



[Communications School of Humanities, Arts and Design]

[Communications Department]

[COM 101: Introduction to Communications]

Online | Credits: [3] | Section: | Term: [Fall 2026]

Instructor Information

Instructor

Shannon Stuckert, M.Ed.



Welcome to Introduction to Communication. My name is Shannon Stuckert. I have been a teacher for 36 years and have been teaching Chaminade students for the past six years!

To get started, please send me an email introducing yourself at shannon.stuckert@chaminade.com. Secondly, press the blue button marked **Modules**. View the modules for Weeks 1 & 2. Next, go to the **discussion** button and answer the question posted. You will receive weekly credit for answering the discussion questions so be sure to go to that section on a weekly basis. I will post your weekly assignments in the assignment section of Canvas. If you run into any problems, please email me at shannon.stuckert@chaminade.edu.

Email	<i>shannon.stuckert@chaminade.edu</i>
Phone	620-200-5371
Office Location	<i>virtual</i>
Virtual Office	<i>shannon.stuckert@chaminade.edu</i>
Virtual Office Hours	8:30 AM to 4:30 PM (M-F)

Communication

Primary communication channel: shannon.stuckert@chaminade.edu (Expected response time 24 hours M–F)

School & Department

School	Communications School of Humanities, Arts, and Design
Location	<i>Virtual</i>
Phone	(620) 200-5371
Questions?	Contact your instructor

Course Description & Materials

Catalog Description

Course Description

This course is an Introduction to major forms of communication for college students. Students learn effective communication skills for two-person, small groups, and public situations. Examination and application of basic principles of message development for personal and public speech will be performed and analyzed in the classroom.

Pre-Requisites:

Course Snapshot

Modality	Online Asynchronous
Time Commitment	[Description of time allocation-your course credit hour (CHP) breakdown] Example CHP course description: This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend 37.5 hours in class, 48 hours researching, writing, practicing and recording speech presentations, 1 hour each week writing discussion reflections (15 hours total), and 10.5 hours studying for and taking quizzes and the final exam. There will be an additional 24 hours of work required beyond what is listed here (course readings, homework assignments, etc.), averaging 1.6 hours each week.
Required Materials	Reading assignments can be found online at: https://open.library.okstate.edu/speech2713/ INTRODUCTION TO SPEECH COMMUNICATION Sarah E. Hollingsworth; Megan Linsenmeyer; Terrisa Elwood; Sasha Hanrahan; and Mary Walker OKLAHOMA STATE UNIVERSITY LIBRARIES STILLWATER, OK
Recommended Items	None
Canvas	This course is delivered through Canvas (chaminade.instructure.com).

Learning Outcomes

Program Learning Outcomes (PLOs)

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

1. Research, organize and outline an effective speech.
2. Deliver a well-planned presentation of ideas through effective oral delivery.
3. Use the tools and concepts covered in the textbook and lecture to create effective communication in group situations.

Course Learning Outcomes (CLOs)

Upon completion of Communications 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 situations.
Use at least three different oral communication strategies in one-on-one, group and class communication settings.

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 this course, the instructor and the students “collaborate together in attaining knowledge of the human condition within the larger community of all creation, applying both faith and reason in their quest of meaning.” They seek to “uncover and probe the deep questions of human meaning. It places this search for truth within a value-centered worldview that begins with the dignity of each person, living their life within an interconnected whole that we call creation.”

Educate for Service, Justice, Peace, and Integrity of Creation

Marianist higher education is “deeply committed to the common good.” This course is undertaken as “a form of service in the interest of justice and peace, and the university curriculum is designed to engage the classroom with the wider world.” It is part of our responsibilities as an institution built on the teachings of Christ “to promote the dignity of all human persons. To do so authentically, we must acknowledge, analyze, and deeply comprehend global disparities.”

Educate for Adaptation and Change

After the French Revolution, Father Chaminade, founder of the Society of Mary, stated, “new times call for new methods.” Adaptation and change, however, must begin with a firm understanding of the past. This course understands that “students need a substantive knowledge of the past, analytical tools for understanding the world around them and critical thinking skills to mindfully respond and shape the unknowable future.” It tries “to shape students’ understanding of the interconnectedness of human knowledge as a foundation for effective action in an increasingly interdependent 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 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.

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, and are included in this course.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	x			x
PLOs	x	x	x	x
Native Hawaiian Values		x	x	
Gen Ed Outcomes(if applicable)	x	x	x	x

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>Exams must be taken by designated deadlines. Instructor will consider reasons for missing the deadline.</i>
Extra Credit	<i>There is no extra credit work in this course.</i>
Incomplete Grade	<i>Upon approved request a 30 day extension is available for the completion of this course.</i>
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Grades

Grades will be based on two quizzes, one final examination, weekly discussion questions, and one speech presentation. Each quiz will be worth 25 points, the final exam will be 50 points. Each discussion question will be 10 points for a total of 150 points. Speech presentation will be 50 points.

270-300 points = A

240-269 points = B

210-239 points = C

180-209 points = D

Below 180 points = F

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/
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	Why is Public Speaking Important?	1. Send an email to me at shannon.stuckert@chaminade.edu that introduces yourself. (10 points) 2. Comment on the discussion link to my prompt on Canvas. (10 points) 3. Read Chapter 1	End of Week 1
8/24	Communication perspectives	1. Complete Module 1 2. Comment on the weekly discussion link. (10 points)	End of Week 2
8/31	Building Confidence	1. Read Chapter 2 2. Comment on the weekly discussion link. (10 points) 3. Complete Module 2	End of week 3
9/7	The Importance of Delivery. Different methods and key elements of speech delivery.	1. Read Chapter 3 2. Comment on the discussion link to my prompt. (10 points) 3. Complete Module for Ch.3.	End of Week 4
9/14	Review of Chapters 1, 2,& 3	Review powerpoints for Chapters 1, 2, & 3. Take notes as you will be able to use your notes on the quiz. QUIZ 1 (25 points)	Take QUIZ 1 by 9/23/2026
9/21	Ethics	1. Read Chapter 4 2. View Module for Chapter 4 3. Comment on discussion link for Chapter 4	End of Week 6
9/28	Audience Analysis	1. Read Chapter 5 2. View Module for Chapter 5 3. See my prompt on the discussion link and comment. (10 points)	End of Week 7
10/5	Culture	1. Read Chapter 6 2. View Module for Chapter 6 3. See my prompt on the discussion link and comment. (10 points)	End of Week 8
10/12	Wellness Week	No New Assignments	
10/19	Organizing and Outlining	1. Read Chapter 7 2. View Module for Chapter 7 3. See my prompt on the discussion link and comment. (10 points)	End of Week 9
10/26	Researching Your Speech	1. Read Chapter 8 2. View Module for Chapter 8 3. See my prompt on the discussion link and comment. (10 points)	End of Week 10

Wk of	Theme	Info / Activities	Due Dates
11/2	The Importance of Listening	1. Email outline of speech to me. 2. Feedback on all outlines. Quiz 2 (25 points)(Ch. 4-8) 3. Read Chapter 11 4. View Ch. 11 Module	QUIZ 2 needs to be completed by 11/10. End of Week 11.
11/9	Language Presentation Organizing your speech	1. Read Chapters 12 & 13 2. View Module for Chapters 12 & 13 3. See my prompt on the discussion link and comment. (10 points) 4. Begin rehearsing your speech.	End of Week 12
11/16	Understanding small group communication. Delivery.	1. Video recorded Rehearsals 2 recorded practices with tutor will be graded. Second practice should be better than the first. Tutor will submit comments to me from 2 practices. DUE Dec. 1 (50 points) 2. Read Chapter 15 3. View Module for Ch. 15	End of Week 13
11/23	Informative & Persuasive Speeches	1. Read Chapters 14 & 17 2. View Module for Chapters 14 & 17 3. See my prompt on the discussion link and comment. (10 points)	End of Week 14
11/30	Semester review	View final review module. Take notes to prepare for the Final Exam.	End of Week 15
Dec. 9-11	FINAL EXAM	Final Exam must be completed between December 9 - 11.	Take FINAL by 12/9/2026.