COMM 1370: INTRODUCTION TO COMMUNICATION
Professor: D. K. Ivy, Ph.D.
diana.ivy@tamucc.edu
Spring, 2012
Office: BH 325, 825-5986
Section 001: 2:00-3:15pm TTH
Office Hrs: M 6-7pm
TU 3:30-5:30pm
W 5-7pm
(Other office visits by appointment.)

COURSE DESCRIPTION: The purpose of this course is to introduce you to the discipline of Communication, sometimes referred to as Comm Studies or Speech Comm. This is a survey or intro course, meaning that we will examine a breadth of topics which are explored more in depth in other courses within the Communication curriculum.

STUDENT LEARNING OUTCOMES: At the end of the course, students should be able to
1. summarize areas of specialty within the field of Communication;
2. identify and explain basic theories, issues, and trends in Communication, related to three primary contexts—interpersonal communication, interviewing, and group communication;
3. relate their knowledge of the discipline to their own experience and to contemporary life.

REQUIRED COURSE MATERIALS: The required textbook for this course is Communication: Principles for a Lifetime (4th ed.), by Beebe, Beebe, & Ivy. Students are expected to keep current in assigned readings, even if chapter material is not directly covered in class. Quizzes will be drawn primarily from assigned readings. Bring the guidebook of materials handed out on the first day of class with you to each class session.

EXPECTATIONS FOR STUDENTS: One expectation I have for students is that you keep up with the reading. Plan ahead and at least scan the material before coming to class. If you don’t read, we’ll have no substance for discussions and the course will degenerate into merely an exchange of personal stories and opinions. A secondary expectation is that you openly discuss the material. I understand some people are shy, but I seek balanced participation. We need everyone’s involvement for the course to be successful. I appreciate all points of view and encourage an open exchange of ideas.

CLASSROOM ETIQUETTE: Please turn off all pagers, cell phones, watches that beep, etc. before the start of class and KEEP THEM OFF. If you must keep your phone on because you’re on call or have an emergency, turn off the sound so that only you’ll be aware of a call. If you have to answer an emergency call, please leave the room quickly and quietly. Be respectful of your instructor and classmates during class sessions. While I appreciate and encourage discussion, I won’t allow someone to dominate or show disrespect for another person’s contribution. I won’t tolerate talking among yourselves when I am presenting information, during classmates’ presentations, or while classmates are offering comments. I expect you to listen to me as well as one another, and not to work on things for other classes or your personal life during my class. No texting or checking emails on laptop computers, cell phones, etc. I don’t allow students to use laptop computers during class for 3 reasons: (1) They’re distracting to students around you; (2) I can’t be assured that you’re working on class material versus checking email or playing solitaire; and (3) students working on laptops tend not to engage in class discussion because they’re engrossed in their computers. Class discussion is a key element in a communication course. If you have a problem with this policy, talk to me.
ATTENDANCE POLICY: Attendance is imperative and will be checked at each class. If you do miss a class, it’s your responsibility to get the info from a classmate. The following policy will be enforced:
1. Your first two absences are without penalty. Use these absences for illness and emergencies.
2. Each subsequent absence will lower your final course average by 3 points.
3. You must attend at least 65 minutes of each 75-minute class to be counted present.

MISSED WORK: Please realize that if you miss class the day you are expected to make a presentation, turn in an assignment, or take a quiz, you will not be allowed to make up that activity on a subsequent date. The grade is a ZERO. There are only two exceptions to this policy: (1) you’re admitted to a hospital (not just seen by someone in an ER) and unable to attend class; or (2) you’ve experienced a death in your family. In both of these situations you must provide documentation supporting the reason for the missed activity. You or someone you know should get in touch with me, preferably by phone, as soon as the emergency arises. Contacting me before an absence is always preferable to contacting me after the fact. In extreme situations, you may also contact Student Affairs (825-2612) and request that a written memo be sent to all your instructors. Anyone traveling for a school-related event must turn in assignments or take quizzes before your travel, not after.

GRADING SCALE: Here is my approach to letter grades: a “C” is average; a “D” is below average, and an “F” is way below average (a bomb out). A “B” is above average and an “A” is way above average. As and Bs are rewards for above-average performance, not minimal or average work.

ASSIGNMENTS & EVALUATION: Your final grade in this course is based on your performance on the following assignments and quizzes. All written assignments must be typed. Point values are shown below. Your final grade is based on a percentage of 400 points, minus deductions for excessive absences. Roughly 90% of 400 points (approx. 360 points) will earn you an A, roughly 80% (approx. 320 points) a B, and so forth.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Reaction Paper 1 (short paper in reaction to a chapter topic)</td>
<td>50</td>
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<tr>
<td>Reaction Paper 2 (short paper in reaction to a chapter topic)</td>
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<tr>
<td>Quiz 1 (25 multiple-choice questions over 3 chapters)</td>
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<td>Quiz 2 (25 multiple-choice questions over 3 chapters)</td>
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<td>Quiz 3 (25 multiple-choice questions over 3 chapters)</td>
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<tr>
<td>Quiz 4 (25 multiple-choice questions over 2 chapters)</td>
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<tr>
<td>Group Project (30-min. oral presentation over a topic of your choosing)</td>
<td>100</td>
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ACADEMIC ADVISING: The College of Liberal Arts requires students to meet with an Academic Advisor once they’re ready to declare a major. The Advisor will set up a degree plan which must be signed by the student, a faculty mentor, and the department chair. The Academic Advising Center is located in Driftwood 203E; call 825-3466.

STUDENTS WITH DISABILITIES: TAMUCC complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with documented disabilities. If you suspect you have a disability (physical impairment, learning disability, psychiatric disability, etc.), contact Services for Students with Disabilities (Driftwood 101, 825-5816), and schedule a conference with me to discuss necessary accommodations. All discussions will remain confidential and should occur within the first two weeks of class.
EQUITY STATEMENT: All people, regardless of sex/gender, age, class, race, ethnicity, religion, physical/learning ability, sexual orientation, veteran status, etc., shall have equal opportunity without harassment in this communication course. Any problems with or questions about harassment can be discussed confidentially with your instructor.

PLAGIARISM POLICY: Please understand that plagiarism is grounds for suspension from the university. Any student caught plagiarizing someone else’s paper, presentation, or speaking notes; lifting information from sources without citing those sources; attempting to turn in or present the same work in multiple classes; or cheating on a quiz may be given an automatic F for the course. Profs do compare notes and discuss student assignments. Do not even think about using material that is not your own--this includes website material. If you’re uncertain about the university’s policy on academic misconduct, refer to the Student Handbook or University catalog. If you’re uncertain as to what actions constitute plagiarism in communication courses, ask me.

GRADE APPEAL PROCESS: As stated in University Rule 13.02.99.C2, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in a course. The burden of proof is on the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2 Student Grade Appeals and University Procedure 13.02.99.C2.01 Student Grade Appeal Procedures. These documents are accessible on the University Rules Web site at www.tamucc.edu/provost/university_rules/index. For assistance and/or guidance in the grade appeal process, contact the Office of Student Affairs.

COURSE SCHEDULE: The tentative schedule below details assigned readings, information to be covered during each class session, presentation and quiz dates, due dates for assignments—roughly everything you need to know to stay on top of this class. I use the word “tentative” because this schedule might change; however, students will be informed well in advance of any changes in schedule. Check the schedule before you come to each class so that you’ll be prepared.

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TENTATIVE SCHEDULE

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<thead>
<tr>
<th>Week 1</th>
<th>Syllabus &amp; Course Overview</th>
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<tr>
<td>TH 1/12</td>
<td>Read: Syllabus &amp; Degree Info (Guidebook pp. 1-19) by TU 1/17</td>
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<td>Read: Pathways to Careers (Guidebook pp. 20-45) by TU 1/17</td>
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<tr>
<th>Week 2</th>
<th>Discuss Communication Degree &amp; Careers in Communication</th>
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<tr>
<td>TU 1/17</td>
<td>Read: Ch. 1 by TH 1/19</td>
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<td></td>
<td>Read: Guidebook p. 46 (Reaction Paper 1) by TH 1/19</td>
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| TH 1/19 | Discuss Ch. 1: Foundations of Human Communication |
Assignment: Reaction Paper 1 (DUE TH 2/9)
Read: Ch. 2 by TU 1/24

Week 3
TU 1/24
Discuss Ch. 2: Self-Awareness and Communication
Read: Ch. 3 by TH 1/26

TH 1/26
Discuss Ch. 3: Understanding Verbal Messages
Review Reaction Paper 1 Assignment
Read: Guidebk pp. 49; 53-65 (Quiz 1 Rev. & Group Project) by TU 1/31

Week 4
TU 1/31
Assgmt: Group Project (DUE TU 2/21, TU 3/6, TH 4/5, & TU 4/24)
Review for Quiz 1 (Chs. 1, 2, & 3)

TH 2/2
Quiz 1 (Chs. 1, 2, & 3)
Read: Ch. 4 by TU 2/7

Week 5
TU 2/7
Discuss Ch. 4: Understanding Nonverbal Messages
Review Reaction Paper 1 Assignment

TH 2/9
DUE: Reaction Paper 1
Group Project Work Session--Screen Topics
Read: Ch. 5 by TU 2/14

Week 6
TU 2/14
Discuss Ch. 5: Listening and Responding

TH 2/16
Group Project Work Session--Presentation Reminders

Week 7
TU 2/21
Groups 1 & 2 Presentations
Read: Ch. 6 by TH 2/23
Read: Guidebook p. 50 (Quiz 2 Review) by TH 2/23

TH 2/23
DUE: Peer Evaluations, Groups 1 & 2
Discuss Ch. 6: Adapting to Others
Review for Quiz 2 (Chs. 4, 5, & 6)

Week 8
TU 2/28
Quiz 2 (Chs. 4, 5, & 6)

TH 3/1
Group Project Work Session

Week 9
TU 3/6  **Groups 3 & 4 Presentations**  
Read: Ch. 7 by TH 3/8

TH 3/8  **DUE: Peer Evaluations, Groups 3 & 4**  
Discuss Ch. 7: Understanding Interpersonal Communication  
Read: Ch. 8 by TU 3/20

**SPRING BREAK, March 12-16**

**Week 10**  
TU 3/20  Discuss Ch. 8: Enhancing Relationships  
Read: Appendix A by TH 3/22  
Read: Guidebook pp. 47-48 (Rec. Letters) by TH 3/22

TH 3/22  Guest: Nancy Salinas, Career Services  
Discuss Appendix A: Interviewing  
Read: Guidebk pp. 46 & 51 (React. Paper 2 & Quiz 3 Rev.) by TU 3/27

**Week 11**  
TU 3/27  **Assignment:** Reaction Paper 2 (DUE TH 4/12)  
Review for Quiz 3 (Chs. 7, 8, & Appendix A)  
Group Project Work Session

TH 3/29  **Quiz 3 (Chs. 7, 8, & Appendix A)**  
Review Reaction Paper 2 Assignment

F 3/30  **University Deadline to Drop a Class**

**Week 12**  
TU 4/3  Group Project Work Session  
Review Reaction Paper 2 Assignment

TH 4/5  **Groups 5 & 6 Presentations**

**Week 13**  
TU 4/10  Group Project Work Session  
Read: Ch. 9 by TH 4/12

TH 4/12  **DUE: Reaction Paper 2**  
**DUE: Peer Evaluations, Groups 5 & 6**  
Discuss Ch. 9: Understanding Group and Team Performance  
Read: Ch. 10 by TU 4/17

**Week 14**
TU 4/17  
Discuss Ch. 10: Enhancing Group and Team Performance

TH 4/19  
Group Project Work Session
Read:   Guidebook p. 52 (Quiz 4 Review) by TU 4/24

**Week 15**  
**TU 4/24**  
Groups 7 & 8 Presentations  
DUE:  Peer Evaluations, Groups 7 & 8  
Review for Quiz 4 (Chs. 9 & 10)

**TH 4/26**  
Final Class Meeting--Quiz 4 (Chs. 9 & 10)

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