



School of Business and Communication

BU 309 - Business Communication

Online Asynchronous | Credits: 3 | Section: 1 | Term: Fall 2026

Instructor Information

Instructor	Pam Estell, Ph.D., M.A. Aloha kakou, My name is Pam and I will be your instructor for Business Communication this term. I have a passion for organizational behavior and interpersonal dynamics within organizations and I look forward to helping you understand the vital role of communication within business and how it impacts not only how others perceive you, but how it can save a business time, reputation, and money as well. With a strong educational background in organizations and communication as well as over 10 years of teaching face-to-face and online courses, I look forward to sharing in your educational journey!
Email	pamela.estell@chaminade.edu
Phone	(808) 440-4225
Office Location	Kieffer 23
Virtual Office	Upon request
Virtual Office Hours	Tuesdays and Thursdays from 1PM - 4PM

Communication

The best way to reach me is via email. I check emails routinely during the week (Monday through Friday 8AM-5PM). I will respond to all emails by the next business day. Please take note that the next business day means that if you email on a Friday, I will respond by the following Monday. Similarly, if there is a scheduled holiday, you can expect a response from me upon return after the holiday.

School & Department

School	School of Business and Communication
Location	<i>Kieffer Hall 12</i>
Phone	(808) 739-8369
Questions?	(808) 739-8369 or sbc@chaminade.edu

Course Description & Materials

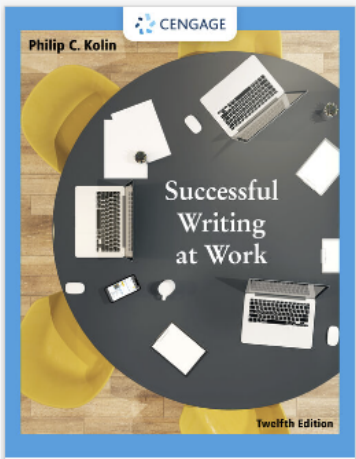
Catalog Description

Clear, confident, and strategic communication is foundational to success in today's fast-paced, tech-enabled workplace. This course develops advanced skills in professional writing, public speaking, and interpersonal communication within a business context. With a focus on both individual effectiveness and organizational professionalism, students will refine their ability to communicate ideas clearly, persuasively, and appropriately across diverse communication platforms and audiences. Key topics include foundational business writing, verbal

and nonverbal presentation techniques, communication for job search and early-career development, interpersonal communication, professional presence, and business research and reporting. Through real-world assignments, presentations, and research-driven projects, students will build a communication toolkit that prepares them for professional impact and ethical leadership.

Prerequisites: EN 102, COM 101

Course Snapshot

Modality	Online Asynchronous
Time Commitment	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 40 hours on classwork, 24 hours researching and preparing for class projects and presentations, and 16 hours studying for and taking exams. There will be an additional 55 hours of work required beyond what is listed here (course readings, homework discussions, assignments, etc.), averaging 3.4 hours each week.
Required Materials	 Kolin, Philip (2023). <i>Successful Writing at Work</i> 12th Edition. ISBN-13: 9780357656594 Publisher: Cengage Price: \$45.99-\$62.99 (depending on rental duration) e-text ONLY This is a web-based textbook focusing on the characteristics of business writing, the writing process, defining your audience, editing, proofreading, as well as an introduction to the various different types of business documents entry level professionals need to know. Students can purchase access to the e-text directly through Cengage or via the Chaminade bookstore.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). As a fully online, asynchronous course, BU 309 will exclusively be delivered via the Canvas Learning Management System. Students will work through modules each week to complete required course assignments, activities, and discussions. Students are expected to log into Canvas daily to complete course related activities as well as check for pertinent announcements.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of [degree program name], the student will be able to:

1. **PLO2:** Demonstrate effective business communication skills.
2. **PLO4:** Evaluate the impact of global dynamics and cross-cultural differences on business decisions.

Course Learning Outcomes (CLOs)

Upon completion of BU 309, students will be able to:

1. Deliver confident and persuasive verbal presentations in professional settings.
2. Apply credible research in business communication deliverables.
3. Develop clear, concise, and purposeful business communication deliverables which are aligned with desired organizational outcomes.
4. Design organizational communication strategies that align with ethical standards, reflect organization and stakeholder values, and promote sustainability, and corporate citizenship.

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, and integrity of creation.
5. Educate for adaptation and change.

In line with Marianist values and worldview, BU 309 encourages students to think about communication and persuasion from a values driven perspective. Instead of focusing solely on the bottom line for business, students will be challenged to think about how to approach communication decisions using relevant ethical frameworks and Marianist values—thinking about things like transparency, honesty, and respect for the business as well as the communities they serve. Specifically, students will articulate how ethics were considered in communication decisions, as well as the potential impacts for the business and broader stakeholder communities.

This course connects to the following Marianist values: 2) Provide an integral, quality education and 4) Educate for service, justice, peace, and integrity of creation. By addressing contemporary issues in business and communication, this course helps students develop situational awareness, discernment, and sound judgement as they evaluate how to maximize business outcomes through strategic communication. Additionally, through the intentional inclusion of ethical instruction, frameworks, and incorporation of Marianist values, students learn to weigh business outcomes against their impacts on broad communities (both people and the environment), making decisions that benefit the business, while avoiding unnecessary harm to others.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua (‘Ōlelo 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 (‘Ōlelo No‘eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit (‘Ohana):** ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no‘eau (‘Ōlelo 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 (‘Ōlelo No’eau 203)
— All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	2	2, 5	2, 5	2, 4, 5
PLOs				
Native Hawaiian Values	2	2, 5	2, 5	2, 4, 5
Gen Ed Outcomes(if applicable)	N/A	N/A	N/A	N/A

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response by [X] (see Communication policy above)
 - Weekly graded work (discussions, assignments): within [X] school days of the due date
 - Major assessments/projects: within [X] school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	Late work is not accepted. Anything not submitted by the due date will receive an automatic zero.
Extra Credit	No extra credit is given in this course.
Incomplete Grade	Incomplete grades are only given in documented grievous circumstances. Barring any urgent circumstance, students should plan to complete all course requirements on time.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grading Distribution

Exam #1 = 100 points

Exam #2 = 100 points

Exam #3 = 100 points

Social Impact Project = 200

Business Plan Proposal = 200

Business Report = 100

Classwork/Participation = 200

Total = 1,000 points

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Important Information

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student's own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

In BU 309, the following additional AI Policy applies:

Policy on the use of Generative AI (ChatGPT, Bing! Autopilot, and others)

The use of generative AI tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting a bullet-pointed outline to organize your thoughts; and
- Checking grammar and style

While use of generative AI is permitted for the above activities, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic (producing hallucinations). Beware that use of such programs may also stifle your own independent thinking and creativity.

The use of generative AI is NOT permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat
- Completing any type of group work that your group has assigned to you
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

You are responsible for the information you submit. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Citations of all AI generated content should be in APA 7th edition format.

If I suspect that you have used AI to generate all or part of an assignment, I reserve the right to ask for your notes, drafts, and other materials demonstrating your original work.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement

Kōkua 'Ike Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations Accessibility Services Sign up
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

Weekly Course Schedule

Please refer to Canvas for weekly topics, readings, and assignments.