



**EAST TEXAS A&M**  
UNIVERSITY

COMMERCE CAMPUS

**Communication Studies Program**

Department of History & Liberal Studies

**COMS 1311 Section 03W**

**Human Communication**

**COURSE SYLLABUS: Spring, 2026**

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

Class Time: On-Line

Office: Ferguson Social Sciences First Floor: Room 131

Office Hours: Tues. & Thurs. 8:00AM-9:30AM; 12:15-2:00PM

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**"Having knowledge but lacking the power to clearly express it is no better than never having any ideas at all."** Pericles

### **Communication Studies B.A./B.S.**

The Communication Studies program is designed as an area of study to apply scholarly communication research for a variety of careers and personal goals in an interconnected world.

#### **Two general goals of the program for graduates are:**

1. Each graduate will be communicatively informed in every communication situation they find themselves in, such as understanding others verbally and nonverbally in professional and personal situations.
2. Each graduate will effectively communicate verbally and nonverbally in each communication situation they find themselves in, such as professional and personal contexts. Furthermore, an

essential part of effective communication is the ability to communicate strategically verbally and nonverbally to accomplish one's goals.

**“Life is 10% what happens to you and 90% how you respond to it.”**

Lou Holtz, Notre Dame Football Coach (Retired)

## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

#### Textbook Required:

**Textbook and resource materials:** 2 (Purchase is required for both books)

1. Valenzano, J. Broeckelman-Post, M. and Parcell, E. (2021). *Communication Pathways* (2e). Top Hat.  
Communication Pathways Bundle (ISBN: 978-1-64485-403-7)

(Electronic copy information purchased at bookstore and through Top Hat Publisher)

(Join Code: Join Code: [105827](#))

Top Hat Support Team directly at 1 (888) 663-5491 or [support@tophatmonocle.com](mailto:support@tophatmonocle.com)

2. Furlich, S. (2021). *Sex Talk: How Biological Sex Influences Gender Communication Differences Throughout Life's Stages*. Bowker.
  - The royalties that I receive from book sales in this class are donated to charity that year. A list of charities that are given donations will be provided upon request.

#### **University Course Catalogue Description**

This course addresses theories and related skills for evaluating types of communication including a survey of computer mediated communication, nonverbal communication, political communication, gender communication, small group communication, as well as strategies used in informative, persuasive, and ceremonial communications. Recommended for students pursuing careers in teaching, law, the ministry, politics, event planning, corporate training, upper-management or other professions requiring communication skills.

**E-Mails: Label your Name, Class, and Section number, Examples: Smith, 414-01W, in e-mails such as in subject lines.**

**Student Learning Outcomes:** 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.
6. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
  
7. In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.
8. Students will understand and practice academic honesty.
9. Students will demonstrate an understanding of societal and/or civic issues.

Prerequisites: None

### **Course Requirements**

#### **Minimal Technical Skills Needed**

Using MyLeao DL2 Bright Space, Microsoft Word, Power Point

#### **Student Responsibilities**

Checking TAMUC email account three times a week. Checking student grades in MyLeao DL2 Bright Space, Submitting Assignments through MyLeao DL2 Bright Space in Content, Assignments, Appropriate envelopes

## GRADING

**Assignments will be submitted electronically through DL2 Brightspace and must be received by 5:00 P.M. Central Friday the week it is assigned.** This includes discussion postings. Please note the last week of class for Test 3. **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.**

**Please Label All Submitted Assignments with your Name, Section, & Assignment Number. Examples: Smith, 1311-01W Paper. Please also use these labels in e-mails, such as in subject lines. Paper assignments are submitted in the proper envelop in Course Shell, Content, Assignments, Proper Envelop. Tests are taken in Course Shell, Activities, Quizzes.**

Final grades in this course will be based on the following scale:

**Course Assignments/Assessments:** The department of Liberal Studies 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**

## Assessments

**Statement Summary = 2%; Tests = 68%; Paper: = 10%; Discussion = 10%;**

**Quizzes = 10%**

**\*Statement Summary - (2%)**

There is a letter in (Click on **Content**) (**Click on label Statement of Freedom of Thought**) in this course with the title addressing a **Statement for Freedom of Thought and Expression**. Each student will **write one double spaced paper over the statement's content**. The first half of the paper should summarize the statement's main ideas and suggestions. The second half of the paper each student should write how these ideas and

concepts can be applied and useful inside the classroom. Each student should **underline and bold in the first half 3 major themes or ideas** from the statement and in the second half **underline and bold the student's 3 major applications or values** inside the classroom. Outside sources are not required. Each student will **submit their paper in**

## **Activities, Assignments, then the appropriate file**

in the envelop for this class labeled Statement assignment **only in Microsoft WORD**.

### **\* Tests - (68%)**

20% Test 1

23% 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 DL2 Brightspace 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.**

**\* Paper - (10%) Note: Papers will be submitted in Activities, Assignments, Proper Envelop.**

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

**Paper (10%): 1-2 pages 'Understanding Sex'**

**If your paper closely resembles another students' paper you will receive an 'F' in the course. There is plenty of information in the assigned chapters for each paper submitted to be unique.**

**Emphasis is on using specific terminology from the book and how to apply those ideas.**

The purpose of this assignment is to analyze the role of biological sex with gender communication differences. Your goal is to describe in detail using the book Furlich (2021) concepts addressing how biological sex influences both what is said and perceived during communication. You should have at least 1½ pages.

Furlich (2021) has several chapters covering the role of biological sex with gender communication. For the first ½ page minimum, address how the same intended message can be communicated differently between a male and female. Describe the specific ways and the biological reasons for these differences.

For the second ½ page minimum, explain why the same verbal and nonverbal communication received can be understood differently between a male and female by describing the biological reasons.

The third ½ page minimum should apply what you learned for better self-awareness when communicating with others. What are some specific things you can do to better communicate and understand others by taking into consideration biological sex influences?

You must use at least **7 different concepts** (ideas, terms) **UNDERLINED** from Furlich (2021) addressing and applying these areas. Some biological terms should be addressed. Clearly indicate the concepts (ideas, terms) used by underlining them. Some chapters from Furlich (2021) to address are **Ch. 5, 6, 7, 8, 9, 12**. Feel free to use more. The paper should be at least **1 1/2 pages** double-spaced with one-inch margins. **Emphasis is on using specific terminology from the book and how to apply those ideas.**

**Quizzes: (10%)**

There are 19 quizzes. Quiz questions are located for each chapter on the left side of the course Top Hat ebook in a specific envelop for each test. Each week that has a discussion will have quiz questions for each particular week. The purpose of these questions are to learn important concepts for each chapter.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universal\\_menu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universal_menu)

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

#### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

#### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	<p>The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- 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.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection 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, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

Brightspace Support

### Need Help?

**Student Support**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

**Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

**System Maintenance**

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

**Interaction with Instructor Statement**

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

### **Interaction with Instructor Statement**

The instructor will email back attachments with feedback for the paper but exams and discussions will have grades posted for feedback.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

**Assignments will be submitted electronically through**

**Course Shell, Activities, Assignments, and then the appropriate file**

**for the paper and must be received by 5:00 P.M. Central Time Friday the week it is assigned.** This includes discussion postings which are posted 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.**

### **University Specific Procedures**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Tenets of Common Behavior statement: All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook);

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

### Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Texas A&M University-Commerce acknowledges that there are legitimate uses of **Artificial Intelligence**, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

## TAMUC 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 paper 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.

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

## Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

#### **\* Course Behaviors**

Students may lose 10% of their final grade or be dropped from the class for acting disrespectful the first time. This includes but is not limited to offensive comments to another student, etc. 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.

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

### Undergraduate Academic Dishonesty 13.99.99.R0.03

#### Undergraduate Student Academic Dishonesty Form

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

#### Graduate Student Academic Dishonesty Form

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

## East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## **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 an exam or paper submission 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 on a day you are scheduled to make a presentation or take a test, you cannot make up that presentation or test. Additionally, because of time constraints, the instructor may elect not to grant make-up speeches 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 2 weeks 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.

**Extra Credit** - Extra credit can be earned for participation in departmental research conducted in or outside of class, if the opportunity arises. Extra credit points awarded will be determined by the nature of the project.

### **Students with Disabilities-- ADA Statement**

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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

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

### **Nondiscrimination Notice**

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.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a

concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**Students with complaints should first address those concerns with their instructor.**

## Pandemic Response Statements

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

## 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:**

The **Paper**, **Exams**, and **Quizzes** 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.

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## Human Communication Course Schedule – Spring, 2026

**Dates are Monday of each week. Assignments start on Monday and end by Friday of each week.**

### Dates are Monday of each week

Assignments due by Friday each week 5PM Central Time USA

Week 1: Jan. 12: **Statement Summary Due Friday 5PM.**

**DISCUSSION 1**, Read Syllabus., ch. 1, The Basics of Communication), **Political Comm.**, **Statement Summary Assignment**

**Quiz 1**: ch. 1, The Basics of Communication)

Week 2: Jan. 19: **DISCUSSION 2**, CHAPTER 13: NATURE OF FORMAL PRESENTATIONS (Audience Analysis)

**Quiz 2**: CHAPTER 13: NATURE OF FORMAL PRESENTATIONS

Week 3: Jan. 26: **DISCUSSION 3**,

**Quiz 3**: CHAPTER 14: ORGANIZING YOUR PRESENTATION (Outlining),

<b>Quiz 4:</b> Ch. 2 COMMUNICATION, CULTURE, AND DIVERSITY	
Week 4: Feb. 2: <b>Discussion 4:</b> Watch Informative Speech Videos ( <b>Intercultural Comm. Extra Notes</b> )	
<b>Quiz 5:</b> Ch. 16 (Informative Speaking)	
Week 5: Feb. 9: <b>Test 1: Test 1 (Ch. 1, Ch. 2, Ch. 13, Ch. 14, Ch. 16 Audience Analysis, Political Comm., Intercultural Comm.)</b>	
Week 6: Feb. 16	<b>DISCUSSION 5</b> , Quantitative & Qualitative Research  <b>Quiz 6:</b> Ch. 5 (Language)
Week 7: Feb. 23	<b>DISCUSSION 6</b> , Ch. 7 (Listening), (Business Comm.)  <b>Quiz 7:</b> Ch. 4 Dialogic Communication
Week 8: March 2	<b>DISCUSSION 7</b> , (History), (Digital Media & Online World), (Speech Anxiety, Support Material)  <b>Quiz 8:</b> Ch. 7 Listening  <b>Quiz 9:</b> Ch. 11 Mediated Relationships,  <b>Quiz 10:</b> Ch. 15 Delivery  March 9 Spring Break No Class
Week 9: March 16	<b>Test 2: Test 2 (Ch. 5, Ch. 7, Ch. 11, 15, Business Comm., Digital Media &amp; Online World, Quant. &amp; Qual. Research, History, Speech Anxiety, Support Material)</b>
Week 10: March 23	<b>DISCUSSION 8</b> , (Comm. & Personal Identity)  <b>Quiz 11:</b> Ch. 18 (Small Group Communication)
Week 11: March 30	<b>DISCUSSION 9</b> , Leadership & Conflict, motivation appeals, Small Group Additional Notes  <b>Quiz 12</b> Ch. 6 (Nonverbal Communication),  <b>Quiz 13:</b> Ch. 17 (Persuasive Speaking),  <b>Quiz 14:</b> Ch. 12 Interpersonal Conflict

	<b>Quiz 15:</b> Ch. 19 (Leadership)
Week 12: April 6	<b>DISCUSSION 10,</b> <b>Quiz 16:</b> Ch. 8 (Relationship Development), <b>Quiz 17:</b> Ch. 9 (Relationship Maintenance), <b>Quiz 18:</b> Ch. 10 (COMMUNICATION IN INTIMATE RELATIONSHIPS), read Furlich (2021) Ch. 5, 6, 7, 8, 9, 12
Week 13: April 13	<b>NO DISCUSSION,</b> Interpersonal Research Methods/ Theory
Week 14: April 20	<b>Paper Due Friday</b>
Week 15: April 27	<b>NO DISCUSSION,</b> <b>Quiz 19 Ch. 3 (Perception &amp; the Self)</b>
Week 16: May 3	<b>Test 3: Test 3 (Ch. 3, 6, 8, 9, 10, 12, 17, 18, 19), Comm. &amp; Personal Identity, Motiv. Appeals, Small Group, Leadership/ Conflict, Furlich 2021, Interpersonal, Research Methods/ Theory</b>

## Discussion Questions

**Discussion 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? 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.?

**Discussion 2:** Why is audience analysis important? How to use audience analysis?

**Discussion 3:** 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)? What role does culture have with cultural schema theory?

**Discussion 4:** How is culture defined? What is a global village? What does an informative speech end with?

What impact does information overload have on an audience?

#### **Week 5: Test 1**

**Discussion 5:** How is language arbitrary? What are differences and similarities of each person's 'I' and "me" described 'language allows self-reflection' section of ch. 5?

**Discussion 6:** What is the difference between selective listening and defensive listening? What is empathy and how does it differ from sympathy when listening?

#### **Week 9: Test 2**

**Discussion 7:** In what ways can the Socratic method be used successfully? What are some advantages/ disadvantages of Protagoras' approach to argument? How does the media influence society through communication? What are some ethical concerns regarding media communication?

**Discussion 8:** What are differences between groups and teams? What are some ways to prevent groupthink? 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?

**Discussion 9:** 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? 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?

**Discussion 10:** What are some major differences between interpersonal communication and communication in general? Are there always turning points in relationships? What are some examples of turning points? 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? What are some ways to instill more biological research into comm. research regarding gender comm.? 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**