COMM 1311: Foundations of Communication
CRN 61017 …Section 001… ECDC 219C… Monday-Thursday 12:00pm – 1:55pm

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Email: michael.sollitto@tamucc.edu
Office: Bay Hall 327
Credit Hours: 3
Office Phone: (361) 825-2443
Office Hours: Monday, Tuesday, and Wednesday 2:00pm-4:00pm

TAMUCC Department of Communication and Media Mission Statement
“Our mission is to develop students who are effective and ethical communicators with the creative, critical, and collaborative skills necessary to succeed in a diverse global environment.”

Course Title and Description
Introduction to Communication is a three credit course focused on familiarizing students to the research, principles, and theories of the Communication discipline. This particular course is intended to provide insight into a breadth of topics about the Communication discipline that will be examined with greater depth in the Communication curriculum.

Course Objectives
The course is designed to further develop students’ abilities as communicators and communication scholars. This course is in partial fulfillment of the following Communication and Media Department outcomes. Specifically, students should be able to perform the following by the conclusion of the Summer 1 2018 term:

- Define communication and explain its practicality in everyday life.
- Articulate the value of a degree or education in Communication.
- Demonstrate the ability to apply scholarly research into everyday practice.

Recommended Materials

Required Additional Readings
- Reading material for selected topics from a variety of sources will be placed in the “Required Additional Readings” folder on Blackboard.

Attendance
Attendance and participation are strongly encouraged for this course, as they are the strongest predictors of success on papers, exams, and for actual learning to take place.

Grading Procedure
Grades will be based on the following point values:
338-375 points = A
300-337 points = B
262-299 points = C
225-261 points = D
0-224 points = E
Assignments
Grades are comprised of various classroom engagement activities, and two exams. The total amount of points possible for the course is 375. There will be no opportunity to makeup in-class activities. Assignments turned in late will receive a 10-percent deduction for every day it is late.

Discussion Questions
Students are expected to submit discussion questions posed about the reading material assigned for a given class period. The answers to these questions should be thorough and showcase genuine understanding of the content and an ability to draw connections between the reading and other topics covered in class. Answers will be evaluated based upon depth of understanding, spelling/grammar, and the ability to synthesize the readings. There will be ten Discussion Questions due throughout the summer session, each worth 10 points, for a total of 100 points. They must be typed with Times New Roman size 12 font and physically submitted during the class session. Further directions and rubric for the discussion questions will be distributed and discussed in class at the appropriate time.

Classroom Engagement Activities
On various days students will complete classroom engagement activities that will be used for direct application and discussion of course topics, lecture material, and textbook content. There will be five classroom engagement activities in this course, each worth 5 points, for a total of 25 points.

Friday (re)Flections
On five Fridays throughout the summer session, students will complete a writing assignment that will be submitted on Blackboard. These writing assignments are meant to further develop student writing and serve the dual purpose of integrating class content with practical experience. The papers will be 1-2 pages in length and adhere to the sixth edition of the APA style guide. Each Friday (re)Flection will be worth 10 points for a total of 50 points. Further directions and rubric will be distributed and discussed in class at the appropriate time.

Exams
There will be two exams in this course. Each exam is worth 100 points, for a total of 200 points in the course. Exam content will be based on textbook material and other readings, lecture notes, in-class activities, and any supplemental information provided throughout the course. The exams will likely feature a combination of multiple choice, matching, true-false, and short answer/short essay items.
**Academic Advising**
The College of Liberal Arts 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 please call 361-825-3466.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. *Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. June 15 is the last day to drop a class with an automatic grade of “W” this term.

**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 the Disability Services office for assistance at (361) 825-5816.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.03, *Student Grade Appeals*, 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.C2.03, *Student Grade Appeals*. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

**Student Conduct**

1. **Know the syllabus:** Be informed on what is to be read, discussed, and submitted for each class meeting.
2. **Islander Email:** Correspondence from the instructor will take place through the TAMUCC email system. Regularly check your Islander email for updates and information.
3. **Respect:** Be courteous of the professor and fellow students and refrain from talking amongst yourselves during lecture and discussion. This also means that proper professional communication is also required.
4. **Preparation:** Attend class ready to contribute and interact with material presented in class.
5. **Punctuality:** Please make best effort to arrive to the classroom before class begins.
6. **Electronic Devices:** Items such as cell phones, tablets, and lap tops should be put away during class time.
7. **Listening:** It is absolutely essential and expected for students to pay attention to class discussions and lectures because the information is vital toward successfully completing the course.
8. **Effort:** This class will be fun and enlightening, yet challenging. Please put forth your best effort each day in the course.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due/Reading</th>
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<tbody>
<tr>
<td>Tue May 29</td>
<td>Syllabus; Overview of Communication</td>
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<td>Wed May 30</td>
<td>Foundations of Human Communication</td>
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<td>Thu May 31</td>
<td>Foundations of Human Communication</td>
<td>Beebe et al. (2016), Ch. 1; Discussion Questions 1</td>
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<td>Mon Jun 04</td>
<td>Communication and the Self</td>
<td>Beebe et al. (2016), Ch. 2; Discussion Questions 2</td>
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<td>Tue Jun 05</td>
<td>Communication and the Self</td>
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<td>Wed Jun 06</td>
<td>Verbal Communication</td>
<td>Beebe et al. (2016), Ch. 3; Discussion Questions 3</td>
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<td>Thu Jun 07</td>
<td>Verbal Communication</td>
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<td>Mon Jun 11</td>
<td>Nonverbal Communication</td>
<td>Beebe et al. (2016), Ch. 4; Discussion Questions 4</td>
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<td>Tue Jun 12</td>
<td>Nonverbal Communication</td>
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<td>Wed Jun 13</td>
<td>Listening and Responding</td>
<td>Beebe et al. (2016), Ch. 5; Discussion Questions 5</td>
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<td>Thu Jun 14</td>
<td>Mid-Term Exam</td>
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<td>Mon Jun 18</td>
<td>Communicating Interpersonally</td>
<td>Beebe et al. (2016), Ch. 7; Discussion Questions 6</td>
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<td>Tue Jun 19</td>
<td>Communicating Interpersonally</td>
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<td>Wed Jun 20</td>
<td>Communicating at Work</td>
<td>Cheney &amp; Zorn (2012); Discussion Questions 7</td>
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<td>Thu Jun 21</td>
<td>Communicating at Work</td>
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<td>Mon Jun 25</td>
<td>Communication and Culture</td>
<td>Beebe et al. (2016), Ch. 6; Discussion Questions 8</td>
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<td>Tue Jun 26</td>
<td>Communication in the Classroom</td>
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<td>Wed Jun 27</td>
<td>Communication in the Classroom</td>
<td>McCroskey (2002); Discussion Questions 9</td>
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<td>Thu Jun 28</td>
<td>Final Exam</td>
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Reference List of Additional Readings

Cheney, G., & Zorn, T. E. (2012). What do we know and what we can learn about meaningful work (from the standpoint of communication)? In A. K. Goodboy & K. Shultz (Eds.), *Introduction to communication: translating scholarship into meaningful practice* (pp. 315-322). Dubuque, IA: Kendall Hunt.