



## EDUC 744 Course Syllabus

3140 Waiialae Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** EDUC 744

**Course Title:** Managing Communication and Personnel Issues

**School/Division:** School of Education and Behavioral Sciences

**Term:** Fall Accelerated 2024

**Instructor Name:** Dr. John Hamilton

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**Virtual Office Hours:** Available by appointment

### University Course Catalog Description

Focuses on communicating effectively as a manager. Students will increase their application of the vital role of managerial communication in managing personnel through a series of exercises and assignments.

### Conceptual Framework

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community.

### Education Division Mission Statement

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective, and culturally responsive practices, and a commitment to building a just and peaceful society.

### Marianist Values

1. Educate 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

### Program Learning Outcomes (PLO)

1. Describe the impact of socio-economic, legal, and ethical factors at an educational setting that promotes service, justice, and peace in a multi-cultural learning environment.
2. Synthesize best practices and evidence-based research into the effective operations of a campus that are relevant, integral, and essential to the success of a school.
3. Define a vision for a school and organizational change processes that work towards providing an excellent education, promoting student learning, and the development of the whole person.
4. Examine effective skills in promoting a positive school culture for all and the means for adaptation and change.
5. Articulate collaboration and communication with various internal/external stakeholders associated with a school setting.

### Course Learning Outcomes (CLO)

1. Acquire an understanding and working knowledge of communication and how it applies to your working environment. (PLO #5)
2. Identify the strengths and weaknesses of one's communication skills, techniques, and strategies for your working environment. (PLO #5)
3. Demonstrate an ability to engage in effective communication with the various audiences/constituencies in your working environment. (PLO #5)
4. Recognize the knowledge, skills, understanding, and ability to identify personnel issues in your working environment. (PLO #4, #5)
5. Apply effective communication and managerial techniques to personnel issues in your working environment. (PLO #5)

### Learning Materials

- Lussier, R. (2022). *Human Relations in Organizations; Applications in Skills Building* (12th ed.). McGraw Hill: New York. ISBN: 9781260682984
- *Online (link below) - Communication in the Real World: An Introduction to Communication Studies* is adapted from a work produced and distributed under a Creative Commons license (CC BY-NC-SA) by a publisher who has requested that they and the original author not receive attribution. This adapted edition is produced by the University of Minnesota Libraries Publishing through the eLearning Support Initiative.  
<https://open.umn.edu/opentextbooks/textbooks/communication-in-the-real-world-an-introduction-to-communication-studies>

### Assessment

| Assignments                  | Percentage  |
|------------------------------|-------------|
| Final Assignment: Reflection | 35%         |
| Weekly Discussions/Cases     | 40%         |
| Initial Assignment           | 25%         |
|                              |             |
| <b>Total</b>                 | <b>100%</b> |

May be subject to change based on the dynamics of current events. Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. No late assignments will be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

### Grading scale

|         |   |
|---------|---|
| 100-90% | A |
| 89-80%  | B |
| 79-70%  | C |
| 69-60%  | D |
| 59-0%   | F |

| Week         | Topic  | Review/Do   |
|--------------|--|---|
| *Weeks 1 & 2 | Behavior, Performance, and Human Relations Begins With You | Read Lusier: Chapters 1-3<br>Read Communication: Chapters 1-2<br>Discussion #1 (Due at end of week 1/Introductions)<br>Discussion #2 (Due at end of week 2) |
| Week 3       | The Foundations of Human Relations                         | Read Lusier: Chapter 4<br>Read Communication: Chapters 3<br>Discussion #3   |
| Week 4       | The Foundations of Human Relations                         | Read Lussier: Chapter 5<br>Read Communication: Chapters 4<br>Prepare for Assignment 1: Reflection   |
| Week 5       | Influencing Others   | Read Lussier: Chapters 6-7<br>Read Communication: Chapters 5<br>Reflection 1 Due  |
| Week 6       | Influencing Others   | Read Lussier: Chapters 8-9<br>Read Communication: Chapters 6<br>Discussion #4   |
| Week 7       | Team and OB, Human Relations and Performance               | Read Lussier: Chapter 10<br>Read Communication: Chapters 7<br>Discussion #5   |
| Week 8       | Team and OB, Human Relations and Performance               | Read Lussier: Chapter 11<br>Read Communication: Chapters 8<br>Discussion #6   |
| Week 9       | Team and OB, Human Relations and Performance               | Read Lussier: Chapter 12<br>Read Communication: Chapter 13 & 14<br>Prepare Assignment #2: Reflection (Due end of course)<br>Discussion #7                   |
| Week 10      | Final Review   | <b>Final Assignment: Reflection</b>   |

May be subject to change based on the dynamics of current events.

### Online Course Guidelines

- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course.
- Netiquette Guidelines: Students should communicate with each other using the same common courtesy, politeness, and appropriate online behaviors as we would in a face-to-face environment: a) Respect the opinions of others and their right to disagree; b) Keep replies and comments focused on the relevant topic; c) Post discussions and assignments in a timely fashion so that others can have sufficient time to review and reply.
- Discussion Participation: You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties: Offers a different and unique, but relevant, perspective; contributes to moving the discussion and analysis forward; transcends simply stating "I agree," and demonstrates some reflective in-depth thinking.

### Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.

2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else’s work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else’s exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

While AI technologies can be useful tools for research and learning, the Academic Honesty policies apply when using these technologies. The use of AI is not permitted to compose essays or produce content for assignments and exams. Students should give proper credit to sources when using information obtained through AI tools or other sources. It is essential that we uphold academic integrity while fostering a culture of creativity and critical thinking.

## **Title IX and Nondiscrimination Policy**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity 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. 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.

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

## **Disability Access**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

## **Credit Hour Policy**

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 35 hours researching and participating in discussion assignments, 30 hours researching, writing, and developing reflection assignments, 35 hours developing a Leadership Development Plan. There will be an additional 35 hours of work required beyond what is listed here (course readings, activities, etc.), averaging 3.5 hours each week.

## **Educator Ethics**

The Model Code of Educator Ethics is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.