

Listen

# COMM 1100, Human Communications, [Term]

## Course Instructor:

**[Instructor Name]**

[Institution name]

[Institution address]

Phone Number: (xxx) xxx-xxxx

Fax: (xxx) xxx-xxxx

E-mail address: xxxxxxxxxxx@xxxxx.edu

**Office hours:****Xxxday, X:00 am/pm - X:00 am/pm**

During office hours, you can find me in XXX. You can also reach me during office hours at the above phone number.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

## Accessibility Services

In order to receive special accommodations, **students must provide documentation to the instructor** from the disabilities center at their affiliate institution or from the Regents Center for Learning Disorders. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, **please notify the instructor prior to attempting any activities or assessments in this course during the first week of class.**

Also, students with disabilities or who require special testing accommodations must contact the Testing Coordinator at [etesting@westga.edu](mailto:etesting@westga.edu) before scheduling an exam appointment.

Other resources:

- <https://ecore.usg.edu/current-students/accessibility-services>
- <http://www.section508.gov>
- <http://www.w3.org/TR/WCAG/>
- <http://webaim.org/>
- 

## Attendance Verification

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL: <https://ecore.usg.edu/courses/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start folder.

**Mandatory Attendance Quiz** ✓

**Introductions** ✓

### Introductions

To complete this assignment, introduce yourself to the class. This will allow you to get to know the people you are in class with quickly.

After you post your introduction, be sure to read the introductions of your peers and respond to at least two of them.

**Participation in this discussion activity is mandatory and will help fulfill one of your attendance requirements. If you haven't already done so, be sure to also attempt the [Mandatory Attendance Quiz](#).**

## Course Description:

COMM 1100, Human Communication, is designed to teach you to communicate more effectively in interpersonal relationships, small groups, in the public speaking realm, and to understand the nature of mass communication. Students will be expected to participate in discussions on a frequent basis, take 13 short online quizzes, complete a variety of unit assignments and take a proctored final exam. In addition, students will be required to deliver a public speech in front of an audience of at least six adults. Emphasis will be placed on the theoretical principles integral to any discussion of communication as well as ethics, diversity, anxiety, and listening skills as they relate to communication. The goal of this course is to enable you to become a more competent and confident communicator.

## Course Credit Compliance:

This course will be delivered entirely online with the exception of the minimum of one face-to-face (FTF) proctored exam and a maximum of two FTF proctored exams. This requires the online equivalent of 2250 minutes of instruction (instruction time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

Instruction Time	
Discussion Postings	700 minutes
Virtual meetings/chat or audio & video	450 minutes
Course Content Facilitation	700 minutes
Writing assignments/assessments/research/group work	300 minutes
Proctored Exam	150 minutes

It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

## Prerequisites:

- None

## Course Objectives:

Upon completion of this course, you will be able to

1. Identify and describe the basic components of the communication model, the various types of communication, the role communication plays to satisfy needs, and the difference between communication and communications (information technology, satellite engineering, etc.).
2. Utilize critical thinking skills to create communicative appeals that are coherent and well adapted to the receiver, stylistically appropriate, and substantively complex.
3. Describe the different ways in which language defines and frames situations.
4. Recognize how different language strategies (such as the use of vivid, evasive, and equivocal language) enhance or undermine communication effectiveness.
5. Describe and analyze the basic strategies for reducing communication anxiety.
6. Identify, analyze, and discuss common listening habits that interfere with effective communication and strategies for improving listening skills.
7. Analyze the fundamental dimensions of cultural diversity (demographic, regional, and ideological) as they relate to communication.
8. Discuss the ethical aspects of communication.
9. Identify and explain the major theories of human communication and persuasion in interpersonal, small group, and public communication contexts.
10. Observe, explain, and apply the major concepts used to describe interpersonal processes, including the evolution of the self-concept, relational development, listening, and conflict management.
11. Observe, explain, and apply the major concepts used to describe small group processes, including group characteristics, decision making, roles, and norms of interaction.
12. Observe and utilize the recommended strategies for developing, delivering, and evaluating effective public presentations.
13. Define the field of mass communication.
14. Describe the use of media literacy as it relates to mass communication.

## Course Text

<b>Title</b>	<a href="#">Communication in the Real World: An Introduction to Communication Studies</a>
<b>Author</b>	Saylor Foundation
<b>Publisher</b>	Saylor Foundation
<b>Edition/Year</b>	v.1.0
<b>ISBN</b>	N/A
<b>Type (Required/Optional)</b>	<b>REQUIRED</b>
<b>Additional Information (i.e. eBook, etc.)</b>	<p><b>Open Educational Resource: Creative Commons Attribution-NonCommercial-ShareAlike 3.0 License</b></p> <p><a href="http://www.saylor.org/site/wp-content/uploads/2013/06/Communication-in-the-Real-World.pdf">http://www.saylor.org/site/wp-content/uploads/2013/06/Communication-in-the-Real-World.pdf</a></p>

## Materials and Resources:

For this course, it is important to note that you will create audio/video recordings in some assignments. For that reason, **you are**

### required to have access to the following

- Webcam with microphone, video camera, **or** computer with camera preinstalled (such as a MacBook or iMac).
- Headset (headphone and mic), **or** microphone and speakers

You will also need access to some type of audio recording software to complete your assignments. Most computers will already have some type of free program installed.

## Planet eCore

Visit the Planet eCore blog to read about eCore students, faculty, and trends in online education:  
<http://planetecampus.blogspot.com/>.

## Technical Requirements and Assistance

### Requirements:

Having a correctly configured computer will help ensure your success in eCore. Check the information at <http://ecore.usg.edu/prospective/techreqs.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

### Assistance:

For technical assistance contact the 24/hour helpline at <https://D2Lhelp.view.usg.edu/> (scroll down to the Student Support area).


In addition, please contact the eCore Helpline at 678-839-5300.

## Discover an Error?

If you discover a typo, broken image, or other error in your eCore course, use the [eCore Student Change Request Form](#) to report the required change. Once the form is submitted, an eCore staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eCore website.

## Smarthinking Online Tutoring:

Smarthinking is an online tutoring resource for eCore students providing assistance in Mathematics (basic Math through Calculus), Chemistry, Physics, Statistics, Spanish, and Writing. For login instructions, please refer to the [Smarthinking page](#) located within Course Resources or access Smarthinking directly using the  icon from the course navigation bar.

## More Course Information

### Structure:

The course is broken down into an orientation unit and seven other units. The units are further divided into lessons. Within each lesson, you will find an overview and several topics. Each topic will contain an introduction, a reading assignment, content pages, and a self-test. The lesson ends with a summary, a discussion assignment, and a quiz.

In addition to the weekly quizzes, there will be a proctored final exam. Each Unit will have a unit assignment associated with it. These are designed to be ways for you to demonstrate what you have learned.

When you log into the course for the first time, you may not see all the units. To keep the course on pace and to keep students focused on the topic at hand, the instructor may release the material to you unit by unit.

### Unit Outline:

- Unit 1: Introductions
- Unit 2: Why Communication Matters
- Unit 3: Social Psychology of Communication
- Unit 4: Communication in Practice
- Unit 5: Interpersonal Communication
- Unit 6: Public Presentations
- Unit 7: Small Group Communication
- Unit 8: Mass Communication

The course runs the length of a semester. It is **NOT** an independent study course. You are expected to read the material towards the beginning of the week and engage with the instructor and your fellow students in the discussion for the week.

For each lesson, your instructor will post to the discussion board introducing the lesson with information of the time frame for completion of the lesson. You may post questions to the instructor about the **content** by replying to this first posting. This way, all messages relating to content, will be located underneath the same original posting. This creates what is called a threaded discussion.

When posting your **answers to the week's discussion area questions**, you should make sure you post to the correct topic. When you reply to another student, click on the reply button while reading the message. Once again, this will create a threaded discussion. Everyone will post his or her answers to the week's discussion area question in the same place. Then, the messages will all be under the same topic and replies will be "linked" underneath the same topic. When you log into the discussion area, you will easily be able to find the topic you are discussing and respond to others' comments.

## Grading and Standards

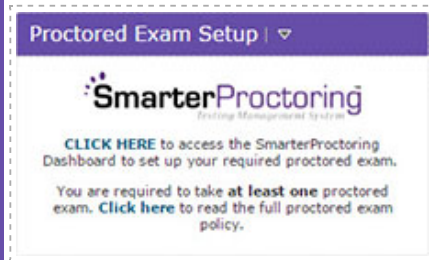
### Grade Breakdown

GRADED ACTIVITY	CATEGORY WEIGHT	PROCTORED?	BRIEF DESCRIPTION
Participation/Discussions	25%		The quality of participation will be judged according to the criteria established in the discussion guidelines (see participation guidelines rubric below). You are expected to participate in all required guided and group discussions. There are 10 mandatory discussions, 2 extra credit discussions, and 1 Attendance Checkpoint.
Quizzes	15%		Each unit will end with a quiz worth 10 points. There are 10 quizzes total.
Unit Assignments* <ul style="list-style-type: none"> <li>• Introduction Speech (6%)</li> </ul>	50%		Each assignment worths 100 points. However, each of them will weigh differently.

<ul style="list-style-type: none"> <li>• Your Own Model of Communication (17%)</li> <li>• Film Assignment (17%)</li> <li>• Topic, Purpose, Thesis Assignment (5%)</li> <li>• Outline (5%)</li> <li>• Speech Evaluation (5%)</li> <li>• Public Speech (25%)</li> <li>• Group Project (20%)</li> </ul>			
<b>Proctored Final Exam</b>	<b>10%</b>	<b>YES</b>	The final exam will be taken online at a secure proctored site.

### Proctored Exams

**A proctored experience is required for successful completion of an eCore course. In courses requiring only one proctored exam, failure to take that exam will result in a failing grade for the course regardless of average of other grades.**



Proctored exams are password protected exams taken at an approved testing center or testing service. Students are responsible for scheduling and taking their exams by the posted deadline. Students are also responsible for being aware of the conditions and policies under which the exam will be proctored and administered. Each testing center or service sets its own proctor cost.

On the Course Homepage, use the **Proctored Exam Setup Widget** to view available proctored exams for the course, register for an exam, view an exam's duration, and view the list of allowed proctored material.

### Unit Assignments

Communication is important to us in everything we do. With this in mind, the course developers have created a unique assignment for each unit designed to engage you with the material presented.

The assignments you will complete during the semester include:

1. Introduction Speech
2. Your Own Model of Communication
  - Topic, Purpose, Thesis Assignment
  - Outline
  - Speech Evaluation
6. Group Project
7. Media Analysis Assignment

These assignments are designed as ways for you to interact with the material and your classmates. They will also help you gain a better understanding of the various aspects related to communication. Your instructor will provide you detailed information about each assignment prior to the due date. As these are unit assignments, you will generally have several weeks to complete each assignment. Specific due dates will be on the syllabus and in the course calendar.

## Grade Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%

The Grade of "I" (Incomplete): The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Course Participation

Course participation in the discussion activities counts towards a significant part of your final grade. You are expected to participate in ongoing discussions of the lesson topics and to interact regularly with other students and your instructor. The participation guidelines below explain participation expectations and grading. Please refer to these guidelines throughout the course. Some instructors may substitute their rubric for the one below.

## Participation Guidelines

**Note: Postings must meet deadlines in order to qualify for an A or a B.**

Grade	Focus	Specificity	Support	Thoughtfulness	Use of Language
A	Comments make vividly clear references to readings	Majority of comments include specific details	Comments are well-supported	Comments are articulate and show a high level of thought	Writing is well-organized, unified, and error-free
B	Comments make perceivable reference to readings	Many comments include specific details	Comments are mostly well-supported	Comments show above average thought	Writing is mostly organized and unified, with few errors
C	Comments make some reference to readings	Some comments include specific details	Comments are somewhat well-supported	Comments show some thought	Writing is somewhat organized and unified, with some errors
D	Comments make little reference to readings	Few comments include specific details	Comments are not very well-supported	Comments show little thought	Writing is poorly organized and unified, with many errors
F	Comments make no reference to readings	Comments do not include specific details	Comments are not supported	Comments show no thought	Writing is not organized or unified; errors impair communication

## Grade Turnaround

All assignments and assessments will be graded within one week's time.

## Expectations and Standards

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

**C** – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

## Grammar

The use of proper English is important in communication. People infer many things about us from how well we speak and write. Therefore, in this course, you will be required to be aware of your grammar in oral assignments and your grammar and spelling in all written assignments. Points will be deducted for misspellings, grammatical errors, or improper English usage.

A document called 'Avoiding Errors' is linked from the Course Resources folder. It is available to you throughout the course. Use this guide to help you in your writing. While it is not a comprehensive document, it will help you avoid making some common grammatical errors frequently made by students.

## Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the following procedures:

- You are a guest in the instructor's classroom, so be sure to observe the class rules.
- Practice manners and civility, and be polite and respectful of your instructor and classmates in all your communication.
- Respect your instructor, and be on time in your work submissions.
- Keep your instructor informed of your status.
- Address your instructor as Professor or Doctor.
- Use correct grammar and punctuation in all your communication ('Dear Professor xxx' not 'Hey').
- Accept your instructor's feedback and learn from it.





- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**(NOTE: Plagiarism detection systems are often used by eCore faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to the eCore Administrative offices for investigation.)**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However, collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the

student is responsible for indicating, in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence, as used in this statement, can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Consult your eCore Student Guide at <https://ecore.usg.edu/current-students/student-guide/> for further details on the [eCore Academic Honesty Policy](#).