



# Course Syllabus

Communications Department  
Com 101-10-2 (3 Credits)  
Introduction to Communications

## **Course Description**

This course is an introduction to major forms of communication for college students. Through class activities students learn effective communication skills for two-person, small groups, and public situations. Examination and application of basic principles of message development for personal and public speech will be performed and analyzed in the classroom. Research skills will also be created and honed through speech projects. Students will also learn APA basics to create reference pages, in-text citations, in-speech citation, and writing style.

## **Policies**

Faculty and students will be held responsible for understanding and adhering to all policies contained within the following two documents:

- University policies (please see student handbook)
- Instructor policies: This document is posted in eCollege.

University policies are subject to change. Be sure to read the policies at the beginning of each class. Policies may be slightly different depending on the modality in which you attend class.

## **Course Materials**

Required:

Verderber, R. F., Verderber, K. S., & Sellnow, D. D. (2012). *Comm2*. In PJ Boardman, M. Eckman, G. Lleaud, J. Choi, R. Matthews, C. Solan, & J. Badiner. Boston: Wadsworth.

eCollege account

Handouts (all handouts will be uploaded to eCollege)

Optional:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

## **Instructor Biography**

Dr. Todd Takahashi holds a Doctorate of Education in Instructional Leadership from Argosy University, Hawai'i. He graduated from the Stanford Teachers Education Program with a Masters Degree in Education. He holds a clear single-subject teaching credential in Japanese from the State of California. Previous, he earned a dual Bachelors of Arts degree in both Japanese and Asian Studies from California State University, Long Beach.

As an educator, Dr. Takahashi has taught in the high school setting for 10-years. Two-years as a Japanese instructors at Monta Vista High School in Cupertino, California. Eight-years as a speech communications instructor for Kamehameha Schools. While at both schools, he helped coach students on the speech team. At Kamehameha, he was a speech consultant for the speakers at the annual Kamehameha Schools Song Contest. At present, he is a faculty member in the College of Education at University of Phoenix, where he teaches graduate courses in Adult Education and Training. .

<b>Week One (10/04): Introduction</b>			
	<b>Details</b>	<b>Due</b>	<b>Points</b>
<b>Reading</b>	<b>Read</b> Ch. 1 of <i>Comm2</i> Communication Perspectives (p. 2)	10/10	N/A
<b>Reading</b>	<b>Read</b> Ch. 14 of <i>Comm2</i> Overcoming Speech Apprehension by Practicing Delivery (p. 190)	10/10	N/A
<b>Participation/Discussion</b>	<b>Participate</b> in constructive class discussion. <b>Participate</b> in all in-class activities.	10/04	10
<b>Homework</b>	<b>Write</b> Chapter Discussion (submit in-class)	10/10	5 <sup>1</sup>
<b>Homework</b>	<b>Complete</b> Student Information Sheet	10/10	1
<b>Homework</b>	<b>Complete &amp; Practice</b> Patronus Project	10/10	25/5
	Course overview, activities, communication (definition/process), APA Workshop #1 (formatting all papers), preparation for Patronus Project, Activity.		

<b>Week Two (10/10): APA &amp; Outline (Part 1)</b>			
	<b>Details</b>	<b>Due</b>	<b>Points</b>
<b>Reading</b>	<b>Read</b> Ch. 2 of <i>Comm2</i> Perception of Self and Others (p. 14)	10/17	N/A
<b>Reading</b>	<b>Read</b> Ch. 11 of <i>Comm2</i> Developing and Researching a Speech Topic (p. 142)	10/17	N/A
<b>Reading</b>	<b>Read</b> Ch. 15 of <i>Comm2</i> Informative Speaking (p. 210)	10/17	N/A
<b>Participation/Discussion</b>	<b>Participate</b> in constructive class discussion. <b>Participate</b> in all in-class activities.	10/10	10
<b>Homework</b>	<b>Write &amp; Upload</b> Chapter Discussion	10/17	5
<b>Homework</b>	<b>Complete &amp; Practice</b> Penseive Project	10/17	25
<b>Homework</b>	<b>Complete &amp; Practice</b> Introduction & Conclusion Speech	10/17	15/5

<sup>1</sup> All students must do an in-class discussion. Information will be provided. The actual inclass discussion is worth 20 points.

<b>Homework</b>	<b>Complete</b> Expository Project worksheet	10/17	1
	Review, practice, Patronus Project Presentation, outlining (Part 1: Introductions & Conclusions), Introduction to Expository Project, APA Workshop #2 (Reference page part 1), Chapter Discussions, Activity.		

<b>Week Three (10/17): Creation of a Speech &amp; Outline (Part 2)</b>			
	<b>Details</b>	<b>Due</b>	<b>Points</b>
<b>Reading</b>	<b>Read</b> Ch. 3 of <i>Comm2</i> Communicating Verbally (p. 28)	10/24	N/A
<b>Reading</b>	<b>Read</b> Ch. 12 of <i>Comm2</i> Organizing Your Speech (p. 158)	10/24	N/A
<b>Participation/Discussion</b>	<b>Participate</b> in constructive class discussion. <b>Participate</b> in all in-class activities.	10/17	10
<b>Homework</b>	<b>Research</b> topic for Expository Speech (reference page minimum of five sources) <b>Write</b> rough draft of the Introduction of Expository	10/24	5 5
<b>Homework</b>	<b>Write &amp; Upload</b> Chapter Discussion	10/24	5
	Review, practice, Penseive Project presentations, Research (mini-quiz), Introduction & Conclusion Presentation, Outlining (Part II: Body & Transitions), Chapter Discussions, conferencing, APA Workshop #3 (Reference page part 2), Activity.		

<b>Week Four (10/24): Preparation for the Speech &amp; Outline (Part 3)</b>			
	<b>Details</b>	<b>Due</b>	<b>Points</b>
<b>Reading</b>	<b>Read</b> Ch. 4 of <i>Comm2</i> Communicating through Non-Verbal Behaviors (p. 38)	11/07	N/A
<b>Reading</b>	<b>Read</b> Ch. 6 of <i>Comm2</i> Communicating across Cultures (p. 62)	11/07	N/A
<b>Reading</b>	<b>Read</b> Ch. 13 of <i>Comm2</i> Adapting Verbally and Visually (p. 174)	11/07	N/A
<b>Participation/Discussion</b>	<b>Participate</b> in constructive class discussion. <b>Participate</b> in all in-class activities.	10/24	10
<b>Homework</b>	<b>Write &amp; Upload</b> Chapter Discussion	11/07	5

	Review, practice introduction of Expository Speech, Outlining (Part III: Body), Chapter Discussions, conferencing, APA Workshop #3 (Reference page part 2), Activity.		
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### Week Five (10/31): Expository Speeches Part 1

	<i>Details</i>	<i>Due</i>	<i>Points</i>
<b>Participation</b>	<b>Participate</b> by paying attention to each speaker's presentation and peer assessing.	10/31	10/5
<b>Homework</b>	<b>Complete</b> Hogwarts worksheet		
	Practice, Expository Speeches, Activity, Hogwarts Introduction #1.		

### Week Six (11/07): Expository Speech 2

	<i>Details</i>	<i>Due</i>	<i>Points</i>
<b>Reading</b>	<b>Read</b> Ch. 5 of <i>Comm2</i> Listening and Responding (p. 50)	11/14	N/A
<b>Reading</b>	<b>Read</b> Ch. 7 of <i>Comm2</i> Understanding Interpersonal Relationships (p. 76)	11/14	N/A
<b>Participation/Discussion</b>	<b>Participate</b> by paying attention to each speaker's presentation and peer assessing. <b>Participate</b> in constructive class discussion. <b>Participate</b> in all in-class activities.	11/07	10/5
<b>Homework</b>	<b>Write &amp; Upload</b> Chapter Discussion	11/14	5
	Practice, expository speeches, chapter discussions, APA Workshop #2 (In-text citation), Hogwarts Introduction #2, activities.		

### Week Seven (11/14): Expository Speeches Part 2

	<i>Details</i>	<i>Due</i>	<i>Points</i>
<b>Reading</b>	<b>Read</b> Ch. 8 of <i>Comm2</i> Communication Skills in Interpersonal Relationship (p. 90)	11/28	N/A
<b>Participation/Discussion</b>	<b>Participate</b> in constructive class discussion. <b>Participate</b> in all in-class activities.	11/14	10
<b>Homework</b>	<b>Write &amp; Upload</b> Chapter Discussion	11/28	5

<b>Homework</b>	<b>Write</b> on the discussion board, you will write an update on your progress with the Hogwarts project.	11/28	1
	Review, Chapter Discussions, Activities, APA Workshop (writing)		

<b>Week Eight (11/28): A Night of Conferencing</b>			
	<b>Details</b>	<b>Due</b>	<b>Points</b>
<b>Participate</b>	Your attendance is mandatory for this night. Also, you need to bring <b>all</b> of your sources and information pertaining to the Hogwarts Presentation. (Please make sure you bring something to eat depending on when you end up conferencing.)	11/28	10
	Chapter Discussion, Conferencing		

<b>Week Nine (12/5): Hogwarts Presentation #1</b>			
	<b>Details</b>	<b>Due</b>	<b>Points</b>
<b>Participate</b>	<b>Participate</b> by paying attention to each speaker's presentation and peer assessing.		
	Practice, Hogwarts Presentation, Review		

<b>Week Ten (12/12): Hogwarts Presentation #2 &amp; Written Final</b>			
	<b>Details</b>	<b>Due</b>	<b>Points</b>
<b>Participate</b>	<b>Participate</b> by paying attention to each speaker's presentation and peer assessing.		
	Practice, Hogwarts Presentation, and Written Final Examination.		

**NOTE:** Schedule is subject to change. Any changes will be updated and uploaded onto eCollege



## Instructor Policies

Chaminade University of Honolulu, AEOP, Schofield Campus

**Todd Z. Takahashi, Ed.D.**

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[toddtakahashiedd@gmail.com](mailto:toddtakahashiedd@gmail.com) (Personal)

808-772-1910 (HST)

### Facilitator Availability

I am available from 10 a.m.-9 p.m. Hawai'i Standard Time on most days, but I attempt to reserve Sundays for my personal time. On Saturdays, I will be online in the morning only. Please do not call past 9:00 p.m. If these times are not convenient for you, please let me know. I will try to accommodate you, if possible. I provide you with these times to make it easier to communicate with me, and not to limit our contact.

Please note that email or a phone call is preferred.

For emails, in the subject line put your last name, hyphen, and a couple of words for reason (i.e. Takahashi - Assignment 1).

Please note that I do not pick up my phone for blocked and unknown numbers, please leave a message with your name, phone number you want me to call you back from, and a short message. I will get back to you at my earliest convenience. NOTE: Text messaging will not be considered and accepted as a way of communication between us.

### Course Format/Requirements

This course is a combination of interactive and cooperative experiences between the students and the instructor. The format is designed to integrate lectures, small group work, discussions, and student presentations. The student's active participation is encouraged. Chapter readings of the textbook and homework will be assigned in advance. It is important that all students read the assigned chapters prior to class and come well prepared to participate in the discussion of the material

### Late Assignments

Late assignments will be penalized with a 10% grade deduction the first day, 20% the second day, and 30% the third day regardless of reason. **Assignments more than 3 days late will not be accepted.** A grade of zero will be given. Submission deadlines will be defined as 11:59 p.m. (HST).

If you know you will be offline the day an assignment is due, please make sure to post it early. If you are unable to post your assignment because of technical issues (i.e. Chaminade University server outage), you must send your assignment to me by email to meet the due date. Technological issues are not considered valid grounds for late assignment submission. This will ensure you will not incur late penalties. **However**, You must still post your assignment, as soon as possible. No assignment will be accepted after the third day of the final class (penalties will be assessed).

Unless an Incomplete grade has been granted, learner assignments submitted after the third day of the last day of class will not be accepted. **\*See instructor for special/unique circumstances.**

### **Class Attendance**

- This is a performance-oriented class, therefore, attendance is essential and attendance will be taken at the beginning of every class. An unexcused absence is a 0 for class participation.
- You are an adult and may leave at anytime. However, penalties will be assessed for participation and all in-class activities that have a grade can not be made up.
- There are NO MAKE-UP EXAMS or SPEECHES (unless prior arrangements have been made with the instructor).
- If there is a major emergency and you cannot talk, take an exam, or deliver a speech, it is standard policy that you MUST: (a) email/communicate beforehand to let me know about the emergency, and (b) provide valid documentation (especially for illness). A slight cold, picking up someone at the airport or not being ready for an assignment does not constitute an emergency.
- Students involved with military deployment should visit with the instructor if possible to make alternate arrangements.
- It is the absent student's, not the instructor's, responsibility to catch up after missed class days by making arrangements with a classmate for class notes and missed assignments.

### **Grading Scale**

<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Percentage</b>	90+	89.9 - 80	79.9 - 70	69.9 – 60	59.9-0

#### ***Grading Breakdown:***

- Assessments 20%
- Participation (which includes your attendance) 15%
- Presentations 40%
- Homework #1: Final Speech Components 15%
- Homework #2: All others 10%

#### ***Grading Written Work (unless rubric is used)***

*Content:* Development and Ethos: 60%

*Organization:* Style/Mechanics, Grammar: 20%

APA Format (required for all written assignments unless otherwise stated by the instructor): 20%

APA/Grammar Assistance: *APA Applications Manual, 6<sup>th</sup> Edition*

#### ***Presentations (unless rubric is used)***

*Content:* Development and Ethos: 50%

*Presentation:* Audience engagement, eye contact, adherence to time limit: 35%

*Visual Aids:* 15% (will be altered if assignment does not require a visual aide)

## Feedback

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Each week, I will provide grades or scores and comments on assignments within seven days of when they were submitted. Feedback will be placed on submitted assignments, uploaded rubrics, and/or in the grading section. Rubrics for Written and Presentations for this course can be found in the Course Materials forum in OLS. Rubrics with feedback will be uploaded or handed out.

## EXPECTATIONS

### Objectives

To ensure that you and I are both aware of the expectations of this class. By following these expectations, you should meet and/or exceed the standards and goals of the course as per the syllabus.

- To provide an opportunity to explain and understand the facilitator's expectations for his students in the course.
- To provide an opportunity to ask questions, seek clarifications, and review class expectations.
- To provide a clear documentation and reference sheet for students to introduce, review, and understand class expectations.

### Class Procedures

As stated in the syllabus all classroom policies and procedures will be followed, more specifically:

#### Cell Phones

Turn cell phones and pagers off or in the silent mode in consideration of your classmates and instructor. Answer all calls outside of the classroom.

#### Laptops

Please refrain from "surfing" the internet or being distracted with other uses of your laptop as inappropriate use (not paying attention) will result in a loss of participation points.

#### Respect to Speaker

When a speaker (myself, student, or guest speaker) is doing a presentation, please be respectful by not using your laptops (screens at 45 degree angle please), having sidebar conversations, doing work (unless you are doing a peer evaluation), or anything that may be disrespectful or disruptive. Should you be disrespectful during a student or learning team's (LT) presentations: *A penalty of 20% will be assessed to your grade and given to the speaker/LT.*

#### Attendance

You are encouraged to attend all class. Note: If you are absent (excused or unexcused) you will not receive any participation points for the workshop you did not attend. If you are unable to attend class, please inform your instructor via email or phone call of your absence. Do not ask one of your peers to inform the instructor. Also, a text will not be considered a means of communiqué.

You are expected to be in class ready to start at 5:40 p.m. If you are late, do not call your classmates. Instead, please call or email your instructor. You will be deducted participation points for the time you are missing class.

#### Communication

As college students, you should be able to communicate effectively, participate with "mindful" responses and sometimes agree to disagree. As college students and adults, present yourself professionally and show respect. Profanity has no place in an academic classroom orally or written. Please refer to Chaminade University of Honolulu's Code of Conduct.

### Grades

As stated in the syllabus, grading procedures will be followed, more specifically:

- Chaminades grading guidelines are A-F. See the syllabus for more information on the grading scale. The following procedures apply for this class (assignments and grading).
- Late assignments: Assignments need to be submitted by 11:59 p.m. (HST). One minute after 11:59 p.m. (HST) is considered late. An assignment not received by 11:59 p.m. (HST) on the due date is considered late and will be penalized 10% (second day 20%, third day 30%). No late work will be accepted if it more than three days late.
- Make sure the first assignment you submit is your best work and is the assignment to be graded.

### APA and Grammar

APA 6<sup>th</sup> (2010) procedures will be followed. Following these expectations will ensure your confidence in APA 6<sup>th</sup> (2010):

- Every assignment (yes, even presentations – title slide) needs to have a cover sheet, unless otherwise instructed by your instructor.
- Every assignment (yes, even presentations – reference slide) needs to have a reference page, unless otherwise instructed by your instructor.
- ***When your first assignment is returned back to you, pay close attention to the commentary, as they should be corrected in the next paper. After the third week, should the same mistake be made continuously, 10% will be deducted from the grade.***
- Pay close attention to the rubric (written and/or presentation) as they will guide you to meet or exceed the standard.
- You are in college, not in high school. Your grammar is very important, as you should be able to write with correct: punctuation, grammar, organization, and formatting. Any errors in grammar or those above will result in a loss of points.
- Re-read your own paper and be your own critic.
- Have someone else proofread your paper.
- APA 6<sup>th</sup> (2010) requires the following:
  - No contractions
  - Font size of 12 point.
  - Double-spacing throughout the entire paper including the reference page.
  - For this class, an abstract is not required.
  - Excluding the headings, nothing else should be bolded or underlined.
  - No in-text citations = plagiarism
  - Ask yourself, “Who said that?”
  - Do not insert a reference “just because.”
  - When in doubt, ask.
  - Buy the APA 6<sup>th</sup> (2010) book if you do not have it.
  - Use the APA website.
  - No spaces between paragraphs (just keep typing).
  - Use proper paragraph structure (tab).