

INTRODUCTION TO HUMAN COMMUNICATION
COM 100 Course Syllabus, Arizona State University

Course Contact Information

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Course Materials

You will need the following materials for this course:

- Textbook: Jess K. Alberts, Thomas K. Nakayama, and Judith N. Martin, *Human Communication in Society*, 4th ed. (Upper Saddle River, NJ: Pearson Education, 2016).
- REVEL registration code: Pearson online learning system that comes with an interactive digital text and provides access to online chapter assessment quizzes.
- Talking Points: Bring to each class the instructor's talking points posted in the Lecture Notes tab on our course Blackboard site menu.
- Computer and Internet access to our course Blackboard and REVEL sites.

Course Description

Communication permeates all aspects of human activity. So welcome to a course that will be useful to you in just about every arena of life! In this fast-paced survey course, you'll be introduced to concepts that help you understand how communication works, and to skills that help you communicate better in various settings. This is an application-oriented course, focusing on material that you can immediately put into practice. We'll draw from each of the following broad areas of study within the field of human communication:

1. Fundamentals of effective human communication.
2. Interpersonal and relational communication.
3. Group, organizational, and cultural communication.
4. Rhetoric and persuasive communication.
5. Public speaking before live or mediated audiences.

Course Policies

Course policies are intended to align all course participants with the same set of expectations – they are like the “rules of play” in a game. Only this game is about learning some essential communication concepts and skills that you can beneficially apply on a daily basis. Consequently, this course represents a terrific learning opportunity! However, the quality of your learning experience is ultimately up to you. Therefore, the following policies can only augment your own responsibility to maximize your gains from the course. Minimal, grudging compliance with these policies will almost certainly result in a minimal learning experience.

Agreement to Course Conditions. This syllabus spells out the conditions for your participation in the course. By registering and remaining in attendance, you’re implicitly agreeing to these conditions. So read the syllabus carefully, and then make an informed choice – either drop the course, or else stick with it knowing what to expect. Pleading, whining, complaining, or arguing about the conditions for course participation won’t result in policy exceptions.

Attendance. Of course you don’t *have to* attend class – nobody’s forcing you to be here. Higher education is a voluntary experience. Consequently, no record of attendance will be kept, and you won’t receive or lose attendance points. However, missing class will certainly diminish your learning and detrimentally affect your grade. Missed lecture material and class discussions will result in decreased performance on tests, and may result in missing pop quizzes. So don’t expect to miss class without an effect on your grade. If you’re absent, please don’t ask, “Was anything important covered in class?” Instead, assume that the class was conducted to cover important material, and arrange an appointment with a classmate to cover the class material. *After* you’ve obtained the missed material, any questions you might have can be answered during office hours, by e-mail, or by appointment. Arriving late for class is usually rude and disruptive, so plan ahead to arrive on time. If you stop attending the class, it’s your responsibility to complete course withdrawal procedures in a timely manner to avoid a final course grade of “E.”

Absences for Graded Activities. *There will be no make-up opportunities or deadline extensions for REVEL online chapter assessments.* Without legitimate written documentation of an emergency, pop quizzes may NOT be made up, and examinations will receive an automatic deduction of 10% of the total grade possible. Even with documentation of an emergency, *pop quizzes and examinations may not be made up more than seven days after the dates they were administered.* An emergency is considered to be a set of circumstances clearly beyond your control that has prevented your attendance. Legitimate written documentation must be authentic paperwork from a credible, validating source. A believable story about your difficult (or perhaps even tragic) circumstances will *not* serve in place of verifying documentation. For known schedule conflicts on graded assignment due dates (including university sanctioned activities and religious holidays), arrangements for completing graded activities must be made prior to the missed classes.

Appropriate Classroom Interaction. Because this is a communication course, we’ll be communicating during class – many classes will incorporate open discussions regarding aspects of the day’s topic. So here are some necessary guidelines to follow. First, please *participate!* If you’re not heard from, the rest of us won’t benefit from your unique and valuable perspectives.

Second, as you contribute, maintain a responsible balance between being *passionate* about your own ideas and being *teachable* about your own ideas. Third, as you respond to the contributions of others, maintain a responsible balance between being *evaluative* toward others' ideas and being *respectful* toward others' ideas. By applying these important communication responsibilities, we'll be able to foster a positive and constructive learning environment.

Anti-Social Conduct. Students are entitled to receive instruction free from interference by other members of the class. Therefore, whenever you are present in class, you are expected to participate and contribute in a non-disruptive manner – you are to display respect for all members of the classroom, including both the instructor and students. Any verbally or physically aggressive behavior will not be tolerated. Avoid racist, sexist, homophobic, or other negative language that may exclude or denigrate members of our campus and classroom. Additionally, avoid unnecessary disruptions during class time, such as engaging in private conversations, reading outside material, doing work for other classes, surfing the Internet, attending to Facebook, making/receiving cell phone calls, and text messaging. In accordance with university policies, any student engaging in these kinds of aggressive or disruptive behaviors will be directed to leave the classroom, and may be withdrawn from the course.

Academic Integrity. Academic honesty is expected of all students in all graded activities. Plagiarism and cheating are essentially stealing ideas that belong to others and lying about their authorship. The Hugh Downs School of Human Communication *strongly* believes in academic integrity, and will not tolerate any plagiarism or cheating in this class. Cheating on exams, or having someone else take your place for exams, are considered gross violations of our academic integrity policy. Sanctions for forms of academic dishonesty such as these include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Access to the English Language. This class, as all others in the Hugh Downs School of Human Communication, is taught in English. If English is not your first language, or if you are having difficulty with speaking, writing, or understanding English, please seek assistance at the campus Writing Center (<https://tutoring.asu.edu/writing-centers>), or with the International Student Office (<https://students.asu.edu/international/support/academic>) which provides conversational groups for non-native speakers. Since this class is taught in English, all work in this course will be graded based on a common rubric that assumes a working understanding of spoken and written English.

Graded Assignments

REVEL Chapter Quizzes (100 points total). The online learning environment that accompanies your textbook (called REVEL) includes both an interactive digital textbook, as well as learning assessment quizzes for each textbook chapter. Thirteen of these chapter learning assessments have been assigned for this course, and can be accessed through the REVEL Quizzes tab in the Blackboard menu. You may complete these assessments as soon as you like, *but not later than midnight on the due date indicated in the Course Schedule*. The *percentage* of points

you score on these assessments will determine how many REVEL quiz points you earn in the class (a percentage of 100 total points available). Please bear in mind the following important parameters for completing these assessments:

- The deadline for completing each chapter assessment is *at midnight on the due date indicated in the Course Schedule*. Since you can complete the assessments wherever and whenever you want prior to their deadlines, you will not receive credit for assessments completed after their deadlines.
- Last-minute Internet connection problems or unforeseen schedule conflicts will not be considered as valid excuses for failing to complete chapter assessments prior to their deadlines. Instead of waiting until the last minute, plan ahead to complete the assessments early.

Pop Quizzes (10 @ 5 points each). Sometime during ten separate and unannounced class periods, a *pop* quiz covering material *from the previous class* will be administered. Each quiz will consist of several short-answer questions. The questions will be drawn from a review conducted at the end of the prior class. Missing a class from which quiz material is extracted will almost certainly result in poor quiz performance. Missing a class, or a portion of the class, in which a quiz is administered will result in a zero score for that quiz. You must be present when the quiz is administered in order to take the quiz and receive a score.

Examinations (3 @ 100 points each). Questions for the three exams will be drawn from *in-class lectures and discussions* conducted during each course unit. Lecture materials focus on narrow aspects of the topics listed in the course schedule and how they can be personally applied. A brief study guide is posted on Blackboard for each unit exam. The exams are designed to be more challenging (and to be more accurate measures of your learning level) than traditional multiple-choice tests. However, they are not as difficult as open-answer tests (short answer or essay). Each exam will consist of 26 questions, with one of those questions not graded (your choice). Each question will be followed by four response items (a, b, c, and d). Even though the format for each test question resembles a standard multiple-choice question, it is actually a set of four independent true-false items. You will need to select *every* correct response item for each question. There may be as many as four correct responses or as few as zero correct responses for each question. Each question will be worth four points. Partial credit (one point) will be awarded for each correct response selected, as well as for each incorrect response *not* selected. Try this example question:

1. According to this syllabus,
 - a. material you learn in the course can be useful in just about any arena of life.
 - b. syllabus-specified policies can be changed by arguing with the instructor about them.
 - c. class attendance will not be taken, nor will points be awarded for each class attended.
 - d. it is disrespectful to openly evaluate the comments of others during classroom discussions.

In this example, two points would be awarded for selecting responses “a” and “c”. In addition, two points would be awarded for *not* selecting responses “b” and “d”.

Extra Credit (up to 10 points). Opportunities to earn extra credit points *may* be available this semester by way of participating in faculty and graduate research studies. However, *there is no*

guarantee that these opportunities will occur. If they do, point values for each opportunity will be in accordance with the amount of work required to complete the opportunity (typically, 2-3 points for participating in web-based surveys). You may accumulate up to a *maximum* of 10 total extra credit points during the semester (if those opportunities avail themselves). It is strongly recommended that you seize an opportunity if it becomes available since there may be no additional opportunities offered. Extra credit will not be given for activities completed for other classes (i.e., no “double-dipping”), and any attempt to do so will be considered a violation of academic integrity. If an extra credit opportunity is made available, details will be posted in a Blackboard announcement and an accompanying e-mail to the entire class. Please remember the following parameters for extra credit points:

- The deadline for each extra credit opportunity will always be noted in the Blackboard announcement and accompanying email. Extra credit points are typically posted on Blackboard within one week of the indicated deadline.
- If it appears that you have not received extra credit points that you have earned, it is important that you contact the *researcher* within SEVEN DAYS after the points have been posted on Blackboard. The researcher’s email address will always be included in the announcement and accompanying email regarding the extra credit opportunity. The COM 100 course instructor and associate do not have access to research participant information.

Course Grading

<u>Graded Activity</u>	<u>Points Available</u>	<u>Course Grade</u>
Pop Quiz #1	5 points	A+ ≥ 436.5 (≥ 97%)
Pop Quiz #2	5 points	A ≥ 418.5 (≥ 93%)
Pop Quiz #3	5 points	A- ≥ 405.0 (≥ 90%)
Pop Quiz #4	5 points	B+ ≥ 391.5 (≥ 87%)
Pop Quiz #5	5 points	B ≥ 373.5 (≥ 83%)
Pop Quiz #6	5 points	B- ≥ 360.0 (≥ 80%)
Pop Quiz #7	5 points	C+ ≥ 346.5 (≥ 77%)
Pop Quiz #8	5 points	C ≥ 315.0 (≥ 70%)
Pop Quiz #9	5 points	D ≥ 270.0 (≥ 60%)
Pop Quiz #10	5 points	E < 270.0 (< 60%)
REVEL Chapter Quizzes	100 points	
Examination #1	100 points	
Examination #2	100 points	
Examination #3	100 points	
Extra Credit (if available)	<u>10 points (max)</u>	
TOTAL:	450 points	

Grading Notes. Your graded activity scores will be posted in Gradebook on our course Blackboard site. Keep track of your grades so you have a running total and know where you stand. Final course grades will be awarded according to the “Course Grade” schedule indicated above. Expect this schedule to be strictly followed. For example, don’t expect a total score of 359 (C+) to be rounded up to 360 (B-). Final course grades will be calculated based on 450 points available in the course, even if extra credit points are earned. There will be no additional extra credit projects provided for select individuals to improve their grade standing as the course ends. Requests for additional points will be denied, and email requests of this type may not be answered.