

COM 101-12: INTRODUCTION TO COMMUNICATION

Chaminade University | Fall 2023 | 3 credits
Mondays, Wednesdays, Fridays 1:30 p.m. - 2:20 p.m. | Henry Hall 203

Instructor: Kim Baxter (she/her)

Email: kimberlee.baxter@chaminade.edu. You can expect an initial response within 24 hours.

Office Hours: Mondays, Wednesdays, Fridays 12 p.m. - 1:30 p.m.

Course description

Students will translate basic communication theory into practical methods for developing effective communication skills. Major communication variables and their impact on the human communication process will be studied. Principles of message development and delivery will also be examined with opportunities for students to present speeches before an audience. Students will work on enhancing their interpersonal and group communication skills through role-playing and group discussions.

Learning outcomes

After completion of Communication 101, the student will be able to:

**Research, organize and outline an effective speech

**Deliver a well-planned presentation of ideas through effective oral delivery

**Use the tools and concepts covered in the textbook and lecture to create effective communication in group settings

**Use at least three different oral communication strategies in one-on-one, group and class communication settings.

Text

COMM6 by Sellnow, Verderber, Verderber (the 5th edition is not the most recent edition, but it is cheaper than the 6th edition and is still readily available)

Attendance

While attendance for this class is not mandatory, your final grade will be severely hurt if you miss class. In-class assignments and quizzes cannot be made up if missed for a non-emergency reason. Class participation and attendance are 10% of your final grade. You are strongly encouraged to attend every class.

The syllabus is subject to change at any time, and changes will be announced in class. If you cannot attend a class, please email the instructor about anything you might have missed. If you miss a class due to an emergency (medical or family), speak with the instructor about making up the quiz and/or assignments.

Deadlines

Deadlines are critical. Barring an emergency, your grade will suffer for late quizzes, papers and assignments. The first missed deadline will result in one letter grade lower on that assignment than what you would have received if you had turned it in on time. (For example, if your paper would have received a 45/50 if it was turned in on time, the late paper will receive a 40/50.) The second missed deadline will result in two letter grades lower. The third missed deadline will result in a 0.

You will have **ONE WEEK** after the original deadline to turn in a late assignment. After that, the assignment – regardless of whether it is a first missed deadline or the second missed deadline – will result in a 0. If an assignment is due at the start of class, coming to class late – even by just one minute – is a missed deadline. For assignments to be turned in by email, one minute late is a missed deadline.

If you are going to miss a deadline, contact me *before* the deadline.

Barring an emergency or excused absence, in-class speeches, quizzes and exams cannot be made up if missed.

Quizzes

There will be a current events quiz **every Monday** (unless otherwise noted) to the major news of the week. Since this is a mass communications course, you will be expected to consume the news and other media and know what is going on locally, nationally and internationally on a daily basis. The news quizzes will be posted in Canvas.

There will be a reading quiz that will cover the assigned readings. These quizzes will be open book, although there will be a time limit. The reading quizzes will be posted in Canvas.

Credit-hour policy

This is a three-credit-hour course requiring at least 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about:

**35.83 hours in class

**28 hours preparing for the weekly current events quizzes (2 hours per week)

**16 hours taking the eight reading quizzes

**1 hour preparing for the Introductory Speech

**2 hours preparing for the first Impromptu Speech

**25 hours preparing for the Informative Speech (topic, research, outline, writing, editing, practicing)

**25 hours preparing for the Persuasive Speech (topic, research, outline, writing, editing, visual aids, practicing)

**10 hours studying for the two exams

TOTAL: 142.83 hours

Academic integrity

Fabrication, plagiarism and cheating will not be tolerated. All assignments should be original work done by the student for this class. Use of work that is not credited to the original source, or use of someone else's speech or written material is a serious academic offense and will not be tolerated. Communication Department policy requires that, on the first offense, plagiarized assignments will be given an automatic 0 and the student's final grade will be reduced by one letter grade. A second offense will result in an automatic failure of the class.

GRADING

ASSIGNMENT	POINTS	TOTAL POINTS
Class participation & attendance		50
Current events quizzes	10 X 10 points each	100
Reading quizzes	8 X 10 points each	80
Canvas discussions		50
Speeches:		
**Introductory		10
**Impromptu	4 X 20 points each	80
**Informative		120
—Outline	10	
—Speech	100	
—Critiques of classmates	10	
**Persuasive		280
—Outline	20	
—Speech	250	
—Critiques of classmates	20	
Exams		
**Exam #1		50
**Exam #2		50
TOTAL:		870

BREAKDOWN

All grades will be determined using the following points scale:

- 783 – 870 points : **A** : Outstanding scholarship and an unusual degree of intellectual initiative
696 – 782 points : **B** : Superior work done in a consistent and intellectual manner
609 – 695 points : **C** : Average grade indicating a competent grasp of the subject
522 – 609 points : **D** : Inferior work of the lowest passing grade, not satisfactory for the fulfillment of prerequisite course work
Less than 522 points : **F** : Failed to grasp the minimum subject matter; no credit given

What's a "Grade?"

"A" students do not miss classes during the semester. They read and critically engage all the assigned readings before class on their own, and with classmates and the instructor. All assignments are not only complete but go beyond more than just the minimum requirements. Their oral presentations are delivered on time, exhibit proper style, grammar, and format, are well-organized, integrate strategic planning and targeting, and are outlined precisely and concisely. They take advantage of all rewrite and extra credit opportunities. These students always keep up with current news events, both locally and globally.

"B" students miss a few classes during the semester. They usually read the assigned readings before class. Their speeches exhibit proper style, grammar, and format, are well-organized, integrate strategic planning and targeting, and are written precisely and concisely. They take advantage of all rewrite and extra credit opportunities. These students usually keep up with current events.

"C" students miss several classes during the semester. They complete the assigned readings before exams. Written assignments and exams usually exhibit proper style and formatting, but do not always integrate strategic planning and targeting, and are not always well organized or written precisely and concisely. All speeches are presented on time, and most rewrite opportunities are used. These students sometimes keep up with current events.

"D" students miss four or more classes during the semester and skim assigned readings. Assignments and exams usually exhibit proper style and formatting, but they often lack integrated strategic planning and targeting, and are often not well-organized, or written precisely and concisely. Speeches are not always presented on time and only some rewrite opportunities are used. They don't keep up with current events.

"F" students fail to attend class consistently, miss exams and speeches, written assignments; don't use rewrite opportunities.

Grades of "Incomplete"

Incomplete grades are reserved for cases of illnesses and other emergencies that cause a student to be unable to complete the course by the due date. In such cases, the instructor has the option of issuing an "incomplete" grade at the end of the semester. Requests for an "incomplete" must be accompanied by substantive documentation.

Please note: This syllabus is not set in stone and is subject to change. It is imperative you attend class as changes will often be announced in class. Please contact the instructor with any questions.

SCHEDULE OF ACTIVITIES

WEEK 1

Monday, Aug. 21 : Introductions, review the syllabus

****Assignment:** Write an introduction (300-400 words) about yourself on Canvas. Include a photo so that I can get to know you. **DUE:** By the start of class on Wednesday, Aug. 23

Wednesday, Aug. 23 : What is news? Fake news? Start working toward Introductory Speech.

Friday, Aug. 25 : What is news?

****Reading:** Chapter 1. **Reading quiz.** **DUE:** By the start of class on Wednesday, Aug. 30

WEEK 2

Monday, Aug. 28 : Communication Process. Speech exercises.

Wednesday, Aug. 30 : Speech exercises.

****Assignment:** Prepare a 90-second to 2-minute Introductory Speech. What makes *you* unique? **DUE:** In class on Friday, Sept. 1

Friday, Sept. 1 : Deliver Introductory Speeches.

****Assignment:** Critique your classmates' Introductory Speeches in Canvas. **DUE:** By the start of class on Wednesday, Sept. 6

WEEK 3

Monday, Sept. 4 : NO CLASS – Labor Day

Wednesday, Sept. 6 : Informative Speeches.

****Reading:** Chapters 11-12, 16. **Reading quiz.** **DUE:** By the start of class on Friday, Sept. 8

****Assignment:** Send proposals for your top 3 Informative Speech topics. **DUE:** By 8 a.m. on Friday, Sept. 8

Friday, Sept. 8 : Debrief of Introductory Speeches. Informative Speeches and topics

****Assignment:** Final Informative Speech topic. **DUE:** By the start of class on Monday, Sept. 11

WEEK 4

Monday, Sept. 11 : Discuss Informative Speech topics and start working toward your research.

Wednesday, Sept. 13 : Research and work on Informative Speeches. Speech exercises.

****Assignment:** Prepare a literary passage or reading from a book to present to class on Friday, Sept. 15. 2-3 minutes. The goal is to focus on your **delivery**. Practice it several ways, but note how your speech can change based on your delivery. You DO NOT need to memorize the speech. But be familiar with it so the focus can be on your delivery and not reading. You must submit your passage in Canvas before the start of class or you cannot deliver the speech.

****Reading:** Chapter 15. **Reading quiz.** **DUE:** By the start of class on Friday, Sept. 15

Friday, Sept. 15 : Impromptu speech #1 (Delivery)

****Reading:** Chapters 2-6. **Reading quiz.** **DUE:** By the start of class on Monday, Sept. 18

****Assignment:** Informative Speech outline. Rough draft **DUE:** In Canvas on Friday, Sept. 22 by the start of class

WEEK 5

Monday, Sept. 18 : Perception, culture. Speech exercises. Review Informative Speech outlines.

****Reading:** Chapter 14. **Reading quiz.** **DUE:** By the start of class on Wednesday, Sept. 20

Wednesday, Sept. 20 : Discuss perception, culture.

****Assignment:** Rough outline for Informative Speech. **DUE:** In Canvas on Friday, Sept. 22 by the start of the one-on-one meeting

Friday, Sept. 22 : One-on-one sessions with professor to discuss Informative Speech outlines

****Assignment:** Final outline in Canvas. **DUE:** In Canvas on Monday, Sept. 25 by the start of class

WEEK 6

Monday, Sept. 25 : Work on attention getters and transitions.

Wednesday, Sept. 27 : Impromptu Speech #2

****Assignment:** Exam #1 on Monday, Oct. 2

Friday, Sept. 29 : Review for Exam #1

WEEK 7

Monday, Oct. 2 : Exam #1 on the reading material (closed book)

****Assignment:** Tentatively, you want to be done with creating your speech by Wednesday, Oct. 4

****Assignment:** Practice the finished speech -- start to finish -- at least 10 times before you give your speech

Wednesday, Oct. 4 : Practice speech

Friday, Oct. 6 : Presentations. Learning how to critique and what to critique. Speech exercises

WEEK 8

Monday, Oct. 9 : NO CLASS – Indigenous Peoples Day

Wednesday, Oct. 11 : Deliver Informative Speeches

Friday, Oct. 13 : Deliver Informative Speeches

****Assignment:** Critique your classmates' Introductory Speeches and your own speech. **DUE:** In Canvas by the start of class on Monday, Oct. 16

****Reading:** Chapter 17. **Reading quiz.** **DUE:** By the start of class on Monday, Oct. 16

WEEK 9

Monday, Oct. 16 : Debrief of Informative Speeches. Start working on Persuasive Speeches. Come up with topics.

****Assignment:** Submit your top two topics. **DUE:** By Wednesday, Oct. 18 by the start of class

Wednesday, Oct. 18 : Persuasive speeches and topics.

****Assignment:** Submit your final topic. **DUE:** By Friday, Oct. 20 by the start of class

Friday, Oct. 20 : Persuasive Speeches vs. Informative Speeches. Group communication.

****Reading:** Chapters 9-10. **Reading quiz.** **DUE:** By the start of class on Monday, Oct. 23

WEEK 10

Monday, Oct. 23 : Group communication

Wednesday, Oct. 25 : Group communication

Friday, Oct. 27 : Group communication.

WEEK 11

Monday, Oct. 30 : Group Impromptu Speech #3

****Reading:** Chapter 13. **Reading quiz.** **DUE:** By the start of class on Wednesday, Nov. 1

Wednesday, Nov. 1 : Discuss presentational aids.

****Assignment:** Rough outline for Persuasive Speech. **DUE:** By the start of class on Wednesday, Nov. 8

Friday, Nov. 3 : Impromptu Speech #4

WEEK 12

Monday, Nov. 6 : Create presentational aid in class

Wednesday, Nov. 8 : One-on-one meeting with professor to discuss outline

****Assignment:** Final outline for Persuasive Speech. **DUE:** By the start of class on Friday, Nov. 10

Friday, Nov. 10 : NO CLASS – Veterans Day

WEEK 13

Monday, Nov. 13 : Libel and slander, First Amendment

****Assignment:** Practice your Persuasive Speech at least 10 times before the speech.

Wednesday, Nov. 15 : Libel and slander, First Amendment

Friday, Nov. 17 : Review for Exam #2.

****Assignment:** Exam #2 on all reading material to be given in class on Wednesday, Nov. 22.

WEEK 14

Monday, Nov. 20 : Impromptu Speech #5.

Wednesday, Nov. 22 : Exam #2

Friday, Nov. 24 : NO CLASS – Thanksgiving break

WEEK 15

Monday, Nov. 27 : Impromptu Speech #5.

Wednesday, Nov. 29 : Deliver Persuasive Speeches

Friday, Dec. 1 : Deliver Persuasive Speeches. Last day of class.

****Assignment:** Critique your classmates' Persuasive Speeches. **DUE:** In Canvas on Monday, Dec. 4 by 12:30 p.m.

Please note: This syllabus is not set in stone and is subject to change. It is imperative you attend class as changes will often be announced in class. Please contact the instructor with any questions.

Tentative schedule for Informative Speech

Wednesday, Sept. 6 – start discussing Informative Speeches (5-6 minutes) (due in 5 weeks)

Monday, Sept. 11 – Informative Speech topics due

Friday, Sept. 22 – Rough outline due before one-on-one meeting with professor to discuss Informative Speech

Monday, Sept. 25 – Final outline due. Start creating/writing speech

Wednesday, Oct. 4 – Finish creating/writing speech. Practice speech at least 10 times before delivering.

Wednesday, Oct. 11 or Friday, Oct. 13 – Deliver Informative Speech

Tentative schedule for Persuasive Speech

Monday, Oct. 16 – start discussing Persuasive Speeches (6-7 minutes) (due in 6 weeks, 2 days)

Friday, Oct. 20 – Persuasive Speech topics due

Friday, Nov. 3 – Persuasive Speech questions (to help generate approaches to the speech)

Wednesday, Nov. 8 – Rough outline due before meeting with professor to discuss Persuasive Speech

Monday, Nov. 13 – Final outline due. Start creating/writing speech

Monday, Nov. 20 – Finish creating/writing speech. Practice speech at least 10 times before delivering.

Wednesday, Nov. 29 and Friday, Dec. 1 – Deliver Persuasive Speech

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in Canvas Students
- Live chat with Canvas Support for students
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video to get you started
- Online tutorials: click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade offers free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (include, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors.

Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe.

Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Course Expectations

Your final grade will be based on your performance on exams and quizzes, speech assignments, class participation, professionalism, and attendance.

- Active student participation in all required discussions and weekly assignments is required.
- Honest communication with me personally or via e-mail is expected if any unexpected changes occur in your life.

Note: In case of class cancellation, you will be notified via Canvas and your Chaminade email.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make an arrangement to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the [Student Handbook](https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf) (<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>)

General Student Rights (Student Handbook, page 6)

1. Students have the right to pursue educational, recreational, social, cultural, and residential activities within the basic philosophies, goals, and guidelines of Chaminade University.
2. Students have the right not to be discriminated against in employment or educational pursuits based upon the student's religious affiliation, gender, sexual orientation, skin color, ethnic or racial background, national origin, age, physical or mental challenges, marital status, change in marital status, pregnancy, or parenthood.
3. Students have the right to pursue educational endeavors free of harassment of any kind.
4. Students have the right to organize and join associations to promote interests held in common with other students within the limits of university policy and our Catholic, Marianist values.
5. Students have the right to services of the faculty, staff, and administrative officers of Chaminade University.
6. Students have the right to fair and impartial academic evaluations.
7. Students have the right to have the university maintain and protect the confidential status of their education, student conduct, and health records (for exceptions, see Privacy & Confidentiality in the DISCRIMINATION AND HARASSMENT PROCEDURES AND RESOURCE GUIDE)
8. Students have the right to a clean environment, reasonable access to facilities provided by the university, and freedom to read and study without undue interference, unreasonable noise, and other distractions.
9. Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.