COMM 1370: INTRODUCTION TO COMMUNICATION
Spring, 2017
Section 001: 3:30-4:45pm MW, OCNR 115
Professor:  D. K. Ivy, Ph.D.
diana.ivy@tamucc.edu
Office:  BH 325, 825-5986
Office Hrs:  M 5-6pm; 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 (6th ed.), by Beebe, Beebe, & Ivy.  E-versions of the textbook are acceptable;
please let me know if you’ll be using a downloaded version of the textbook.  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
during the
first class with you to each class session.

CITATION STYLE:  APA 6th edition style is required for all assignments for this course.  Other styles
(MLA, Chicago, etc.) will not be acceptable in this course.

EXPECTATIONS FOR STUDENTS:
(1) Reading:  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 a
mere exchange of personal stories and opinions.

(2) Discussion/Class Involvement:  Attempt to 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.  In addition, 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, checking emails, or posting on social media during class time.

(3) Technology Usage:  Personal technology is allowed in the classroom, but please mute your cell
phone, laptop, and/or tablet so that only you’ll be aware if you receive a call or text.  If use of cell
phones, pads, or laptops becomes excessive or disruptive, such that class attention and discussion is
hampered, I reserve the right to ban their usage in the classroom. Please use technology as a tool to assist your learning, not as a replacement for the work needed to make classroom time successful.

**CLASSROOM BEHAVIOR:** As an academic community, TAMUCC requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, behavior that interferes with (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of peace and subject to disciplinary sanctions outlined in Article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, e.g., classrooms, electronic classrooms, labs, discussion groups, field trips.

**DISABILITIES ACCOMMODATIONS:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at 361-825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact Disability Services for assistance. Once you have contacted Disability Services, please feel free to discuss classroom accommodations with me so that I can provide an optimum learning environment for you.

**ACADEMIC INTEGRITY/PLAGIARISM:** University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity, and plagiarism (presentation of someone else’s work as one’s own work). 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 online 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 the course. The burden of proof is upon 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, visit the College of Liberal Arts (CLA) website (http://cla.tamucc.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the CLA Associate Dean.
EQUITY STATEMENT: All persons, 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 me.

DROPPING A COURSE: I hope you never find it necessary to drop this or any other course. However, events sometimes occur that make dropping necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best approach, you must initiate the drop process by filling out a course drop form in the Student Services Center (round building). Just stopping attendance and participation will not automatically result in your being dropped from the course. For the spring semester of 2017, Friday, April 7 is the last day to drop a course with an automatic grade of “W.”

ACADEMIC ADVISING: The College of Liberal Arts (CLA) requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The university uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood 203. For more information, call 361-825-3466.

ATTENDANCE POLICY: Attendance is imperative and will be checked at each class period. If you do miss a class, it’s your responsibility to get the information from a classmate. The following policy will be enforced:

1. Your first 2 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’re 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 are admitted to a hospital (not just seen by someone in an ER or clinic) and unable to attend class; and (2) you have 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 by phone or email 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 the Office of Student Affairs (361-825-2612) and request that a written memo be sent to all your instructors regarding your situation. Anyone traveling for a school-related event (including all athletes) must turn in assignments or take quizzes before your travel, not after.

GRADING SCALE: Here’s 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. A’s and B’s 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, 80% (approx. 320 points) a B, and so forth.

- 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

COURSE SCHEDULE: The tentative schedule below details assigned readings, information to be covered during each class session, 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 and complete the assigned readings before you come to each class so that you will be prepared.

TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Week 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>W 1/18</td>
<td>Syllabus &amp; Course Overview</td>
</tr>
<tr>
<td></td>
<td>Read: Syllabus &amp; Degree Info (Guidebook pp. 1-17) by M 1/23</td>
</tr>
<tr>
<td></td>
<td>Read: Pathways to Careers (Guidebook pp. 19-32) by M 1/23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M 1/23</td>
<td>Discuss Communication Degree &amp; Careers in Communication</td>
</tr>
<tr>
<td></td>
<td>Read: Ch. 1 by W 1/25</td>
</tr>
<tr>
<td></td>
<td>Read: Guidebook p. 35 (Reaction Paper 1) by W 1/25</td>
</tr>
</tbody>
</table>

| W 1/25 | Discuss Ch. 1: Foundations of Human Communication |
|        | **Discuss Reaction Paper 1 (DUE W 2/15)** |
|        | Read: Ch. 2 by M 1/30 |

<table>
<thead>
<tr>
<th>Week 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M 1/30</td>
<td>Discuss Ch. 2: Self-Awareness and Communication</td>
</tr>
<tr>
<td></td>
<td>Read: Ch. 3 by W 2/1</td>
</tr>
</tbody>
</table>

| W 2/1 | Discuss Ch. 3: Understanding Verbal Messages |
|       | Review Reaction Paper 1 Assignment |
|       | Read: Guidebk pp. 42; 46-56 (Quiz 1 Rev. & Group Project) by M 2/6 |

<table>
<thead>
<tr>
<th>Week 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M 2/6</td>
<td><strong>Discuss Group Project (DUE M 2/27, M 3/20, M 4/17, &amp; W 4/26)</strong></td>
</tr>
<tr>
<td></td>
<td>Review for Quiz 1 (Chs. 1, 2, &amp; 3)</td>
</tr>
</tbody>
</table>
W 2/8  Quiz 1 (Chs. 1, 2, & 3)
Read:  Ch. 4 by M 2/13

Week 5
M 2/13  Discuss Ch. 4: Understanding Nonverbal Messages

W 2/15  DUE: Reaction Paper 1
Group Project Work Session—Library Research Basics; Topic Screening
Read:  Ch. 5 by M 2/20

Week 6
M 2/20  Discuss Ch. 5: Listening and Responding

W 2/22  Group Project Work Session—Presentation Reminders

Week 7
M 2/27  Groups 1 & 2 Presentations
Read:  Ch. 6 & Guidebook p. 43 (Quiz 2 Review) by W 3/1

W 3/1  DUE: Peer Evaluations, Groups 1 & 2
Discuss Ch. 6: Adapting to Others; Review for Quiz 2 (Chs. 4, 5, & 6)

Week 8
M 3/6  Quiz 2 (Chs. 4, 5, & 6)

W 3/8  Group Project Work Session (Groups 3-8 only)

SPRING BREAK, March 13-17

Week 9
M 3/20  Groups 3 & 4 Presentations

W 3/22  Group Project Work Session (Groups 5-8 only)
Read:  Ch. 7 by M 3/27

Week 10
M 3/27  DUE: Peer Evaluations, Groups 3 & 4
Discuss Ch. 7: Understanding Interpersonal Communication
Read:  Ch. 8 by W 3/29

W 3/29  Discuss Ch. 8: Enhancing Relationships
Read:  Appendix A & Guidebk pp. 36-41 (Rec. Letters) by M 4/3
**Week 11**
M 4/3
Discuss Appendix A: Interviewing & Rec. Letters
Read: Guidebk pp. 35 & 44 (React. Paper 2 & Quiz 3 Rev.) by W 4/5

W 4/5
Discuss Reaction Paper 2 (DUE W 4/19)
Review for Quiz 3 (Chs. 7, 8, & Appendix A)
Group Project Work Session (Groups 5-8 only)

F 4/7
University Deadline to Drop a Class

**Week 12**
M 4/10
Quiz 3 (Chs. 7, 8, & Appendix A)
Group Project Work Session
Review Reaction Paper 2 Assignment

W 4/12

TH 4/13
Extra Credit for Attending Comm Week Keynote Event

**Week 13**
M 4/17
Groups 5 & 6 Presentations
Read: Ch. 9 by W 4/19

W 4/19
DUE: Reaction Paper 2
DUE: Peer Evaluations, Groups 5 & 6
Discuss Ch. 9: Understanding Group and Team Performance

**Week 14**
M 4/24
Group Project Work Session (Groups 7-8 only)

W 4/26
Groups 7 & 8 Presentations
Read: Ch. 10 by M 5/1
Read: Guidebook p. 45 (Quiz 4 Review) by M 5/1

**Week 15**
M 5/1
DUE: Peer Evaluations, Groups 7 & 8
Discuss Ch. 10: Enhancing Group and Team Performance
Review for Quiz 4 (Chs. 9 & 10)

W 5/3
Reading Day

**Week 16**
M 5/8 1:45-4:15pm
FINAL EXAM PERIOD: Quiz 4 (Chs. 9 & 10)