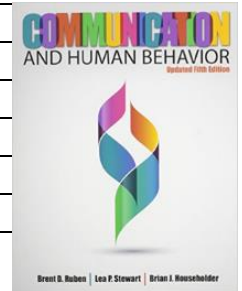


**COMM 1335.001 – Introduction to Communication Studies  
 SPRING 2019  
 Course Syllabus**

<b>Professor:</b>	Joseph Velasco, Ph.D.
<b>Office Hours:</b>	Tuesday & Thursday, 3:30-5pm, or <i>by appointment</i>
<b>Office Location:</b>	FAB 206B
<b>Telephone:</b>	432-837-8370
<b>Email Address:</b>	<a href="mailto:jvelasco@sulross.edu">jvelasco@sulross.edu</a>
<b>Class Schedule:</b>	9 - 9:50am MWF
<b>Classroom Location:</b>	MAB 301
<b>Required Text:</b>	Ruben, B. D., Stewart, L. P., & Householder, B. J. (2014). <i>Communication and human behavior</i> (Updated 5 <sup>th</sup> ed.). Dubuque, IA: Kendall-Hunt.



This course is designed to survey the discipline of Communication Studies, giving attention to tracing its historical lineage and development. This course is designed specifically for Communication Majors to serve as a foundation for further learning and specialization within the discipline.

**Section I. Student Learning Outcomes**

This course is designed to meet one or more of the student learning outcomes applied to all Communication majors:

- SLO 1:** Students will be able to analyze communication content for argument, including identification of major elements, such as claim, warrants, and data.
- SLO 2:** Students will be able to effectively construct messages appropriate to audience, purpose, and context; including electronic media technologies.
- SLO 3:** Students will be able to apply Communication theories, perspectives, principles, and concepts to the analysis of communication situations.

**Section II. Course Learning Objectives**

After completing this course, you will be able to:

1. Demonstrate understanding of the major theories that have shaped the field of communication, and their relevance to your life and your scholarship.
2. Demonstrate understanding of the major paradigms at work in the communication field, and how those paradigms shape theoretical perspectives and research methods.
3. Describe how particular communication theories and methods can be used to address communication problems in social and cultural contexts.
4. Demonstrate ability to write and cite research sources in a manner consistent with communications scholarship.
5. Develop a portfolio of your work in this course documenting your personal, professional, and scholarly interests.

### Section III. Course Requirements and Grading

Assignment	Points Possible	Grading Scale
Quiz One	25	Grade Description (Points) A = 450-500 B = 400-449 C = 350-399 D = 300-349 F = < 300
Quiz Two	25	
Final Exam	100	
Writing Workshop/Peer Review	50	
Article Summary	100	
“Interview a Communication Scholar” Essay	100	
Portfolio	100	
<b>Possible Points</b>	<b>500</b>	

### Section IV. Course Assignments

**Unannounced Quizzes.** To inspire you to read and retain the material we cover in this class, I will conduct two multiple-choice quizzes. Each quiz will be designed to test only that you’ve read and considered the reading for that day. Quizzes may not be made up.

**Writing Workshop/Peer Review.** The writing process should always include revision. For this assignment, bring a full-draft of your *Initial Reflection Essay*. You will be in groups of two or three. A peer-review form will be used to help guide and record your interaction.

**Article Summaries.** You are required to search the online database (provided by the library) and find **two scholarly, peer-reviewed, academic journal articles** that both interest you AND relate to the academic discipline of communication studies. The first study must be quantitative and the other qualitative in design. Theory must be present in both. You will then write a one-page summary of each article and **submit one on the designated days in your course calendar**. Please bring a one-page copy of your summary for each of your class colleagues.

**“Interview a Communication Scholar” Essay.** The discipline of Communication Studies is made up real people doing real scholarly work. To help humanize your understanding of our discipline, you have the opportunity to talk to a scholar and write a reflection essay on the experience. You will have the responsibility of contacting a Communication scholar of your choice. You may interview this person by phone, email, or through other channels (even face-to-face). Your essay should be 3-5 pages in length. Adhere to APA-style throughout.

**Portfolio.** For this assignment, you will collect all of your essays, graded quizzes, and any other work done related to this course. All work that has been previously submitted and graded should be accompanied by a revised version. Revision is the most important part of this assignment. It is also important that your revised work be kept by you. I promise you, you will want to have this on your shelf 20 years from now.

**Final Exam.** The final exam is comprehensive.

## Section V. Policies

**Attendance.** I expect you to be in class. You are responsible for everything that goes on, including announcements, lecture material, assignments and modifications to the course schedule – *this includes required reading in subsequent class meetings*. Arrange with someone in the class wherein you will notify each other of relevant items in the event that one of you must be absent. Having more than two unexcused absences may result in a lower grade.

**Classroom Demeanor.** I expect the environment during class meetings to be conducive to learning. I have little tolerance for students talking among themselves when they should be listening to someone else speak. It is particularly disturbing when students talk among themselves when one of their classmates is presenting a speech, giving a report, making a comment, or observing or asking a question. I understand that some comments pertain to class material; I encourage you to share these comments with the class as a whole. Also, I would rather that cell phones, pagers, etc. **not** disrupt class – make sure your communications technology is **shut down** when class begins.

**Academic Integrity.** I expect and assume that as students you conduct yourselves in accordance with the highest standards of academic honesty. Sul Ross State University reserves the right, through due process, to place on probation, suspend or expel any student who violates academic integrity and regulations by *plagiarism, classroom misdemeanor, or academic dishonesty*. Plagiarism includes doing and/or taking credit for someone else's work, presenting the ideas and work of others as your own, and not citing your sources if you utilize the ideas of others. Classroom misdemeanor includes cheating, allowing others to cheat, and interfering with others' ability to succeed in the course. Academic dishonesty includes procuring examination materials illegally, doing unauthorized group work, and handing in your own work for which you have already received academic credit (see Student Handbook, p. 39-40).

**Late Work.** *You are responsible for handing in assignments when they are due.* However, I will hear you out. I understand that life throws curve balls. **NOTE: There is nothing in this syllabus that requires me to accept late work; if you submit work late, then receiving credit depends on my allowing you to turn it in. If I do accept late work, it will likely be at half-credit.**

## Section VI. Notes on University Programs and Policies

**ADA.** It is Sul Ross University policy to provide reasonable accommodations to students with disabilities. If you would like to request such accommodations because of a physical, psychological, or learning impairment/disability/challenge, please contact the ADA Coordinator for Program Accessibility located in FH 112 or call 837-8203. E-mail: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu)

**Course Calendar**  
(This Calendar is subject to Change)

Week	Date	Topic	Reading	Due or To Do:
One	Jan 23	Course Introduction	<i>Preface</i>	
	Jan 25	Definitions and Theories	Chapter 1	
Two	Jan 28	History of the Discipline	Chapter 2	
	Jan 30	Evolution of Communication Theory	Chapter 3	
	Feb 1	Evolution of Communication Theory	Chapter 3	
Three	Feb 4	The Process	Chapter 4	
	Feb 6	Fundamentals	Chapter 5	
	Feb 8	Fundamentals & Writing Article Summaries	Chapter 5	
Four	Feb 11	Research Primer (in-class)	N/A	<b>Location: Library</b>
	Feb 13	<i>Library Workshop on Research</i>	N/A	
	Feb 15	Individual Research Day		
Five	Feb 18	Reception and Perception	Chapter 6	
	Feb 20	Reception and Perception	Chapter 6	
	Feb 22	Work on Article Summaries		
Six	Feb 25	Verbal Messages	Chapter 7	Article Summary 1
	Feb 27	Nonverbal Messages	Chapter 8	
	Mar 1	Article Summary 1 Presentations		
Seven	Mar 4	Article Summary 1 Presentations		Article Summary 1
	Mar 6	Media	Chapter 9	
	Mar 8	Media	Chapter 9	
Eight	Mar 11	The Individual	Chapter 10	
	Mar 13	Self-Expression	Chapter 10	
	Mar 15	Preparing for Interviewing a Scholar		
	Mar 18	<b>SPRING BREAK – NO CLASS</b>		
	Mar 20	<b>SPRING BREAK – NO CLASS</b>		
	Mar 22	<b>SPRING BREAK – NO CLASS</b>		
Nine	Mar 25	Work on Interviews		
	Mar 27	Work on Interviews		
	Mar 29	Work on Interviews		
Ten	Apr 1	Relationships	Chapter 11	
	Apr 3	Relationships	Chapter 11	
	Apr 5	Guest Speaker: upper-level Comm student		
Eleven	Apr 8	Groups and Teams	Chapter 12	
	Apr 10	Organizations	Chapter 13	
	Apr 12	Organizations	Chapter 13	
Twelve	Apr 15	Culture	Chapter 14	
	Apr 17	Cultural Communication	Chapter 14	
	Apr 19	<i>Special Topic: Undergraduate Research</i>		
Thirteen	Apr 22	Attend 2 <sup>nd</sup> Annual Research Symposium		Course Evaluations
	Apr 24	<i>Special Topic: NCA</i>		
	Apr 26	Course Evaluation		
Fourteen	Apr 29	<i>Special Topic: Gender Communication</i>	TBA	
	May 1	Public and Mass Communication	Chapter 15	
	May 3	<i>Special Topic: Health Communication</i>	TBA	
Fifteen	May 6	Discuss Interviews		<b>Interview Essay Portfolio</b>
	May 8	Last Class Day – Closing discussion		
	May 10	Finals Week Begins – No Class		
Sixteen	May 14	<b>Final Exam – 8am-10am</b>		<b>Final Exam</b>