

COM-101
PRINCIPLES OF HUMAN COMMUNICATION
Spring, 2004

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REQUIRED TEXT:

Wood, Julia T., (2001). Communication mosaics: an introduction to the field of communication (2nd ed.). Belmont, CA: Wadsworth Publishing Co.

CATALOG DESCRIPTION:

General introduction to the field of communication as a way of understanding how humans coordinate social meaning and achieve communicative goals. The focus is on identifying the foundation of human communication and the functions of communication in everyday situations.

COURSE GOALS AND OBJECTIVES:

As part of the social-behavioral science core curriculum, this course presents students with a comprehensive theoretical base, an understanding of how modern communication has evolved and continues to change and grow, and a grasp of its immediate and long-term applications to their lives. The course involves understanding how people behave in general and in particular when (a) creating, exchanging, and interpreting messages and (b) coordinating social meaning towards communicative goals. The approach combines theory, fundamental concepts, and important skills in order to accomplish the following goals:

1. To help students understand the different ways in which communication has been viewed and the parameters of the field.
2. To help students understand the powers and limitations of different perspectives.
3. To help students see the value in using multiple perspectives in evaluating their communication experiences.

CULTURAL DIVERSITY:

"A university is a place where the universality of the human experience manifests itself."

--Albert Einstein

In keeping with the spirit of Einstein's viewpoint, the Department of Speech Communication is committed to providing an atmosphere of learning that is representative of a variety of perspectives. In this class, you will have the opportunity to express and experience cultural diversity as we focus on issues such as: *shifting cultural identities*, *the effects of culture*, and *cross-cultural communication*. In addition, some assignments and daily activities have been designed to encourage individuality and creative expression. You are encouraged to not only take advantage of these opportunities in your own work, but also, learn from the information and ideas shared by other students.

COURSE REQUIREMENTS:

1. Reading assigned material.
2. Regular class attendance and participation in class discussions.
3. Satisfactory completion of examinations, discussion pieces, homework, and pop quizzes.

AUXILIARY AIDS AND SERVICES:

Students with disabilities are encouraged to register with the Office of Disability Services, 348-4285. Thereafter, you are invited to schedule appointments to see me during my office hours to discuss accommodations and other special needs.

ACADEMIC MISCONDUCT (U. OF A. FACULTY HANDBOOK):

Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academically-related matter, exercise, or activity:

1. Cheating--using or attempting to use unauthorized materials, information, study aids, or computer-related information.
2. Plagiarism--representing the words, data, works, ideas, computer program or output, or anything not generated in an authorized fashion, as one's own.
3. Fabrication--presenting as genuine any invented or falsified citation or material.
4. Misrepresentation--falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.

ATTENDANCE/LATENESS:

Regular attendance is the expectation. You will be allowed six (6) absences, consisting of any combination of excused (i.e., medical, university business, or death in the family) AND unexcused (i.e., long weekend, car trouble, tired) reasons, during the course of the semester. *If you miss more than six (6) classes, your final grade will drop one letter grade for each absence over six (6).* Students who anticipate missing more than this number during the semester are not encouraged to enroll. Those involved in intercollegiate activities (e.g., athletics, debate, band, etc.) must provide the instructor with advance notice of absences and take full responsibility for any work missed. Should reasons require a lengthy hospital stay or recuperation period, a medical leave is suggested. Timeliness to class is also the expectation, therefore, *three tardies will constitute one unexcused absence.* **At the end of the semester, those students who have perfect attendance will be allowed to drop their lowest test grade--excluding the final exam. By "perfect attendance" I mean no absences of any kind (excused or unexcused) and no tardies.**

CLASS PARTICIPATION:

It is essential that you read the course materials **before** they are discussed in class. Your participation will ensure that the class remains interesting.

WRITTEN ASSIGNMENTS:

All written work (e.g., discussion pieces) must be typed. All papers should be proofread before being submitted. If you find an error in the final minutes before turning in the assignment, neatly cross out the error, and correct it in pen.

GRADE REEVALUATION:

If you think that a grade should be reviewed, you may request, in writing, that the paper be re-graded. To do this, you must submit, to the professor, the original paper and a memo that details your reasons for requesting the re-grade. This request must be submitted within one week after the paper is returned. The instructor will read your request and determine whether or not the paper merits a review. Keep in mind that this will be a true re-grade. If the instructor finds the paper to be less effective than the original grade indicated, the grade may be lowered. If the paper is better than the original grade indicated, the grade will be raised. Or, the grade may remain unchanged.

SOME IMPORTANT POLICIES:

1. Students who do not attend the first three meetings of a MWF class or the first two meetings of a TR class may be administratively disenrolled.
2. Students must earn a "C" or better in all required and elective courses in the major. A "C" or better is required in all external courses required by the major whether they serve as a prerequisite to a major course or are simply required by the major. This means a "C" of any kind.
3. Please do your part to maintain the appearance of this room. **SMOKING, EATING, AND DRINKING ARE NOT PERMITTED IN THIS ROOM.** That means you should not bring food or liquids into the room. Please do your part to make sure that no one else does this during class or at any other time.

ASSIGNMENTS/EVALUATION:

80% Exams (400 points total)

The format of all four exams may be a combination of multiple choice, true-false, short answer and essay questions. The exams will cover all assigned readings, lectures, and classroom discussions. Each exam will be equally weighted as follows:

1. 100 points--Exam 1--chapters 1, 2, 4.
2. 100 points--Exam 2--chapters 5, 6, 3, 8.
3. 100 points--Exam 3--chapters 9, 10, 11.
4. 100 points--Final Exam--**COMPREHENSIVE**

No make-up exams will be given (instructor's discretion may be used in some instances). If you miss an exam due to an excused absence, the grade on your comprehensive final exam will be used to replace any exam(s) missed.

10% Two (2) Discussion Pieces (100 points each)

A discussion piece is a written presentation (3-4 typed pages) in which students expand upon a particular conceptual idea and defend their positions. Discussion pieces are not simply reports or duplications of class content because they ask students to make connections, inferences, and judgments beyond those made in the text and lecture. Papers will be evaluated according to the following criteria:

1. Engagement with assignment- Does the paper address the assignment directly?
2. Accuracy and appropriateness in the use of course material- Does the paper reflect an accurate understanding of the material?
3. Development of ideas- Are ideas sufficiently explained and supported?
4. Organization- Is the paper appropriately and clearly organized?
5. Composition- Is the paper clearly written?

Specific topics for each assignment will be provided. To receive credit for your discussion pieces, you must participate in a small group discussion with other members of the class.

10% Pop Quizzes/Homework.

Periodically, unannounced quizzes will be administered to assess your understanding of assigned readings. These quizzes will typically be given at the beginning of class. Additionally, homework assignments will periodically be collected and graded.

Students who are late to class or absent from class will not receive credit for pop quizzes or homework missed.

100%

EXTRA CREDIT:

You are NOT guaranteed the opportunity to earn extra credit. If, however, the opportunity arises, you may earn extra credit in the following three ways:

1. Participate in the International Conversation Partner Program

This is an opportunity for you to develop intercultural communication skills. The English Language Institute (ELI) sponsors a program that allows ELI students to meet regularly with American students to converse in English in relaxed surroundings.

2. Research Participation

This is an opportunity for you to develop an understanding of communication research and to learn how communication theories are applied in real situations. You may be asked to participate in studies (e.g., filling out questionnaires, observing nonverbal behaviors, giving comments about campus life, etc.) that tap into many of the theories discussed in class.

3. Attend C&IS Sponsored Events

This is an opportunity for you to observe and sometimes participate in the extracurricular and leadership-building events sponsored by the faculty and students in the College of Communication & Information Sciences. Your instructor will inform you of these events, as they become available.

It is an unfortunate fact of life (due to schedule conflicts and other reasons) that these extra credit opportunities may not be available to all students.

GRADING SCALE:

100-98% = A+	89-87% = B+	79-77% = C+	69-67% = D+	59-00% = F
97-94% = A	86-84% = B	76- 74% = C	66- 64% = D	
93- 90% = A-	83- 80% = B-	73-70% = C-	63-60% = D-	

GRADE RECORD FORM:

EXAM #1: _____ EXAM #2: _____ EXAM #3: _____ EXAM #4: _____

(A) Total: _____ *divided by "4"* = _____ *multiplied by ".8"* = _____

DISCUSSION PIECE #1: _____ DISCUSSION PIECE #2: _____

(B) Total: _____ *divided by "2"* = _____ *multiplied by ".1"* = _____

QUIZ/HOMEWORK GRADES: _____

(C) Total: _____ *divided by total possible points* = _____ *multiplied by "10"* = _____

(A) _____ + (B) _____ + (C) _____ = _____ (Final Grade for COM-101)

TENTATIVE DAILY SCHEDULE

1/7	Course Orientation	
1/9	Building Community/Building Perspective	
1/12	The Field of Communication <i>The Importance of Human Communication, What is Human Communication, A Model of Human Communication, Various Communication Contexts.</i>	Chapter 1
1/14	The Field of Communication Continuation.	
1/16	Perceiving and Understanding <i>Perceiving People and Objects, Forming Impressions, Variables of Accurate Perception</i>	Chapter 2
1/19	NO CLASS--MLK DAY	
1/21	Perceiving and Understanding Continuation	
1/23	Discussion Group #1	
1/26	Engaging in Verbal Communication <i>Words and Meaning, Language Formation and Development, The Language-Thought Connection</i>	Chapter 4
1/28	Engaging in Verbal Communication Continued	
1/30	Discussion Group #2	
2/2	Engaging in Verbal Communication Continued	
2/4	Engaging in Verbal Communication Continued	
2/6	EXAM #1	
2/9	Engaging in Nonverbal Communication <i>Interpreting Nonverbal Messages, Spatial and Temporal Cues, Visual and Vocal Cues, Deception.</i>	Chapter 5
2/11	Engaging in Nonverbal Communication Continued	
2/13	Discussion Group #3	
2/16	Engaging in Nonverbal Communication Continued	
2/18	Engaging in Nonverbal Communication Continued	
2/20	Discussion Group #4	
2/23	Listening and Responding <i>Importance of Listening in Relationships, Types of Listening, Active Listening.</i>	Chapter 6
2/25	Listening and Responding Continued	
2/27	Discussion Group #5	
3/1	Creating Communication Climates <i>Theories of Human Attraction, Relationship Characteristics, Relationship Lifecycles, Conflict</i>	Chapter 3
3/3	Creating Communication Climates Continued	
3/5	Discussion Group #1	
3/8	Communication and Personal Identity <i>What the self is, Developing personal identity, Fostering personal growth.</i>	Chapter 8
3/10	Communication and Personal Identity Continued	
3/12	EXAM #2	
3/15	Communication in Personal Relationships <i>Social Norms and Roles, Characteristics of Quality Relationships, Assertiveness</i>	Chapter 9
3/17	Communication in Personal Relationships Continued	
3/19	Discussion Group #2	
3/22	Communication in Groups and Teams <i>Small Groups from Various Disciplines, Theories of Conformity and Social Influence, Dynamics, Structure, and Effectiveness</i>	Chapter 10
3/24	Communication in Groups and Teams Continued	
3/26	Discussion Group #3	
4/5	Communication in Organizations <i>Theories and Functions of Human Communication in the Context of Organizations Including Culture, Structures and Power Theory</i>	Chapter 11
4/7	Communication in Organizations Continued	
4/9	EXAM #3	

TENTATIVE DAILY SCHEDULE continued

4/12	Communication in Interviews <i>Guest Lecture from the UA Career Center. Pragmatic help with interviewing and resume writing.</i>	Chapter 12
4/14	Communication in Interviews Continued	
4/16	NO CLASS--Honors Day	
4/19	Public Communication <i>Theories and Pragmatics Regarding Speaker, Audience, and Message</i>	Chapter 13
4/21	Public Communication Continued	
4/23	Discussion Group #4	
4/26	Adapting Communication to People and Contexts <i>Culture as Learned; Cultural Distinctions; Obstacles; Barriers; Individual, Social, Political, and Cultural Effects</i>	Chapter 7
4/28	Technologies of Communication <i>Understanding the Challenges of New Technologies and Rethinking Community</i>	Chapter 15
4/30	Discussion Group #5	

OTHER IMPORTANT DATES:

Wednesday, January 14, 2004

Last day to ADD a course.

Wednesday, March 17, 2004

Last day to DROP a course.

Friday, May 7, 2004

Final Exam is @ 11:30 a.m.-2:00 p.m.

DISCUSSION PIECE ASSIGNMENTS

Please see the "Assignments/Evaluation" section of your syllabus for the specific grading criteria for this assignment. Arrive prepared to discuss your individual response to the following question. Respond to one discussion piece for each group meeting.

Discussion Piece #1

What culture (s) were you reared in? Do the rules and attitudes of you first culture affect your ability to communicate with persons from other cultures? How? What can you/others do to improve the communication among various cultures?

Discussion Piece #2

What words have strong negative connotations for you in terms of being sexist? How do you feel about sexist language in general?...when it is directed toward you? Are there any guidelines we can use when it comes to language that could be considered sexist?

Prepare a typewritten paper that addresses you response to the question listed above. You will be assigned to a small group on the day of discussion. Each of the group members will share responses and then select a spokesperson to present the group's collective ideas. You must participate in a group discussion in order to receive credit for this assignment—the paper alone will NOT suffice. This assignment is worth 100 points.

WHY MAJOR OR SECOND MAJOR IN COMMUNICATION STUDIES?

*We are moving from the specialist to the generalist who can adapt...
If you specialize too much
you may find your specialty becoming obsolete in the long run.*

--Megatrends

If you accept this view of Megatrends, then the advantages of a major or second major in Communication Studies should be increasingly apparent. As a major, Communication Studies offers both a specific foundation in communication skills necessary to all professions and a general theoretical framework appropriate to every kind of human communication. Therefore, whether you want to prepare yourself more fully for the ever-changing job market or you want to broaden the range of your educational experience to anticipate future trends, a major or second major in speech communication makes good sense.

How can a major or second major in Communication Studies complement your preparation for a career? No matter what sort of job you have chosen for yourself, you will require certain communication skills—not just to perform the job well, but also to present yourself adequately in order to be considered for the job.

Students majoring in Communication Studies have the opportunity to receive instruction in public speaking skills, methods for effective writing, interpersonal skills, principles of audience and situational analysis, and even critical thinking and problem solving skills.

How can a major or second major in Communication Studies broaden your education and hedge your educational investment against the future? According to those experts who predict future trends in the job market, a well-designed communication curriculum is one of the best choices you can make. The communication industry is among the fastest growing in the country. The experts also agree that because of the industry's growth, students are well-advised to broaden their education beyond professional skills and ground their knowledge with a liberal arts education.

Communication Studies has always been a liberal arts discipline, not a professional one. As such, Communication Studies establishes interdisciplinary links between practical experience and theory, including views from such diverse disciplines as history, literature, sociology, philosophy, political science, and language development. By providing its majors with human communication theory and exposing them to various methods of application, Communication Studies teaches how a general theoretical framework may be useful when applied to problems of human communication. In other words, students majoring in Communication Studies learn how to approach existing or potential matters of human communication from the broad perspective of an analyst, rather than a technician.

Obviously, majoring in Communication Studies can be a rewarding liberal arts learning experience that can provide you with the kind of broad-based education essential for success in today's society.