UNIVERSITY of HAWAI'I
WINDWARD COMMUNITY COLLEGE
Ke Kulanui Kaiāulu o ke Koʻolau

[SP 251, WI- Principles of Effective Public Speaking]

[FALL 2026]

[3] [CRN 82883]

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

ʻAina

Windward Community College is located in the ahupua'a

Instructor Information

Instructor:	Julie Lau
E-mail:	Jkim5@hawaii.edu
Office Hours:	Online by appointment
Course Website:	https://lamaku.hawaii.edu
Instruction Period:	8/24 -12/18
ZOOM:	Please contact me for ZOOM URL

(Office hours will be over ZOOM. On Monday's and Wednesdays, from 10:00 a.m.-12 p.m. or if you need contact me sooner, please feel free to email me and we can set up an appointment for a scheduled time and date meets your needs.)

Hello,

My name is Julie Lau and I will be your instructor for this semester. I have been teaching Speech for about 17 years now. I first taught at Windward in 2013 and came back to teach at Windward last Fall of 2024. I also work at the other community colleges as well and have taught early college classes at Kaimuki High School, Roosevelt High School, and Kalani High School. Assignments will be graded promptly. Also, feel free to email me at your convenience and I will respond usually within a few hours if not, within the day. I look forward to having you as my student!

Julie Lau is inviting you to a scheduled Zoom meeting.

Topic: Speech
Time: Aug 31, 2026 10:00 AM Hawaii
Every 7 days, 155 occurrence(s)
Please download and import the following iCalendar (.ics) files to your calendar system.
Daily: https://us04web.zoom.us/meeting/upIrdOqgrTIiHN0v83wfmqy92yG6OLMRY0cZ/ics?icsToken=DHrxbphP66eTlE8ZaAAALAAAABHczTpvBUHLVG25D0m7gtLJhNd-7QZXuWwzoPDYIT1EZufDClOJeEJHR1cJMHcX6DB_kkzQVppKLJ2CKjAwMDAwMg&meetingMasterEventId=B9zyvJE6R-uDs-84W6IjjQ
Join Zoom Meeting
https://us04web.zoom.us/j/76633839869?pwd=wro3CVigSNO3p0fe3OJYIuCE4BWF9w.1

Meeting chat link
https://us04web.zoom.us/launch/jc/76633839869

Meeting ID: 766 3383 9869
Passcode: vejyE9

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: Alakaʻi 121
- Phone: (808) 235-7422

COURSE FORMAT

* This course is offered in an 16-week time frame with no face-to-face class meetings. You must be self-directed and self-motivated to succeed in this course. Please note that this is not a self-paced course, the class schedule is strictly followed. You must also make a commitment to check in to the course website on Lamaku DAILY. The Textbook for this class will be (TXT0) which the cost will be cost nothing to the student.

CATALOG DESCRIPTION

SP 251 provides students with the opportunity to build on their public speaking skills through extensive practice in speech preparation and delivery techniques. This course will focus on how to organize a presentation, develop rhetorical skills, and use analytical skills. Prerequisite- Credit for ENG 100 or SP 151.

STUDENT LEARNING OUTCOMES

Upon completion of SP 251, students should be able to:

1. Demonstrate correct usage of relevant concepts, theories, and principles of effective public communication.
2. Analyze the ethical implications of speaking and being an attentive audience member.
3. Select appropriate and effective speech topics.
4. Conduct quality research and gather supporting material for various types of public speeches.
5. Critique and provide constructive feedback to public speakers.

To provide flexibility to adapt to needs or circumstances, the instructor reserves the right to deviate from the course outcomes, to add or omit tasks, and to adjust grades or points as the circumstances of the situation justify.

HALLMARKS FOR WRITING INTENSIVE COURSES AT WCC

The hallmarks of a writing intensive course are:

W1. The class uses writing to promote the learning of course materials.

W2. The class provides interaction between the instructor and students while students do assigned writing. At least one student-teacher conference on a writing assignment is required in writing intensive courses at WCC.

W3. Writing assignments must make up at least 40% of each student's course grade.

W4. The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.

W5. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.

To provide flexibility to adapt to needs or circumstances, the instructor reserves the right to deviate from the course outcomes, to add or omit tasks, and to adjust grades or points as the circumstances of the situation justify.

The Oral Communication (OC) focus at Windward Community College applies to 200-level courses (and 100-level courses in Speech).

O1.

Each student will conduct or participate in a minimum of three oral communication assignments or a comparable amount of oral communication activity during the class. In addition, at least 40% of the final grade for a 3-credit course will be a function of the student's oral communication activities.

Types of presentations:

- Individual creative and aesthetic performances (e.g., storytelling, performance of literature, interpretations and readings)
- Group presentations
- Facilitating and participating in group discussions and community gatherings
- Individual presentations and speeches—formal and informal
- Panel discussions
- Engaging in outreach activities that incorporate oral communication skills (e.g., community teaching,coaching, presenting)
- Various forms of interviews/interrogations
- Press conference
- Various persuasion and influence appeals (e.g., sales presentations, solicitations, motivationalpresentations)
- Argumentation and Debates (individual and team)
- Oral critiques of and responses to others' performance and presentations

O2.

Each student will receive explicit training, in the context of the class, in oral communication concerns relevant to the assignment or activity.

Explicit training for students can include:

- Choosing appropriate topics for the occasion, purpose, and audience
- Analyzing and adapting to audiences to become “audience-centered” using extemporaneous speaking
- Researching credible sources and choosing relevant information to add to the presentations
- Organizing information using the appropriate format for the occasion
- Developing strong thesis statements
- Using language appropriately and effectively
- Using visual aids effectively and efficiently
- Improving verbal and nonverbal delivery (e.g. eye contact, gestures, body movement, vocal inflections, etc)
- Actively listening to content and organization versus passively listening
- Listening critically and providing constructive feedback
- Using information to influence the speaker, audience and the situation to the communication process

O3.

Each student will receive specific feedback, critiquing, and grading of the oral communication assignments or activities from the instructor.

Feedback, critique, and grading can be provided in the following areas:

- Organization and Content
    - Introduction: Gains audience’s attention, introduces topic and thesis clearly, establishes credibility and relevancy to audience, creates common ground, and preview main ideas clearly
    - Body: Ideas are logically organized according to the order of main points taken from the thesis, main ideas are consistent in thought with clear transitions, time is devoted equally to each main point

    - Conclusion: Main points are summarized, a memorable close is included, and an action step is proposed depending on the occasion
    - Supporting Material: Each main point is supported with credible sources, supporting material creates visual imagery, is diverse, and developed thoroughly and consistently
- Delivery
    - Visual Aid(s): Clearly visible and legible, contains appropriate amount of content, enhances audience's comprehension and presented with a purpose
    - Language (Verbal Delivery): Uses appropriate level of language, language is used according to occasion and context, uses correct pronunciation, elaborates on ideas, avoids biased language, uses appropriate volume, effective speaking rate, articulate, uses vocal variation, minimizes verbal fillers
    - Physical (Nonverbal Delivery): Maintains consistent eye contact with audience, extemporaneous, uses effective and purposeful gestures and movement, appropriate posture and body orientation, dynamic, conversational, professional appearance, reduce anxiety and apprehension, include nonverbal gestures to support the verbal message
- Topic Choice
    - Topic is relevant and relatable to the audience

O4.

If instructor feedback primarily involves individual or paired students, enrollment will be limited to 25 students and 20 students for WI courses.

REQUIRED COURSE TEXTS AND MATERIALS

1. **Course Text.** https://open.lib.umn.edu/publicspeaking/

2. **Video Sharing Website.** Speech videos will be uploaded to Google Drive.

3. **Lamaku (https://Lamaku.hawaii.edu).** For this course, you are required to log in to the course website on Lamaku EVERYDAY. Being too busy with other classes or work, going out of town, or simply neglecting to log in is not an acceptable excuse for not checking Lamaku everyday. You will also be required to download course materials regularly from Lamaku. You can log in using your MyUH Portal username and password.

4. **Digital recorder.** A digital camera with video-recording capacity OR camcorder will be required to complete the major speaking assignments in this course. There are three major presentations in the course which will need to be video-recorded and uploaded to Google Drive. The quality of the recording must be clear enough that the instructor can clearly see the speaker's facial expressions as well as the full head to fingertip view of the speaker's body. The recordings will be used as a learning tool for you as well as your instructor and peers to view and evaluate your presentations. If you do not own a digital camera with video recording capabilities or a camcorder that enables clear audio/video output of your presentation, you might explore the option of borrowing one from a family member or friend.

Purdue Owl for APA citations

Microsoft Office 365, offered for free to currently enrolled WCC students

Ka Piko Services for Speech Lab and Writing Lab

Star Balance

Library eResources

Student Contributions

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). 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.

COMPUTER REQUIREMENTS

This course will be conducted online and will require the following: (1) Basic computing skills and knowledge (2) Basic knowledge of uploading and downloading files (including video files) from the internet (3) Internet connection (4) Java capable web browser (such as Internet Explorer or Firefox) (5) Windows Operating System, Macintosh OS, or Linux operating system Word Processing Program (Microsoft Word/Works or Open Office Writer) (6) Adobe Acrobat Reader, and (7) UH E-mail Account.

*All e-mails will be sent to your UH e-mail account. Be sure that you know how to access your UH e-mail account and **CHECK YOUR ACCOUNT DAILY**. E-mail sent to the instructor should be sent to:Jkim5@hawaii.edu

COURSE POLICIES

OFFICIAL USE OF E-MAIL (EXECUTIVE POLICY E2.213)

The Office of the Vice President of Student Affairs has recently instated a policy wherein: "Students are

responsible for checking their email account frequently and consistently to remain current with University communications. They are expected to monitor and manage their email storage quota to insure that their mailboxes are not saturated and are able to receive new messages." Hence, for the purposes of this course, you are required to check your e-mail EVERY DAY to keep up to date on important correspondence related to the course. A copy of the policy can be viewed online at:
http://www.hawaii.edu/svpa/ep/e2/e2213.pdf

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 use of quotes or summarizing with reference to the original author. In this class, students who commit academic dishonesty, cheating or plagiarism will have the following consequence(s): Students will receive a failing grade for plagiarized assignments. All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

Windward CC Student Conduct Information

UH System Student Conduct Policy EO 7.208

AI: Writing, analytical, creativity, 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 professor is available and willing to support the student. Resources such as the Writing and Speech Lab are also available for the student to submit a credible assignment.

COLLEGE POLICIES & SUPPORT SERVICES

Disabilities Accommodations Statement

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

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

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. Here is their contact info:https://windward.hawaii.edu/trio/

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 website.

Mental Health Counseling

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

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. University of Hawai`i Commission on LGBTQ+ Equality at their website: http://www.hawaii.edu/offices/president/lgbtq/ Windward Community College Commissioner: Scott Sutherland, scottjks@hawaii.edu

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 website for more information.

Financial Aid

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

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, the student has placed herself/himself 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 or online.

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:

Leslie Cabingabang, UH System Confidential Advocate
Phone/Text: (808) 348-0432 or (808) 341-4952
Email: advocate@hawaii.edu
Office: Hale Kākoʻo 107 (Wednesdays)

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

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

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, the University's Title IX resources, and the University's Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/

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For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/

ADDITIONAL 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 in Alaka'i 121 or through their email at wccaa@hawaii.edu.

How to Seek Academic or Technical Support

Academic Support

- Windward Community College Library
- Library eResources
- Ka Piko Writing Lab
- Ka Piko Speech Lab
- Ka Piko Math Lab
- Evening and Online Learning at Windward Community College
- STAR Balance

Technical Support

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

ASSIGNMENTS

Guidelines for all assignments can be downloaded at any time from Lamaku. Assignments must be submitted electronically via Lamaku and Google Drive.

Assignments include all major speeches, speech preparation outlines, and the PowerPoint. ONLY Microsoft Word or compatible word processing software (i.e., Microsoft Works, Open Office Writer) should be used to type up assignments that are uploaded for the instructor to view and evaluate.

It is MANDATORY that you keep a back-up copy of your assignments. If I do not receive a copy of your assignment, you will be required to provide me with another copy in an expedient and timely manner. You should retain a copy of all assignments until you receive your final course grade.

INSTRUCTIONAL COMPONENT

Make sure to read your weekly announcements for the instructional component for this course. Your weekly announcements will include the chapter overview, chapter lecture slides and key terms you need to know for your quizzes or notes relating to the assignment that is due for that week.

LATE SUBMISSIONS

No late work will be accepted.

GRADE APPEALS

To appeal a grade on an assignment, speech, or exam, you must do so by providing a written (typed) argument as to why you feel the grade is in error. All typed appeals must be submitted via e-mail within one week of receiving the grade.

"INCOMPLETE" AND "N" GRADES

The grade of "I" or "Incomplete" will be assigned ONLY in cases where a majority of the coursework has been completed and all but a single assignment or project remains to be submitted for credit. Arrangements for an "I" grade need to be made with the instructor well beforehand and prior to the deadline for submitting an "I" grade. Similarly, the grade of "N" or "No Grade" is reserved for extreme circumstances beyond one's reasonable control. These circumstances need to be communicated to the instructor as early as possible and with the appropriate documentation or evidence of hardship. "N"grades will NOT be given in place of a failing grade for the course. Ex post facto claims of hardship (i.e., claims of personal hardship after the fact, or once the semester is over or nearly over) will not be considered for the "N" grade.

STUDENT RESPONSIBILITIES AND REQUIRED COURSE ASSIGNMENTS

MAJOR SPEECH PRESENTATIONS

Three major speech presentations are required in this course: the Commencement Speech, the Informative Speech, and the Persuasive Speech. Students must deliver each speech extemporaneously. This means that the speech is delivered conversationally with minimal use of 4 x 6 index cards as speaker notes. Speakers must also present the speech as if he or she were speaking before a live audience. This means that you may NOT use any type of teleprompter device (e.g., on-screen computer teleprompters, notes typed on your computer, flip charts hidden from the view of the camera for you to read off of, notes posted where you can see them but the audience cannot) to deliver your speech. Speaking from a teleprompter or visual cue aid produces marked differences in physical and vocal delivery. This type of delivery will result in a grade of no higher than 60% of the total points for the speech.

Speech videos must be uploaded in unedited or "raw" form. Video editing to correct for errors or latencies in speech is strictly prohibited. Videos that have been edited before submission will receive a grade of zero. These guidelines have been put in place to ensure parity and integrity of the distance education Speech course with the face-to-face classroom course.

Each speech must be video-recorded in a quiet location and uploaded to Google Drive by the due date. It is highly recommended that you do not procrastinate until the last minute when uploading your speech videos. As with uploading any video to the web, uploads may fail before they upload successfully.

SPEECH OUTLINES

A written version of your speech must be submitted with each major speech. This written version must be written in complete sentences and must be the full version of your speech as you intend to speak it. While you will not read directly from your written outline, these outlines are essential for you to carefully think through and develop a clear logic for your ideas before you actually present them to your audience. Writing a speech outline beforehand aids in logic development, ease of expression, and helps build confidence. Templates will be provided on Lamaku to aid you in writing your own original speech

preparation outlines. Speech outlines must be uploaded to Lamaku by the due date using the "Assignments" link. After each speech, a reflection paper will be due. The reflection paper must include, what you think you did well on, what you think you did not do well on, and what you can do to improve for your future speeches. Since this is a Writing Intensive class, your reflection paper needs a minimum of 450 words.

CHAPTER QUIZZES

The chapter quizzes will be administered on Lamaku. Quizzes are comprised of multiple-choice, True/False, and essay questions. The quizzes will cover content from the assigned readings. Chapter quizzes will be worth 10 points each. You will have access to your textbook and notes while taking the quizzes. However, it is important to note that quizzes will be timed so you will not have an inordinate amount of time to search for the answers in your textbook or notes. It is highly recommended that you keep up with your readings throughout the semester so that you need not rely on your textbook when taking the exams.

GRADING SCALE

There are 1060 total possible points that may be earned in this course. Because this class fulfills the Speech requirement for graduation, students who do not complete all three major speech assignments will not receive a passing grade (i.e., D or higher) for the course. Grades will be assigned on the following basis: 950-1060 (90%-100%) A; 800-899 (80%-89%) B; 700-799 (70%-79%) C; 600-699 (60%-69%) D; 0-599 (59% and below) F.

SPEECH 251: TENTATIVE COURSE SCHEDULE

(NOTE: Students are responsible for being aware of and adhering to any changes that are announced by their instructor on Laulima regarding assignments and topics of discussion.)

Week	Date	Readings	Topic	Assignment Due 11: 55 P.M.
1	(M) Aug 24			
		Ch. 1	Why Public Speaking Matters Today	
		Ch. 2	Ethnics Matters: Understanding the Ethics of Public Speaking	
		Ch. 3	Speaking Confidently	
		Ch. 4	The Importance of Listening	
2	(M) Aug 31			**DUE MONDAY 8/31 Quizzes on Ch. 1, 2, 3, & 4 Answer 5 questions Upload to Laulima by 11:55 P.M.**
		Ch. 5	Audience Analysis	

		Ch. 6	Finding a Purpose and Selecting a Topic	
		Ch. 7	Researching Your Speech	
		Ch. 8	Supporting Ideas and Building Arguments	
3	(M) Sept 7			**DUE MONDAY 9/7** **Quizzes on Ch. 5, 6, 7, & 8** **Upload to Laulima by**
		Ch. 9	Introductions Matter: How to Begin a Speech Effectively	
		Ch. 10	Creating the Body of a Speech	
		Ch. 11	Concluding with Power	
4	(M) Sept 14			**DUE MONDAY 9/14** **1) Quizzes on Ch. 9, 10, & 11** **Upload to Laulima by 11:55 P.M.** **2) Team Leader, Team Name, Team Topic DUE** **Upload to Laulima by 11:55 P.M.**
		Ch. 12	Outlining	
		Ch. 13	The Importance of Language	
		Ch. 14	Delivering the Speech	
		SLOs	Student Learning Outcome	

5	(M) Sept 21			**DUE MONDAY 9/21** **1) Quizzes on Ch. 12, 13, 14, & SLOs** **Upload to Laulima by 11:55 P.M.**
		Ch. 15	Presentation Aids: Design and Usage	
		Ch. 16	Informative Speaking	
		Ch. 17	Persuasive Speaking	
		Ch. 18	Speaking to Entertain Appendix	
6	(M) Sept 28		Work on commencement speech manuscript	**DUE MONDAY 9/28** **1) Quizzes on Ch. 15, 16, 17, 18 & Appendix** **Upload to Laulima by 11:55 P.M.**
	(F) Oct 2		Make final adjustments to commencement speech outline and PROOFREAD your work	**DUE FRIDAY 10/2** **1) Commencement Speech Manuscript** **Upload to Laulima by 11:55 P.M.**
7	(M) Oct 5		Make changes to commencement speech based on instructor feedback Rehearse and practice commencement speeches	
	(F) Oct 9		Record and upload commencement speech to Google Drive	**DUE FRIDAY 10/9** **1) Commencement Speech Presentation** **2) Reflection Paper emailed to me** **Share video through Google Drive by 11:55 P.M.**

8	(M) Oct 12		Work on informative speech outline	
	(F) Oct 16		Make final adjustments to informative speech outline and PROOFREAD your work	**DUE FRIDAY 10/23** **1) Informative Speech Outline w/ Reference List Upload to Laulima by 11:55 P.M.**
9	(M) Oct 19		Make changes to informative speech outline based on instructor feedback	
	(F) Oct 23		Rehearse and practice informative speeches from now through the weekend	
10	(M) Oct 26		Record and upload informative speech to Google Drive	**DUE MONDAY 10/26** **1) Informative Speech Presentation** **2) Reflection Paper emailed to me** **Share video through Google Drive by 11:55 P.M.**
	(F) Oct 30		Start on your portion of the persuasive speech outline.	
11	(M) Nov 2		Research and write persuasive speech outline Work on your section of the team outline	

	(F) Nov 6		Continue working on your section of the team outline	**DUE FRIDAY 11/6** **Your section of Team Outline to the Team Leader.** **Note: Team Leader can appoint a team member to collect and consolidate parts of the outline into one, instead of doing the entire task himself/herself.** **Email to team leader by 11:55 P.M.**
12	(M) Nov 9		Continue working on team outline Work on your section of the team PowerPoint	
	(F) Nov 13		Continue to work on your section of the team PowerPoint	
13	(M) Nov 16		Make final adjustments to persuasive speech PowerPoint and PROOFREAD your work	**DUE MONDAY 11/16** **Your section of Team PowerPoint to the Team Leader. Note: Team Leader can appoint a team member to collect and consolidate parts of the PowerPoint into one, instead of doing the entire task himself/herself.** **Email to team leader by 11:55 P.M.**

14	(M) Nov 23		Distribute PowerPoint among all team members	**DUE MONDAY 11/23** **Combined Team PowerPoint should be distributed to all team members. Team members should proofread and double-check all parts of the PPT for plagiarism and completeness.** **Email to team members by 11:55 P.M.**
15	(M) Nov 30		Make final adjustments to persuasive speech outline and PowerPoint and PROOFREAD your work	**DUE MONDAY 11/30** **1) Group Persuasive Outline w/ Reference List AND PowerPoint** **Upload to Laulima by 11:55 P.M.**
	(F) Dec 11		Makes changes to speech based on instructor feedback	
16	(M) Dec 14		Rehearse and practice persuasive speech. Record and upload group persuasive speech to Google Drive	**DUE FRIDAY 5/5** **1) Persuasive Speech Presentation** **2)Reflection Paper** **Share video through Google Drive by 11:55 P.M.**

	(W) Dec 16		Complete Team Member Grades	**DUE WEDNESDAY 12/6** **1) Team member grades** **Email to instructor by 11:55 P.M.** **2) General Course Evaluations** **Complete by 11:55 P.M.**

SUMMARY OF COURSE ASSIGNMENTS

Use this sheet to keep record of your total points earned for this course:

COURSE ASSIGNMENTS	**POSSIBLE POINTS**	**POINTS EARNED**
COMMEMORATIVE SPEECH UNIT		

Presentation	100	
Manuscript	100	
INFORMATIVE SPEECH UNIT		
Presentation	100	
Outline w/ Reference List	100	
PERSUASIVE SPEECH UNIT		
Presentation	100	
Outline w/ Reference List	100	
PowerPoint	100	
Team Member Grades	50	
REFLECTION PAPERS (20 POINTS EACH)	60	
Chapters 1-19, & SLOs	200	
Discussion Board	50	
TOTAL POINTS	1060	