction"</li> </ul> </li> <li>· Review: <ul style="list-style-type: none"> <li>○ Summary Assignment (SA) instructions</li> <li>○ SA Checklist</li> </ul> </li> <li>· Do: <ul style="list-style-type: none"> <li>○ Write a Reading Response (RR) that includes the <i>Bedford</i> reading + Respond to a classmate's RR (RRR)</li> <li>○ Complete SA</li> </ul> </li> </ul>	RR2 due by 4pm on Friday, 1/23/2026  SA due by 4:00 pm on Friday, 1/23/2026  RRR2 due by 4:00 pm on Saturday, 1/24/2026
3	01/26/26	<p><b>Module 3: Understanding Rhetoric</b></p> <ul style="list-style-type: none"> <li>· Read: <ul style="list-style-type: none"> <li>○ <i>Bedford Guide</i>: pp. 136-154, Explaining Causes and Effects <ul style="list-style-type: none"> <li>○ Haunani-Kay Trask's essay, "Lovely Hula Hands"</li> </ul> </li> </ul> </li> <li>(Do not write an RR for this essay. This essay is for your Analysis Assignment (AA))</li> <li>○ Ethos, Logos, Pathos handout</li> <li>· Review: <ul style="list-style-type: none"> <li>○ Analysis of an Argument (AA) instructions</li> <li>○ AA Checklist</li> </ul> </li> <li>· Do:</li> </ul>	RR3 due by 4pm on Friday, 1/30/2026  AA due by 4:00 pm on Friday, 1/30/2026

Week	Date	Module / Topic	Due Dates
		<ul style="list-style-type: none"> <li>○ Write a Reading Response (RR) that includes the <i>Bedford</i> reading + Respond to a classmate's RR (RRR)</li> <li>○ Complete AA</li> <li>○ Review</li> </ul>	RRR3 due by 4:00 pm on Saturday, 1/31/2026
4	02/02/26  Feb 4 is last day to withdraw without a "W" and for 50% refund	<p><b>Module 4: MLA Writing Style</b></p> <ul style="list-style-type: none"> <li>· Read: <ul style="list-style-type: none"> <li>○ <i>Bedford Guide</i>: pp. 37-55, Critical Thinking Processes</li> <li>○ <i>Bedford Guide</i>: pp. 156-181, Taking a Stand</li> </ul> </li> <li>· Do: <ul style="list-style-type: none"> <li>○ Write a Reading Response (RR) that includes the <i>Bedford</i> reading + Respond to a classmate's RR (RRR)</li> <li>○ Complete the Library Research Unit (LRU). (Take, pass, and submit all 3 quizzes)</li> </ul> </li> </ul>	RR4 due by 4pm on Friday, 2/6/2026  LRU due by 4pm on Friday, 2/6/2026  RRR4 due by 4:00 pm on Saturday, 2/7/2026
5	02/09/26	<p><b>Module 5: Annotated Bibliography</b></p> <ul style="list-style-type: none"> <li>· Read: <ul style="list-style-type: none"> <li>○ <i>Bedford Guide</i>: pp. 384-397 Strategies for Generating Ideas</li> <li>○ <i>Bedford Guide</i>: pp. 398-417 Strategies for Stating a Thesis and Planning</li> </ul> </li> <li>· Review: <ul style="list-style-type: none"> <li>○ Annotated Bibliography Assignment (AB) instructions</li> <li>○ Persuasive Research Paper (PRP) instructions</li> </ul> </li> <li>· Do: <ul style="list-style-type: none"> <li>○ Write a Reading Response (RR) that includes the <i>Bedford</i> reading + Respond to a classmate's RR (RRR)</li> <li>○ Watch the video "How to Find Your Thesis"</li> <li>○ Choose a topic for your Persuasive Research Paper (PRP)</li> <li>○ Email professor a working thesis based on the format in the "How to Find Your Thesis" video</li> <li>○ Begin AB</li> </ul> </li> </ul>	RR5 due by 4pm on Friday, 2/13/2026  RRR5 due by 4:00 pm on Saturday, 2/14/2026

Week	Date	Module / Topic	Due Dates
6	02/16/26	<p><b>Module 6: Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>· Read: <ul style="list-style-type: none"> <li>○ <i>Bedford Guide</i>: pp. 222-245, Supporting a Position with Sources</li> </ul> </li> <li>· Do: <ul style="list-style-type: none"> <li>○ Write a Reading Response (RR) that includes the <i>Bedford</i> reading + Respond to a classmate's RR (RRR)</li> <li>○ Complete AB</li> <li>○ Begin Persuasive Research Paper (PRP)</li> </ul> </li> </ul>	<p>RR6 due by 4pm on Friday, 2/20/2026</p> <p>AB due by 4:00 pm on Friday, 2/20/2026</p> <p>RRR6 due by 4:00 pm on Saturday, 2/21/2026</p>
7	02/23/26	<p><b>Module 7: More Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>· Read: <ul style="list-style-type: none"> <li>○ <i>Bedford Guide</i>: pp. 185-202 Proposing a Solution</li> <li>○ <i>Bedford Guide</i>: pp. 204-220, Evaluating and Revising</li> </ul> </li> <li>· Do: <ul style="list-style-type: none"> <li>○ Write a Reading Response (RR) that includes the <i>Bedford</i> reading + Respond to a classmate's RR (RRR)</li> <li>○ Continue working on your PRP</li> </ul> </li> </ul>	<p>RR7 due by 4pm on Friday, 2/27/2026</p> <p>RRR7 due by 4:00 pm on Saturday, 2/28/2026</p>
8	03/02/26	<p><b>Module 8: Reflections and Revisions</b></p> <ul style="list-style-type: none"> <li>· Review: <ul style="list-style-type: none"> <li>○ Review Meet &amp; Greet 2   Schedule and request your Meet &amp; Greet date/time</li> <li>○ Review Course Reflection (CR) instructions</li> </ul> </li> <li>· Do: <ul style="list-style-type: none"> <li>○ Attend Meet &amp; Greet (MG) 2</li> <li>○ Complete PRP</li> <li>○ Complete CR</li> </ul> </li> </ul>	<p>MG2 (request and attend) by Friday, 3/6/2026</p> <p>PRP due by 4:00 pm on Friday, 3/6/2026</p> <p>CR due by 4:00 pm on Friday, 3/6/2026</p>

## 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.

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 send 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.

Please view the [Student Conduct Code](#) and [related policies](#) for more information

## Student Kuleana

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- Please review our [Hawai'i-Style Netiquette](#), which blends the values of ALOHA with approaches to how we should consider treating each other online.
- All assignments must be typed as a Word document (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).
- Please review our [Hawai'i-Style Netiquette](#), which blends the values of ALOHA with approaches to how we treat each other online.
- 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!

## Academic and Technical Support

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### Academic Support

- [Windward Community College Library](#)
- [Library eResources](#)
  - We are lucky to have our very own Windward CC Librarian embedded in our course to help you! You can contact Rachel Jacobson ([abbascia@hawaii.edu](mailto:abbascia@hawaii.edu)) for help with sources, the Library Research Unit (LRU) and all your library needs. You can also [chat](#) with a librarian during library hours.
- [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](mailto: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](mailto: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

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### 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, [wccdssso@hawaii.edu](mailto:wccdssso@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](mailto: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](mailto: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](mailto:advocate@hawaii.edu)  
Office: Hale Kāko'o 101

Desrae Kahale, Mental Health Counselor & Confidential Resource  
Phone: (808) 235-7393  
Email: [dkahale3@hawaii.edu](mailto:dkahale3@hawaii.edu)  
Office: Hale Kāko'o 101

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

Karen Cho, Deputy Title IX Coordinator  
Phone: (808) 235-7404  
Email: [kcho@hawaii.edu](mailto:kcho@hawaii.edu)  
Office: Hale 'Alaka'i 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.