TEXAS A & M UNIVERSITY-COMMERCE

COMMERCE CAMPUS

Department of Literature and Languages

SPC 201 Section 1 Human Communication
COURSE SYLLABUS: Summer I, 2016

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

Office: PAC 120

Office Hours: (Virtual through e-mail, Learning Studio (ECollege)) M-F. Most emails are usually replied to within 24 hours. Sometimes high email volume may require additional time beyond 24 hours to reply to an email.

E-Mail: Stephen.furlich@tamuc.edu

Class Time: Online

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook 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)

University Course Catalogue Description

A study of human communication and language process, speaking and listening and semantics and meaning. How humans are able to reach meaning and understanding through communication.

<u>Additional Course Description:</u> Theories and related skills for evaluating a variety of types of communication. Includes a survey of rhetorical traditions, computer mediated communication, political communication, gender communication, small group 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, event planning, corporate training, upper-management or other professions involving making public presentations.

<u>Course outcome competencies:</u>

<u>Student Learning Outcomes</u>: This course explores theory and principles of effective communication while providing an emphasis on skills development. Specific attention is given to the preparation, delivery, and evaluation of communication. General student learning outcomes include the following: At the end of this course students will

1. Apply theory and practice in public speaking.

2. Describe the role of technology in communication.

3. Students will utilize various fundamentals and tools of effective communication delivery.
4. Students will be able to critically analyze the content, organization, and delivery of the speeches of others.
5. Students will be able to distinguish effective skills in different forms of communication.

Prerequisites: None

IMPORTANT, PLEASE READ

*Please take the **Student Orientation Tutorial** before beginning the course. To do so please log into Learning Studio (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 Learning Studio (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.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - o 512 MB of RAM, 1 GB or more preferred
  - o Broadband connection required courses are heavily video intensive
  - o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
  - o sound card, which is usually integrated into your desktop or laptop computer
  - o speakers or headphones.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  - o Adobe Reader
  - o Adobe Flash Player

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson Learning Studio (eCollege) Access and Log in Information

This course will be facilitated using Pearson Learning Studio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: http://www.tamuc.edu/myleo.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.
It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson Learning Studio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Pearson Learning Studio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson Learning Studio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson Learning Studio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson Learning Studio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio Technical Support Representative.

- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson Learning Studio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson Learning Studio

Should students encounter Pearson Learning Studio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511

2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson Learning Studio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson Learning Studio tutorial offered for students who may require some extra assistance in navigating the Pearson Learning Studio platform. **ONLY** Pearson Learning Studio based problems are legitimate.

Internet Access
An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

Learner Support
Go to the following link One Stop Shop- created to serve you by attempting to provide as many resources as possible in one location.
Go to the following link Academic Success Center- focused on providing academic resources to help you achieve academic success.

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. Both Paper assignments are submitted in the proper envelop in Learning Studio (ECollege) in DocSharing. Tests are taken in Learning Studio (ECollege) for the assigned week clicking on exam.

Attendance - Punctual attendance is expected on weekly assignments and tests. Excessive absences are defined by the instructor missing a weekly assignment, excused or unexcused. Attendance is measured by submitting appropriate assignments for the week such as exams or papers or posting in discussions for the week. 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 DocSharing in Learning Studio (ECollege) for the two papers and must be received by 5:00 P.M. Central Time Friday the week it is assigned. This includes discussion postings which are posted in the Learning Studio (ECollege) weekly discussion link. Please note 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.**

<u>**Course Assignments/Assessments**</u>: The department of Literature and Languages 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:

A = 100%-90%

B = 89%-80%

C = 79%-70%

D = 69%-60%

F= 59% or Below

Tests = 70%; **Papers**: 1 = 10%, 2 = 10% = total 20%; **Discussion** = 10%

  * **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 Time. 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 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 cannot 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 Learning Studio (ECollege) if students begin a new post with each of their original questions 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 in DocSharing. 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. It is the responsibility of each student to find their own partner. This can be done by sending out individual emails of request. **Do not send out mass emails asking for a partner. This approach gets too chaotic.** Communication with the other student can take place through email, phone, instant messaging etc. 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 greetings, traditions, clothing, family communication, conflict, proximity use, gender comm., use of technology 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 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 Learning Studio (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 addressing 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 him. 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 s**ources not given credit are Wikipedia, our textbook, dictionary, interview of someone not considered an expert. . **In addition, you are required to address at least 3 areas of using technology to communicate 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 Learning Studio (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 occurrence 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.

Late Work, 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.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).* Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: http://www.albion.com/netiquette/corerules.html

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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@tamuc.edu

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Course Schedule

Please note 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 E**xams** 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 in the course.

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

Human Communication Course Schedule – Summer I, 2016

Dates are Monday of each week Assignments due by Friday each week 5PM Central Time USA	Our course is organized by a weekly schedule. The line in the middle does not divide the week, it is only there to present the material in a more reader friendly design.	
June 6	Discussion: Read Syllabus., Ch. 1, (A first Look at Communication), **Political Comm.**	Ch. 13 (Public Communication, Outlining), **Intercultural Comm.**, Ch. 8 (Adapting Communication to Cultures & Social Communities)
June 13	**Test 1 (Ch. 1, Ch. 8, Ch. 13,**	Discussion Con't: (History),

	Political comm., intercultural) Discussion: Ch. 2 (The Field of Communication Ch. 4 (Engaging in Verbal), Ch. 6, (Listening), Ch. 12 (Comm in Organizations), Ch. 7, (Creating comm. Climates)	(Personal & Social Media), Ch. 14 (Mass comm.), ch. 15 (Digital Media & Online World) **Paper 1 Due**
June 20	**Test 2 (Ch. 2, ch. 4, ch. 6, ch. 7, ch. 12, Ch. 14, Ch. 15, History, Personal & Social Media)**	Discussion: Ch. Ch. 9 (Comm. & Personal Identity), Ch. 11, (Comm. in Groups & Teams), Ch. 5, (Nonverbal Communication), (Persuasion) **Small Group, Leadership/ Conflict**
June 27	**Paper 2 Due**, Post-Test	Discussion: Ch. 10 (Personal Relationships), Ch. 3 (Perceiving & Understanding), **Gender Comm., Interpersonal**
July 4 **Discussion & Test Due July 9, Last Day of Class**	Discussion: (motivation appeals), **Research Methods/ Theory**	**Test 3 (Ch. 3, 5, 9, 10, 11), Persuasion, Motiv. Appeals, Small Group, Leadership/ Conflict, Gender Comm., Interpersonal, Research Methods/ Theory**

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

Have a great semester!

Discussion Questions

Week 1: Are there any jobs communication is not present or required? What is the political public sphere? What role does the Internet have with political comm.? What role do mass media messages have with political comm. in democracy? What role does comm. play with mass movements, such as protests? How effective are negative political advertisements and why? How is collective language used in political comm.? How is culture defined? What is a global village? What is a person's identity? What role does culture have with cultural schema theory?

Week 2: How does the media influence society through communication? What are some ethical concerns regarding media communication? 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?

Week 3: What role does nonverbal communication play at work, home, school etc.? What are some major points to keep in mind about nonverbal communication? Are groups playing an appropriate role in the workplace, too big, or too small? How is systems theory understood within small group communication? What are some positive/ negative aspects of groups? What are some ways to bring a team together through symbolic convergence theory? What role does meta-cognition play with leadership? What role does critical thinking have with leadership? How can conflict be defined? How can conflict be positive? What are some ways to handle conflict effectively?

Week 4: What are some major differences between interpersonal communication and communication in general? What role does nonverbal communication play in interpersonal communication? What impact does technology, such as the internet, play in people's perceptions and expectations off-line? How does popular media influence our perceptions/ expectations in life (such as dating, careers, popular behaviors etc.)? Most scholars who research gender comm. have the same perspective about male and female communication, does: this influence perspectives about gender communication in an inaccurate way? Should John Gray's works be ignored as most gender scholars ignore, or is there some value? Do biological generational ancestry influence gender comm.? What are some ways to instill more biological research into comm. research regarding gender comm.? Language differences were not observed by untrained raters but were recognized by trained observers. Should this training become more popular or not? What role if any does male compartmentalizing and women interconnectedness have in gender communication? What role does turning points have in relationships? How can families be viewed as systems? How can identification be used with interpersonal communication?

Week 5: Motivational appeals have been used for years. 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? What is the difference between a research report and critical essay? How can the subjectivity of understanding exactly when a theory is developed become more understandable and objective?