

Huntingdon College
Adult Degree Completion Program

COURSE NUMBER: CMST 201
COURSE NAME: Introduction to Communication
Spring 2009, Session II, Daphne

INSTRUCTOR'S NAME: Bessie McMillion

CONTACT INFORMATION: bessie.mcmillion@huntingdon.edu

COURSE DESCRIPTION: The purpose of this class is to teach you theories and skills related to human communication in a variety of contexts including interpersonal, small group, organizational, intercultural, and mediated interactions. This course is intended as a broad survey of the discipline and consequently places equal emphases on theory and application

PREREQUISITE: None

TEXT REQUIRED:

Hybels, S., & Weaver II, R. L. (July 2008). *Communicating Effectively* (9th ed.). (ISBN-13: 978-0-07-3385099)

COURSE LEARNING OUTCOMES:

.After completing this course, you should have accomplished the following objectives:

1. Define and explain basic terms, principles and theories that serve as a basis for engaging in and analyzing communication interactions.
2. Describe fundamental communication concepts including perspectives on communication, the importance of perception in the communication process, the characteristics of verbal and nonverbal communication, and skills needed for effective listening.
3. Demonstrate knowledge of theories related to interpersonal, small group, intercultural, organizational, and mediated situations.
4. Write a critical analysis of a communication interaction that uses theories or concepts discussed in the class to critique communication behaviors.
5. Display competent communication behaviors during classroom activities involving small group and public communication.

COURSE ASSIGNMENTS & GRADING CRITERIA:

Grading Elements	Percentage:
Weekly Participation	20%
Communication Identity Paper	10%
Relational Communication Paper	10%
Group Communication Paper	10%
Communicating at Work Paper	10%
Examinations (2 @ 20% each)	40%
Total Points	100%

GRADE POINT EQUIVALENTS – Describe the point range for each letter grade.

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 00%-59%

ATTENDANCE POLICY:

Absences and Tardiness – All students are required to attend the first session.

Those who do not attend the first session will be automatically dropped from the course. Students with more than one absence will receive an "F" for the course. Since this class meets only five times, missing a single class meeting is equivalent to missing three weeks of a regular term. If you cannot attend a class you must let the instructor know via email as soon as possible. In case of absences you are responsible for obtaining all handouts and assignments. Tardiness may result in a deduction in your class participation grade. Excessive tardiness may count as an absence.

Participation – Explain your expectations. How will participation be evaluated and how will regular feedback be provided? The collaborative adult learning model requires students to participate and actively engage in the learning process. One way to encourage this is to include participation as part of the grading criteria. Participation is not the same as attendance. Attendance is simply being present in the classroom but does not require the student to do anything. Participation requires students to come to class prepared to actively participate, which makes the classroom experience more meaningful. However, participation is not just speaking out in class. The contributions made by the student should be related to the course content and meaningful to the class discussion.

Late Assignments – Explain whether late assignments will be accepted and what penalty might be imposed if the assignment is late. Also specify what assignments can be turned in late. This will allow the student to make informed decisions.

Accommodation of Special Needs – Huntingdon College makes every reasonable accommodation for disabilities that have been processed and approved through our Disability Services Committee in accord with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In order to request disability-related services at Huntingdon College, students must self-identify to the Disabilities Intake Coordinator, Camilla Irvin, and provide appropriate and up-to-date documentation to verify their disability or special needs. After the accommodations have been approved by the Disability Services Committee, the 504 Coordinator, Dr. Lisa Olenik, will notify your professor(s) of the committee's decision. If you have any questions regarding reasonable accommodation or need to request disability-related services, please contact Disability Services at (334) 833-4432 or e-mail at disabilityservices@huntingdon.edu.

Academic Honesty – Plagiarism is literary theft. Failure to cite the author of any language or of any ideas *which are not your own creation* is plagiarism. This includes any text you might paraphrase, as well. Anyone is capable of searching the Internet or any printed media; your research paper is intended to broaden your knowledge,

stimulate your creativity, and make you think, analyze, and learn. It is not consistent with the College Honor Code, nor with scholarly expectations to submit work which is not the product of your own thinking and research. Severe penalties will result upon the submission of any work found to be plagiarized, including potential failure of the entire course. It is easy and simple to properly cite all sources used in your paper. Take no risks – cite your sources.

GRADED COURSE ASSIGNMENTS:

Communication Identity Paper (Due week 1) – In three (3) full double-spaced pages, use the information in chapters 2 and 3 of your textbook to describe the basis of how you normally communicate with others. Your goal here is to be able to analyze your standard communication behaviors and relate them to the material (i.e., concepts and definitions) in the textbook. You are not expected to use every concept in these two chapters, but at a minimum, you should draw upon the concepts of self-concept (chapter 2) and yourself as a cultural being (chapter 3). In this paper, your analysis is actually you being reflective on how and why you communicate as you do.

Examinations (During weeks 2 & 5) – The two exams will cover lectures, readings, and in-class activities. The exams are designed to evaluate your ability to (1) recall and define basic course concepts, (2) apply course principles to scenarios provided, and (3) critically compare ideas and be able to distinguish among them. Exams will be a combination of multiple choice, matching, true/false, and matching questions. Some questions will come from the readings that we don't cover in class. Although the exams are not cumulative, you may need to review theories or concepts from earlier in the course – knowledge of this information may influence your ability to answer particular questions.

Relational Communication Paper (Due week 3) – In two (2) full double-spaced pages, you will describe one of your interpersonal relationships. Use any of the information in chapters 7 and 8 to describe this relationship. You could focus on a couple of concepts (e.g., emotional intelligence and self-disclosure) or only one concept (e.g., stages of relationship development). The choice is up to you. You must, though, explain and analyze the relationship using chapter material (i.e., concepts and definitions). Again, the material for this short paper comes from you being reflective on why this particular relationship exists for you.

Group Communication Paper (Due week 4) – Watch a movie or TV show that deals with some sort of group. It could be a group of friends or work group. It does not matter for this short paper what type of group the TV show or movie consists of. In two (2) full double-spaced pages, use the material (i.e., concepts and definitions) from chapters 10 and 11 to describe this group.

Communicating at Work (Due week 5) – As working adults we all must communicate at work, and most of us will use some sort of technology to communicate at your jobs. In two (2) full double-spaced pages, use the material (i.e., concepts and definitions) from chapter 9 and appendix A to describe how you or the organization you belong to uses technology to communication. Again, the material for this short paper comes from you being reflective on how and why technology is used at work to communicate with others.

Participation (Each week) – I expect all students, in some way, to take part in the intellectual community of our class. To accomplish this objective, we will have individual and group activities to complete in class that will document your contribution to that day's class. I do not think that contributions require extensive comments during class, nor do I think that quantity of comments always translates into quality comments. I do, however, think that speaking up at appropriate times, fully participating in group discussions and activities, and coming prepared are all ways to participate. Student evaluation will be based on both demonstration of understanding of concepts provided in the readings during the course and in the level of participation demonstrated during class activities. "A" performance in participation will include attendance in all class sessions, verbal contributions demonstrating knowledge of the subject matter during class discussions, and strong involvement in each of the weekly sessions. Any unexcused class absence will result in a 10% point deduction in your participation grade.

Guidelines for writing papers – All papers should be typed, double-spaced in 12-point font with 1" margins on all sides. A header should indicate your full name and page number at the top right corner of each page (e.g., "Jane Student 1"). All papers and references must adhere to APA style 5th edition. For assistance on using APA format, please view the APA style crib sheet at <http://www.docstyles.com/archive/apacrib.pdf>. Your papers should integrate specific terminology from the textbook and supplemental readings where appropriate. Finally, you need introduction and conclusion paragraphs, probably three paragraphs in the body of the paper, but that will differ somewhat depending on the content of your particular paper and the specific assignment. Poor grammar, spelling, punctuation, and proofreading will negatively affect your grades. So, write well and proofread to earn above average points. All papers must be printed and brought to class to turn-in in person. No e-mailed papers will be accepted.

TENTATIVE CLASS SCHEDULE:

Week 1: Basic Principles of Human Communication I

Reading Assignment: Hybels & Weaver (2007) chapters 1-3

Writing Assignment: Communication Identity Paper

Week 2: Basic Principles of Human Communication II

Reading Assignment: Hybels & Weaver (2007) chapters 4-6

Exam 1 over chapters 1-6

Week 3: Communicating in the Interpersonal Context

Reading Assignment: Hybels & Weaver (2007) chapters 7-8

Writing Assignment: Relational Communication Paper

Week 4: Communicating in the Small Group Context

Reading Assignment: Hybels & Weaver (2007) chapters 10-11

Writing Assignment: Group Communication Paper

Week 5: Communicating in the Work and Mediated Context

Reading Assignment: Hybels & Weaver (2007) chapters 9 & Appendix A

Presentation Assignment:

Exam 2 over chapters 7-11 & Appendix A