



UNIVERSITY of HAWAII
WINDWARD COMMUNITY COLLEGE

Ke Kulanui Kaiāulu o ke Ko'olau

HAW 100: Language in Hawai'i – A Microcosm of Global Language Issues

Spring 2026

3 Credits | CRN 63389

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 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.

Instructor Information

Instructor: Emilia Kini

Office Hours: By appointment on Zoom

Email: ekini@hawaii.edu

Zoom Link: 5952802449

About

Aloha!

My name is Emilia Kini, and I am pleased to be your instructor for this course in Hawaiian Studies! I am deeply passionate about this subject, having earned my Associate's Degrees in Liberal Arts and Hawaiian Studies from Windward Community College and two Bachelor's Degrees in Anthropology and Hawaiian Studies from the University of Hawai'i at Mānoa. In May 2024, I completed my Master's Degree in Hawaiian Studies and am happy to be back at WCC now to contribute my part in sharing and teaching Hawaiian culture, history, and modern issues.

If you have any questions or concerns, then please feel free to reach out to me by email at ekini@hawaii.edu. You can expect a response within 24 hours, Monday through Friday. I also check my emails periodically during the weekends and holidays, so I may have an opportunity to address your issue or concern before Monday. If not, then I will get to it on Monday. I am committed to providing feedback on your assignments within 7 days of submitting them, and I

am always happy to provide additional help or answer your questions on the material should you have any.

Mahalo!

What to Expect From Me as Your Instructor

- I will maintain a positive learning environment for all students.
- I will treat each student fairly and with respect.
- I will encourage all students to truly learn the course material.
- I will encourage discussion and participation.
- I highly value instructor-learner communication. We can arrange a time to talk/chat/exchange ideas online at any time.
- If you are dissatisfied, confused, or unclear about how the discussion is being facilitated at any time, please speak with me. I will respond to your inquiry as soon as possible, and we will work together to resolve the identified issue.
- I do my best to respond to assignments within a reasonable time. Again, sometimes life and other work intervene in that, but if it does, I'll let you know.
- I will treat all of you with respect! I believe that you have as much to contribute to this learning process as I do, and I look forward to our exchange as colleagues!

Alternate Contact Information

If you are unable to contact the instructor, have questions that your instructor cannot answer, or have any other issues, please contact the Academic Affairs Office:

- Location: Alaka'i 121
- Phone: (808) 235-7422

Course Information

Catalog Description

Survival kit for life in Hawai'i: Introduction to Hawaiian and language related issues enhancing communicative experience in Hawai'i. Examination of social, cultural, political, and linguistic cross-cultural interaction locally and globally. Taught in English/Hawai'i Creole English.

Prerequisites: None

Course Outcomes

As a result of taking this course, students can expect to attain the following outcomes:

1. Identify similar and distinctive patterns of development and change within different native/indigenous populations from around the world who have a shared history of colonization and/or occupation, from loss of native language and culture to efforts on

behalf of native/indigenous people to revitalize and perpetuate their native language and culture.

2. Develop a deeper understanding and appreciation for the local, Hawai'i community and our diverse backgrounds, cultures, languages, worldviews, and experiences, thus enhancing their communicative experience here in Hawai'i as well as in their individual home communities and setting the stage for improved relations between diverse groups.
3. Make more informed decisions and better judgments about the various cross-cultural issues covered in the course.
4. Explain in general the ethnic and linguistic make-up of ancient and modern Hawai'i and explain how change happened over time.
5. Explain and interpret political and social points of view from the native and non-native perspective.
6. Read, pronounce, and have a basic understanding of many Hawaiian and Pidgin words, names, and phrases and begin to appreciate multilingualism.

Foundations Requirements and Outcomes:

HAW 100 fulfills 3 credits in Group B of the General Education requirement (Foundations: Global and Multicultural Perspectives) for both an A.A. degree at WCC and a Bachelor's degree at UH Manoa. Consequently, it meets the following hallmarks of global and multicultural perspectives:

- Provide students with a large-scale analysis of human development and change over time.
- Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe and Oceania).
- Offer a broad, integrated analysis of cultural, economic, political, scientific and/or social development that recognizes the diversity of human societies and their cultural traditions.
- Examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.
- Include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.
- Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

Required Materials

All required readings and videos can be found on the course's [Lamakū](#) site.

Course Format

This is a 16-week, 3-credit course. You will be expected to put in 2+ hours a week on this course, which will include required readings for every class period, and sometimes an assignment will be given. Once assignments are in, I will do my best to grade them and provide significant feedback before the following week's assignments are due, barring any unforeseen circumstances.

All due dates and timeframes that I give are based on Hawai'i Standard Time (HST).

All readings will be provided through the Lamakū course site. All quizzes will be taken through the Lamakū course site, too.

After you have read through everything, please feel free to send me any questions or concerns you may have.

Course Technology

Lamakū Learning Management System (<https://lamaku.hawaii.edu/d2l/home>)

- [Keeping Accessibility and UDL in Mind - Google Docs](#)
- 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.

Regular Substantive Interaction

Online courses at Windward Community College follow these guidelines for ensuring quality instruction: [RSI Definition-WCC](#).

Other Technology

Please review the privacy/security policies before using the technologies we will use in this class. If you have any questions about the content, please contact me.

- [YouTube](#) is used for delivering some of the course content ([accessibility statement](#), [privacy policy](#))
- [Zoom](#) is used for the virtual office and online meetings ([accessibility statement](#), [privacy policy](#))

Other Information

You must have reliable access to a computer, internet and perhaps a printer in order to gain the full benefit of this course. Students will need to retrieve additional required readings using Lamakū. These readings will be formatted as Portable Document Files (.pdf). Thus, you will need to be able to regularly access your Lamakū account and have Adobe Acrobat Reader, which will open these “.pdf ” files.

All PowerPoint slides and Study Guides for the Unit Quizzes will be available on Lamakū one week prior to the scheduled Unit Quizzes. Being able to work online is mandatory for turning in your work. Your participation and input are important to your overall success in this course. You cannot pass this course by just coming to class; you must turn in your work as well and participate in the discussions.

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.

Grading Policy

Course Organization

This course is divided into Five Units. For each unit, you will need to:

1. Read and take notes on all of the class lectures, unit materials, websites, videos, and readings as you go through the material.
2. Come to class and participate in discussions and group sessions.
3. Please make sure you keep up with your course due dates.
4. Study the material you collect throughout the course on a regular basis.
5. You will have Five Unit Quizzes that are not cumulative; they only cover the material within each unit taught thus far, so study each unit carefully. There will be no midterm or final exam.

Attendance & Grading

Attendance/Participation

- Attendance is mandatory and will be counted towards your overall grade.

Late Work

- Each week when an assignment is late, I will deduct 1 point from your total points. There are no late work exceptions for the Quizzes or Final Project unless you can provide a valid reason and/or a doctor's note.

Final Grade

- Your final grade will be calculated based on the final percentage you get from total points earned versus total points for all assignments available.

You will receive a letter grade based on the following scale:

Letter Grades and Percentage Ranges

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

Assessments, Tasks, and Quizzes

(A) Assignments: Every week, we will do an in-class assignment centered around the readings, videos, and lectures. You will break into groups to complete the assignments together before coming back together as a class to share your answers. At the end of the class, it will be turned in for credit.

(B) Quizzes: There will be four quizzes based on the PowerPoint lectures, readings, videos, and class discussions that will be offered throughout the semester. They will be available on Lamakū for the entire week, closing at midnight on Sunday.

(C) Final Project: For your Final Project, you will present a PowerPoint presentation that is 5-10 minutes in length, examining an endangered or threatened language, expounding on the topics covered throughout the course. Although this presentation is on a language other than Hawaiian, it should reflect on the similarities and differences between the language of your choice and Hawaiian.

Students will be graded as follows:

Assignments – 150 points each 150 points total

- Assignment 01: Language and Identity (10)
- Assignment 02: Language and Identity (10)
- Assignment 03: Ideology of Language and Non-Verbal Communication (10)
- Assignment 04: Ideology of Language and Non-Verbal Communication (10)
- Assignment 05: Hawaiian Language (10)
- Assignment 06: Names and Naming (10)
- Assignment 07: Names and Naming (10)
- Assignment 08: Pidgin-Hawai'i Creole English (10)
- Assignment 09: Pidgin-Hawai'i Creole English (10)
- Assignment 10: Hawaii's Political History (10)
- Assignment 11: Hawaii's Political History (10)
- Assignment 12: Linguistic Human Rights (10)
- Assignment 13: Linguistic Human Rights (10)
- Assignment 14: Language Movements, Death, and Revitalization (10)
- Assignment 15: Language Movements, Death, and Revitalization (10)

Quizzes – 50 points each 200 points total

- Quiz 01: Content from Ha'awina 1 (50 points) 4x50=200
- Quiz 02: Content from Ha'awina 2 (50 points)
- Quiz 03: Content from Ha'awina 3 (50 points)
- Quiz 04: Content from Ha'awina 4 (50 points)

Final Project – 175 points each 175 points total

• Project Proposal (15 points)	1x15=15
• Sources Gathered (10 points)	1x10=10
• Final Project Presentation (50 points)	1x50=50
• Final Project (100 points)	1x100=100
Attendance – 05 points each	150 points total
• 30 Classes – 5 points per class	30x05=150
Total Points:	675 points total

Course Content Outline

Week 01: 01/13/26 & 01/15/26 = Ha'awina 01: Language and Identity

- 1) **01/13/26: Welcome to HAW 100** – We will read through the syllabus and familiarize ourselves with Lamakū and all it requires. We will also introduce ourselves to the class and share some interesting things about ourselves.
- 2) **01/15/26: Ha'awina 01** – Today, we will cover the topic of what defines language and identity, as well as watch some videos on the topic. We will also review what defines language and identity in Lecture 01: Language and Identity.

Required Readings:

- **01/13/26** – “For Get” *Hawaiian Entitlement* by J. Kēhaulani Kauanui
- **01/15/26** – *On Being Hawaiian Enough: Contesting American Racialization with Native Hybridity* by Brandon C. Ledward

Assignment 01: Language and Identity

Due: Thursday, 01/15/26, by 11:55 pm

Week 02: 01/20/26 & 01/22/26 = Ha'awina 01: Language and Identity

- 1) **01/20/26: Ha'awina 01** – In today's class, we will continue looking at the topic of what defines language and identity in Lecture 02: Language and Identity. We will also conclude the videos we began watching in the former class.
- 2) **01/22/26: Ha'awina 01** – Today, we will do group work and answer some questions regarding what language and identity are and how the readings relate to them.

Required Readings:

- **01/20/26** – *From a Native Daughter*, pp. 113-122 by Haunani-Kay Trask
- **01/22/26** – *From a Native Daughter*, pp. 113-122 by Haunani-Kay Trask

Assignment 02: Language and Identity

Due: Thursday, 01/22/26, by 11:55 pm

Week 03: 01/27/26 – 01/29/26 = Ha'awina 02: Ideology of Language and Non-Verbal Communication

- 1) **01/27/26: Ha'awina 02** – For today's class, we will begin a new topic by reviewing Lecture 03: Exploring the Ideology of Language. We will also watch some videos on the topic to get a clearer understanding of the content.
- 2) **01/29/26: Ha'awina 02** – Today, we will do group work and answer some questions regarding the ideology of language and how the readings relate to it. We will also watch some videos pertaining to the topic.

Required Readings:

- **01/27/26** – "What My Huapala Language Means To Me?" by Damon Clarke
- **01/29/26** – 1) *Tutu's Hawaiian and the Emergence of a Neo-Hawaiian Language* by Richard Keao'opuaokalani NeSmith 2) *Language Proficiency and Ethnicity: The Sami Case* by Håkan Rydving

Assignment 03: Ideology of Language and Non-Verbal Communication

Due: Thursday, 01/29/26, by 11:55 pm

Week 04: 02/03/26 – 02/05/26 = Ha'awina 02: Ideology of Language and Non-Verbal Communication

- 1) **02/03/26: Ha'awina 02** – In today's class, we will look at the next section of the ideology of language by examining Lecture 04: Ideology of Non-Verbal Communication. We will also watch some videos on the topic to get a clearer understanding of the content.
- 2) **02/05/26: Ha'awina 02** – Today, we will do group work and answer some questions regarding the ideology of language and how the readings relate to it. We will also watch some videos pertaining to the topic.

Required Readings:

- **02/03/26** – *Authenticity and the revitalization of Hawaiian* by Laiana Wong
- **02/05/26** – *The Dark History of Hawaii's Iconic Hand Gesture* by Sarah Durn

Assignment 04: Ideology of Language and Non-Verbal Communication

Due: Thursday, 02/05/26, by 11:55 pm

Quiz One: This quiz will cover the concepts discussed in Ha'awina 01 and 02.

Due: Sunday, 02/08/26, by 11:55 pm

Week 05: 02/10/26 – 02/12/26 = Ha'awina 03: Hawaiian Language

- 1) **02/10/26: Ha'awina 03** – For today's class, we will begin a new topic in Lecture 05: The Hawaiian Language. We will also watch some videos on the topic to get a clearer understanding of the content.
- 2) **02/12/26: Ha'awina 03** – Today, we will do group work and answer some questions regarding the Hawaiian language and how the readings relate to it. We will also watch some videos pertaining to the topic.

Required Readings:

- 02/10/26 – *All About Hawaiian* by Albert J. Schütz
- 02/12/26 – No Required Readings

Assignment 05: The Hawaiian Language

Due: Thursday, 02/12/26, by 11:55 pm

Week 06: 02/17/26 – 02/19/26 = Ha'awina 04: Names and Naming

- 1) **02/17/26: Ha'awina 04** – For today's class, we will begin a new topic in Lecture 06: Names and Naming. We will also watch some videos on the topic to get a clearer understanding of the content.
- 2) **02/19/26: Ha'awina 04** – Today, we will do group work and answer some questions regarding names and how the readings relate to them. We will also watch some videos pertaining to the topic.

Required Readings:

- 02/17/26 – *The Aloha State: Place Names and the Anti-Conquest of Hawai'i* by RDK Herman
- 02/19/26 – *Reviving Old Indigenous Names for New Purposes* by Laura Kostanski and Ian D. Clark

Assignment 06: Names and Naming

Due: Thursday, 02/19/26, by 11:55 pm

Week 07: 02/24/26 – 02/26/26 = Ha'awina 04: Names and Naming

- 1) **02/24/26: Library Research Day** – For this class session, we will spend the day at WCC's library on the third floor, where we will check out the Hawaiian collection. We will meet Cindy Texeira, the librarian for the collection, and learn about the books. We will also get a chance to look around and search for research materials for your final projects.
- 2) **02/26/26: Ha'awina 04** – Today, we will do group work and answer some questions regarding naming and how the readings relate to it. We will also watch some videos pertaining to the topic.

Required Readings:

- 02/24/26 – *Nānā i Ke Kumu* by Mary Kawena Pukui
- 02/26/26 – *Place Names of Hawai'i* by Mary Kawena Pukui and Samuel Hoyt Elbert

Assignment 07: Names and Naming

Due: Thursday, 02/26/26, by 11:55 pm

Final Project: Project Proposal

Due: Thursday, 02/26/26, by 11:55 pm

Week 08: 03/03/26 – 03/05/26 = Ha'awina 05: Pidgin–Hawai'i Creole English

- 1) **03/03/26: Ha'awina 05** – For today's class, we will look at Lecture 07: Pidgin–Hawai'i Creole English. We will also watch some videos on the topic to get a clearer understanding of the content.
- 2) **03/05/26: Ha'awina 05** – Today, we will do group work and answer some questions on Pidgin–Hawai'i Creole English and how the readings relate to it.

Required Readings:

- **03/03/26** – *Native Hawaiian Culture: The Role of Pidgin* by Larry Kimura
- **03/05/26** – *Pondering Pidgin* by Michael Tsai

Assignment 08: Pidgin & Hawaii Creole English**Due:** Thursday, 03/05/26, by 11:55 pm**Quiz Two:** This quiz will cover the concepts discussed in Ha'awina 03 and 04.**Due:** Sunday, 03/08/26, by 11:55 pm**Week 09: 03/10/26 – 03/12/26 = Ha'awina 05: Pidgin–Hawai'i Creole English**

- 1) **03/10/26: Ha'awina 05** – For today's class, we will continue to watch the rest of the films on Pidgin–Hawai'i Creole English.
- 2) **03/12/26: Ha'awina 05** – Today, we will do group work and answer some questions on Pidgin–Hawai'i Creole English and how the readings relate to it.

Required Readings:

- **03/10/26** – *The Ecology of Language Evolution* pp. 3-11 by Salikoko S. Mufwene
- **03/12/26** – 1) *The Ecology of Language Evolution* pp. 170-184 by Salikoko S. Mufwene 2) *The Ecology of Language Evolution* pp. 204-207 by Salikoko S. Mufwene

Assignment 09: Pidgin & Hawaii Creole English**Due:** Thursday, 03/12/26, by 11:55 pm**Week 10: 03/17/26 – 03/19/26 = Spring Break****1) 03/17/26: Spring Break – No Class****2) 03/19/26: Spring Break – No Class****Required Readings:**

- **03/17/26** – *Na wai ka mana? 'Ōiwi agency and European imperialism* by Kamanamaikalani Beamer
- **30/19/26** – *Slippery Path towards Hawaiian Indigeneity* by David Keanu Sai

Week 11: 03/24/26 – 03/26/26 = Ha'awina 06: Hawaii's Political History

- 1) **03/24/26: Ha'awina 06** – For today's class, we will look at the history of Hawai'i and why it plays a large part in the suppression of the Hawaiian language in Lecture 08: Hawaii's Political History.
- 2) **03/26/26: Prince Kuhio Day – No Class**

Required Readings:

- **03/24/26** – *From a Native Daughter* by Haunani-Kay Trask
- **03/26/26** – No Required Readings

Assignment 10: Hawaii's Political History**Due: Tuesday, 03/24/26, by 11:55 pm****Final Project: Resources Gathered****Due: Tuesday, 03/24/26, by 11:55 pm****Week 12: 03/31/26 – 04/02/26 = Ha'awina 06: Hawaii's Political History**

- 1) **03/31/26: Ha'awina 06** – Today, we will continue to look at the history of Hawai'i in films to get a clearer understanding of the content by watching *Act of War*.
- 2) **04/02/26: Ha'awina 06** – Today, we will do group work and answer some questions on Hawaii's political history and how the readings relate to it.

Required Readings:

- **03/31/26** – *From a Native Daughter* by Haunani-Kay Trask
- **04/02/26** – *Introduction to Linguistic Human Rights* by Robert Phillipson, Mart Rannut, and Tove Skutnabb-Kangas

Assignment 11: Hawaii's Political History**Due: Thursday, 04/02/26, by 11:55 pm****Week 13: 04/07/26 – 04/09/26 = Ha'awina 07: Linguistic Human Rights**

- 1) **04/07/26: Ha'awina 07** – In this class session, we will look at human rights and how they relate to language in Lecture 10: Defining Linguistic Human Rights. We will also watch some videos on the topic to get a clearer understanding of the content.
- 2) **04/09/26: Ha'awina 07** – For this class session, we will examine linguistic human rights and how the readings relate to it. We will also watch some videos pertaining to the topic.

Required Readings:

- **04/07/26** – *Killing a Mother Tongue: How the Kurds are Deprived of Linguistic Human Rights* by Tove Skutnabb-Kangas and Sertaf Bucak
- **04/09/26** – No Required Readings

Assignment 12: Linguistic Human Rights**Due: Thursday, 04/09/26, by 11:55 pm**

Week 14: 04/14/26 – 04/16/26 = Ha'awina 07: Linguistic Human Rights

- 1) **04/14/26: Ha'awina 07** – Today, we will continue to look at human rights for language in Lecture 11: Linguistic Human Rights. We will also watch some videos on the topic to get a clearer understanding of the content.
- 2) **04/16/26: Ha'awina 07** – For this class session, we will examine linguistic human rights and how the readings relate to it. We will also watch some videos pertaining to the topic.

Required Readings:

- **04/14/26** – *Kuleana: The right, responsibility, and authority of indigenous peoples to speak and make decisions for themselves in language and cultural revitalization* by Sam L. No'eu Warner
- **04/16/26** – *Decolonizing the Mind: The Politics of Language in African Literature*, Introduction by Ngũgĩ wa Thiong'o

Assignment 13: Linguistic Human Rights

Due: Thursday, 04/16/26, by 11:55 pm

Week 15: 04/21/26 – 04/23/26 = Ha'awina 08: Language Movements, Death, and Revitalization

- 1) **04/21/26: Ha'awina 08** – For this class session, we will examine language movements, death, and revitalization in Lecture 12: Language Movements, Death, and Revitalization (Part I). We will also watch some videos pertaining to the topic.
- 2) **04/23/26: Ha'awina 08** – For this class session, we will examine language movements, death, and revitalization, and how the readings relate to it. We will also watch some videos pertaining to the topic.

Required Readings:

- **04/21/26** – 1) *Sudden Rush: Na Mele Paleoleo (Hawaiian Rap) as Liberatory Discourse* by Fay Yokomizo Akindes 2) *What Do You Lose When You Lose Your Language?* by Joshua Fishman
- **04/23/26** – *Language Revitalization: An Overview* by Leanne Hinton

Assignment 14: Language Movements, Death, and Revitalization

Due: Thursday, 04/23/26, by 11:55 pm

Quiz Four: This quiz will cover the concepts discussed in Ha'awina 07 and 08.

Due: Sunday, 12/07/25, by 11:55 pm

Week 16: 04/28/26 – 04/30/26 = Ha'awina 08: Language Movements, Death, and Revitalization

- 1) **04/28/26: Ha'awina 08** – Today, we will conclude our look into language movements, death, and revitalization in Lecture 12: Language Movements, Death, and Revitalization (Part II).
- 2) **04/30/26: Final Project Presentations**

Required Readings:

- **04/28/26** – *Language Loss and Revitalization in the Ryukyu Islands* by Patrick Heinrich
- **04/30/26** – *The Movement to Revitalize the Hawaiian Language and Culture* by Sam L. No'eu Warner

Assignment 15: Language Movements, Death, and Revitalization**Due:** Tuesday, 04/28/26, by 11:55 pm**Quiz Four:** This quiz will cover the concepts discussed in Ha'awina 7 and 8.**Due:** Sunday, 05/03/26, by 11:55 pm**Week 17: 05/05/26 – 05/07/26 = Final Project Presentations**

- 1) **05/05/26: Final Project Presentations**

Required Readings:

- **05/05/26** – No Required Readings

Final Project: PowerPoint**Due:** Friday, 05/08/26, by 11:55 pm

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.

[Windward CC Student Conduct Information](#)

[UH System Student Conduct Policy EO 7.208](#)

This course also assumes that work submitted by students—all process work, drafts, brainstorming artifacts, and final works—will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).

Student Responsibilities

- Complete all readings and videos, assignments, and quizzes on time.
- Assignments should reference and engage with class material and guiding questions.
- Discussions should be academic in nature and respectful, especially when there are differing opinions and findings.
- Students should be proactive in seeking help from the instructor on matters concerning the class and be attentive to class announcements and feedback
- Access to a computer and internet.
- Basic to moderate knowledge of technology and computer software (i.e., Google applications, Word or Pages, PowerPoints, etc).
- Basic to moderate knowledge of the internet (i.e., navigation, uploading/downloading of documents and files).
- Students may check the [Student Notifications](#) page on the website for canceled classes.

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](#)

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 Kāko'o 107 (Wednesdays)

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

Desrae Kahale, Mental Health Counselor & Confidential Resource

Phone: (808) 235-7393
Email: dkahale3@hawaii.edu
Office: Hale Kāko'o 101

Karen Cho, Deputy Title IX Coordinator
Phone: (808) 235-7404
Email: 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, the University's Title IX resources, and the University's Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/