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 text is Communication: Principles for a Lifetime (5th 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 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 is that students keep up with the reading. Plan ahead and at least scan the material before coming to class. A secondary expectation is that you openly discuss the material. I understand some people are shy, but I seek balanced participation. I appreciate all points of view and encourage an open exchange of ideas.

CLASSROOM ETIQUETTE: Please turn off all laptops, 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 the sound to vibrate. If you have to answer an emergency call, leave the room quickly and quietly. Be respectful of your instructor and classmates during class sessions; don’t dominate or show disrespect for another person’s contribution. I expect you not to work on things for other classes or your personal life during my class. No texting or checking emails on laptops, phones, etc. I don’t allow students to use laptops during class for 3 reasons: (1) They’re distracting to students around you; (2) I can’t be assured you’re working on class material; and (3) students using laptops tend not to engage in class discussion because they’re engrossed in their computers. Discussion is a key element in a comm course. If you have a problem with this policy, talk to me. If you choose to purchase the textbook in an electronic format, talk to me about using such a device in class.

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: If you miss class when you’re expected to make a presentation, turn in an assignment, or take a quiz, you will not be allowed to make up that activity. The grade is a ZERO. There are only three exceptions to this policy: (1) you’re admitted to a hospital (not just seen in an ER) and unable to attend class; (2) you’ve experienced a death in your family; or (3) you’re traveling for official university business. In all situations you must provide documentation for the absence. You or someone you know should get in touch with me as soon as the emergency arises. Contacting me before an absence is preferable to after the fact. In extreme situations, you may also contact Student Affairs (825-2612) and request that a memo be sent to your instructors. Anyone traveling for a university-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 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, etc.

- Reaction Paper 1 (short paper in reaction to a chapter topic) 50 points
- Reaction Paper 2 (short paper in reaction to a chapter topic) 50 points
- Quiz 1 (25 multiple-choice questions over 3 chapters) 50 points
- Quiz 2 (25 multiple-choice questions over 3 chapters) 50 points
- Quiz 3 (25 multiple-choice questions over 3 chapters) 50 points
- Quiz 4 (25 multiple-choice questions over 2 chapters) 50 points
- Group Project (30-min. oral presentation over a topic of your choosing) 100 points

400 points max

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 (CCH 116, 825-5816), and schedule a conference with me to discuss accommodations. All discussions will remain confidential and should occur within the first two weeks of class. Bring your accommodation letter from Disability Services with you when you see me.

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 course. Any problems 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 **

**Week 1**

TH 9/5
Syllabus & Course Overview
Read: Syllabus & Degree Info (Guidebook pp. 1-14) by TU 9/10
Read: Pathways to Careers (Guidebook pp. 15-28) by TU 9/10

**Week 2**

TU 9/10
Discuss Communication Degree & Careers in Communication
Read: Ch. 1 by TH 9/12
Read: Guidebook p. 29 (Reaction Paper 1) by TH 9/12

TH 9/12
Discuss Ch. 1: Foundations of Human Communication
Assignment: Reaction Paper 1 (DUE TH 9/20)
Read: Ch. 2 by TU 9/17

**Week 3**

TU 9/17
Discuss Ch. 2: Self-Awareness and Communication
Read: Ch. 3 by TH 9/19

TH 9/19
Discuss Ch. 3: Understanding Verbal Messages
Review Reaction Paper 1 Assignment
Read: Guidebk pp. 36; 40-50 (Quiz 1 Rev. & Group Project) by TU 9/24
<table>
<thead>
<tr>
<th>Week 4</th>
<th>TU 9/24</th>
<th>Assgmt: Grp Project (DUE TU10/15, TU10/29, TU11/19, &amp; TH12/5)</th>
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<tr>
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<td>Review for Quiz 1 (Chs. 1, 2, &amp; 3)</td>
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<td>TH 9/26</td>
<td>Quiz 1 (Chs. 1, 2, &amp; 3)</td>
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<td>Read: Ch. 4 by TU 10/1</td>
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<th>Week 5</th>
<th>TU 10/1</th>
<th>Discuss Ch. 4: Understanding Nonverbal Messages</th>
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<td></td>
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<td>Review Reaction Paper 1 Assignment</td>
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<td>TH 10/3</td>
<td>DUE: Reaction Paper 1</td>
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<td>Group Project Work Session—Screen Topics</td>
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<td>Read: Ch. 5 by TU 10/8</td>
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<th>Week 6</th>
<th>TU 10/8</th>
<th>Discuss Ch. 5: Listening and Responding</th>
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<td>Group Project Work Session—Presentation Reminders</td>
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<th>Week 7</th>
<th>TU 10/15</th>
<th>Groups 1 &amp; 2 Presentations</th>
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<td>Read: Ch. 6 by TH 10/17</td>
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<td>Read: Guidebook p. 37 (Quiz 2 Review) by TH 10/17</td>
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<td>TH 10/17</td>
<td>DUE: Peer Evaluations, Groups 1 &amp; 2</td>
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<td>Discuss Ch. 6: Adapting to Others</td>
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<td>Review for Quiz 2 (Chs. 4, 5, &amp; 6)</td>
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<th>Week 8</th>
<th>TU 10/22</th>
<th>Quiz 2 (Chs. 4, 5, &amp; 6)</th>
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<td>Group Project Work Session</td>
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<th>Week 9</th>
<th>TU 10/29</th>
<th>Groups 3 &amp; 4 Presentations</th>
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<td>Read: Ch. 7 by TH 10/31</td>
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<td>TH 10/31</td>
<td>DUE: Peer Evaluations, Groups 3 &amp; 4</td>
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<td>Discuss Ch. 7: Understanding Interpersonal Communication</td>
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<td>Read: Ch. 8 by TU 11/5</td>
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<th>Week 10</th>
<th>TU 11/5</th>
<th>Discuss Ch. 8: Enhancing Relationships</th>
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<td>Read: Appendix A by TH 11/7</td>
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<td>Read: Guidebook pp. 30-35 (Rec. Letters &amp; Appendix A) by TH 11/7</td>
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TH 11/7

Guest: Nancy Salinas, Career Services
Discuss Appendix A: Interviewing
Read: Guidebk pp. 29; 38 (React. Paper 2 & Quiz 3 Rev.) by TU 11/12

**Week 11**

**TU 11/12**

Assignment: Reaction Paper 2 (DUE TU 11/26)
Review for Quiz 3 (Chs. 7, 8, & Appendix A)
Group Project Work Session

TH 11/14

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

F 11/15

University Deadline to Drop a Class

**Week 12**

**TU 11/19**

Groups 5 & 6 Presentations
Review Reaction Paper 2 Assignment
Read: Ch. 9 by TH 11/26

TH 11/21

Group Project Work Session (Ivy at NCA Convention)

**Week 13**

**TU 11/26**

DUE: Reaction Paper 2
DUE: Peer Evaluations, Groups 5 & 6
Discuss Ch. 9: Understanding Group and Team Performance
Read: Ch. 10 by TU 12/3

TH 11/28

Thanksgiving Holiday

**Week 14**

**TU 12/3**

Discuss Ch. 10: Enhancing Group and Team Performance
Group Project Work Session
Read: Guidebook p. 39 (Quiz 4 Review) by TH 11/29

TH 12/5

Groups 7 & 8 Presentations
DUE: Peer Evaluations, Groups 7 & 8
Review for Quiz 4 (Chs. 9 & 10)

**Week 15**

**TU 12/10**

Final Class Meeting—Quiz 4 (Chs. 9 & 10)

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