

**SUL ROSS STATE UNIVERSITY**  
**COMM 1310 – 1W1**  
**Summer 2023**  
**Fundamentals of Communication**

COMM 1310- 1W1 Fundamentals of Communication Summer 2023 Web-delivered <b>This course satisfies 3 credit hours of component area core</b>	Marjorie Scott Associate Prof. of Communication & Theater Chair, Department of Visual and Performing Arts Office: FAB 106 432-837-8039 (office) or 432-294-1191 (mobile) mscott3@sulross.edu Office hours by appointment
---	--

## **COURSE DESCRIPTION**

This course explores the fundamental principles, theories, and practical applications of oral and written communication in a variety of contexts. Throughout this course you will enhance your communication competence in small group, public, and business settings by examining how various analytical frameworks covered in both text and lectures intersect with our personal experiences. The readings and assignments are designed to increase your skills at listening to messages, analyzing them internally, and making the private knowledge you gained public through various means of communication.

### **This course has three main goals:**

- 1) to meet the state and university core curriculum oral communication requirement;
- 2) to develop the oral and written communication skills needed to succeed in the remainder of students' college courses;
- 3) and to begin the lifelong process of becoming literate, critical consumers and producers of messages and develop the skills needed to succeed in the professional world.

It's really the third goal driving this entire course.

## **COURSE OBJECTIVES**

Upon completion of this course the student will be able to:

- Communicate effectively in small group discussions
  - Demonstrate effective conflict management processes
  - Demonstrate effective decision making processes
  - Demonstrate effective group reporting processes
- Organize and deliver public presentations
- Prepare and participate in a professional interview
- Explain the role of communication in various work and personal situations

## STUDENT LEARNING OUTCOMES

This course is designed to meet one or more of the following Student Learning Outcomes:

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.

## REQUIRED READINGS

There is no required textbook for this class. All readings will be posted to Blackboard by the instructor.

## YOUR RESPONSIBILITIES

**Reading:** Most college courses require that students spend a significant amount of time outside of class in individual study time. A typical guideline is to spend two hours per week for every class hour. This means, in a 3-credit course, six hours of outside study per week would be expected. **The “Reading Due” date is the date you need to have completed the assigned reading each day.**

**Deadlines:** Each student is responsible for meeting deadlines for assignments and quizzes. I will make every effort to communicate deadlines clearly and update students on any changes. If a student experiences an issue meeting a deadline, it is the student’s responsibility to communicate and discuss arrangements with the professor.

**Freedom of Expression:** Each student is strongly encouraged to participate in discussions. In any classroom situation (even a virtual one) that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.

## ASSIGNMENTS & GRADING

Your comprehension and mastery of the course material will be evaluated through a variety of methods. Grades for the class will be based on the following:

Written Assignments (3)	15%
Informative Speech	25%
Special Event Speech	15%
Reading Quizzes (3)	30%
Discussion Topics (3)	15%

**Reading Quizzes:** There will be **three quizzes** that cover the required readings and viewings throughout the 5-week term. Quizzes will contain multiple choice and fill-in-the blank questions.

**Informative Speech:** You will research, write, and deliver **one 4-6-minute informative speech** during the final week of class. You will upload the written outline of your speech to Blackboard and a video file of you delivering your speech to a Dropbox File Request provided by the instructor. Details and grading criteria for this assignment will be posted under the “Assignments” tab on Blackboard.

**Special Event Speech:** If you have not already been tasked with delivering a special event speech, you likely will someday. Examples of special event speeches are wedding toasts, eulogies, a speech of introduction, presenting an award, and receiving an award. Your assignment is to choose a type of special event speech and write a 3-4-minute speech following the basic guidelines for this type. Your special event speech should be typed and uploaded on Blackboard by the due date (see syllabus calendar). Assignment details available on Blackboard.

**Discussion Board:** You are expected to participate in class discussions on the Discussion Board (on Blackboard). There will be **three discussion topics** throughout the 5-week term and your task is to respond to each thread and engage in discussion with classmates.

**Written Assignments:** There will be **three short writing assignments** in this class. You will be asked to respond to a few questions based on material covered in the readings. Please double check all spelling and grammar before submitting your responses. All written assignment details will be under the “Assignments” tab. Please upload all assignments to Blackboard by the due date specified.

## **REASONABLE ACCOMMODATION**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU’s Accessibility Services Coordinator at 432-837-8203 (please leave a message and we’ll get back to you as soon as we can during working hours), or email [mschwartze@sulross.edu](mailto:mschwartze@sulross.edu) Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

## **Libraries**

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, [library.swtjc.edu](http://library.swtjc.edu). The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

### **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

### **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Diversity Statement**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

## COURSE CALENDAR

*The dates and topics on the following calendar are subject to change at instructor's discretion.*

<b>DATE</b>	<b>TOPIC</b>	<b>READING DUE (Readings tab on Blackboard)</b>	<b>ASSIGNMENT DUE</b>
Thurs June 1	Welcome to Summer I!		
Fri June 2	Review Syllabus Communication Fundamentals	<b>Reading #1:</b> “Identifying Foundations of Human Communication”	<b>Discussion Board #1:</b> Introduce yourself. Due by 10:00 pm.
Mon June 5			<b>Reading Quiz on Reading #1</b> Due by 10:00 pm
Tues June 6	Communication and the Self	<b>Reading #2:</b> “Exploring Self- Awareness and Communication”	
Wed June 7			<b>Discussion Board #2:</b> Self-Image. Due by 10:00 pm
Thurs June 8			<b>Reading Quiz on Reading #2</b> Due by 10:00 pm
Fri June 9	Verbal Communication	<b>Reading #3:</b> “Understanding Verbal Messages”	
Mon June 12			<b>Written Assignment:</b> On the topic of language (under “Assignments” tab on Blackboard). Due on Blackboard by 10:00 pm
Tues June 13	Special Event Public Speaking	<i>Public Speaking in Various Contexts</i>	

Wed June 14			In a paragraph, identify the kind of special event speech you'll be writing for the assignment due on June 22 and briefly explain why you chose this type of speech. <b>Due by 10:00 pm</b>
Thurs June 15	Nonverbal Communication	<b>Reading #4:</b> "Understanding Nonverbal Messages"	
Fri June 16			<b>Written Assignment on Nonverbal Messages.</b> Due by 10:00 pm
Mon June 19			<b>Reading Quiz #3:</b> Covering Verbal and Nonverbal Messages. Readings (3 and 4)
Tues June 20	Listening and Responding	<b>Reading #5:</b> "Listening and Responding"	
Wed June 21			<b>Written Assignment:</b> Listening for Meaning Exercise. Due by 10:00 pm (on Blackboard)
Thurs June 22	<b>Special Event Speech Due by 10:00 pm</b>		<b>Special Event Speech Assignment due by 10 pm.</b> Speech due in writing ONLY. Upload typed speech to Blackboard. <b>You will not deliver this speech.</b>
Fri June 23	Informative Speaking	<b>Reading #6:</b> "Speaking to Inform"	
Mon June 26			Specific Purpose Statement and Central

			Idea for Informative Speech <b>due by 10 pm</b>
Tues June 27	Credible sources of information and critical thinking	“Critical Thinking”	
Wed June 28			
Thurs June 29			Gathering Information Worksheet <b>due by 10:00 pm</b>
Fri June 30			<b>Discussion Board #3: Independence Day</b>
Mon July 3	Work on informative speech		
Tues July 4	<b>Independence Day Holiday</b>		
Wed July 5	Work on informative speech		
Thurs, July 6	Informative Speeches DUE (upload to Blackboard and Dropbox by 10 pm)		Informative speeches and outlines due by 10:00 pm
Fri, July 7	<b>Last Day of Summer I</b>		