

COURSE # COMM 1050

Introduction to Speech Communication

*2018-2019*

**Instructor**

**Instructor:**

**Phone:**

**Email:**

**Office Hours:**

**Course**

## Course Description

***This is a Concurrent Enrollment Course, offering both high school credit through \_\_\_\_\_\_\_\_\_\_\_\_\_\_ High School and college credit through Utah Valley University. Credit from this course is transferable to all colleges and universities. Contact the receiving institution for how the credits will be applied.***

**Catalog Description**

Surveys the questions, methods, and current status of knowledge in the discipline of speech communication. Explores communication theory and practice across a variety of context and forms, including verbal, non-verbal, interpersonal, group, organization, and mass communication.

**Course Prerequisites**

This class is available to all high school students in good academic standing. High school prerequisites apply.

## Course Objectives or Learning Outcomes

This is a General Education course which fulfills a Social and Behavioral Sciences requirement. It is a foundational course for the Communication major and supports the Knowledge Foundation Essential Learning Outcome as it will help to demonstrate knowledge about human cultures, communication, and patterns of human interaction.

Effective communication is frequently cited as one of the most important elements contributing to corporate and personal success. This course will:

1. demonstrate understanding of the areas of study within speech communication: basic communication, interpersonal communication, organizational communication, rhetorical communication
2. examine and analyze speech communication through the analysis of communication theory and practice across written contexts and visual forms
3. develop the ability to compare similarities and differences among individuals and social groups within and between societies and historical periods
4. compare and contrast relational, historical, and natural contexts where communication shapes the human experience

**Required Text and Materials**

Communication in Society (4th Ed.) by Alberts, Nakayama, and Martin, 2010.

**Department Policies**

**Assessment**

Discussion Postings

You will need to respond to a discussion post at least 10 times during the semester. These posts will be related to the chapters that you are reading. There will be something posted every week. However, you only need to respond to 10 of these.

Article Report

Choose a communication topic from the text in which you are interested. You may choose any topic. Find an article from a scholarly journal on that topic (i.e. Communication Monographs). Write a 2-3-page (double space, 12 pt. font) report:

* Summarizing the article
* Sharing the reason for your interest in the topic
* Describing how the information could be used to make you a more competent communicator. Give examples, i.e. with, friends, spouse, coworkers, community.

Proxemics Experiment

Develop a proxemics experiment. Use the underlined titles in your write up.

1. Set up Describe the experiment. what is the experiment? What are you looking for? Give details of how you plan to measure the results.

2. Predictions What will the possible responses be and why?

3. Outcome Describe the actual responses and how the experiment went.

4. Conclusion What patterns of communication can you identify from your experiment.

5. My feelings What emotions came up for you as the experiment progressed?

6. I learned What did you learn? How can you use what you learned to communicate more competently? Give specific examples.

Be prepared to share the results of the experiment in class.

Identity Exercise

Perform an “identity check” by writing down 10 characteristics, traits, or affiliations that reflect your self-concept and/or identity. Without sharing this information with anyone else, ask two people that you consider to be close to write down a list of 10 characteristics, traits, or affiliations that they think best describe you. Compare the lists.

Write a 2-3-page paper including an overall introduction and conclusion to the paper and answering the following questions. What reflected appraisals (information from the two outside lists) correspond to your own perceptions of yourself? Which reflected appraisals are different from what appeared on your own list? What might account for these similarities or differences? What does this illustrate to you about how well we are known to others? How well we know ourselves?

Media Assignment

You will recount your personal mass media use history and give examples of any effects it has had upon you. The paper should include sections on your preschool media use, your elementary school media use, your middle school media use, your high school media use, and your current media use. Each section should discuss your favorite media and why they are, how you used the media, and any effects from the media. For example, if you were a fan of "Saved by the Bell," discuss the show and what you enjoyed about it and what effect it may have had on your perception of what high school would be like. Other examples of media effects might simply be remembering something you purchased after seeing it advertised in your favorite magazine or remembering that you learned Spanish words from "Sesame Street." Finally, discuss how and why you fit into the demographic that the media were targeted toward. (Some Internet research on your favorite media will help with this. I recommend [www.google.com](https://online.uen.org/webct/RelativeResourceManager/5210672759261/www.google.com) as a meta-search engine.) Note: Please be honest. I don't make any judgments on what people enjoy.

Group Work Assignment

Presentations will consist of interesting and unique ways of presenting the text topic with practical activities to apply the principles. Each group will have half of a class period to present the topic and engage the class. This can be done using examples from film and television, music, games, or activities, visual aids and any other creative and relevant means. Do NOT present just an overview of what is in the chapter - you need to go beyond chapter material, find outside sources and make the topic interesting and applicable to other students in the class.

Public Speaking Assignment

You will present a 3-5-minute speech to a group of 2 or more people. This is an informative speech and should be about a topic in which you are very interested. You can use visual aids if you desire but they are not required.

Write a 1-2-page paper about what you did well, how you could have improved, and what you learned from this assignment.

**Exams**

Exam #1 (chapters 1-4) 100 pts.

Exam #2 (chapters 5-8) 100 pts.

Exam #3 (chapters 9-12) 100 pts.

**Attendance and Participation**

Regular attendance and participation is an absolute for the successful completion of this course.

**Grading Scale**

 A = 100-93 B - = 82-80 D+ = 69-67

 A - = 92-90 C+ = 79-77 D = 66-63

 B+ = 89-87 C = 76-73 D - = 62-60

 B = 86-83 C - = 72-70 F = 59-0

**Grades and Credit**

Your grade for this class will become part of your permanent college transcript and will affect your GPA. A low grade in this course can affect college acceptance and scholarship eligibility.

Grades are determined by instructors, based upon measures determined by the instructor and department and may include: evaluation of responses, written exercises and examinations, performance exercises and examinations, classroom/laboratory contributions, mastery of pertinent skills, etc. The letter grade “A” is an exceptional grade indicating superior achievement; “B” is a grade indicating commendable mastery; “C” indicates satisfactory mastery and is considered an average grade; “D” indicates substandard progress and insufficient evidence of ability to succeed in sequential courses; “E” (failing) indicates inadequate mastery of pertinent skills or repeated absences from class; “UW” indicates unofficial withdrawal from class.

**University Policies**

**Academic Integrity**

Utah Valley University expects all students to maintain integrity and high standards of individual honesty in academic work, to obey the law, and to show respect for others. Students of this class are expected to support an environment of academic integrity, have the right to such an environment, and should avoid all aspects of academic dishonesty. Examples of academic dishonesty include plagiarizing, faking of data, sharing information during an exam, discussing an exam with another student who has not taken the exam, consulting reference material during an exam, submitting a written assignment which was authored by someone other than you, and/or cheating in any form.

In keeping with UVU policy, evidence of academic dishonesty may result in a failing grade in the course and disciplinary review by the college.  Any student caught cheating will receive, at minimum, zero points on that particular assignment for the first offense.  A second offense can result in failing the course and will entail being reported to Student Advising.  Academic dishonesty includes, in part, using materials obtained from another student, published literature, and the Internet without proper acknowledgment of the source.   Additional information on this topic is published in the student handbook and is available on the UVU website.

### **Student Code of Conduct**

All UVU students are expected to conduct themselves in an appropriate manner acceptable at an institution of higher learning. All students are expected to **obey the law**, to **perform contracted obligations**, to **maintain absolute integrity and high standards** of individual honesty in academic work, and to observe a **high standard of conduct for the academic environment**.

The Student Rights and Responsibilities Code, or Code of Conduct, outlines for students what they can expect from the University and what the University expects of them.

Students should review their Rights and Responsibilities. The Code of Conduct also outlines the process for academic appeals, and appeals related to misconduct and sanctions. It can be found at <http://www.uvu.edu/studentconduct/students/>

**Student Responsibilities**

You are expected to take an active role in the learning process by meeting course requirements as specified in written syllabi. Faculty members have the right to establish classroom standards of behavior and attendance requirements. You are expected to meet these requirements and make contact with faculty members when unable to do so.

**Withdrawal Policy**

If you do not wish to take this course or find that you are unable to continue, you should officially withdraw by the deadline stated in the current semester UVU Student Timetable.

You can officially withdraw from a course by dropping it through the online registration system or the campus One Stop desk (BA 106) by the listed date. If you officially withdraw from a course by the "Last Day to Drop and Not Show on Transcript," the course will not appear on your academic transcripts. If you officially withdraw from a course by the "Last Day to Withdraw," a "W" will appear on your transcripts. Although your GPA will not be affected — a "W" will indicate that you chose to withdraw. If you fail to complete the course and do not drop it before the "Last Day to Withdraw," a "UW" or "E" (a failing grade) will appear on your transcripts.

Withdrawing from a course may impact your financial aid status. For more information, see: UVU Financial Aid.

**Cheating and Plagiarism Policy Procedures**

This document was taken from the Utah Valley University Policy 541, The Student Rights and Responsibilities Code

5.4.4 Each student is expected to maintain academic ethics and honesty in all its forms, including, but not limited to, cheating and plagiarism as defined hereafter:

1) Cheating is the act of using or attempting to use or providing others with unauthorized information, materials, or study aids in academic work. Cheating includes, but is not limited to, passing examination answers to or taking examinations for someone else, or preparing or copying another's academic work.

2) Plagiarism is the act of appropriating another person's or group's ideas or work (written, computerized, artistic, etc.) or portions thereof and passing them off as the product of one's own work in any academic exercise or activity.

3) Fabrication is the use of invented information or the falsification of research or other findings. Examples include but are not limited to:

a) Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.

b) Listing sources in a bibliography not used in the academic exercise.

c) Submission in a paper, thesis, lab report, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.

 d) Submitting as your own any academic exercise (written work, printing, sculpture, etc.) prepared totally or in part by another.

### **Students with Disabilities**

**Students who need accommodations because of a disability** may contact the UVU Office of Accessibility Services (OAS), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the OAS office at 801-863-8747. Deaf/Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](https://owa.uvu.edu/owa/redir.aspx?C=r3xUa4y2bkalWljgIj1VXM3KzYlusNIIESMqIpkF5USfG-H3cUMstYl8DNScKc_quB49PvOQ-l0.&URL=mailto%3anicole.hemmingsen%40uvu.edu) or text 385-208-2677.

**Religious Accommodations**

At the beginning of each semester, you shall promptly review the course syllabus and class schedule and notify faculty to request an accommodation for sincerely held religious beliefs and practices using the *Religious Accommodation Request Form*.

**Dangerous Behavior**

The faculty member has the right to demand and secure the immediate removal of any person from the classroom whenever the faculty member determines, to the best of his or her knowledge or belief, that the person's actions are threatening or dangerous to students or themselves. If the faculty member cannot resolve a disruptive situation, the faculty member may request that the disruptive person(s) leave the classroom. If the disruptive person(s) will not leave voluntarily, the faculty member may call University Police for assistance. The incident shall be reported to the Dean of Students and to the Director of Judicial Affairs in accordance with Policy 541 *Student Rights and Responsibilities Code*.

**Discriminatory, Exclusionary, or Disruptive Behavior**

Faculty members observing discriminatory, exclusionary, or disruptive behavior follow procedures described in UVU Policy 541 *Student Rights and Responsibilities Code.* 5.6

**Attendance**

Attendance in this class is not mandatory due to the different learning preferences with each student. However, class will be held according to the schedule on the top of this syllabus. Chapters will be covered in class as listed in the semester schedule below. Class will consist of chapter reviews, discussion and group activities.

**Policies/References**

1. Policy 541: Student Rights and Responsibilities Code <https://www.uvu.edu/catalog/current/policies-requirements/student-rights-and-responsibilities.html>
2. Policy 601: Classroom Instruction and Management. <https://policy.uvu.edu/getDisplayFile/5750ed2697e4c89872d95664>
3. Policy 635: Faculty Rights and Professional Responsibilities. <https://policy.uvu.edu/getDisplayFile/563a40bc65db23201153c27d>

**Definitions**

* 1. Syllabus: An agreement between faculty and students that communicates course structure, schedule, student expectations, expected course outcomes, and methods of assessment to students.

### **Dropping the Class**

### \_\_\_\_\_\_\_\_\_ is the last day to drop the course without it showing on your transcript.

\_\_\_\_\_\_\_\_\_ is the last day to withdraw from the class.
If you drop the high school class, you must also withdraw from the UVU class to avoid receiving a failing grade.

Due dates and this syllabus may change at the instructor’s discretion due to the needs of the class members.