**HUMAN COMMUNICATION - BREAKOUT (COM 191)**

**REQUIRED MATERIALS:**

- Alberts, J. K., Nakayama, T. K., & Martin, J. N. (2016). *Human communication in society 4th edition*. Upper Saddle River: Prentice Hall.- Access Code for Online Learn Smart

- Loose leaf/notebook paper

- Pen/pencil

**COURSE DESCRIPTION:**

So what is COM 191? In this breakout course, you will learn how to apply the fundamental concepts related to human to communication. Being an effective communicator helps people develop and maintain healthy relationships. Effective communicators are also perceived as more credible and competent in the workplace. Thus, being a skilled communicator is valuable in one’s personal and professional life. This course focuses on learning concepts, processes, and challenges involved in human communication, as well as learning skills that will make you a better communicator. Therefore, class time will involve discussion and supplement information that contain knowledge stemming from research on human communication, as well as activities that allow you to transform that knowledge into skill.

**COURSE OBJECTIVES:**

1. Define and describe the complex nature of communication
2. Identify and describe the various contexts of communication study
3. Explain the various features of communication common to all contexts
4. Connect theoretical concepts of communication to real-life experience
5. Define key terms used by communication researchers and practitioners
6. Introduce students to the language of the communication discipline
7. Help you understand why being a communication major is the best! ☺

**INSTRUCTOR EXPECTATIONS:**

*Each time that we meet, you should expect that I will:*

1. Arrive to class on time, prepared, and organized
2. Maintain a positive learning environment in the classroom
3. Respect each student as a person and a learner
4. Demonstrate enthusiasm toward the subject matter

**STUDENT EXPECTATIONS:**

*Each time that we meet, I will expect you to:*

1. Arrive to class **on time**, prepared, with readings/assignments done
2. Respect each other and the instructor
3. Positively contribute to class discussion and activities
4. Ask for help when needed

**WHAT I HOPE FOR YOU:**

I want you to succeed in this class, and I hope this will be a positive, stimulating learning environment for you. I also hope and expect that you will put forth your best effort, and want to encourage you to use your abilities to the fullest. However, I realize students often go through difficult experiences that present a challenge to completing or excelling in a course. I encourage you to meet with me in event of such difficulties. *Do not wait until the end of the semester!* You have a choice to receive the help that I can offer throughout the semester. **Your choices and priorities are associated with your grade.**

**PARTICIPATION**:

This breakout course is a skills-based and developmental course; therefore, participation is essential. Participation is a function of attendance, demonstration of having read the material, asking questions that extend the thinking of the class and instructor, contributing relevant examples, and demonstrating respect for the contributions of classmates. I understand that not all students are as comfortable participating vocally but contributions to discussion will be expected. Participation points will be received from the various in-class activities, which includes but not limited to: quizzes, activities, group projects, and journal assessments. Throughout this course, there are a possible 200 points you can earn. Each day we meet is worth fifteen points. You must be in class to receive these points and makeup participation points will be not given.

**GRADING OVERVIEW:**

Your total points earned for the semester will dictate your final grade. Your grade is contingent on points *earned*; therefore, I do not round up as these are not percentages. It must be understood that grades are earned by your performance as a student. I do not round grades under any circumstances whatsoever. The grade you receive at the end of the semester is a representation of the work you did throughout the semester. Do not ask me to round grades – I will not entertain such requests. Do not ask me for extra credit – it will not be given.

**Expectations for Graded Work:** This is a general guide of what I consider when assigning a grade to your work. These descriptions are for your information and reference only and do not guarantee you a grade:

**A:** An “A” is earned for excellent or exceptional work. This not only includes completion of all assignments but also a superior understanding of the material through high quality writing, presentation, etc. Assignments which earn an A are very creative, apply material from the class in unique ways to demonstrate mastery of the information, and are very thoughtful. Most students should not expect to receive in A, rather those students whose work is at a consistently higher caliber and they are vital members of the class discussion in this course are likely to receive an A.

**B**: A “B” is earned for good work. This includes completion of all requirements for that assignment and shows a very good understanding of the material. Assignments that earn a B are accurate, well thought-out, and reflective on the material in this course. Students who consistently attend and participate in class and whose work is at this level are likely to receive a B in the course.

**C:** A “C” is earned for average work. This includes completion of the basic requirements found in this syllabus or in individual assignment sheets. Students who receive a C on an assignment show understanding of the material and are generally thoughtful. Receiving a C also shows general competence in grammar, spelling, organization, and structure. Those students who meet all basic requirements for this course are likely to receive a C.

**D:** A “D” is earned to below average work. This includes completion of assignments, but missing key elements of those assignments. Students who typically receive a D have failed to demonstrate basic competence of the ideas we discuss in class. Those students who regularly do less-than-average work, seldom attend or participate in class, or don’t really care about this class are likely to receive a D

**E**: An “E” is given to poor or failing work. Students receiving an E have little grasp of the topic area, have not met the requirements for the assignments, are not attending or participating in class discussions, or don’t care about this class. Receiving an E means that you have not fulfilled your obligations as a student in this course.

**XE**: An XE is given to those students who decide that other people’s work should be stolen for their own benefit. This mark is placed on a student’s transcript with a note that they have been removed from the course for cheating or plagiarism. There is a zero-tolerance policy in this course for plagiarism or cheating. If you (or your group) are found cheating or plagiarizing all parties involved will be treated alike. (Please see syllabus policy on Integrity.)

**\*\*The following outline will help you to keep track of your graded assignments so that you are able to assess your grade\*\***

Syllabus Contract – 5 points \_\_\_\_\_\_\_\_\_\_ points earned

Chapter 1 Activity – 15 points \_\_\_\_\_\_\_\_\_\_ points earned

Chapter 2 Activity – 15 points \_\_\_\_\_\_\_\_\_\_ points earned

Chapter 3 Activity – 15 points \_\_\_\_\_\_\_\_\_\_ points earned

Chapter 4 Activity – 15 points \_\_\_\_\_\_\_\_\_\_ points earned

Chapter 5 Activity – 15 points \_\_\_\_\_\_\_\_\_\_ points earned

Chapter 6 Activity – 15 points \_\_\_\_\_\_\_\_\_\_ points earned

Chapter 8 Activity – 15 points \_\_\_\_\_\_\_\_\_\_ points earned

Chapter 9 Activity – 15 points \_\_\_\_\_\_\_\_\_\_ points earned

Chapter 11 Activity – 15 points \_\_\_\_\_\_\_\_\_\_ points earned

Chapter 12 Activity – 15 points \_\_\_\_\_\_\_\_\_\_ points earned

Chapter 13 Activity – 15 points \_\_\_\_\_\_\_\_\_\_ points earned

Chapter 14 Activity – 15 points \_\_\_\_\_\_\_\_\_\_ points earned

How to have a successful
long term relationship – 15 points \_\_\_\_\_\_\_\_\_\_ points earned

***Grade Distributions:***

A+ = 100% = 200 points

A    = 93-99.9%     = 186 – 199.5 points

A-     = 90-92.9%  = 180 - 185.5 points

B+     = 87-89.9%     = 174 - 179.5 points

B     = 83-86.9%     = 166 - 173.5 points

B-     = 80-82.9%     = 160 - 165.5 points

C+     = 77-79.9%     = 152 - 159.5 points

C    = 70-76.9%     = 140 - 151.5 points

D     = 60-69.9%     = 120 - 139.5 points

E     = 0-59.9%     = 0 - 119.5 points

**A note about grades:** YOU decide your grade. I am just the record keeper who records the grade you earn. As an instructor, it is my responsibility to grade assignments and post them to BLACKBOARD in a timely manner. As a student, it is your responsibility to review your grades in a timely manner. All assignments will have a one-week period during which it is permissible to contact me regarding that assignment. This one-week window will begin the day the assignment grades are returned (via BLACKBOARD). After one week, I will no longer discuss assignment grades. Also – **grades will NOT be rounded at the end of the semester under any circumstances.** Please make sure you stay on top of your grade so that you receive the grade you want and deserve.

**Extra Credit:**

**IF** extra credit is available (there are no guarantees) you will be able to earn up to 8 points of extra credit but no more than 8 points. Point values for each opportunity will be in accordance with the amount of work required to compete it.

**24/7 Grade Policy:**

I welcome you to discuss your grades with me *respectfully* during my office hours. I ask that you respect a **24/7** policy. Please wait 24 hours after receiving a grade to talk with me about it. You must appeal a grade within 7 days of receiving the grade. Do not come to me at the end of the semester to talk about a grade from the beginning. I am not amenable to such discussions.

**COURSE POLICIES:**

**ATTENDANCE:**
You are expected to come to class prepared to discuss and participate in activities associated with the readings. Being absent will deprive you of valuable class discussions and will also prevent you from fulfilling certain graded in-class activities, which cannot be made up. I understand that “life happens” and there may be days that you make the choice to not attend class. You are always responsible for all materials distributed in your absence. Any additional notes taken on a day you miss are your responsibility to obtain from a fellow student.

Showing up to class but falling asleep does NOT count as being present. I reserve the right to consider naptime (inside or outside of class) an absence. And rude. **Tardiness will not be tolerated**. Every 2 times that you show up late, it will be considered an absence.

**I will not give make up points for unexcused absences.** The only **excused absences** are:

1. Religious holidays
2. University-sponsored events (e.g., athletic teams, debate, forensics)
3. A documented extreme illness or emergency (i.e., hospital stay, car accidents, death in the family, etc.)

In all three cases, for an absence to be excused, you will need to provide me with appropriate documentation. If you are a member of a University sponsored activity that requires you to be absent, please speak to me on the first day of class to make alternate arrangements. Finally, if you do miss class, it is your sole responsibility to find out what you missed and to obtain notes/worksheets from a fellow student, not from me.

**ELECTRONICS:**

All electronic devices are to be turned off and put away before class begins. If your phone rings during class, I reserve the right to answer it. If I see you texting during class, I will have you put your phone on the table in front of the classroom. If you are not paying attention, I will assume you already have an understanding of the material and will have you teach the remainder of the class period.

In addition, laptops/tablets/iPads are not allowed unless otherwise noted by the instructor. I strongly suggest to take notes in class as it will help you retain the information. **Did you know:** taking notes by hand leads to better information retention? Psychologists at UCLA recently discovered that taking notes on laptops hinders academic performance. According to their study, students taking notes in longhand perform significantly better on exams than those who use laptops.

**CONTACTING THE INSTRUCTOR, EMAILING, & WEB ACCESS**:

I expect that email communication be of professional quality. When using email to communicate with me, please identify yourself and the class for which you have an inquiry. In the **subject line of your email**, please list your course (COM 101) and the issue at hand (ex. COM 101 – Exam 1 Question). Please do not email me with questions that can be answered when referred to the syllabus or BLACKBOARD (e.g., “What are we doing in class tomorrow?” ; “What is due tomorrow?”) Failure to do so may result in the email being deleted without consideration. Do not EVER just send me a document without a subject, message, or signature. That is just unprofessional and tacky, and I will automatically delete the message.

If you choose to contact me through email, please be patient and allow up to two business days for a response. I usually answer email quickly; however, please remember I have other academic, professional, and personal responsibilities outside of this course. If an email is sent an hour before class it should not be expected that I will respond within the hour. Yes, my email will come to my phone. This does not, however, mean that I am always available to respond immediately. If I have not responded within two business days, check to make sure the email was sent.

It is imperative that you check your email and Blackboard DAILY, especially when you are waiting for a response from me. If it a multiple chain email, be responsible and respond in a timely manner. Indicating that “I didn’t read my email” is NOT an excuse for being unaware of information, announcements, or feedback.

Students need to have a valid ASU e-mail address and access to the ASU online e-learning environment, *Blackboard*, to remain enrolled in this course. We will be using Blackboard in this class, and you will be given access to the Blackboard site based on your enrollment in this course. On this site, you will find important information to assist you with assignments. If class needs to be cancelled for any reason, an announcement will be posted on Blackboard. Furthermore, students will need an access code for the McGraw-Hill Online LearnSmart and Connect quizzes.

**ACADEMIC INTEGRITY AND DISRUPTIVE STUDENT(S) POLICIES:**

**ACADEMIC INTEGRITY:**

The College of Liberal Arts and Sciences and the Hugh Downs School of Human Communication strongly believe in academic integrity; thus, instructors in the College and School do not tolerate cheating and plagiarism. Instructors who find compelling evidence of academic dishonesty will actively pursue one or more of the following actions: assigning a grade of XE ("failure through academic dishonesty") to the student, advocating the suspension or expulsion of the student from the College, and/or referring the student to Student Judicial Affairs. If a student who is charged with academic dishonesty is found to be in violation, then one or more of these disciplinary actions will be taken. For further information, please read the Student Academic Integrity policy and the code of conduct for the Hugh Downs School of Human Communication at: <http://humancommunication.clas.asu.edu/undergraduate/majorinformation>

**DISRUPTIVE STUDENT POLICY:**

I want to build a classroom climate that is comfortable for all. In a communication class, it is especially important that we (1) display respect for all members of the classroom-including the instructor and students, (2) pay attention to and participate in all class sessions and activities, (3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the internet, posting on Facebook, making and receiving cell phone calls or text messages, etc.), and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our classroom or campus. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your grade will be negatively affected by engaging in these types of behaviors. Further, students who are verbally or physically aggressive toward the instructor, the TA’s, or another student before, during, or after class will have their grade lowered by 25% each time they engage in this sort of behavior (and, students engaging in such behaviors will be permanently removed from the class and proper authorities notified). Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V0 Campus and Student Affairs: Code of Conduct, which is located at: <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>

**CIVIL CLASSROOM ETIQUETE:**
All course participants should display classroom leadership. Classroom leadership involves the overall attitude you express, accepting alternative points of view on controversial issues (you do not have to agree, but you have to respect another's right to her/his point of view), providing relevant examples, and participation in activities and discussion.

Constant moaning and groaning, reading the paper or other materials in class, resistance to course activities, talking to your friends while others are speaking, falling asleep, arriving late to class, text messaging, and continuously asking if we are going to get out early are examples of poor leadership. Please also avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Such behaviors are noticed both by myself and by other students and make it difficult for everyone to concentrate in class. If at any point I have to stop class to tell you to stop disrupting the group, I reserve the right to reduce your overall course grade.

**SPECIAL CIRCUMSTANCES:**If you have any learning or physical challenges that could affect your performance in this class, it is your responsibility to provide the necessary paperwork by the end of the first week of class. I am happy to work with students who utilize DRC (Disability Resource Center). For more information, check out: http://www.asu.edu/studentaffairs/ed/drc/.

**RIGHT TO PRIVACY:**Right to Privacy (FERPA): The Family Educational Rights and Privacy Act ensures that your student records (for any students over 18 years of age) are kept confidential. I will not release your grades to anyone other than you or school officials who are given permission to view your progress. Anyone other than you (or an approved school official) may not request any information (beyond simple directory information) about you, your progress, or your status as a student in my class – this includes parents, partners, and other students. For more information, see: http://students.asu.edu/policies/ferpa.

**CAMPUS RESOURCES:**

Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Our focus is ensuring that you make the most of your ASU experience and meet your academic and personal goals. From career guidance to managing stressful situations, we are prepared to assist you. Our mission is your success, and we work diligently to be the best resource possible. Below is a list of the services and departments available to support you:

* **ASU Counseling Services -** <https://eoss.asu.edu/counseling>
* **ASU Health Services -** <https://eoss.asu.edu/health>
* **ASU Wellness -** <https://eoss.asu.edu/wellness>
* **Career Center -** <https://eoss.asu.edu/cs>
* **Disability Resource Center -** <https://eoss.asu.edu/drc/>
* **International Student Office -** <https://students.asu.edu/international>
* **Off Campus Student Services -** <https://eoss.asu.edu/ocss/>
* **OUT@ASU -** <https://eoss.asu.edu/out>
* **Pat Tillman Veterans Center -** <https://veterans.asu.edu/>
* **Student Advocacy -** <https://eoss.asu.edu/dos/srr/StudentAdvocacyandAssistance>
* **Student Success – Tutoring and Supplemental Instruction -**<https://tutoring.asu.edu/>
* **TRiO Student Support Services** - <https://eoss.asu.edu/trio>

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| **Date** | **Class Agenda** | **Assignment(s) Due / Reading(s) Due**  |
| TH 8/18 | Syllabus Day   | Read the syllabus and come with any questions you may have about it |
| TH 8/25 | Academic SuccessAcademic Integrity Student Engagement | * **Syllabus Contract Due**
 |
| TH 9/1 | Chapter 1: Intro to Communication | * Read Chapter 1
 |
| TH 9/8 | Chapter 2: Perspectives on Human Communication | Read Chapter 2 |
| TH 9/15 | Chapter 3: Communicating Identities Chapter 4: Communicating, Perceiving, & Understanding | Read Chapter 3 Read Chapter 4 |
| TH 9/22 | Exam 1 | Study! Come prepared to take exam 1 |
| TH 9/29 | Chapter 5: Verbal Communication | Read Chapter 5 |
| TH 10/6 | Chapter 6: Nonverbal Communication  | Read Chapter 6 |
| TH 10/13 |  Fall Break  |  |
| TH 10/20 | Chapter 8: Communication Across CulturesChapter 9: Communicating in Close Relationships | Read Chapter 8 Read Chapter 9 |
| TH 10/27 | Exam 2 | Study! Come prepared to take exam 2 |
| TH 11/3 | Chapter 11: Communicating in Organizations | Read Chapter 11 |
| TH 11/10 | Chapter 12: Rhetorical Communication  | Read Chapter 12 |
| TH 11/17 | Chapter 13: Mass Media and Communication Chapter 14: Communication and New Technologies | Read Chapter 13Read Chapter 14 |
| TH 11/24 | Thanksgiving Break! | Enjoy your holiday!  |
| TH 12/1 | How to Have a Successful Long-term Relationship | Come ready for a fun discussion! |
| December 8th | Final Exam Meet in Dr. Albert’s classroom  | Study! Come prepared to take the final exam  |

**Syllabus Contract**

I have read the syllabus for Ashley Gimbal’s COM 191 and agree to the terms for required coursework and acceptable classroom behavior.

Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name (please print)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Favorite Song/Band/Youtube Video: