COMM 203: Understanding Human Communicat

Location:	Fort Sill
Address:	4700 Mow-Way Rd, Suite 502 Fort Sill, OK 73503-9009
Section:	19SPRG2/COMM/203/AOK1
Semester Credit Hours:	3
Class Day(s) and Time(s):	Wednesday 5:30 PM - 9:30 PM from March 02, 2020 to April 25, 2020

☰ Syllabus Contents

❶ Course Information

Catalog Description

Communication theories and models applied to intrapersonal, interpersonal, small-group and public settings. Principles practiced in verbal and non-verbal forms. G.E.

📖 Textbooks

As part of Truition®, students will receive their course materials automatically as described below.

⬇ Wood. (2016). *Communication Mosaics: An Introduction to the Field of Communication* (8th). Cengage. *eText*

Bookstore Information

Visit https://www.ccis.edu/bookstore.aspx for details. Recommended texts are not included in the Truition®, No Book Costs, model. Students are responsible for purchasing their own recommended text if they desire to have it for class. Recommended eTexts are available for purchase directly from VitalSource.com.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit Ingram Returns to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of Truition® are responsible for purchasing their own course materials.

⬇ Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see technical requirements.

👍 Course Learning Outcomes

1. Demonstrate a basic theoretical and practical knowledge of interpersonal, public, organizational, mass and intercultural communication.
2. Explain how technology influences communication.
3. Demonstrate how to be critical consumers of communication as well as being ethical communicators.

🎓 Grading

Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights

Assignment Category	Points	Percent
Online Learning Activity	150	15%
In-Class Activities	120	12%
Quizzes	120	12%
Reflection Journal	240	24%
Media Application Paper or Speech	120	12%
Final Exam	150	15%

Participation	100	10%	
Total	**1000**	**100%**	

📅 Schedule of Due Dates

Week 1

Assignment	Points	Due
Discussion 1	25	3/7/2020
In-Class Activity #1	40	03/04/2020

Week 2

Assignment	Points	Due
Discussion 2	25	03/14/2020
Quiz #1 (Chapters #1 & #3) - In-Class	30	03/11/2020
Reflection Journal - Entry #1	40	03/04/2020

Week 3

Assignment	Points	Due
Quiz #2 (Chapter 4 & Chapter 5) - In - Class	30	03/18/2020
Reflection Journal - Entry #2	40	03/18/2020

Week 4

Assignment	Points	Due
Discussion 3	25	03/28/2020
Reflection Journal - Entry #3	40	03/25/2020
Quiz #3 (Chapter 6 & Chapter 8)	30	03/25/2020
In-Class Activity #2	40	03/25/2020

Week 5

Assignment	Points	Due
Culture-Identity-Relationship Paper	50	04/05/2020
Reflection Journal - Entry #4	40	04/01/2020
Quiz #4 (Chapter 14 & Chapter 15) - In-Class	30	04/01/2020

Week 6

Assignment	Points	Due
In-Class Activity #3	40	04/08/2020
Reflection Journal - Entry #5	40	04/08/2020

Week 7

Assignment	Points	Due
Discussion 4	25	04/18/2020
Reflection Journal - Entry #6	40	04/15/2020
Media Application Paper or Speech	120	04/15/2020

Week 8

Assignment	Points	Due
Final Exam	150	04/22/2020
Participation Grade	100	04/22/2020

Total Points: 1000

Assignment Overview

Online Component Summary and Expectations

Online Discussions

There are four online discussions for the course valued at 25 points each. The discussions center around concepts selected from their assigned week. These assignments delve further into the topics and require you to reflect on their interpretations and experiences. Online discussions require an initial post and a minimum of two responses to classmates. Initial posts are worth 15 points and must be at least 200 words. You must submit an initial post before viewing the posts of your classmates. Each initial post should be cited from the text using MLA style.

You are required to respond to at least two different classmates' initial posts. Responses should contain a minimum of 100 to 200 words, should be thoughtful, and add to the discussion and knowledge base. Simply agreeing with the original post does not count towards credit. Outside sources are not required for response posts, but, if used, also require a citation. Response posts are worth up 10 points. However, you are encouraged to check in to the discussion area often during the week.

Culture, Identity, and Relationships Paper

For this assignment, you are expected to interview someone with whom they have a relationship and write a 2-3 page paper, including MLA citations. You are expected to draw connections between your relationship and communication theories relating to culture, identity and personal relationships. You will use knowledge you gained from the interview to further research an aspect of your friend or acquaintance's background and how that impacts their culture and ultimately communication. This can be geographic origin, educational background, organizational associations or any other element of their culture and identity that you found salient to its impact on communication. A minimum of two scholarly references, excluding the text, are to be used in the paper. Research can be conducted using the Columbia College online library and databases or through other online sources relevant to the topic selected. This research should inform the paper and connections drawn. The paper will be submitted to the appropriate dropbox in D2L.

Course Outline

Click on each week to view details about the activities scheduled for that week.

Week 1:

Discussion 1

Discussion 1:

Perception and Identity Management using Technology and Mediated Communication

In this discussion, you will discuss the perception process. Describe how people create various identities for themselves using technology and mediated communication.

The phrase "your perception is your reality" can be applied to both face-to-face interactions and those we experience through online or mediated communication. Consider how online (including social media) communication is used to shape others' perceptions.

In your initial post, include a description of the perception process and how technology aids in creating a specific identity. Provide specific examples of how someone could use technology to create his identity and how the perception process could create different interpretations of that identity.

In your responses, analyze and evaluate the perception process application and explain your perceptions of the identities described in the initial post.

As a class, please be sure that ALL students receive feedback. You are encouraged to check in often this week.

In-Class Activity #1

In-Class Activity #1

Overview: In order for students to develop an understanding of key course concepts, and apply them in real-world settings, students will be provided the opportunity to complete in-class activities that apply to a given week's course concepts.

Instructions: In the first in-class exercise, students will first discuss communication competence in response to a mini-lecture. Following a video prompt, students will work in groups of 2-3 to answer a set of three questions on communication competence. Each student will turn in their own answers- which will include an example(s) from their own experience.

Week 2:

Discussion 2

Discussion 2:

Nonverbal Communication: We are Always Communicating

Describe the way you use nonverbal communication in your surroundings at home and what this says about you and your family. Your description should include the following:

- Artifacts
- Environmental
- Olfactics

In your initial post, tell us what is in your home and what it communicates about you and your family. Also include whether or not you think this accurately represents your personalities and lifestyle and what you would change to more accurately reflect you and your family. You can include a picture of a room in your home for clarity.

In your response posts, interpret the description of the initial poster's home. How would you interpret the way he or she has described the surroundings? How would you describe your impression of an individual with similar artifacts, organization, and other nonverbal communication?

As a class, please be sure that ALL students receive feedback. You are encouraged to check in often this week.

Quiz #1 (Chapters #1 & #3) - In-Class
Quiz #1 (Chapter #1 & Chapter #3) - In-Class

This in-class quiz will cover the readings from Chapter #4 and Chapter #5. The quiz will consist of 15 questions worth 2 points each. All questions will be multiple choice or true/false. The quiz will be taken on paper in-class.

Reflection Journal - Entry #1
Reflection Journal - Entry #1

Description: Each student will write in a reflection journal in weeks 2-7. These reflections will be in response to a prompt given in class that relates to the subject matter of the course for that week. Over the course of the semester, students will write 6 entries. Each of these entries will have a value of 40 points= for a total of 240 points.

These reflections will offer the student an opportunity to apply material in the context of their own lived experience. These journals will be evaluated for their relevance to the assigned subject matter, their completeness, and the inclusion of relevant interpersonal communication experiences.

Week 3:

Quiz #2 (Chapter 4 & Chapter 5) - In -Class
Quiz #2 (Chapter 4 & Chapter 5) - In Class

This in-class quiz will cover the readings from Chapter #4 and Chapter #5. The quiz will consist of 15 questions worth 2 points each. All questions will be multiple choice or true/false. The quiz will be taken on paper.

Reflection Journal - Entry #2

Week 4:

Discussion 3

Discussion 3:

Communication Climates: Confirming and Disconfirming Messages

Choose an interpersonal relationship in your life. This can be current or past. Describe several confirming or disconfirming messages, both verbal and nonverbal, that have worked to create the relationship climate. Tell us whether or not you are satisfied with the ratio of confirming to disconfirming messages in this relationship.

In your responses to your classmates, evaluate the climate of the relationship and how they might improve communication within the relationship.

As a class, please be sure that ALL students receive feedback. You are encouraged to check in often this week.

Reflection Journal - Entry #3

Quiz #3 (Chapter 6 & Chapter 8)
Quiz #3 (Chapter #6 & Chapter #8 - In-Class

This in-class quiz will cover the readings from Chapter #6 and Chapter #8. The quiz will consist of 15 questions worth 2 points each. All questions will be multiple choice or true/false. The quiz will be completed on paper in-class.

In-Class Activity #2
In-Class Exercise #2

This in class exercise will focus on the effects of traditional and digital communication on the sphere of public communication.

Week 5:

Culture-Identity-Relationship Paper
Culture, Identity, and Relationships Paper:

Choose someone with whom you have a relationship. This can be a friend, colleague, classmate, or acquaintance to interview. You will use the interview questions below as a guide and a start to conduct your interview. You can expand on the interview questions and develop follow-up questions to further your conversation.

Using the responses from the interview, write a 2 to 3-page paper as described below. The paper will be submitted to the dropbox.

- The paper should:
- Clearly identify the person you interviewed and explain the relationship between the student and the interviewee.

Here are some interview questions to get the ball rolling. Again, you can expand on these and create follow-up questions to gain further knowledge of the individual you are interviewing:

1. Describe your relationship with the interviewer (the student.) Are you friends, acquaintances, relatives, co-workers, classmates?
2. What was your opinion of me the first time we met?
3. Did you think we were similar or different when we first met?
4. Has your opinion of me changed since we have gotten to know one another?
5. Could you describe your upbringing?
6. Do you think your background impacts the way you communicate? If so, how?
7. Do you recall just knowing certain things about the way you were supposed to act? For example, you always save 10% of your paycheck or you always have family dinner on Sundays at aunt Mary's.
8. Do you identify as belonging to specific organizations or social groups?
9. Which organizations or social groups do you belong to?
10. Could you describe the tone of the communication when you get together?
11. Are there specific things you do, say or celebrate as a group?
12. Would you say that any of the groups you mentioned have their own culture? If so, could you describe the culture?
13. How do you describe yourself as you are today?
14. How would you describe yourself ten years ago?
15. What do you think has the most impact on how you see yourself and how you communicate with others?

Reflection Journal - Entry #4

Quiz #4 (Chapter 14 & Chapter 15) - In-Class
Quiz #4 (Chapter 14 & Chapter 15)

This in-class quiz will cover the readings from Chapter 14 & Chapter 15. The quiz will consist of 15 questions worth 2 points each. All questions will be multiple choice or true/false. The quiz will be taken on paper in class.

Week 6:

In-Class Activity #3
In-Class Activity #3

This final in-class activity will explore relational dialectics. Students will be given a mini-lecture and video prompts and will then discuss the issue in small groups - working together to answer 3 questions. Each student will then turn in their own answers that include an example from their own experience.

Reflection Journal - Entry #5

Week 7:

Discussion 4
Discussion 4:

Applying Communication to Your Career

One of the most common items listed in job postings is "effective communication skills." Coming into this course, what were the areas where you felt you needed the most work to improve your communication? After taking this course, what are the areas you feel you have learned the most from and how can you incorporate your new knowledge and skills into the career you want?

In your responses to your classmates, give feedback on the area of communication they most wanted to improve and constructively evaluate their application of their new communication competency to their current or future careers.

As a class, please be sure that ALL students receive feedback. You are encouraged to check in often this week.

Reflection Journal - Entry #6

Media Application Paper or Speech
Media Application Paper or Speech

Format: Student are given the option to write a 2-3 page paper. or alternatively, to give a 6-7 minute speech. The subject of this media application is the relationship between traditional or digital media, and communication phenomena. Students will declare their intentions two weeks prior to the due date.

Overview: Media application are written or oral forms of student exploration into key aspects of the principles of communication. Students will choose an example from popular media (film, television) to explore the topic of traditional and/or digital media effects on our communication processes.

Note: A rubric for each format and an extensive list of media options will be provided to the students. Students will choose media and watch media on their own time.

Week 8:

Final Exam
Final Exam

The final exam will be taken in-class on the final day the class meets. The exam will cover Chapter 1, Chapters 3-6, & Chapters 8-11. The exam will be taken on a Scantron (instructor provided), and will consist of true/false, multiple choice, matching and either/or questions. Questions will be taken from the textbook only.

Participation Grade
Participation Grade for In-Class discussions and Decorum

Students will be evaluated for their participation during in-class discussions and activities, as well as their decorum and etiquette in the classroom. Participation and discussion are vital to the learning experience in all classes, and this phenomena is magnified in communication courses. Finally, the ability to respect others, participate in civil discourse and to respect the process of the classroom and the learning experience is critical to a successful learning environment.

➕ Additional Resources

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at Students -> Academics -> Resources.

❗ Columbia College Policies and Procedures

The policies set forth in the **Policy Library** are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see **Student Policies**. For more information on policies applicable to the entire Columbia College community, see **College-Wide Policies**.

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the **Academic Integrity Policy and Procedures** and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the **Student Accessibility Resources** office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our **ADA and Section 504 Policy for Students**.

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our **Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure**.

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's **Title IX and Sexual Misconduct Policy**.

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the **Withdrawal Policy**.

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's **Student Conduct Code** and **Acceptable Computing Use Policy**. Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the **Student Behavioral Misconduct Policy and Procedures**, and the Acceptable Computing Use Policy can be found in the Policy Library at **ccis.edu/policies**. The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.