



Department Philosophy & Communication

Mr. Francis

Introduction to Communication COMM 101

(MHS Course 0450)

Room #2152 Phone: 208-585-6657 x 2111

E-mail: rfrancis@msd134.org

Students and Instructors are accountable for all information on the Course Syllabus, as well as the Institutional Syllabus Addendum, which is located at the following link:

<https://docs.google.com/document/d/0B-Sguh88qzkzVVRtbjNqT1pudDBxZjFWTkhieFdweFByODNF/edit>

Instructor Availability

- Students may e-mail me at rfrancis@msd134.org.
- Students may make appointments to see me before school or after school. My prep is in the first period from 7:45- 8:46 am. This is when I will return emails or phone calls.

Course Description This survey course provides an introduction to human communication. Communication is the study and application of messages and meaning foundational to human interaction. Students are prepared to become effective and ethical communicators by learning to be critical users and producers of information and the importance of accommodating multiple perspectives and communication styles. Students use theory, concepts, processes, and communication practices in a variety of personal, academic, professional, and social situations. Emphases include perception, verbal and nonverbal messages, and listening in the contexts of public, interpersonal, mass, and small group communication. Credit hours are not granted in both COMM 100 and COMM 101. Concurrent enrollment in ENGL 101 is strongly recommended. (This CWI course meets Idaho State Board GEM competency requirements in GEM 2 - Oral Communication.).

Classroom Rules and Discipline Procedures Rules:

1. Be on time. **If you aren't in your seat (or logged onto the online meeting) when the bell stops ringing, you are TARDY.**
2. Follow all directions and ask questions if you don't understand.
3. Follow the leading of the poster, "How I Run my Classroom," hanging in room 2152
4. Be prepared. Charge Chromebooks every night. Bring a pen and pencil and paper.

Procedures for Discipline:

1. quiet warning or "the look"
2. verbal warning
3. conversation in hall
4. notice sent home
5. referral to office *above steps may be skipped in extreme situations, and a student will be sent immediately to the office

Online Expectations:

1. Login with [GoToMeeting](#) from home on the days you work from home. You are expected to log in during class time every day while quarantined or in a hybrid situation.
2. Check in during your class time. I will have a variety of ways for you to check in to let me know you are actively participating.. Failure to check in will be marked as absent.
3. Mute audio unless asked a question.
4. Communicate with me regarding any reason you are not logged in for class time ahead of the class time so I know whether to expect you.
5. If you miss a live class, please follow the daily instructions and complete that day's work. I put everything in Google Classroom.

General Education Competency Area (This section is required for General Education Courses)

This course fulfills the Idaho State General Education competency area of: **Oral Communication**
AND/OR This course meets a CWI Institutionally Designated Core competency area of (CWID or Global Perspectives)

Course Objectives and Outcomes

The educational goals of this course are to:

1. Develop competent and ethical communicators.
2. Introduce foundational vocabulary and practices in the discipline.
3. Identify communication skills in the contexts of interpersonal, small group, public, and mass communication.
4. Develop critical users and producers of information.
5. Develop communicators who listen to, present, and evaluate messages from multiple perspectives.
6. Promote an understanding of rhetoric, logical argumentation, audience, values, tests of reasoning, and information literacy.

The educational objectives and outcomes of this course are to:

1. Understand communication as a process that involves goals, perception, intercultural communication, verbal communication, nonverbal communication, and listening.
 - a. Identify and describe models and components of communication.
 - b. Understand communication as symbolic and ubiquitous.
 - c. Understand that competent communication is influenced by social and psychological factors.
 - d. Identify and differentiate distinct communication contexts.
2. Understand the role of perception in the communication process.
 - a. Understand the role of the perceptual process in constructing meaning, identity, and human interaction.
 - b. Identify factors that influence perception.
 - c. Increase awareness of the perceptual challenges to competent communication.
3. Identify the role of verbal communication in the construction of meaning.

- a. Identify the characteristics of verbal communication
 - b. Understand the role of verbal communication in human interaction.
 - c. Manage the challenges to verbal communication.
 - d. Recognize that meaning is constructed and reflected through symbols.
4. Identify the role of nonverbal communication in the construction of meaning.
 - a. Identify the characteristics of nonverbal codes.
 - b. Understand the role of nonverbal communication in human interaction.
 - c. Manage the challenges to nonverbal communication.
 - d. Recognize that meaning is constructed and reflected through nonverbal communication channels.
5. Understand the importance of listening and demonstrate competent listening skills.
 - a. Identify and describe the listening process.
 - b. Understand and describe the functions and goals of listening.
 - c. Manage potential challenges to listening.
 - d. Understand the skills that contribute to effective listening.
6. Understand and apply effective interpersonal communication.
 - a. Differentiate types of interpersonal relationships.
 - b. Understand the interconnection between social and cognitive factors in interpersonal relationships.
 - c. Understand relational development and management.
 - d. Demonstrate knowledge of interpersonal conflict management strategies.
7. Understand and employ effective group communication.
 - a. Identify the characteristics of group development.
 - b. Explain the relationship between group characteristics and contexts.
 - c. Manage potential challenges of communicating in groups.
 - d. Understand a variety of group decision-making practices.
8. Construct, arrange, and competently deliver public addresses.
 - a. Learn to manage anxiety.
 - b. Differentiate the general purposes and styles of public speaking.
 - c. Understand evidence-based reasoning and persuasive appeals.
 - d. Demonstrate an understanding of audience analysis.
 - e. Demonstrate information literacy by using and citing appropriate sources.
 - f. Demonstrate basic speech structure in a formal outline.
 - g. Deliver and critique a formally outlined extemporaneous speech.
 - h. Demonstrate effective delivery.
 - i. Utilize visual aids.
9. Understand the role of mass media in communication.
 - a. Describe the pervasiveness of the media.
 - b. Understand the interconnection between media and culture.

- c. Discuss the implications and sources of media bias.
 - d. Become a more mindful, critical, and active media consumer.
10. Demonstrate information literacy.
- a. Understand the services and locations of the CWI Library.
 - b. Identify the information life cycle and differentiate types of information.
 - c. Evaluate information utilizing the CRAAP criteria (Currency, Relevance, Authority, Accuracy, and Purpose)
 - d. Demonstrate understanding of the CWI library website's navigation, services, and resources.
 - e. Locate various types of information within the CWI library databases appropriate for use in an academic project.
 - f. Identify and evaluate information that is relevant and credible for academic research.
 - g. Demonstrate understanding of intellectual property and APA/MLA citation tools.

Academic Affairs Objectives:

- ✓ **Learn to Learn.** Students learn that as important as content knowledge is, shaping one's future requires the development of skills in discerning, applying, analyzing, synthesizing and evaluating knowledge in diverse contexts. The educational experience at CWI prepares students for a world in which they are likely to change occupations and face unpredictable life events. We strive to develop courses and learning experiences that give students the tools to confidently thrive in a complex, information-saturated, diverse, and dynamic world.
- ✓ **Make Connections.** Students learn success in today's interconnected world requires deliberate engagement and comfort with multiple perspectives, cultures, and contexts. In navigating difference and diversity in the natural and social worlds, students connect ideas, forms of knowledge, and practices to create a richer understanding of themselves as personally and socially responsible citizens.
- ✓ **Solve Problems.** Students identify problems, analyze and implement solutions, and interpret and reflect on outcomes to develop skills to individually and collaboratively face challenges and create opportunities.
- ✓ **Reason Ethically.** Students learn that ethical ideas and moral conduct may be understood from many perspectives: as products of historical, cultural, and religious forces, as reflections of human nature, and as personally held attitudes and beliefs. Students learn to articulate ethical self-awareness, ethical issue recognition, and varieties of ethical perspectives to evaluate, create, and live consciously according to their own personal moral values.

Course Schedule This 20-week course meets following the Middleton High School schedule in the instructor's classroom 2152.

Course Objectives and Outcomes Upon completion of this course, the student should be able to demonstrate an understanding and application of human concepts in the area of:

- Communication Process
- Public Communication
- Listening
- Group Communication
- Nonverbal Communication

- Mass Communication
- Interpersonal Communication

Textbooks and Materials Textbook: *Real Communication: An Introduction, 4th Edition*, 2018. Dan O'Hair; Mary Weimann; Dorothy Imrich Mullin; Jason Teven. ISBN-978-1-319-05949-1 *provided* Several resources from other authors will be used.

Requested Supplies: blue/black pens, flash drive to store recorded video, 4x6 note cards for speech notes, loose-leaf paper, 3-ring binder (1 in.) with dividers for speeches.

Outcomes Assessment Grading will occur on a variety of assignments, including reading, worksheets, speeches, reflections, group work, tests, quizzes, presentations, and participation.

Technology Note Students are given ample time to prepare assignments, so excuses because of electronics **will not** be accepted. Students have access to computers at MHS and at the public library, and dual credit students may use CWI's computer labs. Please print before class. **Do not ask to print during class.**

Professional Dress Students should dress professionally for speeches. Remember that “trendy” does not mean “professional.” Professional dress will be determined by the instructor. If there are questions, see the instructor **prior** to the day of the speech. Extra credit may be given for students who put extra effort into their professional appearance.

Grading Policy When you are not prepared to deliver your speech, it impacts the entire class. Remember, you are training for future careers. **Meeting deadlines is part of being responsible and respectful.**

Grading Scale	Grading is calculated on points assigned per assignment
A=90%-100%	
B=80%-89%	
C=70%-79%	
D=60%-69%	
F=<60%	80% Assignments and Quizzes
	20% Final Exam

Make-Up Work (MHS Policy) Papers, assignments, tests, etc. that were announced while the student was in attendance prior to the absence are due to be submitted or completed on the day the student returns to school. A student will be allowed two (2) school days for each day of excused absence to make up material presented during the absence. Make-up time is not to exceed ten (10) days from the time a student returns to school after an absence. Additional time may be granted at the principal's discretion under extenuating circumstances. When a student has been absent for three (3) or more consecutive school days due to illness or excused absence, the parent or student may call to request make-up homework be sent to the office for pick-up. Please allow 24 hours for teachers to respond before coming to the office to pick up work.

In the case of pre-arranged absences, **it is the responsibility of the student** to contact the teacher for any make-up work prior to the absence.

1. **It is the responsibility of students** to obtain and return missing work.
2. If you are **absent on the day you are supposed to present a speech, you must notify the instructor prior to 8:00 A.M.** that day and turn in the completed outline in order to receive full credit. Not being prepared is not an excuse to postpone a speech. The speech presentation is due the day you return to class. **Failure to do this will result in late deductions for the speech and a possible failing grade on that speech.**

Late Work Late work will be accepted but is not beneficial to learning. Late work for in-class activities will not be accepted if you are in class and simply did not do the work. If you are not prepared to present your speech on the assigned day, be prepared to present the **following class period**. You will be allowed to present **one** late speech **for late credit**. Late work will be marked as zero and missing in the gradebook until it is completed. If it is not completed by the end of a grading period, it will remain a zero grade. **Speech reflections will not be accepted late.**

Course Calendar

Quarter 1

1. **Basics of communication**
2. **Interference**
3. **Perceiving the self and others**
4. **Nonverbal communication**
5. **Listening**
6. **Preparing and researching presentations**
7. **Organizing, outlining, and writing presentations**
8. **Speaking to inform (T-shirt Me Speech and Demo Speech)**

Quarter 2

1. **Leadership, communicating, and decision making in groups**
2. **Mass communication**
3. **Preparing and researching presentations Organizing, outlining, and writing presentations**
4. **Speaking to inform and persuade (Research Informative/Group Persuasive Speech)**
5. **Speaking to entertain (Children's Book Narrative) or (Tribute Speech) (Final)**

Course Expectations Standards: You are expected to be on time, ready to learn, respectful, and open-minded. All rules and policies from the regular high school course apply with the dual credit course.

Electronics: Unless **explicitly approved**, electronic devices are prohibited. Unapproved devices will be stored on Ms. Murfitt's desk until the end of the class period. If this becomes a consistent issue, it will result in a meeting with the administration.

Skyward: Students and parents should check Skyward for assignments and grades every week. Students should check Google Classroom daily for classwork and homework. Progress reports will be sent out on

the 1st and the 15th of every month.

On-line Google Classroom activities must be completed with the same respect/professionalism. Failure to use your professional judgement may result in comments or posts being deleted. Please check Google Classroom every day.

Assignments: There will be assignments listed in Google classroom and will be required for in-class or online activities. Students are responsible for joining their class group for any group activity. Failure to do so will reduce participation grade.

Paper Heading: All formal paper headings should follow MLA format: Your name, my name, class name, and date in MLA format typed and double spaced in the upper, left corner.

Quality: All assignments must be typed or written, using standard-edited English. I will not accept messy and/or incomplete work. Your work should show that you care. Please remove any frayed edges from paper torn out from a notebook.

Speeches: You will not be allowed to present if you do not have all required material prepared prior to the start of class.

As a cooperative and attentive listener, you will complete verbal and written feedback. The quality of these feedback sheets is used for a participation grade. This requires you to pay attention respectfully to each classmate's presentation.

Do not move around while speeches are in progress! If you need to use the restroom, wait until after class.

There is a **zero tolerance** policy for trash talk, making fun of others, negative body language, or inappropriate language. Students using inappropriate verbal or nonverbal communication, will receive a **zero** for the assignment, *including speeches*.

Other details regarding speeches will be presented in class.

Computer Proficiency Expectations: Students should be able to navigate, browse, and use the Internet and Google Classroom; download/upload/create/save/edit/ open Word, PDF, or Google documents, video, and audio; and download/upload and listen to or view audio and video files

CWI's Behavioral Expectations: Every student has the right to a respectful learning environment. In order to provide this right to all students, students must take individual responsibility to conduct themselves in a mature and appropriate manner and will be held accountable for their behavior. Students who disrupt the class or behave inappropriately or disrespectfully, as determined by the instructor, may be asked to leave the classroom.

If conduct continues to be an issue, students may be referred to Student Conduct for judicial action. It is

the student's responsibility to check their e-mail to receive notification of any scheduled appointments or other urgent communications.

Any student who has witnessed or experienced a violation of the student code may contact Student Conduct at 208-562-2305, or email: conduct@cwidaho.cc

Academic Integrity: All work submitted by a student must represent his or her own ideas, concepts, and current understanding. All material found during research must be correctly documented/cited to avoid plagiarism. Any student caught cheating or plagiarizing on course assignments or exams will lose credit for that assignment or exam. The teacher will notify parents. Students may be subject to disciplinary action, including a parent conference.

Emergency Procedures **FIRE ALARM:** My classes will relocate to the back parking lot beyond the basketball courts near the curb labelled 2152. Please stay in our designated space for roll call and for the remainder of the fire drill. If the alarm sounds between classes, you are to report to the outside meeting place for your next class.

OTHER EMERGENCIES: Students will follow the instructions provided by the teacher.

Student & Parent Resources School Website: <http://mhs.msd134.org/>

Google Classroom: class code to be announced or an invitation to join the Google Classroom will be sent prior to class.

Syllabus Signature Page Please follow the instructions on the next page.

Make An Effort, Not An Excuse

Affidavit of Syllabus as Contract

**Please print this page, print your name and sign it.
Have a parent or guardian sign it and return it to
your instructor.**

**Fundamentals of Communication
Syllabus Fall 2022**

Please print this page and return it to your instructor

I have read and understood the guidelines and procedures for Fundamentals of Communication **and** have shared them with my parents.

Student's name (printed): _____ Period: _____

Student's signature: _____ Date: _____

Parent or guardian's signature: _____ Date: _____