Foundations of Communication

Course Description: This course examines a breadth of topics fundamental to the study of communication and works to improve students’ communication skills in three primary contexts: interpersonal relationships, group/teamwork, and presentational speaking.

Learning Objectives:
1) Apply principles of effective oral, written, and visual communication to interpersonal, small group, and audience-centered communication contexts;
2) Work with a group to gain experience in collaboration and meeting shared goals;
3) Engage in organized research processes for the purpose of evaluating and synthesizing information to support ideas; and
4) Deliver presentations using oral, written, and visual evidence that supports specific purposes and includes messages tailored to specific audiences.

The content will address the following Texas Higher Education Coordinating Board categories:
- Critical Thinking:
  - Generate and communicate ideas by combining, changing, or reapplying existing information.
- Communication Skills:
  - Develop, interpret, and express ideas through written, oral, and visual communication.
- Teamwork:
  - Integrate different viewpoints as a member of a team.
  - Work with others to support and accomplish a shared goal.
- Personal Responsibility:
  - Evaluate choices and actions, and relate consequences to decision making.

Required Materials:
Computer with Internet access and word processing software
1 Bluebook for Writing Responses

<table>
<thead>
<tr>
<th>Major Course Requirements:</th>
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</thead>
<tbody>
<tr>
<td>Content Application</td>
<td>225 points</td>
</tr>
<tr>
<td>Team Informative Presentation</td>
<td>200 points</td>
</tr>
<tr>
<td>Individual Persuasive Presentation</td>
<td>175 points</td>
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<tr>
<td>Writing Responses</td>
<td>200 points</td>
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<tr>
<td>Participation</td>
<td>200 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
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</tbody>
</table>
Content Application—225 points
You will be asked to show your ability to apply course concepts and theories. This will include constructing a Communication Model that represents a communicative situation (50 pts.), an experiment using Expectancy Violations Theory Interaction (75 pts.), and an Interpersonal Theory Analysis (100 pts.).

Team Informative Presentation—200 points
For the major collaborative assignment in this class you will work with a small group to deliver a 15-20 minute informative presentation related to a topic from large lecture. This assignment supports the university’s mission of preparing graduates for lifelong learning and responsible citizenship in a global community. This assignment will require the groups to produce an outline, a research synthesis chart, group/self evaluations, and a group presentation with visual aid.

Individual Persuasive Presentation—175 points
This assignment serves as your final and major individual assignment for our persuasion/presentational speaking unit. It will require you to develop a 4-6 minute persuasive presentation that you will deliver to your classmates. The theme for this presentation will be based on a set of criteria to be explained by the instructor (this will also integrate material/content from your large lecture). You will also be responsible for completing a research synthesis chart, formal outline, and visual aid as part of this assignment.

Participation—200 points
Throughout each unit you will be asked to complete supplemental activities designed to help you engage with and gain a deeper understanding of course material. This includes a Mock Interview with Career Services.

Writing Responses—200 points
There will be in class writing responses at the end of units I, II, III, and IV (50 points each). These will consist of 3 questions per Unit and you will be given 45 minutes to write your responses.

Final Grading Scale: This scale is based on a point system and not a percentage; therefore, grades will not be rounded up. If a student earns 799 points they receive a “C” in the course not a “B”. All grades are final unless a miscalculation has occurred. Grades will be regularly updated on Blackboard throughout the session.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>1000-900</td>
</tr>
<tr>
<td>B</td>
<td>899-800</td>
</tr>
<tr>
<td>C</td>
<td>799-700</td>
</tr>
<tr>
<td>D</td>
<td>699-600</td>
</tr>
<tr>
<td>F</td>
<td>599 and below</td>
</tr>
</tbody>
</table>

Students will be held to a high standard of performance in all sections. To receive an "A" in this course, your work must be significantly better than that which passes for acceptable work. Do not assume that you can do simply what is assigned to receive a high grade in this course. Doing "what is assigned" gets you only a "C." An "A" requires considerably more work. This course is academically rigorous and time-consuming, and it will require a lot of you to do well. You must do all the work that is required of you according to the instructions provided in order to be successful in this class.

The instructor will not hold grade negotiation conversations with students. Often students state that they “need” a particular grade in a class in order to maintain scholarships, financial aid, membership on teams or in organizations, etc., and ask for extra points to raise their grades. This is unfair to the other students in the course who have earned their grades without being offered extra points, and it also detracts from the integrity of the grading scale in the course. An A holds little to no value when it is given to students who did not submit A
quality work. It hurts your future job prospects when employers see As on your transcript, expect you to deliver
A work using related skills, and you can’t do it because you didn’t actually earn those As (for further
information, see Grade Appeals.)

**Classroom Behavioral Expectations:**
Each student is expected to show their classmates and instructor the utmost respect at all times. Students will be
treated with the highest levels of courtesy and respect and that behavior should be reciprocated. There will be
zero tolerance for classroom disruption, which is a hindrance to your peers and the instructors as we engage in
the learning process. Some examples of such behaviors that you should refrain from are:
- Activities that distract students and the instructor from normal classroom procedures, such as talking,
disruptive eating, texting, sleeping, etc.;
- packing up to leave before class is over;
- working, emailing, Facebooking, messaging, and other forms of computer/phone use – your instructor
may ask you to close your computer or stop the inappropriate use;
- leaving cell phones and other devices on or answering them during class, arrangements can be made if
there is an emergency, this includes texting, and your phone may be confiscated until the end of the class
period if you are using it;
- racist, sexist, homophobic, or otherwise offensive comments or behaviors to classmates and/or
university employees;
- discussing, suggesting, or promoting behaviors that violate college policy in assignments or classroom
discussion;
- wearing hats or sunglasses or chewing gum/candy while giving a speech;
- talking during lecture or while a classmate is giving a speech.

**Communication:**
The majority of the course materials will be accessed via Blackboard, so it is ESSENTIAL that you regularly
log in and check the course page for any announcements, course changes, course materials, etc. Additionally,
you MUST check your TAMUCC email account AT LEAST once per day. Essential course information will be
sent via email, and it is your responsibility for reading those messages to keep yourself updated. You are
expected to communicate primarily via email with questions/concerns about the course. You may generally
expect an email response within 48 hours. Failure to check Blackboard and/or TAMUCC email is not an excuse
for missing class, assignments, and/or lacking class information.
For any technology related issues, please contact the IT help desk at (361) 825-2825. Your instructor, although
knowledgeable about course-related technology, is unable to assist you with account lockouts, expired
passwords, incompatible equipment and/or software, etc. Please contact the IT help desk FIRST with these
issues, and notify your instructor if you are unable to access course materials after contacting IT.
Regardless of whether you agree with a grade or whether you are frustrated by the difficulty of an exam or any
other issue, you must behave professionally at all times, per University policy.
- When emailing, please use proper grammar, spelling, and punctuation. Do not use forms of spelling
that are commonly accepted when texting with your friends.
- When emailing, introduce yourself as a student and provide your name and what section you are in.
- When emailing OR in person, you will demonstrate basic common courtesy and adhere to accepted
norms of politeness.

**Attendance and Late Work:**
Regular attendance is essential for your success in this class. Through in-class/blackboard activities/demonstrations
you will learn to apply course material to your assignments and to enhance your communication skills. If you are not
in class you will miss these opportunities. Any missed speeches or virtual/in-class activities CANNOT be made u
regardless of reason for missing.
Please arrive on time for COMM 1311. On speaking days, if you arrive a few minutes late and a presenter has already started please wait until they are done speaking to enter the class.

Attendance will be taken at the beginning of class. If you arrive more than 20 minutes after the start of class, you will be counted absent for that class period.

**You are allotted 2 absences** (there are no “excused” or “unexcused” absences) during the semester without penalty, meaning you can use these days for illnesses, mental health days, family emergencies, etc. It is highly suggested that you plan to use your absence wisely (i.e. save them for a trip you have planned, keep them as backup days in case you should become ill). ANY class that is missed counts as an absence (e.g., traveling, job interviews, conference attendance, etc.), unless excused by TAMUCC policies. Classes missed during the first week of class WILL count against your allotted absence. You are responsible for arriving on campus by the first day and time of your classes.

**If you miss more than 2 day of class, you will be assessed a 10 point penalty for each absence over the 2.**

In other words, if you miss 4 classes, you will lose 20 points off your final point total. You are responsible for contacting a classmate to obtain any missed materials or class notes that resulted from your absence. Also check Blackboard and your TAMUCC email for announcements and/or postings.

**There are NO makeup opportunities for missed speeches.** *Except at the discretion of the instructor however there may be a penalty of a letter grade off per day that the assignment is late. Missing a speech (whether due to an absence or a late arrival resulting in missing your speech time) will result in a zero.* This includes impromptu speeches.

Written assignments (e.g., outlines, worksheets, etc.) may be accepted late at the discretion of the instructor.

**Certain absences may be excused based on the following criteria:**

- Serious illness or injury resulting in an emergency visit to a physician or hospital that is accompanied by a valid, signed doctor’s note or other official medical document, and **results in the student's physical inability to attend class.**
- The death of a family member or friend, which has been reported to the Dean of Students, and is appropriately documented as an official absence.

In order for your instructor to excuse you based on the aforementioned criteria, you must notify the instructor of your personal situation well in advance. For a serious medical situation that leaves you unable to satisfactorily attend class or complete coursework, you must notify the instructor as soon as physically possible. If you wait until the end of the semester to notify the instructor of a problem that arose earlier in the semester, no accommodations can be retroactively made to help you work through that situation.

Minute medical issues will not be considered excused absences. Colds, sinus infections, coughs, sore throats, etc. are not legitimate reasons for missing class. Your instructors go on about their daily lives while dealing with these issues and the rest of the general population goes to their jobs while dealing with these issues, therefore we expect you can come to class and complete your work while dealing with these issues.

Assignments can be found on the course schedule. It is **your responsibility** to know what is expected from you each day of class. We do not serve as human planners for you – that is, you must check Blackboard and the course schedule to know what is going on. We are under no obligation to remind you what you need to do to prepare for class.

All work must be completed and turned in at the end of class on the date it is due unless otherwise stated in blackboard. Turning in an assignment on time means no later than the end of class the day it is due. *All formal written work is to be submitted to Blackboard **BEFORE** class begins on the due date.* If you are going to be absent the day an assignment is due, you must have made previous arrangements with the instructor to turn it in early (or have notified the instructor of an absence that meets the previously mentioned emergency criteria and is accompanied by official documentation). **ABSOLUTELY NO assignments will be accepted via email unless you are directed by the instructor to turn something in this way.** SUBMIT ALL WORK IN BLACKBOARD.
*Note: Computer/printer/software malfunction is not a valid excuse for late or missing assignments. The college provides computers that are available for your use and are compatible with most assignments you are given.

**Academic Integrity:**
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 or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in penalties ranging from a zero on that assignment up to and including a report filed with the Dean of Students.

**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 me before you decide to drop to be sure it is the best thing to do. 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. April 10th is the last day to drop a class with an automatic grade of “W” this term.

**Grade Appeals:**
As stated in University Procedure 13.02.99.C0.03, 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.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf.

**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, Room #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.

**Right of Revision:**
This syllabus and the information contained within it are subject to change without notice. The instructor always reserves the right to modify the course at any time.

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**Tentative Class Schedule**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 1/21</td>
<td>Course Intro/ Introductions/Course Questions/Foundations</td>
<td>Read Syllabus/Explore Blackboard/Chapter 1</td>
</tr>
<tr>
<td>R 1/23</td>
<td>Self-Awareness</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>T 1/28</td>
<td>Verbal</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>R 1/30</td>
<td>Career Services</td>
<td>Communication Models DUE in Blackboard by MIDNIGHT 1/30.</td>
</tr>
<tr>
<td>T 2/4</td>
<td>Nonverbal/Assign EVT Experiment</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>R 2/6</td>
<td>EVT Experiment Presentations</td>
<td>EVT Experiment Write Ups DUE in Blackboard by MIDNIGHT 2/6.</td>
</tr>
<tr>
<td></td>
<td>Assign Interpersonal Theory Analysis</td>
<td>Choose theory/find a source.</td>
</tr>
<tr>
<td>T 2/11</td>
<td>WRITING RESPONSE UNIT I</td>
<td>UNIT I writing response covers Chapters 1-4</td>
</tr>
<tr>
<td></td>
<td>Listening and Responding/Diversity</td>
<td>Chapters 5 &amp; 6</td>
</tr>
<tr>
<td>R 2/13</td>
<td>Writing Center/APA Workshop</td>
<td>Submit Draft of Interpersonal Theory Analysis for review/feedback.</td>
</tr>
<tr>
<td>T 2/18</td>
<td>Interpersonal</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>R 2/20</td>
<td>Enhancing Relationships</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>T 2/25</td>
<td>WRITING RESPONSE UNIT II</td>
<td>UNIT II writing response covers Chapters 7-8</td>
</tr>
<tr>
<td>R 2/27</td>
<td>Group Performance</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>T 3/3</td>
<td>Enhancing Group Performance/Worksheets</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>R 3/5</td>
<td>WRITING RESPONSE UNIT III</td>
<td>UNIT III writing response covers Chapters 9-10</td>
</tr>
<tr>
<td></td>
<td>Work in Groups – Topic Selection/Approval</td>
<td>Interpersonal Theory Analysis DUE in Blackboard by MIDNIGHT 3/5.</td>
</tr>
<tr>
<td>T 3/10</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>R 3/12</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>T 3/17</td>
<td>Developing Your Speech/Speaking to Inform</td>
<td>Chapters 11 &amp; 14</td>
</tr>
<tr>
<td>R 3/19</td>
<td>Information Literacy/Research Workshop</td>
<td></td>
</tr>
<tr>
<td>T 3/24</td>
<td>Organizing and Outlining Your Speech</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>R 3/26</td>
<td>Delivering Your Speech</td>
<td>Chapter 13</td>
</tr>
<tr>
<td></td>
<td>Bring DRAFTS of Research Synthesis Charts &amp; Outlines/Reference page</td>
<td>Practice for Team Presentations</td>
</tr>
<tr>
<td>T 3/31</td>
<td>Work Day/Conferences</td>
<td></td>
</tr>
<tr>
<td>R 4/2</td>
<td>Team Informative Presentations</td>
<td>All Research Synthesis Charts/Outline/APA Reference Pages/Self-</td>
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<tr>
<td>T 4/7</td>
<td>Team Informative Presentations</td>
<td>Evaluation/Peer Evaluation DUE in Blackboard by MIDNIGHT 4/2.</td>
</tr>
<tr>
<td>R 4/9</td>
<td>Team Informative Presentations</td>
<td></td>
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<tr>
<td>T 4/14</td>
<td>Persuasion</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>R 4/16</td>
<td>WRITING RESPONSES UNIT IV</td>
<td>UNIT IV writing response covers Chapters 11-15</td>
</tr>
<tr>
<td>T 4/21</td>
<td>Research/Writing/Audience Analysis</td>
<td>Bring DRAFTS of Research Synthesis Charts &amp; Outlines/Reference page</td>
</tr>
<tr>
<td>R 4/30</td>
<td>Individual Persuasive Presentations</td>
<td></td>
</tr>
<tr>
<td>T 5/5</td>
<td>Individual Persuasive Presentations</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>Final Exam</td>
<td></td>
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