

## **CST110: Introduction to Communication**

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*Cedar Crest College, Fall Semester 2008*

T/Th 2:30-3:45, ALH 214

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**COURSE DESCRIPTION:** Introduction to Communication aims to strengthen students' communication skills for a variety of situations, through study and training in the basic principles of speech communication and through practice in intrapersonal, interpersonal, small-group, and public communication. The ability to communicate effectively has become increasingly important in helping to determine a person's success as a responsible citizen, a productive professional, and an understanding human being. Everyone can improve and develop more confidence in the ability to communicate effectively by understanding the communicative process, training in basic communication principles, and experiencing varied communication situations. Specifically, students will gain practice in interpersonal analysis, interviewing skills, small group communication and team building, informative and persuasive public speaking, and listening skills.

### **REQUIRED TEXTS:**

Hybels, S & Weaver II, Richard L. (2007). *Communicating effectively*, 8<sup>th</sup> edition.

### **Course Objectives and Outcomes:**

Through active involvement in this course, students will develop:

1. the ability to engage in critical analysis and qualitative reasoning, specifically through methods of rhetorical analysis;
2. the ability to communicate clearly, both orally and through the written word; this is the crux of the course itself, as it teaches students to communicate in a variety of settings;
3. the ability to understand and articulate the foundations of his or her own beliefs, and to articulate them in a variety of contexts as well;
4. ethics and values, as well as understand the value system of others, by encouraging the development of good ethos (character, credibility and competence) as a communicator.

### **Class Format**

Classes will consist of lectures, small and large group discussions, student presentations and video presentations:

**Lectures:** The primary objectives of the lectures will be to clarify difficult concepts, emphasize important ideas, supplement assigned readings, and to answer students' questions. Lecture is not a substitute for reading the text.

**Class Discussions** will be a major part of the class. We will use class time to discuss readings both in small and large groups. It is important to complete the assigned readings so that you can be an active participant in class discussions. It is obvious when reading is not completed prior to class time.

**Student Presentations:** Students will be required to give 2 formal speeches, conduct an interview and present a press conference in class and will also be asked to discuss readings and in-class assignments in front of the class.

**Video presentations** if you miss any of these taped in-class video presentations, you are responsible for the missed material. In some cases, the videos belong to the Cedar Crest library but in other cases, videos are rented from other libraries and may be difficult for students to acquire.

The following is the grading scale for this course:

A	= 1000-930	C	= 769-740
A-	= 929-900	C-	= 739-700
B+	= 899-870	D+	= 699-670
B	= 869-840	D	= 669-640
B-	= 839-800	D-	= 639-600
C+	= 799-770	F	= 599 and below

Assignment	Value	Points
Exam 1 (Chapter 1-6)	15%	150
Exam 2 (Chapters 7-11)	15%	150
Interview Process	15%	150
Crisis Management Solution	15%	150
Informative Speech – Group Project	15%	150
Persuasive Speech	15%	150
Attendance & Participation	10%	100

**Assignment Details: ALL assignments should be typed.**

**Exams:** Students will be given 2 in-class exams throughout the semester. The exams will cover class discussions and readings. If a student attends class and does all assigned readings, they should expect to do well on the exams. Exam questions may be essay, true/false, short answer or multiple choice.

**Interview Process:** Students will be expected to bring a formal resume and cover letter to class on Thursday, Oct. 12. They will also be expected to learn of a job opportunity in their field and prepare a total of 5 questions. Three of these questions are ones that the interviewee would expect to be asked in an interview; two are ones that the interviewee would ask the potential employer. Please begin your resume now and use campus and web resources to help you put together a resume (career planning, etc.). Résumé's should be no more than 1 page and should include a separate cover letter that specifically discusses the job the interviewee is interested in. We will discuss the assignment in detail during class, but be prepared to conduct an interview in front of the class.

**Crisis Management Solution:** Students will form small groups and pick a company or organization that their group represents. Students will then create a problem that their company might face and organize a “press conference” to tell the public of the problem and their proposed solution. Most of the work for this project is done in class and you should have fun working on it. Be creative with the problem and solution, but be professional in the presentation of your press conference. Further details will be discussed in class.

**Informative Speech:** Students will work in small groups to prepare a 18-20minute informative speech. Additional guidelines will be discussed in class.

**Persuasive Speech:** Students will work alone to prepare a 4-5 minute persuasive speech. Additional guidelines will be discussed in class.

**Check List for all Speeches**

**Outline:** does not have to be full sentence: Include, introduction, preview, transitions, review, closure

**Works Cited:** Must be typed in proper APA format; Alphabetize references

**Visual Aids:** Large enough to read, legible, enhances and does not distract from speech

**Speech:** No more than 5 standard note cards; Write on only 1 side of note card; Dress appropriately; Speeches should fit audience;

**Delivery:** Practice speech with special attention to eye contact, gestures, paralanguage (Volume & pace), eliminating “um’s” and organizing thoughts in a logical, functional manner.

**In-class assignments:** Throughout the semester, we will work on several activities in class. Although these are not necessarily formal assignments, it is still important to be present so that you will receive credit for the assignment. If a student misses an in-class assignment, they will not be given a make-up assignment.

**Participation/Attendance:**

It is important that you are on time for class and miss a minimal amount of classes. Participation is mandatory. Participation means taking an active role in class discussions and projects. In-class discussions are **central** to this course. Students will earn up to 100 points for participation and 100 points for attendance. Obviously you can't participate if you do not attend class.

*There will be no make-ups for in-class assignments. Extended absences due to illness or a family emergency will be excused only with notification from the Office of the Dean of Student Affairs.*

**Plagiarism:**

Deliberate or accidental, plagiarism is a serious academic and professional offense and a violation of the spirit of the Cedar Crest Honor Code philosophy. Depending on the severity of the offense and the decision

of the professor, penalties for plagiarism will range from the assignment of an “F” for the article or work, to the assignment of an “F” for the course. All cases of plagiarism will be reported to the Provost. Under certain circumstances, acts of plagiarism may result in suspension or expulsion from the College.

### **Learning Disabilities:**

Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center.

### **Faculty statement on disruptive behavior (C. Cameron, author – edited from original version):**

Generally, disruptive behavior in the classroom is any behavior that interferes with the process of learning. At Cedar Crest College, it is the right of every student and faculty member to engage in a classroom experience free from disruptive behavior.

What is disruptive to one person might not be disruptive to another, so the final authority on disruptive behavior is the faculty member. Faculty members have the authority to address disruptive behavior in the manner they see fit under the guidelines set forth in the College Catalog.

Disruptive behavior may be viewed on a continuum ranging from the isolated incidents of mildly annoying or irritating behavior to more clearly disruptive, dangerous, and/or violent behavior.

Examples of disruptive behavior may include the following:

- Persistent speaking without permission
- Use of electronic devices, cell phones, or pagers during class
- Threats or harassment of any kind
- Working on homework for other classes
- Inappropriate personal disclosures during class (sharing too much information)
- Sleeping in class
- Entering class late or leaving early (without permission)
- Eating/drinking in class without permission
- Arguing with faculty and other students

Additionally, classroom participants should note that basic human courtesy is an expectation when interacting with faculty members, staff, and other students.

### **Verbal Communication**

Faculty members are not part of your social circle or peer group and should not be addressed as such. On the first day of class, faculty members will introduce themselves and express how you should address them. Addressing a faculty member by his or her first name is not acceptable unless the faculty member invites you to do so.

When addressing a faculty member in person, use a positive, respectful approach. Ideally, you should meet with faculty members during their scheduled office hours and not at the beginning or end of class unless the interaction will be brief.

When using the telephone, be sure to identify yourself at the beginning of the conversation. Be brief and concise, particularly when leaving a voice mail message.

### **Written Communication**

When sending email, remember that your writing conveys an image of you and demonstrates respect for the recipient. Treat email as you would any other written correspondence: Begin with the appropriate greeting (“Dear Professor Ortiz”), use complete sentences with good grammar and spelling, use a friendly and polite tone, and expect that faculty members will return your correspondence when they are able. Expecting an “instant response” is not realistic.

**A quick note about time management** – the beginning of the semester starts out rather slow so that we can master communication basics. The end of the semester moves very quickly so that you can put to use all of the new skills that you have learned throughout the course of the semester. During the slower times, read ahead and think about future assignments so that you will not be caught off guard at the end of the semester.

### **Schedule Of Readings and Assignments**

*(Instructor reserves the right to make changes to the syllabus.)*

All readings and assignments are listed on the day they are due.

When “Complete” is listed, the exercise should be done before you arrive to class.

#### **WEEK 1**

Tues. Aug 26 –

- ✓ Course Introduction and Expectations
- ✓ In class: Communication Goal Setting
- ✓ In class: “Getting to know you”

Thurs. Aug 28–

- ✓ Chapter 1. The Communication Process

#### **WEEK 2**

Tues. Sept 2–

- ✓ Chapter 2 - Self, Perception and Communication
- ✓ In class: Building a self concept map

Thurs. Sept 4 –

- ✓ Chapter 3 – Intercultural Communication

#### **WEEK 3**

Tues. Sept 9–

- ✓ Chapter 4 – Listening
- ✓ In class: Are you an active listener?

Thurs. Sept 11–

- ✓ Chapter 5 – Verbal Communication

#### **WEEK 4**

Tues. Sept 16–

- ✓ Chapter 6 – Nonverbal Communication

Thurs. Sept 18–

- ✓ In class: “Silent Movie” Activity
- ✓ Review/Catch-up

#### **WEEK 5 – The first exam**

Tues. Sept 23

- ✓ Exam 1 (Chs. 1-6)

Thurs. Sept 25–

- ✓ Chapter 7 – Interpersonal Relationships
- ✓ Start: Men are from Mars, Women are from Venus, but we all have to live on earth together (88min)

#### **WEEK 6 – Communicating in Relationships**

Tues. Sept 30

- ✓ Chapter 8 – Evaluating and Improving Relationships

- ✓ Finish: Men are from Mars, Women are from Venus
- ✓ Detail interview assignment

Oct 2– Guest Speaker – Director of Career Planning

- ✓ Chapter 9 – Communicating at Work

### **WEEK 7 – Resumes**

Tues. Oct 7 - Bring detailed job description to class

- ✓ Bring interview questions to class (3 asked of you, 2 asked of your potential employer)
- ✓ Bring copy of resume and cover letter to class

Thurs. Oct 9 –

- ✓ In-class interviews

### **WEEK 8**

Tues. Oct 14 – No classes – fall break

Thurs. Oct 16 - In-class interviews, cont.

### **WEEK 9 – Communicating in Groups**

Tues. Oct 21–

- ✓ Chapter 10 – Small Groups: Characteristics & Chapter 11 – Group Leadership, Participation and Conflict Management
- ✓ Pick a company for your small group and a problem that your company might face– be creative

Thurs. Oct 23– Work on project during class time.

### **WEEK 10 – Press Conferences**

Tues. Oct 28–

- ✓ Press Conference Presentations

Thurs. Oct 30 -

- ✓ Press Conference Presentations/Review

### **WEEK 11 – Exam 2 and Getting Started**

Tues. Nov 4 – ELECTION DAY

- ✓ Exam 2

Thurs. Nov 6–

- ✓ Chapter 12 – Getting Started and Finding Speech Material
- ✓ Chapter 15: The informative speech (You should read both the Informative and Persuasive chapters mid way through the semester and think about your speech topics – do not put off reading these chapters.)
- ✓ Pick informative speech groups

### **WEEK 12 - Speeches**

Tues. Nov 11 –

- ✓ Chapter 13: Organizing and Outlining the Speech
- ✓ Chapter 14: Delivering the speech
- ✓ Finalize Informative Speech Topic

Thurs. Nov 13 –

- ✓ Chapter 16: The persuasive speech
- ✓ (Inform instructor of persuasive speech topic)

### **WEEK 13 – Informative Speeches (20 minutes each)**

Tues. Nov 18 – Informative Groups 1, 2, 3

Thurs. Nov 20– Informative Groups 4, 5, 6

**WEEK 14**

Tues. Nov 25 – Review Informative Speeches and discuss Persuasive speeches.

Thurs. Nov 27 – No classes – Thanksgiving Break

**Thurs. April 17 -**

**WEEK 15**

Tues Dec 2 – **Persuasive Speeches (5 minutes each) Please plan to stay in class this day until 4pm. Staying for this extra time will ensure that we do not need to schedule a final time** - 13 students

Thurs. Dec 4 – **Persuasive Speeches (5 minutes each) Please plan to stay in class this day until 4:30pm. Staying for this extra time will ensure that we do not need to schedule a final time** - 12 students

- ✓ Class Evaluations

**Communication Goal Setting:**

- ★ One problem I have concerning oral communication is:
  
- ★ To deal with this problem, it is my goal to:
  
- ★ Another communication problem I think I would like to deal with is:
  
- ★ Where this problem is concerned, my goal is to:

**Getting to Know You**

- ★ Interview one person in the class that you do not know
- ★ From the information you learned, present a one minute introduction of the person
- ★ The introduction might include such items as name, major, hometown, special interests, etc. Each person possesses special uniqueness; seek these aspects in your interviews.