



UNIVERSITY of HAWAII
WINDWARD COMMUNITY COLLEGE
Ke Kulanui Kaiāulu o ke Ko‘olau

[SP 251WI, Principles of Effective Public Speaking]

[SPRING 2026]

[3] [CRN 63167]

* This syllabus and/or our Course Schedule is subject to change at any time. I will notify you of any changes via Announcements and Email. Mahalo!

About 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.

‘Āina

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

Instructor Information

Instructor: Julie Lau

E-mail: Jkim5@hawaii.edu

Office Hours: Online by appointment

Course Website: <https://lamaku.hawaii.edu>

Instruction Period: 3/9/26 - 5/8/2026

ZOOM: Please contact me for ZOOM URL

Repose time: I usually will respond within a few hours or it might take a day, if Speeches are due the day before. I also respond on the weekends so feel free to email me on the weekends.

Hello,

My name is Julie Lau and I will be your instructor for this semester. I have been teaching Speech for about 15 years now. I first taught at Windward in 2013 and came back to teach at Windward in the Fall of 2024. I have also worked at the other community colleges as well. 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!

Asking Course Questions

Please use course Q&A in Lamaku Discussions for all general course questions about content, activities, and due dates. Assignments that are turned in will be evaluated and feedback will be given. Please check your Email everyday to see if there are any important information, you need to know about your upcoming assignments.

Email specific grading questions and/or personal matters, per FERPA, to keep your information protected. Please use Lamaku Email instead of UH Gmail or other email.

Alternate Contact Information

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

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

Contingency Plan

If there is an outage, weather situation, or family emergency on my end, I will do my best to find a way to communicate and update as soon as possible about my return to the course. Mahalo in advance for your understanding and I hope you will do the same.

Regular Substantive Interaction (RSI)

Online courses at Windward Community College follow the college's [RSI Definition](#) for ensuring quality instruction. You can expect me to communicate with you frequently (and in a timely fashion) about our coursework in the following ways during our 8-week course.

- **Announcements:** Weekly Announcements will be sent out every Sunday before Noon. Students can expect Announcements, every Sunday with Regularity.
- **Assignments:** Your outlines will be graded on how closely you follow the instructions and the outline template. Grades will be posted on Lamaku. I will be providing feedback through Lamaku or through Email.

Discussion: I will be monitoring Discussions during the post/response phrases to ask additional follow-up questions.

- **Student Check-Ins:** I will do checks on the Discussion boards and Email students.

Study Sessions: If you need a study session, need help with your outline and Speeches, please make sure to utilize the La Piko Speech lab. You can also record your speech there as well. You can always feel free to email me as well.

All course activity due dates are listed in Lamakū on the Calendar. Please check your UH email often and set your [Lamakū Notifications](#) (both email and D2L Brightspace [Pulse App](#)) to receive course notices, such as grading updates, announcements, and activity reminders. I will keep your Lamaku course grades as current as possible; grading turnaround times and modes of feedback and evaluation will be Emailed.

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 from a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or core requisite classes if both courses do not establish participation.

COURSE INFORMATION

* This course is offered in a 8-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).

01.

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, motivational presentations)
- Argumentation and Debates (individual and team)
- Oral critiques of and responses to others' performance and presentations

02.

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

03.

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

04.

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 will be sent through email on the first week of school and will also be uploaded under “Resources” on Lamaku.

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](#)

Recommended

[D2L Brightspace Pulse App](#) (free download from app stores)

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

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

- [UHCC Lamakū Student Resources](#) (how-to videos)
 - Contact [UH ITS](#) for 24/7 Lamakū assistance.
- [Keeping Accessibility and UDL in Mind](#)

- If you find any course content that needs remediation and/or updating, please kindly share and I will immediately work to make the content accessible.
- Lamakū courses will appear 5 days before the first day for the academic term and will become inactive (no longer be available to access) 3 weeks after the end of the term. Be sure to save any coursework you may need from Lamakū during the term.

Lamaku 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 Lamaku, such as “Save Draft” or “Next” (in a test), clicking on a course tab, or taking an action that sends information to the server.

Other Technology

D2L Brightspace, the parent company of Lamakū, recommends users choose the latest versions of [Google Chrome](#), [Mozilla Firefox](#), [Microsoft Edge](#), or [Apple Safari](#) as their internet browser.

We recommend that students update their internet browser at the start of each term, search how to allow pop-up windows, adjust their cookies, and clear device history. Also, fully restart your computer and/or device from time-to-time to optimize performance.

Review the privacy/security policies before using the technologies we will be using in this class. Contact me if you would like to discuss the use of alternate options or technologies.

- [UH ITS Reviewed Instructional Third Party Online Tools](#) list before including it in your syllabus. Delete the instructions after you have completed your list.]
- [Adobe Reader](#) is used to read course files ([accessibility statement](#), [privacy policy](#))
- [Canva](#) is a presentation, graphic design software, and more ([accessibility statement](#), [privacy policy](#))
- [Google Drive](#) is UH-provided cloud storage ([accessibility statement](#), [privacy policy](#))
- [Google Docs](#) is used to create documents ([accessibility statement](#), [privacy policy](#))
- [Google Sheets](#) is used to create assignment and reference worksheets ([accessibility statement](#), [privacy policy](#))
- [Google Slides](#) is a presentation authoring software provided by UH ([accessibility statement](#), [privacy policy](#))
- [H5P](#) is used for creating review activities ([accessibility](#), [privacy policy](#))
- [Kahoot!](#) is used for review activities ([accessibility statement](#), [privacy policy](#))
- [Loom](#) is used for screen recording ([accessibility statement](#) not provided, [privacy policy](#))
- [Mentimeter](#) is used for interactive presentations and activities ([accessibility statement](#), [privacy policy](#))
- [Miro](#) is used for graphically organization information ([accessibility statement](#), [privacy](#))

policy)

- Nearpod is used for interactive presentations ([accessibility statement](#), [privacy policy](#)) • Padlet is used for some of the discussion activities ([Padlet Accessibility Statement](#), [Padlet privacy policy](#))
- PearDeck is used for interactive presentations (accessibility statement not provided, [privacy policy](#))
- ScreenPal is used for video and screencapture ([accessibility statement](#), [privacy policy](#)) • Quizlet is used for interaction (accessibility statement not provided, [privacy policy](#)) • YouTube is used for delivering some of the course content ([accessibility statement](#), [privacy policy](#))

Zoom is used for the Synchronous Sessions and virtual office ([accessibility statement](#), [privacy policy](#))

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

Conferences with the instructor are mandatory and will be over Zoom.

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>

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. Speech outlines should have at least a minimum of 1000 words. After each speech, a reflection paper will be due. Reflection papers must have at least a minimum of 325 words. 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.

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 1000 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.

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 Lamaku regarding assignments and topics of discussion.)

| Week | Date | Readings | Topic | Assignment Due 11: 55 P.M. |
|------|---------------|----------|--|--|
| 1 | (M) Mar 9 | | | |
| | | 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 | |
| | | Ch. 5 | Audience Analysis | |
| | | Ch. 6 | Finding a Purpose and Selecting a Topic | |
| 2 | (M) Mar 23 | | | DUE MONDAY 3/23 1) Quizzes on Ch. 1, 2, 3, 4, 5 & 6 2) Discussion # 1 |
| | | Ch. 7 | Researching Your Speech | |
| | | Ch. 8 | Supporting Ideas and Building Arguments | |
| | | Ch. 9 | Introductions Matter: How to Begin a Speech Effectively | |
| | | Ch. 10 | Creating the Body of a Speech | |
| | | Ch. 11 | Concluding with Power | |
| | | Ch. 12 | Outlining | |
| | | Ch. 13 | The Importance of Language | |

| | | | | |
|---|---------------|--------|--|--|
| 3 | (M) Mar 30 | | | DUE MONDAY 3/30 1) Quizzes on Ch. 7, 8, 9, 10, 11, 12, & 13 2) Discussion # 2 |
| | | Ch. 14 | Delivering the Speech | |
| | | Ch. 15 | Presentation Aids: Design and Usage | |
| | | Ch. 16 | Informative Speaking | |
| | | Ch. 17 | Persuasive Speaking | |
| | | Ch. 18 | Speaking to Entertain | |
| | | SLOs | Student Learning Outcomes | |
| 4 | (M) Apr 6 | | Work on Commencement Speech Manuscript | DUE MONDAY 4/6 1) Quizzes on Ch. 14, 15, 16, 17, & 18 2) SLOs 3) Discussion # 3 |

| | | | | |
|---|---------------|--|---|--|
| | (F) Apr 10 | | | DUE FRIDAY 4/10 1) Commencement Speech Manuscript 2) Discussion #4 |
| 5 | (M) Apr 13 | | Work on Commencement Speech | |
| | (F) Apr 17 | | | DUE FRIDAY 4/17 1) Commencement Speech 2) Reflection paper Share video through Google Drive by 11:55 P.M. 3) Discussion # 5 |
| 6 | (M) Apr 20 | | Work on informative speech outline/PowerPoint/Speech/Reflection Paper | |
| 7 | (M) Apr 27 | | Work on Informative Outline/PowerPoint/Speech/Reflection Paper | DUE WEDNESDAY 4/29 1) Informative Speech Presentation, Outline, PowerPoint, and Reflection Paper Share video through Google Drive by 11:55 P.M. |
| 8 | (M) May 4 | | Work on Persuasive speech outline/PowerPoint and Persuasive Speech | DUE WEDNESDAY 5/6 1) Persuasive Outline w/ Reference List, PowerPoint, Speech and Reflection Paper Share video through Google Drive 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 |
|--|----------------------------|--------------------------|
| <i>COMMEMORATIVE SPEECH UNIT</i> | | |
| Presentation | 100 | |
| Manuscript | 100 | |
| <i>INFORMATIVE SPEECH UNIT</i> | | |
| Presentation/PowerPoint | 100 | |
| Outline w/ Reference List | 100 | |
| PowerPoint | 50 | |
| <i>PERSUASIVE SPEECH UNIT</i> | | |
| Presentation | 100 | |
| Outline w/ Reference List | 50 | |
| PowerPoint | 50 | |
| <i>REFLECTION PAPERS 3 (40 POINTS EACH)</i> | | |
| | 120 | |
| | | |
| Chapters 1-18 | 180 | |
| | 50 | |
| <i>DISCUSSION BOARD</i> | | |
| | 50 | |
| <i>TOTAL POINTS</i> | 1000 | |

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](#)

Student should refrain from sharing or inputting student work into online AI tools. Student Kuleana

- Please review our [Hawai'i-Style Netiquette](#), which blends the values of ALOHA with approaches to how we should consider treating each other online.
- Windward CC has [Grievance Procedures](#) in place, but I encourage us to try to work together first to see if we can work through any troubles. Mahalo!

Academic and Technical Support

Academic Support

- [Windward Community College Library](#)
- [Library eResources](#)
- [Library Research Units \(LRUs\)](#)
- [Ka Piko Tutoring Services: Math Lab, Speech Lab, Writing Lab, 'Ōlelo Hawai'i Lab](#) •

[Online Learning at Windward Community College](#)

- [STAR Balance](#)

Technical Support

- [UH ITS Help Desk](#): email help@hawaii.edu or call (808) 956-8883 (or 1-800-558-2669) for Lamakū and most technology support. Available 24 hours a day, 7 days a week, including holidays.

- Student Tech Support: email winhelp@hawaii.edu, 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

Your instructor may also provide additional resources in your Lamakū course. Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources, and transportation. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation, and overall student well-being. If you or someone you know is experiencing basic needs insecurity, please see the [UH System Basic Needs](#).

Disabilities Accommodations Statement

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

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

Financial Aid

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

LGBTQ+

The University of Hawai‘i system and Windward Community College are committed to building an inclusive community that supports and advocates for all students, staff, and faculty. We welcome all members of our campus community to our campuses: transgender, māhū, and people of all gender identities. All members of our campus community deserve a work and educational environment free from harassment or bullying based on their sexual orientation, gender identity, or expression. For more information, see the [University of Hawai‘i Commission on LGBTQ+ Equality](#). Windward Community College Commissioner: Scott Sutherland, scottjks@hawaii.edu

Mental Health Counseling

Mental Health and Wellness at Windward Community College provides counseling services and activities on campus to support students' life goals as well as their academic goals. Information about services can be found at [WCC Mental Health & Wellness](#).

Student Conduct Code

Windward Community College follows the University of Hawai'i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct since, upon enrollment at Windward Community College, they have placed themselves under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the [Student Conduct Code](#) are available at the Office of the Vice Chancellor for Student Affairs.

TRiO Program

The Federal TRiO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRiO includes six outreach and support programs targeted to serve and assist low-income, first-generation college students and students with disabilities in progressing through the academic pipeline from middle school to post baccalaureate programs. Information about services can be found at [Windward CC TRiO](#).

Title IX - Sex Discrimination And Gender-Based Violence Resources

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Desrae Kahale, UH System Confidential Advocate

Phone: (808) 235-7393

Email: advocate@hawaii.edu

Office: Hale Kāko'o 101

Desrae Kahale, Mental Health Counselor & Confidential Resource

Phone: (808) 235-7393

Email: dkahale3@hawaii.edu

Office: Hale Kāko‘o 101

Mykie E. Menor Ozoa-Aglugub, J.D., Title IX Coordinator

Phone: (808) 235-7468

Email: mozoa@hawaii.edu

Office: Hale Kāko‘o 109

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, refer to the University’s [Title IX](#) resources, and the University’s Policy, [EP 1.204](#).

UH Alerts

The UH Alert emergency notification system alerts the university community in the event of a natural, health or civil emergency. The information you provide will only be used in the event of an emergency that impacts the health and safety of the UH community or the closure of whole campuses. It will not be shared with others or used for routine UH communications or announcements. To sign up, visit [UH Alerts](#) for more information.