

# ENG100-005 Syllabus

Fall 2021

Class meetings: Mondays, Wednesdays, and Fridays from 8:30 am – 9:30 am

Zoom:

<https://hawaii.zoom.us/j/96391059790>

Meeting ID: 963 9105 9790

Passcode: 635470

Classroom Location: Kuykendall Room 310

Instructor: Eric Lauritzen

Office Location: Kuykendal 223

Office Hours: Tuesdays and Thursdays 7:00–8:30 am. See Laulima for Zoom info.

Email: [ericlaur@hawaii.edu](mailto:ericlaur@hawaii.edu)

## Course Format

Shortly before the semester began, I made the decision to move this course to a transitional hybrid format. This means that we will begin the semester online and resume face-to-face meetings in Kuykendall room 310 later in the semester. I will notify you by email one week before we transition to meeting in person. Do not remain enrolled in this course unless you are able to attend regular face-to-face meetings this semester.

## Required Texts

You must use the course materials that are linked from this course's Laulima site. If you do not use the correct materials, you will not receive a grade on some assignments. Do not purchase anything or enter payment information without talking to me first. See the IDAP statement at the end of the syllabus.

Lunsford, Andrea, Michal Brody, Lisa Ede, Beverly J. Moss, Carole Clark Papper, and Keith Walters. *Everyone's an Author*. 3rd ed.

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. 4th edition.

*InQuizitive for Writers*.

## Catalogue Course Description

ENG 100 Composition I (3) Introduction to the rhetorical, conceptual and stylistic demands of writing at the university level; instruction in composing processes,

search strategies, and writing from sources. Students may not earn credit for both ENG 100 and 190. Pre: placement. Freshmen only. FW

NOTE: If you are unsure whether you have been cleared for English 100, you should go to the General Education office in Bilger 104, email them at [gened@hawaii.edu](mailto:gened@hawaii.edu), or call them at (808) 956-6660. The English Department does not handle ENG 100 placement.

## **Expanded Course Description**

In this course, you will learn how to write effectively for a variety of audiences and in a variety of forms so that you will be better prepared to identify and work across the writing contexts that you'll encounter in your college courses and a variety of other contexts. You will learn to identify and effectively address an audience, to conduct research and engage with source material, as well as planning and revision strategies. To offer you a way into these processes and to deepen your relationship to them, you will complete several formal writing projects that cover several different genres of writing.

## **Student Learning Objectives:**

Students will be able to:

1. Identify the purpose, audience, major claims, and kinds of evidence offered in a variety of texts;
2. Participate in academic discourse, as well as other forms of writing, by producing text with a clear purpose and audience, supported by evidence acceptable to that audience and, when applicable, using an appropriate citation style;
3. Develop recursive writing and researching processes, including identifying a controversy within a conversation or discourse community, conducting appropriate research, planning, drafting, critiquing, revising, and editing – taking into account written and oral feedback from the instructor and from peers;
4. Demonstrate essential information literacy skills, including discovering subject-specific information and arguments, understanding how information and arguments are produced and evaluated in relevant academic communities, critically evaluating claims in sources, and using source material effectively in creating new knowledge and participating ethically in communities of learning;

5. Locate resources for the continued support of their development as writers; and
6. Develop credibility by using appropriate language and diction, by effectively incorporating source material, and by portraying ideas in clear and clean prose.

## **Additional course requirements**

- **Time commitment.** Expect to devote an average of nine hours each week to this course, including meetings and work outside of class.
- **Basic computer proficiency.** You are responsible for learning how to navigate and use all of the required resources and tools listed below in time to complete your assignments.
- **Daily access to a computer that connects to the Internet.** All of our materials are accessed online. If internet access is unreliable in your area, you will need a backup plan.
- **University of Hawai'i email address. Check your email daily** by logging into gmail.hawaii.edu. You are responsible for knowing all of the information contained in emails that I send and for the content of announcements posted to Laulima. **You must use your UH account for all email.** I will not open emails from non-UH accounts.
- Nearly everything you need for this course will involve **Laulima**. You will open your textbooks, check the schedule, access learning materials, offer feedback, and turn in assignments on Laulima. **Enable Laulima notifications** for this course's Laulima site.
- Some assignments require specific file types such as **PDF and Microsoft Word (.pdf and .doc)**. You must be able to distinguish between, open, save, export, and attach or upload these file types to Laulima or, if directed, attach them to an email.
- **UH Google Drive applications.** Some assignments, such as your first draft and peer reviews, require proficiency with **Google Docs** and other Google Drive applications. You must be able to create new documents, share them, set permissions, open documents shared with you, and make margin comments. You must use the Google Drive applications from your UH account.
- Some assignments require you to **record and play .mp3 audio files or .mp4 video files**. I will post video (.mp4) files on Laulima and email them to you. You are responsible for ensuring that your devices are suitable for working with these media and learning how to carry out these tasks.

- **Zoom and relevant computer hardware.** Relevant hardware includes the device that runs Zoom, a webcam, earbuds or headphones, and a microphone. I must be able to hear you, see you, and I may need you to share your screen. Likewise, you must be able to hear me, see me, and read from the screen I share. Should I require that you meet individually with me, to protect your privacy, you must meet somewhere private—do not allow someone else to join or listen in on our conversations without getting my permission before the meeting begins.

## Course Assignments

**Engagement Assignments—ICWs, Group Work, Class Discussion, Reading Responses, and Homework (30%):** This category includes shorter, lower-stakes assignments that are either completed in class or as homework assignments. You can earn up to two points for each assignment. Assignments in this category require a good-faith, thoughtful response to earn credit and are typically graded pass/fail.

**In-class assignments** in the Engagement category are not always announced and there may be more than one offered during a meeting, so *regular attendance is required* to do well in this category. In-class assignments are due during class and *cannot be turned in later or made up under any circumstances*. You must be present throughout the meeting and earn a “complete” on all of that day’s in-class activities to earn that day’s credit.

To further accommodate unforeseen circumstances, unavoidable absences, or the occasional bad day, I will set Laulima to drop the lowest seven grades in the Engagement category.

## Formal assignments

Each major project occupies one weighted grade category and includes a formal writing assignment, a meeting with your writing mentor, and supplemental assignments that can include outlines, drafts, peer review, and annotated bibliographies. Each of these assignments contribute to your project grade. Refer to each project’s individual assignment sheets for up-to-date, detailed instructions and requirements.

**Project 1 - Narrative (15%):** You will tell a story to make a point. This project includes a 1000-1500 word final draft and supplemental assignments.

**Project 2 - Process Analysis (15%):** You will choose between writing an informational process analysis to explain how something works or an instructional process analysis to teach your readers how to do something. This project includes a 1000-1500 word final draft and supplemental assignments.

**Project 3 - Research Portfolio (35%):** You will spend the second half of the semester on a large research project that requires presenting your findings in several different modalities, including an annotated bibliography (1000-1500 words), formal writing project (1500-2500 words), a multimodal project (500-1000 words), and a presentation to the class. You are required to select your topic early in the process and stick with it. Changing topics will adversely affect your grade.

**Course Writing Mentor:** You will be required to meet with the course writing mentor several times during the semester. These meetings contribute to their respective writing project. At a minimum, arriving at these meetings on-time and well-prepared is required to earn credit. Your mentor will provide further details early in the semester.

## **Late work**

My late work policies apply only to work done outside of class and differ between supplemental or engagement assignments and final drafts. I will modify the following policies for some individual assignments (such as the last one of the semester), so check each assignment sheet carefully.

**Supplemental assignments and homework** are due at 6:00 pm on the scheduled due date. To accommodate for unexpected problems, I allow a twelve-hour grace period following the 6:00 pm deadline during which I will accept the late homework without penalty. Beyond the grace period, I will not accept late work under any circumstances.

**Final drafts**—the larger, formal assignments—are also due at 6:00 pm on the scheduled due date (and also followed immediately by a twelve-hour grace period) on the posted due date and must be turned in on time to be eligible for full credit. Final drafts turned in after the grace period incur a penalty of ten points and the draft cannot be revised for a higher grade. At one week after the original 6:00 pm deadline, unless I have heard from the student and I have established a new deadline in writing, I will no longer accept the assignment and it will be marked zero. If the new deadline is not met, I will no longer accept the assignment and it will be marked zero.

I will not grade unfinished work. Low quality or incomplete work that I return for revision receives a tentative "D" or "F" and I assign a new deadline with *one chance* at revision for a replacement grade no higher than a "C." Unless I receive a revision with a strong response to the assignment ("B-" quality or higher) by the revision deadline, the tentative "D" or "F" becomes permanent.

On a case-by-case basis, for students who have turned in all that project's other assignments on time, I may allow individual students the opportunity to revise a graded draft (major formal assignments only) for a chance at a new grade. Students interested in this opportunity must request it in writing within one week of receiving their graded draft. At that point I will discuss additional conditions and instructions in detail.

## **Grade Breakdown**

For the formal writing assignments, worth 100 points each, I assign a letter grade which converts to a numerical value as follows: A/100, A-/95, B+/90, B/85, B-/80, C/75, C-/70, D/65, F/0. (Assignments such as presentations and multimodal projects are eligible for fewer points but scale similarly.)

What letter grades on formal assignments mean to me:

**A or A+:** Excellent across all categories. No significant weaknesses in any category.

**A- or B+:** Very strong. Excellent in terms of rhetorical purpose, organization, and other higher-order concerns. Very minor weaknesses in one or two other categories.

**B- or B:** Good. A strong response to the assignment in most respects, but there is room for improvement.

**C:** Satisfactory. Meets requirements, but only well enough to get by.

**C- or D:** Very weak, overall.

**F:** Unacceptable.

**Course letter grade values:** A/93-100, A-/90-92, B+/87-89, B/83-86, B-/80-82, C+/77-79, C/73-76, C-/70-72, D/60-69, F/0-59

**InQuizitive (5%):** An adaptive, game-like learning tool that provides personalized practice with evaluating and integrating sources.

## **Explanation of Mentor's Role:**

This is a mentored section of English 100. Mentors are graduate students in English, who serve as course-embedded tutors, which means that they attend our regular class meetings and work closely with us to support your development as writers, as well as your negotiation of the competing demands of college life. The Mentoring Program is a robust program that supports writers and instructors in sections of ENG 100, 100A, 190, and occasionally, 200- and 300-level courses. In this mentored section of ENG 100, you will receive writing support from me and your course mentor, thus increasing your chances for success in this course and beyond it.

To take advantage of this support, you are required to participate in three meetings with your course mentor. Meetings will be scheduled in coordination with you to accommodate your schedule and will be focused on your needs as a writer. These meetings may be conducted in three possible formats: individual conferences, small-group or class workshops, and/or open houses. Your mentor will explain each to you, as necessary. *Please don't hesitate to contact your course mentor if you have questions or concerns.* For programmatic questions, please contact the Director of the Mentoring Program, Dr. Sarah Allen, at [sarah.allen@hawaii.edu](mailto:sarah.allen@hawaii.edu).

## **Attendance**

Active engagement throughout class meetings is required, and I will record attendance at least once during each meeting. Missing class meetings will adversely affect your grade. Students may be marked absent if they miss part of a class meeting, are unresponsive or disengaged during a meeting, or neglect to participate in an activity. I may mark students absent even if logs show they were signed in to our Zoom meeting. In-class work missed for any reason is marked zero and cannot be made up under any circumstances. I do not distinguish between excused and unexcused absences. If you accumulate nine or more absences for any reason, you will automatically earn an "F" for ENG100. I will consider exceptions to this policy in consultation with the English department only under rare, well-documented circumstances and only when there has been an abundance of timely communication from the student.

## **Technical Problems**

Students are responsible for posting to the correct location and submitting functioning files in the required file format. Immediately after submitting an assignment on Laulima, open the page again and download the file to make sure everything is as you expect.



## **Academic Honesty**

If I suspect you of committing plagiarism or any act of academic dishonesty in this course, I will report the incident to the English Department's First-Year Writing Director. You will be required to meet with me to discuss the incident, to talk about strategies to avoid plagiarism in the future, as well as what you can and should do to move forward in the course. We both have the option to invite the First-Year Writing Director to that meeting. The incident will also be filed with the Associate Chair's office in the English Department and with the Office of Judicial affairs for review and possible adjudication.

In order for me to evaluate your progress toward the course learning objectives, all of your work must be original and begun during this course in response to one of this course's assignments. Should I have questions or concerns about any assignment a student submits, I reserve the option to suspend grading it and require a meeting with the student to discuss my concerns. If the student does not attend the appointment within two weeks of notification or fails to sufficiently address my concerns, the assignment earns an "F."

The university definition of plagiarism includes: "submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual's work without identifying that individual; 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 ... ."

If you are struggling with completing an assignment and/or if you are unsure how to cite sources properly, contact me immediately. Better to be penalized for a late paper than to be found responsible for plagiarism.

## **Classroom Conduct**

I do not allow side conversations, noisy or distracting behaviors, eating, sleeping, or wearing earbuds or headphones during an in-person class meeting. I decide what is distracting.

Should a student persist in unwelcome behavior after one verbal warning, I will require that the student leave the classroom, mark them absent, and deduct any points they would have earned during that meeting.



See the university's code of conduct policies detailed here:  
[http://studentaffairs.manoa.hawaii.edu/policies/conduct\\_code/proscribed\\_conduct.php](http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/proscribed_conduct.php).

**Zoom meetings:** Most of the same rules for classroom conduct apply to our meetings on Zoom. I require that cameras remain on during small-group or individual conferences with me. I strongly recommend that you keep your camera on during class meetings. I will not entertain disputes about your being marked absent for being unresponsive while your camera was off.

## **Incompletes**

I will only assign a grade of "I" when all of the following conditions are met: 1) the student has completed all but a small and important part of the semester's work, 2) I believe that the incomplete was caused by conditions beyond the student's control, and 3) the student explicitly requested the incomplete in writing.

## **Writing Resources**

### **The Writing Center:**

Kuykendall Hall 411

Email: [tutors@hawaii.edu](mailto:tutors@hawaii.edu)

Website (here, you can schedule appointments):  
<https://sites.google.com/a/hawaii.edu/writingcenter/about>

### **Library:**

If you need further information about how to cite sources, check out the library's website: <http://guides.library.manoa.hawaii.edu/c.php?g=105293&p=683947>.

## **Campus Resources**

### **From the UH Basic Needs Group:**

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: [UH System Basic Needs](#).

## **Disability Support Services**

If you have or think that you may have a disability and therefore need some support, you are encouraged to contact the KOKUA Program for students with all disabilities, including learning, mental health, and physical disabilities. Contact KOKUA at (808) 956-7511, email KOKUA at [kokua@hawaii.edu](mailto:kokua@hawaii.edu), visit KOKUA in Room 013 in the Queen Lili'oukalani Center for Student Services, or visit the KOKUA web site at <http://www.hawaii.edu/kokua/> for further information. KOKUA services are confidential, and there is no charge to students.

## **Counseling and Crisis Services**

If an emergency arises or if you are concerned about someone and would like to consult with a counselor, please call Counseling and Student Development Center (CSDC) at (808) 956-7927 and ask to speak to the crisis counselor. There will be counselors-on-duty from 8:30 a.m. to 4:30 p.m., Mondays through Fridays (except holidays). Crisis Intervention ("walk-in") services are available during regular working hours by the on-call counselor for students needing immediate assistance. You can find more information on crisis and other counseling services at <http://www.manoa.hawaii.edu/counseling/>.

After-hours emergency consultation:

On-campus residents of UH Mānoa: If you need to reach a counselor after 4:30 p.m., contact your Resident Assistant (RA), the RA on-call, or a Resident Director (RD) and ask to speak to a Counselor-in-Residence (CIR). CIRs typically respond within 15 minutes and arrive on-site to meet with students. They can be reached 4:30 p.m. to 8:30 a.m. on weekdays, and 24 hours on weekends and holidays.

Off-campus students: If you need to talk to someone on an emergency basis, you may call the Crisis Line of Hawai'i at (808) 832-3100. The Crisis Line of Hawai'i handles all types of Mental Health Crisis questions 24 hours a day / 7 days a week. For a referral to other community resources, you may choose to call ASK-2000 (275-2000).

In a life-threatening situation, you may choose to call HPD at 911 or go to a hospital emergency room.

## **Sexual Harassment and Violence statement**

Sexual harassment is one type of sex discrimination under Title IX, United States Education Amendments of 1972. The U.S. Department of Education's Office for Civil Rights (OCR) states that sexual harassment is any unwelcome conduct of a sexual

nature. Sexual Violence is a severe form of sexual harassment. Some examples of sexual violence include threatening someone into unwanted sexual activity; sexual contact with someone who is drunk, drugged, unconscious, or otherwise unable to give a clear, informed “yes” or “no”; and rape or attempted rape. For more information, visit the Office of Gender Equity website.

Under Title IX, responsible employees cannot ensure confidentiality. Responsible employees must report any instance or disclosure of alleged sexual harassment. If you would like to speak to someone confidentially about your options regarding something you have experienced or witnessed, please contact: The UH Office of Gender Equity, a confidential resource that provides information about options regarding University policies and procedures to potential complainants of gender-based discrimination, sexual violence, stalking, dating, violence, or intimate partner violence:

Office of Gender Equity

2600 Campus Road

QLCSS 210

Honolulu, HI 96822

Phone: (808) 956-9977

Fax: (808) 956-4541

Email: [geneq@hawaii.edu](mailto:geneq@hawaii.edu)

There is also a contact form available on their website, here:

<http://manoa.hawaii.edu/genderequity/form/>.

## **Interactive Digital Access Program (IDAP)**

This course will be participating in the bookstore’s Interactive Digital Access Program (IDAP). Through this program, you will access your course materials digitally, and they will be available to you by the first day of class. A charge for the digital course material through IDAP will be added to your MyUH account. You have the option to opt-out of receiving your course material through IDAP. Please do not opt out of IDAP before contacting the instructor. By opting-out, you will lose access to the course material and the charge will be refunded on your MyUH account.

Important: To complete the course, you must use specific versions of the required materials and access them through Laulima. If you opt out of the IDAP program, do not purchase materials for this course without consulting me first. I will provide instructions for purchasing the correct version of materials that are compatible with this course. If you purchase the wrong materials on your own, you will also need to purchase the compatible materials to complete the course.

If you do not opt-out, the charge will stay on your MyUH account. Any unpaid charges on your MyUH account will turn into a hold. Holds on your account will prevent you from accessing various services within the University.

## Important Dates

Please do not rely on this document for day-to-day planning because this calendar does not include all homework, supplemental assignments, or InQuizitive. The complete, up-to-date schedule is posted on Lulima. All deadlines are 6:00 pm.

8/26 Project 1 Detailed Outline

9/2 Project 1 First Draft

9/7 Project 1 Peer Review (Written Feedback)

9/8 - 9/10 P1 Workshop

9/16 Project 1 Final Draft

9/16 Project 1 Reflection

9/23 Project 2 Detailed Outline

9/30 Project 2 First Draft

10/5 Project 2 Peer Review (Written Feedback)

10/6 - 10/8 Workshop

10/14 Project 2 Final Draft

10/14 Project 2 Reflection

10/19 Project 3 Proposal (Peer Review to be announced)

10/28 Project 3 Annotated Bibliography

11/4 Project 3 First Draft

11/10 - 11/17 Project 3 Peer Review Workshop (Written Feedback)

11/24 Project 3 Final Draft

11/29 - 12/8 Project 3 Presentations and conferences

12/9 Project 3 Multimodal Project