



Chaminade University OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu)

3140 Waialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: COM 101-91-4

Course Title: Introduction to Communications

Department Name: Communications

College/School/Division Name: School of Business and Communication

Term: FALL 2025: CCPI Weno, Chuuk

Course Credits: 3

Class Meeting Days: Hybrid

Class Meeting Hours: Hybrid

Class Location: Caroline College and Pastoral Institute

Instructor Name: Tyrone Horrace

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Phone: 808.383.4876

Office Location: Remote

Office Hours: Online

University Course Catalog Description

Introduction to major forms of communication. Activities for students to learn effective communication skills for two-person, small groups and public situations. Examinations and application of basic principles of message development for personal and public speech. Offered each semester

Course Overview

This course is designed for you to learn the basic principles of communication. This includes interpersonal, verbal, non-verbal, intercultural, group-based, team-based, and presentation. I have been teaching this course for over 10 years, first at satellite campuses in Honolulu, then online after I moved to Bellingham, Washington (north of Seattle). I have been working with students at CCPI for 10 years now and I am grateful for the opportunity to learn more and more about the people and the culture in Chuuk and the rest of Micronesia. In our ever-shrinking world, intercultural communication and awareness growing more and more important. The course principles are universal and will apply to future courses you are taking in your program. I enjoy teaching this class very much and, if you are fully engaged, I believe you will enjoy the process of learning these skills and principles very much also. Because we are not meeting in person, you are expected to be self-directed in a lot of ways. You will have a Teaching Assistant assigned to your class, they are to help and assist you in understanding and

completing the assigned activities. The course is designed for student success, as long as you are proactive toward your success.

Course Learning Outcomes (CLOs)

By the end of our course, students will be able to:

1. Utilize the tools and concepts covered by the textbook and lecture to create a more complete perspective on the significance of effective communication patterns and application to our practices and values.
2. Organize and present an effective speech at an elevated comfort level; including informative and persuasive speaking.
3. Research and implement communication principles outlined in the course content; including verbal and non-verbal communication and intercultural communication differences and challenges.
4. Enhance ability to participate effectively in interpersonal and group settings by engaging students' ability to become more involved listeners and participants in discussion.
5. Demonstrate the ability to plan oral delivery of ideas through content organization, research, outlining and effective oral delivery.
6. Demonstrate the ability to use different oral communication strategies in one-on-one, group and public communication settings; including presentation, discussion, and debate.

Schedule

Week 1: August 25 - August 31:

1. ASSIGNMENT - Send an email that introduces yourself and answers the following questions:
 - a. After reviewing the syllabus, do you have any questions?
 - b. What do you enjoy doing as a hobby or with your spare time?
 - c. What do you hope to gain from this course?
 - d. What are your class meeting days? What time?
 - e. What is your homework plan? (When do you plan to read, complete assignments, etc, outside of class?)
 - f. What challenges do you have that will make classwork completion difficult at times?

Week 2: September 1 - September 7

1. READING: Read Chapter 1
2. GRADED DISCUSSION QUESTION - Characteristics of Communication
3. GRADED DISCUSSION QUESTION - Possible Speech Topics

Week 3: September 8 - September 14

1. ASSIGNMENT - Learning Log #1
 - a. Review learning from Chapter 1
2. READING and Vocabulary Study - Chapters 2 & 3
3. VIDEO RECORDING: Short Speech: Upload Introduction Video to Canvas. This can be done from any internet connected device with a camera: computer/phone/tablet/etc.

Week 4: September 15 - September 21

1. ASSIGNMENT - Learning Log #2
 - a. Review of Topics in Chapters 2 & 3
2. GRADED DISCUSSION QUESTIONS - Co Cultures
3. GRADED DISCUSSION QUESTION: Possible Speech Topics
4. PLANNING: Group Discussion Project Overview

Week 5: September 22 - September 28

1. READING - Chapter 9 & 10
2. GRADED DISCUSSION QUESTIONS - Healthy Groups
3. BEGIN GROUP DISCUSSION PROJECT - Getting in Groups of 3 or 4, students will choose a topic for a “fishbowl discussion” where they will discuss a topic while the rest of the class observes. After each group chooses a different topic, they have the entire week to research. There are research guideline templates in Canvas.
4. ASSIGNMENT: **Every person** from each group needs to email the information below: 10 POINTS
 1. Who are your group members?
 2. What is your topic for discussion?

Week 6: September 29 - October 5

1. RESEARCH - Prepare for group discussion.
2. ASSIGNMENT - Submit research notes.
3. GRADED DISCUSSION TOPIC: Possible Speech Topic Ideas

Week 7: October 6 - October 12

1. **GRADED PERFORMANCE TASK:** Each group will perform their discussion in front of the class.
 - a. Tutor will observe all group discussions and give points according to grading guidelines.

2. ASSIGNMENT: **Each student must individually complete** a Group Discussion Reflection and Evaluation. You will submit your reflection on Canvas or via email
3. READING: In preparation for planning and writing your speeches, read chapters 11 and 12 of the text, focusing on the steps in the process.

Week 8: October 13 - October 19

1. ASSIGNMENT: Speech Topic Selection - Mind Mapping
2. ASSIGNMENT: Specific Speech Goals
1. HOMEWORK: SPEECH RESEARCH - Conduct Research on your topic. **At least three reputable sources.** Use the appropriate speech outline template in Canvas to rough draft your speech for yourself. Identify what you need from either Chapter 16 or Chapter 17 to design a good speech.

Week 9: October 20 - October 26

1. RESEARCH - Develop the Introduction, Body, and Conclusion of your speech. You must find 3 news/magazine articles that you can quote in your speech.
2. ASSIGNMENT: Speech Introduction and "Working" Outline
 - a. This should not be in paragraph form, use the provided templates to create a list of speaking points and topics.
3. ASSIGNMENT: Quick Speech Video - record a video update of your speech research and writing.

Week 10: October 27 - November 2

1. PERFORMANCE TASK : Record speeches and submit for grading- you will use the Flip app to record your speeches. This can be done on any device with a camera and internet connection. Please make sure to have your speech written out as an outline before recording. Your speech should be 4-6 minutes in length for full credit. Grades will be based on the provided rubric
2. ASSIGNMENT: Submit your FINAL DRAFT of your SPEECH OUTLINE

Week 11: November 3 - November 9

1. ASSIGNMENT: Speech Self-Grade and Reflection
2. READING: Chapters 4 & 5

Week 12: November 10 - November 16

1. GRADED DISCUSSION QUESTIONS: Body Language

Week 13: November 17 - November 23

1. Begin Group Conflict Resolution Project
2. PREPARE FOR GROUP PROJECT: Read over chapters 6-8. Identify conflict causes and resolutions.
3. ASSIGNMENT: Learning Log #3 - Specific concepts on chapters 6, 7, and 8.

Week 14: November 24 - November 30

*****Thanksgiving Week and FSM Presidents Day - No Assignments Due*****

Week 15: December 1 - December 7

1. ASSIGNMENT: **Conflict Scenario Script**: Spend the entire week developing your script for your conflict scenario.
 - a. Submit script by end of week.
2. **PERFORMANCE TASK** Students will perform their conflict role-play : 15 POINTS
3. Prepare for Final

Week 16: December 8 - December 12 - Final Exam

1. Final Exam : 30 POINTS: this will be based on the activities and experiences of the course. All questions are asking you to identify how the concepts of the course apply to your personal life experiences.

*****Please note that this is not the entire week, there are only a few days to complete the Final Exam.*****

We do not have a proctored exam session scheduled, you can complete the exam any time during finals week.

Our 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

What does that mean for us? I use the term our to remind us all that we are a learning family. It is not my class, it is our class. We are all here to learn. As an instructor, I strive to make sure that the goal of this class is not just to learn material, but to learn skills in a collaborative manner that we can then use to improve ourselves, our school, our families, and our community. The change we hope for in our lives and in the world around us start here, in developing our communication skills. In learning to work with others and understand others' communication contexts--where they are from, how we can unify with them in our pursuit of a better future together. We will be challenged in this course, and we all have barriers that hinder our success at times, but together we can get the most out of any educational pursuit on which we focus our attention. This course can be beneficial for everyone; and the impact of the topics in this course such as group communication, intercultural communication, relationship building, problem solving, and conflict resolution are skills that we all need to build an inclusive world. When we apply our learning to our passions, we become the instrument of change that we want to be in this world.

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:

2. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
3. 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
4. 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
5. 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
6. 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

Program Learning Outcomes (PLOs)

1. An understanding of and the ability to apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. An understanding of the history and role of professionals and institutions in shaping communication;
3. An understanding of the diversity of groups in a global society in relationship to communication to target audiences;
4. An understanding of concepts, theories and applications in the use and presentation of images and information;
5. An understanding of professional ethical principles and the ability to work ethically in the pursuit of truth, accuracy, fairness and diversity;
6. An understanding of the processes of client and media relations;

7. The ability to evaluate research by methods appropriate to the communication professions for which they are preparing;
8. The ability to write correctly and clearly in forms and styles appropriate for the various communication professions, audiences and purposes they serve;
9. The ability to critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
10. The ability to apply tools and technologies appropriate for the communications professions in which they work; and
11. An understanding of the connections between academic work and real-life situations as a result of the Service-Learning experiences.

Alignment of Learning Outcomes

	CLO 1	CLO2	CLO 3	CLO 4	CLO 5	CLO 6
Marianist Values	1, 2, 3, 4, 5	2, 4, 5	1, 2, 4, 5	1, 2, 5	2	1, 2, 4, 5
Program Learning Outcomes	2, 4, 7, 9, 10	3, 4, 7, 8, 9	3, 4, 5, 7, 10	3, 5, 7, 9, 10	4, 7, 8, 9	3, 4, 5, 8, 10

Course Prerequisites

Ability to use Canvas and Gmail to communicate in a timely and effective manner in the submission of assignments.

Required Learning Materials

Verderber, Verderber & Sellnow, (2021). COMM6. Stamford, CT: Cengage.

The prior textbook is very similar (not identical, but very close—it will work just as well as the new edition):

Verderber, Verderber & Sellnow, (2018). COMM5, Stamford, CT: Cengage.

Course Website:

Technical Assistance for Canvas Users:

- Search for help on specific topics at help.instructure.com
- [Chat live with Canvas Support 24/7/365](#)
- Watch this [video to get you started](#) with online guides and tutorials

- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855

Assessment

All activities, assignments, tests, and quizzes go into the same point total. No assignments are weighted more than any other—we grade this course on total points. Total points earned divided by total points possible provides the percentage. For example, if there are 248 points possible for the course and I earned 190 points, my percentages would be $190/258 = .736$, or 73.6%

Performance activities: You will be performing several projects for the class. You will do one speech of 5-8 minutes in length, you will do a group discussion while being observed by the class, and you will do a conflict scenario script performance. Each of these performance activities has a written and performance part that are graded separately.

Assignments. All assignments are completed based on the instructions provided on our Canvas Learning Management System (LMS). Some of the work you will be asked to do include online submissions, discussions, research, and recordings you will be expected to turn in on assigned dates.

You are expected to read the course material outside of class. There is not enough time to read and learn the material and then complete an assignment on the material in a single class session.

Schedule regular homework time each week to read the course materials and review in preparation for future quizzes, assignments, and discussions. Your ability to manage your time and be present for class will be your biggest tools for success in this course.

If Canvas is not working, you are expected to use email to complete assignments. All assignments other than the performance task can be submitted through email. If you need instructions, please ask. My email is tyrone.horrace@chaminade.edu

Reading Assignments. You are required to read assigned materials and take notes so you are prepared to contribute to class discussion. Guide to your reading are also exam guides. Reading in advance will allow everyone to share ideas and ask questions regarding the material.

Participation. Your grade is directly connected to your attendance and contribution to building a positive classroom climate and community. Our active participation in dialogues and discussions are often graded. Aim to elevate critical inquiry into the topics discussed in class. This does not mean that you have to agree with the instructor or your classmates, but that you conduct yourself in a manner that is positive and constructive rather than negative, demeaning or confrontational. Developing full paragraph recitations, adding substantiated opinions and using information based on research are goals to aim for during speaking discussions.

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, speeches and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative (above 90%)
- B Superior work done in a consistent and intellectual manner (79.5% - 89.9%)
- C Average grade indicating a competent grasp of subject matter (69.5% - 79.4%)
- D Inferior work of the lowest passing grade, not satisfactory (59.5% - 69.4%)
- F Failed to grasp the minimum subject matter; no credit given (below 59.4%)

Late Work Policy

Late Work: When absences are excused (with medical certificates or official school functions) make up for homework or exams should be scheduled by the student with the instructor. All make-up work should be completed within the week following the excused absence only. There is no make-up for unexcused absence for tests, homework and presentations.

Grades of "Incomplete"

If, for some reason, you are unable to complete the course, you may be eligible (depending on the reason) for receiving an "Incomplete" grade that can then be changed upon the completion of one or two major missing assignments. This must be arranged well in advance of the final week of the course, and the reasoning must be supported by University policy.

Writing Policy

All written assignments must be typed with attention to spelling and grammar. Adhere to standards set by acceptable Reference and Citation Format (i.e. MLA, and APA)

Instructor and Student Communication

Questions for this course can be emailed to the instructor at tyrone.horrace@chaminade.edu Online, in-person and phone conferences can be arranged. Response time will take place up to 2 days. This is a performance-oriented class, therefore, attendance is essential and attendance will be taken at the beginning of every class. **Only 25% of the total class points come from tests, you must attend and participate to pass the course!**

All assignments and tests must be completed within the dates of each individual unit.

If there is a major emergency and you cannot take an exam or deliver a speech it is standard policy that you MUST:

1. contact BEFORE HAND to let the instructor know about the emergency, and
2. provide valid documentation.

****A slight cold, picking up someone at the airport or not being ready for an assignment do not constitute an emergency.**

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

Sample statement: 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 the Counseling Center 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 Counseling Center at (808) 735-4845 for further information.

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 2018-2019 Academic Catalog (p. 57-58). 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. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements 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 ADA 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 2018-2019 Undergraduate Academic Catalog (p. 42):

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.

Any work that is not a student's original work will not be graded. This includes for classwork activities and on tests/quizzes. Any student found to use internet searching for tests/quizzes will receive a score of zero and will be reported to the academic counseling office.

For further information, please refer to the Student Handbook:

<https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>