

## TEXAS A &amp; M UNIVERSITY-COMMERCE

## COMMERCE CAMPUS

Department of Mass Media, Communication, &amp; Theatre

**Fall, 2014**

Course Instructor: Stephen A. Furlich, Ph.D.

Course Title: Human Communication (On-Line)

Speech 201-01W

Class Time: On-Line

E-Mail: Stephen.furlich@tamuc.edu

Office Hours: (Virtual through e-mail, ECollege) (Tues/Thurs. 8:00-9:30; 10:45-12:00; W. 2:00-3:00)

Office: PAC 120

Prerequisites: None

**IMPORTANT, PLEASE READ**

\*Please take the **Student Orientation Tutorial** before beginning the course. To do so please log into ECollege, then click in the upper left corner 'My Courses' then in the middle of the page under the heading 'my course list' and under 'special courses' click on the link under it labeled 'Student Orientation Tutorial.'

\* After signing into ECollege please click on the Help button on the top right side of the page to learn some navigation through the course with the links that to the side.

**Disability statement:** It is university policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. Students should inform the instructor of existing disabilities the first class meeting.

**Course description:** Theories and related skills for evaluating a variety of types of communication. Includes a survey of rhetorical traditions, computer mediated communication, principles, and strategies used in informative, persuasive, and ceremonial communications. Emphasis on student performance and evaluation of oral and written models of classical and contemporary speeches. Recommended for students pursuing careers in teaching, law, the ministry, politics, or other professions involving making public presentations.

**Required:**

**Textbook and resource materials:** Wood, J. (2014). (7th ed.) Communication Mosaics: An Introduction to the Field of Communication.

Boston: Wadsworth.

ISBN-13: 978-0-840-02818-1 ISBN-10: 0-840-02818-0

(Electronic copy information purchased at bookstore)

Students **MUST** have access to the **INTERNET**.

**Please Label All Submitted Assignments with your Name, Section, & Assignment Number.**  
**Examples: Smith, 201-01W Paper 2. Please also use these labels in e-mails, such as in subject lines.**

**Course outcome competencies:**

Learning Outcomes: This course explores theory and principles of effective public speaking while providing an emphasis on skills development. Specific attention is given to the preparation, delivery, and evaluation of public speeches. General student learning outcomes include the following:

1. Students will understand theory and practice in public speaking.
2. Students will understand the role of technology in communication.
3. Students will learn and develop various fundamentals and tools of effective speech delivery.
4. Students will be able to critically analyze the content, organization, and delivery of their own speeches and the speeches of others.
5. Students will become competent and confident public speakers.
6. Students will synergize theories and principles of communication into the successful preparation and delivery.

**Attendance** - Punctual attendance is expected at all class sessions, especially on weekly assignments and tests. Excessive absences are defined by the instructor missing a weekly assignment, excused or unexcused. If you participate in University sponsored activities (e.g., intercollegiate sports) you must check with the instructor with appropriate documentation before you are absent. Students are responsible for all missed work.

**Assignments will be submitted electronically through ECollege and must be received by 5:00 P.M. Central Friday the week it is assigned.** This includes discussion postings. Please note that the last week of class is not a complete week and the discussion is due the last day of class. **Please do not send an e-**

**mail asking if your paper was received until at least 1 week after it is due.** Answering e-mails about receiving the papers slows down the process of grading speeches. **An e-mail from the Instructor to ALL students will be sent AFTER ALL papers have been graded to notify the class that paper assignment grades have been posted.**

**Course Assignments/Assessments:** The department of Mass Media, Communication, & Theatre supports university policies of academic excellence as noted in the student handbook. Interpretation of grades should be considered within the university framework: A=excellent, B=good; C=average; D=inferior; and F=failure. Final grades in this course will be based on:

**\* Tests - (70%)**

20% Test 1

25% Test 2

25% Test 3

Test questions will come from the assigned chapters as well as any notes sent out. Students must take the tests without any assistance from other people. They may use their textbooks but the tests will be timed. Academic integrity is described in the student handbook for Texas A&M University-Commerce. Failure to abide by the rules outline may result in failing the class. If a week has both a test and discussion in that week, the discussion will not be part of that test but will be covered on the next test. Due to multiple sections of this class taking similar tests, **test answers will not be given after the test as to correct and incorrect answers.** The students' scores will be the feedback that they receive concerning their test performance. **Students preparing for tests should study how concepts are related to each other, how they differ, and come up with personal examples of the concepts. The test questions are usually not straight forward definitions but often give an example and ask the student which concept the example best represents.**

**Discussion- (10%)**

All discussions are finished by the Friday of the week they are assigned at 5:00 PM Central. A list of questions is given at the end of the syllabus for each section. The first student to post a comment or question for a section should consider addressing one of these questions. Students are required to **post 2 questions and respond to 2 other questions** that are posted each week. **Students need to come up with their own original questions to post and not re-post previous questions from other students or the syllabus. Likewise, students need to refrain from answering the same questions that other students previously fully answered.** Some repetition is acceptable if it helps to develop the ideas and concepts. The objective is to expand and apply the course material. Students can not post questions or comments for any section except the present one. Hence, you need to stay on top of your participation for each section. **It is helpful for viewing in ECollege if students begin a new post with each of their original questions that they post rather than connected to a previous comment or posting more than one question together.**

**\* Papers - (20%) Note: Encyclopedias, the course textbook, and dictionaries do not count as sources. Papers will be submitted in ECollege for this class in the Doc Sharing Section.**

10% Paper 1:

10% Paper 2:

**\*Please only submit written assignments as attachments in WORD. Other files such as PDF files are too difficult to grade.**

Paper 1: 1-2 pages (Cultural Communication Paper)

Each student will communicate with another student in class about the other person's cultural communication. The goal of this assignment is to better understand how other cultures communicate differently from your own. The areas of communication can be verbal and/or nonverbal communication. Some topics you may cover are schemata, uncertainty reductions theory, greetings, traditions, clothing, family communication, conflict, proximity use, gender comm., hegemony, use of technology by family members to communicate etc. These are just a few ideas but you are not required to address all of them or any of them. Be creative. **You are required to address at least 3 areas of culture communication that is covered either in notes or the book. Clearly indicate the three issues from class material in the paper by underlining the concepts within the paper.** The purpose of this assignment is to indicate what you learned about the other person's culture and how you can communicate better in the future from this knowledge. Each student will submit their paper through ECollege for this class in Doc Sharing. At the end of each paper, each person will write the name of the classmate they communicated with and the date that the communication took place.

Paper 2: 1-2 pages (Technology Communication Paper)

Each student will write a paper that addresses the role of technology in communication. The general goal is to address the **benefits and disadvantages of technology use during communication.** Each student should narrow it down more specifically to something of interest to them. It can be regarded to a particular context, such as at work, church, home etc. Another option is to focus on a particular form of technology used in communication, such as cell phone, e-mail, skype etc. Each student will **cite 3 sources in their paper and have these references on their reference page.** The sources need to be credible, such as books or journals. **Internet web-site sources will not count as part of the required 3 sources. Further sources not given credit are Wikipedia, our textbook, dictionary, interview of someone not considered an expert, studies from class notes.** **In addition, you are required to address at least 3 areas of using technology to communicate that is covered either in notes or the book. There have been several studies covered in class notes throughout the semester. Clearly indicate the three issues from class material in the paper by underlining the concepts within the paper.** Students will turn in a reference page with their sources when submitting their paper. Each student will submit their paper through ECollege for this class in Doc Sharing.

#### \* Course Behaviors

**Students may lose 10% of their final grade for acting disrespectful the first time. This includes but is not limited to offensive comments to another student, etc. The second class they are disrespectful they will be dropped from the class. Students can receive an 'F' in the class for academic dishonesty. This includes but is not limited to cheating on tests, using previous work from another class for assignments, copying another's work from anywhere, etc.**

#### Course Procedures

Assignments - Assignments must be completed on time. Late work will result in loss of points. Academic integrity is expected on all course assignments and activities. Violations of academic integrity (e.g., plagiarism, cheating, etc.) are serious offenses and will be dealt with according to university policy.

Make-Up Assignments and Examinations - If you miss a deadline, it must be for one of the following types of documentable reasons: death in the family, severe personal illness, university sponsored activities, etc. If you have an unexcused absence, you cannot make up that assignment or test. Additionally, because of time constraints, the instructor may elect not to grant make-up work for any reason. In order to take a make-up examination you must submit verifiable and official documentation to your instructor (e.g., a doctor's note for the specific day missed). If your request is approved, you may take a make-up test on the appointed day. All make-up exams must be given for qualified persons within 1 week of the missed test.

Observance of a Religious Holy Day – Texas House Bill 256 requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel. An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused. No prior notification of the instructor is required.

#### *ADA Statement*

#### **Students with Disabilities:**

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 have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library- Room 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

#### **Course Schedule**

Please note that this is a tentative schedule for topics that will be explored this semester.

Slight changes may be made as the semester progresses.

#### **An important reminder:**

All **Papers** and **Exams** are in bold. Notice how these are close to each other.

Therefore, it is imperative for you to plan ahead and prepare in advance so you don't fall behind.

Keeping up with the readings and staying active in class are the best ways to stay afloat in this class.

**Human Communication Course Schedule – Fall, 2014**

<b><u>Dates are Monday of each week. Assignments start on Monday and end by Friday of each week.</u></b>	
<b>Assignments due by Friday each week 5PM Central</b>	
Aug. 25: DISCUSSION: Read Syllabus., ch. 1, A first Look at Communication)	
Sept. 1: DISCUSSION: ch. 13 Public Communication, ch. 8 Adapting Communication to Cultures & Social Communities)	
Sept. 8: DISCUSSION: (Audience Analysis), Watch Informative Speech Videos	
Sept. 15: <b>Paper 1 Due</b>	
Sept. 22: <b>Test 1: Test 1 (Ch. 1, Ch. 8, Ch. 13, Audience Analysis)</b>	
Sept. 29	DISCUSSION: Discussion: ch. 2 The Field of Communication) (History), (Personal & Social Media), (Anxiety),
Oct. 6	DISCUSSION: ch. 14 Mass comm.), ch. 15 Digital Media & Online World) (Support Material)
Oct. 13	DISCUSSION: ch. 4 Engaging in Verbal), ch. 6, Listening), ch. 12 Comm in Organizations), ch. 7, (Creating comm. Climates)  (Delivery), (Organizational patterns)
Oct. 20	<b>Test 2: Test 2 (Ch. 2, ch. 4, ch. 6, ch. 7, ch. 12, Ch. 14, Ch. 15, Support Material, History, Anxiety, Personal &amp; Social Media, delivery, organ. patterns)</b>
Oct. 27	DISCUSSION: Discussion: Ch. 9 Comm. & Personal Identity), ch. 11, Comm. in Groups & Teams),
Nov. 3	DISCUSSION: ch. 5, Nonverbal Communication), (Nonverbal/ Deception, NV Videos), (Persuasion)
Nov. 10	DISCUSSION: ch. 10 Personal Relationships), ch. 3 Perceiving & Understanding),

Nov. 17	<b>Paper 2 Due</b>
Nov. 24	DISCUSSION : (Comm. In classroom), Persuasion speeches watch, (motivation appeals/ Videos)  <b>Post-Test Send</b>
Dec. 1	<b>Test 3: Test 3 (ch. 3, 5, 9, 10, 11) comm. in classroom, persuasion, deception, motiv. appeals</b>

I'm looking forward to getting to know each one of you!

Have a great semester!

### Discussion Questions

**Week 1:** Are there any jobs that communication is not present or required? What are some similarities and differences between giving a speech and having a conversation? What does it mean that communication takes place within a system?

**Week 2:** How does a person acquire culture in their life? How does standpoint theory describe cultural influences on people's perceptions? Is uncertainty reductions theory a natural occurrence for all people, why or why not? How does a speaker decide which delivery style to use (manuscript, impromptu, memorized, extemporaneous)?

**Week 3:** Why is audience analysis important? How to use audience analysis?

**Week 4: Paper Due**

**Week 5: Test 1**

**Week 6:** In what ways can the socratic method be used successfully? What are some advantages/ disadvantages of Protagoras' approach to argument? What impact does information overload have on society and what are some ways to deal with it? What are some causes and cures of speech anxiety not covered in this class? What are some forms of self-plagiarism?

**Week 7:** How does the media influence society through communication? What are some ethical concerns regarding media communication? How can communication be improved for on-line classes/ face to face classes?

**Week 8:** How is language arbitrary? What are differences and similarities of each person's 'I' and "me" described 'language allows self-reflection' section of ch. 4? What is the difference between selective listening and defensive listening? What is empathy and how does it differ from sympathy?

**Week 9: Test 2**

**Week 10:** What are some of the same and some of the different influences on one's identity from generalized others and particular others described in ch. 9? Is uncertainty reductions theory natural for all people? What are some major differences between groups and teams? What are some ways to prevent groupthink?

**Week 11:** What role does nonverbal communication play at work, home, school etc.? What are some major points to keep in mind about nonverbal communication? How prevalent is deception in our society and how well are people at identifying it? Are groups playing an appropriate role in the workplace, too big, or too small?

**Week 12:** What is schemata and how does it impact or expectations? What are some major differences between interpersonal communication and communication in general? What role does nonverbal communication play in interpersonal communication? Are there always turning points in relationships? What are some examples of turning points?

**Week 13: Paper 2 Due**

**Week 14:** Motivational appeals have been used for year. Can anything be added to Monroe's motivated sequence to improve it? How much of an impact do motivational appeals have versus people's free will to choose or not to choose to buy something?

**Post-Test Due**

**Week 15: Test 3**