

COM 101: INTRODUCTION TO COMMUNICATION

Chaminade University | Fall 2025 | 3 credits

Mondays, Wednesdays, Fridays 11:35 a.m.-12:35 p.m. | Sacred Hearts Academy

Instructor: Regina Pfeiffer, D.Min.

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

Office Hours: Mondays, Wednesdays, Fridays, 8:30-10:30 a.m. Henry Hall 208 D or by appointment on Zoom

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

Attendance for this class follows the guidelines for Sacred Hearts Academy. As such, you must notify the administration office for absences. However, your final grade will be severely hurt if you miss class for non-emergency reasons. 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 starting Sept. 15** (unless otherwise noted) to the major news of the prior 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.

Reading Reflections and journal

For each chapter, you are to write a question about what you didn't understand and a comment about what you learned in your journal. You must bring your journal to each class session.

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 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 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.

Expectations

**Come to class ready – mentally and physically – to participate and learn.

**As always – whether in the classroom or in Canvas – ALL participants will be treated respectfully, ALL views will be allowed to be voiced, respectfully, and ALL perspectives are encouraged to be shared.

**Do not hesitate to ask for clarification or for help. If you are confused, the odds are a classmate is as well. Speak up!

GRADING - Subject to change

ASSIGNMENT	POINTS	TOTAL POINTS
Class participation & attendance		50
Current events quizzes	10 X 10 points each	100
Reading reflections and/or quizzes	Pass / fail **Failure to complete the reading reflections will result in 10% of total possible points deducted from your final possible points	
Speeches:		
Introductory		10
Impromptu	3 x 15 points each	45
Informative		120
— Outline	10	
— Speech	100	
— Critiques	10	
Persuasive		230
— Outline	10	
— Speech	200	
— Critiques	20	
Exams		
**Exam #1		50
**Exam #2		50
TOTAL:		655

BREAKDOWN

All grades will be determined using the following percentage scale in the event that grading activities are adjusted in number and points applied. How your percentage is determined will be total possible points divided by the total earned points.

90-100% : **A** : Outstanding scholarship and an unusual degree of intellectual initiative

80-89% : **B** : Superior work done in a consistent and intellectual manner

70-79%: **C** : Average grade indicating a competent grasp of the subject

65-69%: **D** : Inferior work of the lowest passing grade, not satisfactory for the fulfillment of prerequisite course work

Less than 65%: **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.

NOTE: A “C” or better is required as a passing grade at Chaminade for a course that serves as a prerequisite for another course. While a “D” is a passing grade, you must have a “C” because this course is required for several upper division level (300 and above) courses.

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:
cstechsupport@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.

- The average student can expect to spend approximately 6-9 hours per week preparing for this class.
- 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

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 each semester if changes or notifications are needed.

Title IX and Nondiscrimination Statement

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.

Nondiscrimination Policy & Notice of Nondiscrimination

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](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

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](#).

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 regularly attend 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>)

Hazing Prevention Resources and Athlete Helpline

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—*including hazing*.

[Chaminade University's Hazing Policy](#):

<https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/> |

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

Basic Needs Resources: <https://chaminade.edu/basic-needs/>

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When

you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Course Schedule *Subject to Revision*

WEEK 1

Monday Aug. 25: Introductions

Wednesday, Aug. 27: Syllabus, What is communication?

Friday, Aug. 29: What is news? How do we know fake from objective reporting?

Assignment: Write an introduction (300-400 words) about yourself on Canvas. Include a photo so that I can get to know you. **DUE on CANVAS:** By Friday, Aug. 29, 4 pm.

WEEK 2

Monday, Sept. 1: Labor Day – no school

Wednesday, Sept. 3: Guest instructor TBD Communication Process. Speech exercises.

Friday, Sept. 5: Guest instructor TBD

WEEK 3

Monday, Sept. 8: Guest Instructor TBD

Assignment for Wednesday: **Read chapters 1 and 2** Prepare question and comment for Chapters 1 and 2 in journal for Wednesday

Wednesday, Sept. 10: What did you learn from the guest instructors? Chapters one and two overview; Introductory speeches – who am I?

For Friday: Assignment: Prepare a 90-second to 2-minute Introductory Speech. What makes *you* unique? **DUE:** In class on Friday, Sept. 12 (Hard copy and submit on CANVAS

Friday, Sept. 12: Presentations of your Introductory Speech

WEEK 4

Monday, Sept. 15: Debriefing of Introductory Speech, Informative speech - what possible topics might be considered

Reading: Chapters 11, 12, 16 – journal: question and comment each chapter

Current Events quiz. Due: Before Tuesday, Sept. 16 at 8 am.

Discuss Informative Speech topics and start working toward your research. Outlines.

Wednesday, Sept. 17: Informative speeches – continued

Assignment: Prepare a literary passage or reading from a book to present to class on Monday, Sept. 22. 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.

Friday, Sept. 19: Presentations of literary passages

WEEK 5

Monday, Sept. 22: Delivery debrief. Perception, culture.

****Reading:** Chapter 14. **Reading quiz. DUE:** By the start of class on Wednesday, Sept. 24

Wednesday, Sept. 24: Perception, culture

****Assignment:** Rough outline for Informative Speech. **DUE:** In Canvas on Friday, Sept. 26 by the start of the one-on-one meeting

Friday, Sept. 26: Perception, culture

****Assignment:** Informative Speech outline. Rough draft. **DUE:** In Canvas on Monday, Sept. 30 by the start of class

****Assignment:** Submit your research. **DUE:** In Canvas on Monday, Sept. 30 by the start of class

WEEK 6

Monday, Sept. 30: One-on-one sessions with professor to discuss Informative Speech outlines

Wednesday, Oct. 1: One-on-one sessions with professor to discuss Informative Speech outlines

****Assignment:** Final outline in Canvas. **DUE:** In Canvas on Friday, Oct. 3 by the start of class

Friday, Oct. 3: Writing attention getters, transitions, thesis, conclusion

****Assignment:** Start writing/creating your Informative Speech. Finish by Friday, Oct. 10.

WEEK 7

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

Wednesday, Oct. 8: Impromptu Speech #2

Friday, Oct. 10: Exam #1 review session

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

WEEK 8

Monday, Oct. 13: Indigenous People's Day – no class

Wednesday, Oct. 15: Exam #1

Friday, Oct. 17: Impromptu Speech #3

****Assignment:** Submit your practice sessions in Canvas before the start of class in which you deliver your speech.

WEEK 9

Monday, Oct. 20: Deliver Informative Speech

Wednesday, Oct. 22: Deliver Informative Speech

****Assignment:** Critique your classmates' Introductory Speeches and your own speech.

DUE: In Canvas by the start of class on Friday, Oct. 24

Friday, Oct. 24: Informative Speech debrief

****Reading:** Chapter 17. **Reading quiz. DUE:** By the start of class on Monday, Oct. 27

WEEK 10

Monday, Oct. 27: Persuasive Speeches vs. Informative Speeches.

****Assignment:** Submit your top 3 Persuasive Speech topics. **DUE:** By Wednesday, Oct. 29 by the start of class

Wednesday, Oct. 29: Persuasive communication

****Assignment:** Submit your final Persuasive Speech topic. **DUE:** By Friday, Oct. 31 by the start of class

****Reading:** Chapters 9-10. **Reading quiz. DUE:** By the start of class on Friday, Oct. 31

Friday, Oct. 31: Group communication & start Persuasive Speech logical arguments

WEEK 11

Monday, Nov. 3: Group communication

****Reading:** Chapter 13. **Reading quiz. DUE:** By the start of class on Wednesday, Nov. 5

Wednesday, Nov. 5: Group communication

Friday, Nov. 7: Impromptu Speech #4

****Assignment:** Submit Persuasive Speech research in Canvas by the start of class on Monday, Nov. 10

****Assignment:** Complete Persuasive Speech questions. **DUE:** In Canvas by the start of class on Monday, Nov. 10

WEEK 12

Monday, Nov. 10: Create presentational aid in class

****Assignment:** Rough outline for Persuasive Speech. **DUE:** By the start of class on Wednesday, Nov. 12

Wednesday, Nov. 12: One-on-one meeting with professor to discuss outline

Friday, Nov. 14: One-on-one meeting with professor to discuss outline

****Assignment:** Final outline for Persuasive Speech. **DUE:** By the start of class on Friday, Nov. 21

****Assignment:** Start writing/creating your Persuasive Speech. **DUE:** By the start of class on Monday, Nov. 24

WEEK 13

Monday, Nov. 17: First Amendment

Wednesday, Nov. 19: First Amendment

****Assignment:** Exam #2 on all reading material to be given in class on Monday, Nov. 18.

Friday, Nov. 21: Review for Exam #2.

****Assignment:** Persuasive Speech questions. **DUE:** By the start of class on Monday, Nov. 24

WEEK 14

Monday, Nov. 24: First Amendment

Wednesday, Nov. 26: Exam #2

Friday, Nov. 28: Thanksgiving break – no school

****Assignment:** Finish writing/creating your Persuasive Speech by Monday, Dec. 1

WEEK 15

Monday, Dec. 1: Exam #2

****Assignment:** Start practicing your Persuasive Speech. Practice at least 10 times and submit your practice sessions in Canvas before delivering your speech.

Wednesday, Dec. 3: Impromptu Speech #5.

Friday, Dec. 5: Work on Persuasive Speech

Finals Week

Monday, Dec. 8: Deliver Persuasive Speech

Wednesday, Dec. 10: Deliver Persuasive Speech

****Assignment:** Critique your classmates' speeches. **DUE:** In Canvas on Thursday, Dec. 11 by 11:59 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

Monday, Sept. 8 – Start discussing Informative Speeches (5-6 minutes) (due in 6 weeks)

Monday, Sept. 15 – Informative Speech topic due

Monday, Sept. 30 – Rough outline due before one-on-one meeting with professor to discuss Informative Speech

Friday, Oct. 3 – Final outline due. Start creating/writing speech

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

Monday, Oct. 20 or Wednesday, Oct. 22 – Deliver Informative Speech

Friday, Oct. 24 – Critiques due

Tentative schedule for Persuasive Speech

Monday, Oct. 27 – Start discussing Persuasive Speeches (6-7 minutes) (due in 6 weeks)

Friday, Oct. 31 – Persuasive Speech topic due

Monday, Nov. 10 – Persuasive Speech questions due

Wednesday, Nov. 12 – Rough outline due before meeting with professor to discuss Persuasive Speech

Friday, Nov. 21 – Final outline due. Start creating/writing speech

Monday, Dec. 1 – Finish creating/writing speech. Practice speech at least 10 times before delivering.

Monday, Dec. 8 or Wednesday, Dec. 10 – Deliver Persuasive Speech

Thursday, Dec. 11 – Critiques due