



Chaminade University of Honolulu - CCPI Campus
Communications

COM 101-91-4 Introduction to Communications

Online | Credits: 3 | Section: 91-4 | Term: Fall 2026

Instructor Information

Instructor	<i>Tyrone Horrace</i> <i>My name is Tyrone Horrace, I live in Bellingham, Washington, USA. I have been teaching in the communications department for 15 years and have been teaching with CCPI for 10. I have a lovely family of 4 with my wife and two children aged 10 and 8. I enjoy reading, hiking, and playing at the beach with my children when I am not working.</i>
Email	<i>tyrone.horrace@chaminade.edu</i>
Phone	<i>(808) 383 - 4876</i>
Office Location	<i>Remote</i>
Virtual Office Hours	<i>3 - 6 pm M-F (Pacific Standard Time)</i>

Communication

Instructor and Student Communication

Questions for this course can be emailed to the instructor at tyrone.horrace@chaminade.edu -in addition, you can communicate through the course Canvas page. Online, in-person and phone conferences can be arranged. Response time will take place up to 2 days. There is a major time difference between Weno and Bellingham, Washington, but I will be able to respond within 24 - 48 hours on weekdays.

School & Department

School	School of Communications
Location	Kieffer Hall, Room 12
Phone	<u>(808) 739-8369</u>
Questions?	Contact your instructor or the School of Communications

Course Description & Materials

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.

Co-requisites/Pre-Requisites: [Add relevant info, e.g., ENG 22 or ENG 24 or equivalent or higher with a grade of "C" or better and MATH 82 or equivalent or higher with a grade of "CR" or consent of instructor]

Course Snapshot

Modality	Online Asynchronous
Time Commitment	This class is a 3 credit class that utilizes 135 hours of student engagement. Class Meetings will include 43 hours, with an expected 51 hours reading assigned text and completing activities outside of class There will be 15 hours planning, researching, writing, and recording a structured speech, there will be an additional 5 hours reading, researching, and responding to group discussion threads. There is an expected 7.5 hours of reflecting on learning activities as well as 6 hours studying for and completing the final exam. There should be the use of approximately 30 minutes each week (7.5 hours total) reviewing announcements and previous learning, preparing for upcoming classes, and completing assignments/activities from previous classes.
Required Materials	Verderber, Verderber & Sellnow, (2021). COMM6. Stamford, CT: Cengage.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). Modules in Canvas will be done in order, one module per week. All assignments, activities, and information for the week will be presented in the module for the week. Please begin each class session checking the announcements for any updates.

Learning Outcomes

| Program Learning Outcomes (PLOs)

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

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.

| Course Learning Outcomes (CLOs)

Upon completion of [course], the student will be able to:

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.

| 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:

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 starts 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 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 lāma 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	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
PLOs	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
Native Hawaiian Values	3,4,5	2,4,5	2,5	1,3,4,5	2,3	1,2,3,4,5

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	<i>All course work should be completed within 7 days of the due date. If a student is unable to complete the work within 7 days of the due date. Late work will be accepted by the instructor, but will be marked down 10% each 7 calendar days late.</i>
Extra Credit	<i>Students do not need extra credit if they do the regular credit.</i>
Incomplete Grade	<i>To request an I grade, students must demonstrate need based on challenges that limit the student's ability to complete the work before the end of the term. A specific plan with work completion date no later than 2 weeks past the end of semester must be presented to the instructor by the student for approval.</i>
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):

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.

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/

Resource	Description	Contact / Website
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

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

Wk of	Theme	Info / Activities	Due Dates
8/17	Introductions	Email and Canvas introductions	8/22
8/24	Characteristics of Communication	Chapter 1 Learning Log	8/29
8/31	Speech Topic Selection	Video Introduction Upload	8/5
9/7	Group Discussion Project	Create Group, Define Roles	8/12
9/14	Group Discussion Project	Research and Prepare	8/19
9/21	Group Discussion Topic	Presentation "Fishbowl" Discussion	8/26
9/28	Speech Writing	Topic Selection	10/3
10/5	Speech Writing	Research and Rough Draft	10/10
10/12	Wellness Week	No New Assignments	
10/19	Speech Writing	Record and Submit	10/24
10/26	Reflection	Discussion Board "Body Language"	10/31
11/2	Conflict & Resolution	Analyze Text	11/7
11/9	Conflict and Resolution	Write Script	11/14
11/16	Conflict and Resolution	Performance	11/21
11/23	Thanksgiving	No New Assignments	
11/30	Prepare for Final		
12/7	Final Exam		