Welcome to a Great Semester!

Class time: TUESDAY evenings from 4:00 to 6:30pm  
Class location:  Ferguson 375  
Office: Room #436 in the Liberal Arts North Building  
Office Hours: MWF 10-11am and Tues/Thurs 3-4pm

Instructor: Kathy McGough  
Email address: mcgoughkb@sfasu.edu Do not use D2L email!  
Department daytime phone # (936) 468-6540  
Cell phone # (936) 615-2803

Please bring this textbook to class each time we meet.

Course Description: This class will provide theory and practice in interpersonal communication and analysis of communication as a function of interpersonal communication, as well as a practical resource to help students connect with their listeners and work toward creating and sustaining shared meaning.

General Education Core Curriculum Objectives:  
The core objectives established by the THECB (n.d., Elements of the core curriculum) are:  
* Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information  
* Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication  
* Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions  
* Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal  
* Personal Responsibility – to include the ability to connect choices, actions and consequences to ethical decision-making  
* Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities

Program Learning Outcome:  
After completing COM 170 students will be able to demonstrate competence in logical and critical thinking.

Student Learning Outcomes: After completing COM 170 students majoring in Communication Studies will be able to recognize the central role of freedom of expression and inquiry in a diverse and democratic society and will meet or exceed the General Education Core Curriculum Objectives. For additional information on meaningful and measurable learning outcomes see the assessment resource page:  
http://www.sfasu.edu/assessment/index.asp
Requirements: 5 Projects, 4 Exams, and 1 Group Presentation.

You should complete reading assignments on the Calendar due date. Exams will require Scantron Forms #882 and #2 pencils with good erasers.

Assignments:

- Homework Project #1 100 points
- Self Project #2 100 points
- Listening Logs Project #3 100 points
- Emotions Project #4 100 points
- Movie Project #5 100 points
- Group Presentation 100 points
- Exam #1 Chapters 1 and 2 100 points
- Exam #2 Chapters 3, 4, and 5 100 points
- Exam #3 Chapters 6 and 7 100 points
- Exam #4 Chapters 8, 9, 10, and 11 100 points  TOTAL POINTS: 1000 points

FINAL Grade Scale:
900-1000 = A
800-899 = B
700-799 = C
600-699 = D
599 and below=F

Academic Integrity: Students in this class are expected to read and abide by the university policy on academic integrity. If a student is found in violation of this policy, he/she will be subject to receiving a failing grade for this course, and the violation will be reported to the university authorities.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component or a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if it were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp
Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities: To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www/sfasu.edu/disabilityservices/.

Attendance Requirements: Because a significant portion of the learning in this class is based on participation and observation, part of your grade for the course will be determined by your attendance and active participation in class.

Reward for Perfect Attendance: Students taking Communication Studies courses who have perfect attendance will be rewarded. Simply put, students with no absences, when their bodies are physically present for each class period, from the beginning of class to the end of class, will receive 10 bonus points to the final total points. One Excused absence per semester with proper documentation and approval will be allowed.

LATE arrival to class: Students who arrive after the class has started will not qualify for the “Perfect Attendance Reward.” Leaving before the class is officially over will also disqualify the student from the Perfect Attendance Reward.

LATE WORK will not be tolerated. Since students know all of the assignments ahead of time – there will be no LATE WORK. Any work turned in after the Due Date will receive a ZERO.
**Excused Absence Request Procedure:** Professors will not hear or recognize oral excuses. Students taking Communication Studies courses who desire to not receive penalties for missing class and/or make up missed work are **required** to follow the **Excused Absence Request procedure/go to the Office of Rights and Responsibilities and report your absence.**

Before having unexcused absences excused and completing make up work, the Excused Absence Request procedure **must be completed and approved.**

Students are expected to complete the form and provide the required documentation **prior to discussing** attendance with the professor. **Written documentation verifying the absence must accompany** the Excused Absence Request form. Acceptable documentation includes: doctor/medical paperwork, written acknowledgement of participation in a university sponsored event, and family emergency records.

Completed forms and supporting documentation are to be turned into the professor **at the next class period after the missed class. No exceptions will be made. This means at the beginning of the next class period after the missed class!**

An Excused Absence Request form will **not** be considered approved until the professor has completed the identified sections, signed the form, and returned a copy to the student. Students should not consider completing a form as an automatic approved excuse for missing class. It is only an appeal for making an absence excused versus unexcused.

**Notes:** A missed assignment due to “forgetting,” being unprepared, or an unexcused absence will receive a “0” and **NO “make up” will be given.** Keep all graded materials throughout the semester so we will have a basis for discussion. If you want to review exams and graded assignments, you must do so before the end of the semester. Due to limited office space, after the end of the semester, they will be shredded. All grades will be posted as soon as possible on D2L.

**LATE WORK will not be tolerated.** Don’t come to class without your paperwork – don’t give any excuses about your printer not working or your computer crashing. You need to have your work prepared a few days AHEAD of the due date!!!
EXCUSED ABSENCE REQUEST FORM

Student Name: __________________________ SID# __________________________

Course Name: __________________________ Course # __________________________ Section # ______

Course meeting time: ________________ Date this form submitted: ________________

Exact date(s) you were absent: MONTH _______________ DAY(S) ________________

In the space below, explain clearly, with sufficient detail, the legitimate reason(s) for missing class. Attach your doctor/medical paperwork, written proof of participation in a university sponsored event, or family emergency documentation to the back of the form. Written documentation must accompany the request form.

THIS REQUEST FORM AND SUPPORTING DOCUMENTATION MUST BE TURNED IN AT THE BEGINNING OF CLASS FOLLOWING THE MISSED CLASS PERIOD. YOU MAY NOT COME TO CLASS (AFTER MISSING A CLASS PERIOD) WITHOUT THIS FORM AND SUPPORTING DOCUMENTATION AND EXPECT TO EXPLAIN THE CIRCUMSTANCES BY WHICH YOU MISSED CLASS.

Provide a clear explanation as to why your absence should be excused:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
(continue on the back of this page if you need more space to explain)

PRINT your name: __________________________

Provide your signature here: __________________________ Date: __________________

Completing the request form does not guarantee approval. It is the exclusive right of the instructor to approve or deny the request.

Instructor Use Only:

Request has been: ______ APPROVED ______ DENIED
________________________________________________________________________
________________________________________________________________________

Instructor’s Signature: __________________________ Date: __________________
Name ________________________________

ACKNOWLEDGEMENT FORM

**Instructions**: After you have read this entire Syllabus, Attendance policy, Absence information, Academic Integrity Policy, Projects information, Exams schedule, Calendar, and required assignments, please fill this out and return to Kathy McGough. Thank you.

“I have received the Syllabus, Calendar, and the Excused Absence Request Form for this class. I have had an opportunity to ask questions and discuss course requirements with Kathy McGough, Instructor. I have read and I understand the Syllabus, Calendar, Attendance Policy, Late Arrival Policy, Late Work Policy, Excused Absence requirements, Academic Integrity Policy, Acceptable Student Behavior, required work, grade requirements, and the importance of classroom participation. I have read the description of the five (5) projects required in this course. I know that there are four (4) exams over Chapters 1&2 and 3,4,&5, and 6&7 and 8-11, and one (1) group presentation. I will do my best to be an asset to this class, and I will give my best for each presentation.”

“I understand that my assignments are due at the beginning of class. If I have computer problems, because I waited until the due date to print off my work, I understand that I will not be able to ask for special privileges to turn in late work.”

“I understand that if I am ever late to class or if I ever leave early, I will not be qualified for Perfect Attendance” Bonus Points.

Printed name __________________________________________

Signature ____________________ ____________________________

Cell Phone __________________________________________

Today’s Date __________________________________________
Begin by sending me an email with the information requested below. DO NOT USE D2L email. My email address is: mcgoughkb@sfasu.edu

On the subject line, identify yourself by writing your last name, first name, course and number, and class meeting time all on the Subject line.

EXAMPLE: if your name is John Smith, and you are taking the COM 170.010 class at 4pm on Tuesday nights, the subject line must be:

Smith, John, COM 170.010 at 4:00pm Tuesday

Instructions: Write 1 or more pages (write as much as you like). Begin by typing your name in the top right corner. Next attach two different photographs of yourself.

Note #1: I will keep this information confidential, so feel free to write whatever you wish.

Note #2: Here is the format to use: number and type each of these questions, then provide your answer. Do not use one or two word/phrase short answers. Write complete sentences. Be specific and think about what you have to say. Use good grammar and punctuation. Points will be taken off if you do not follow these instructions.

1. Tell me about yourself. Who are you? What 3 things make you unique?
2. Why do you think this course will be helpful to you?
3. Describe your proudest achievement in your life so far?
4. Up to this point, what has been the best time of your life?
5. Describe a personal strength; describe a personal weakness.
6. Describe the one, single greatest quality you admire in your best friend.
7. What are your personal first impressions of meeting new people?
8. Why do you personally want to become a better communicator?
9. What is your dream job and why?
10. Who is the most important person in your life and why?

Remember, the whole point of this is for us to get to know each other. I will share things about myself throughout the semester. So, please write about anything you wish. What would you like me to know about you, so that I will understand who you really are? Completion of this assignment will account for up to 50 points. Use good grammar and punctuation. Single space your work and double space between questions. If you do not follow the instructions exactly, points will be taken off.
SELF PROJECT  Ten Terms from Chapter 3

DUE DATE: __________________________

You will need to read Chapter 3 to identify all the terms needed in this assignment. Type your questions and answers. Begin your answer by giving the definition of the term/terms for each question. Single space your answers. Double space between questions. Use 12 font.

1. Explain your own personal “Identity Management” self evaluation.

2. Relating to “Facework” – explain your own personal “Face.”

3. Create your own personal “Screen Name” and list reasons why you chose it.

4. Create your own personal “Home Page” listing all your features.

5. Explain an “Attribution Theory” aspect of your life.

6. Describe your own personal “Worldview.”

7. Explain “Facts” and “Inferences” and the difference between the two. Give an example of each.

8. What are some things that you would like to change about yourself and why?

9. List some reasonable “Goals” that you have at this time in your life.

10. List the people who are “Relational Uppers” in your life and “why.”
Define and discuss the following ten types of listening and create or observe a situation that allows you to experience/witness that particular type of listening. Your discussion should involve your own thoughts and feelings. Either set up the experience yourself or observe others involved in the type of listening. You will need to include the information (below) that defines each listening event. Use 12 font and single space your work. Double space between divisions. Begin a new page for each Listening Log.

#1 Mindful listening
#2 Listening for pleasure/enjoyment
#3 Selective or spot listening
#4 Listening for advice
#5 Listening for information
#6 Listening to support or help others
#7 Pseudolistening
#8 Action-centered listening
#9 Silent listening
#10 Listening for cultural understanding

The top of each of your “Listening Log” pages should include the following Headings:

Type of Listening:
Definition and Discussion:
Date:
Time:
Location:
People involved:
Background information/meaningful data:
Scenario Description:
Summary Analysis:

Each Listening Log should take you 1-3 pages. Use 12 font and single space your work. Be sure to use good grammar and punctuation. Use complete sentences. Each log will be worth 10 points with a total of 100 points for all ten. This project will be turned in at the beginning of class on the due date. No late work will be accepted. You will not be able to turn in this assignment after the class begins. Do not ask to bring your work in after class. Do not wait until the date this assignment is due to print out your assignment.
EMOTIONS PROJECT – Chapter 7

DUE DATE: ______________________________

Read Chapter 7. Define and Discuss each of the Emotions listed below. Write your own personal experience and thoughts about each emotion. Be clear and concise and describe your examples. Then choose someone else (a friend, a family member, a roommate, an acquaintance, a teacher, or a stranger) to ask their thoughts and experience concerning one of the list of emotions. You must use a different person for each of the ten emotions for a total of ten people. You may use their name or a description of the person. Use 12 font and single space your work. Double space between division headings. Start a new page for each emotion.

Use these division headings:

Published Definition of this emotion
My personal thoughts about this emotion
An example of when I experienced this emotion
Second person’s thoughts and experience about this emotion

1. Happiness
2. Love
3. Adoration
4. Joy
5. Amazement
6. Fear
7. Disappointment
8. Grief
9. Disgust
10. Anger
MOVIE PROJECT  Due Date: ______________

You are to watch the movie, “Cast Away” and answer the 20 questions listed below. The DVD is on reserve at the library, or you may use other sources. Please write out the questions also. (Please use size 12 font and single space your answers. Double space between questions.) It should take at least three pages. Please make sure your answers are complete, and explain your answers. Use complete sentences and write in paragraph format. Hint: if you read the questions before you view the movie, it will be easier to answer the questions.

“Cast Away” is an award winning drama film (2000) starring Tom Hanks as Chuck Noland, a time-obsessed systems analyst, who travels worldwide resolving productivity problems at FedEx depots. Flying through a violent storm, his airplane crashes into the Pacific Ocean, and he is washed up on a deserted island. If you have already seen this movie, please view it again with an open mind to gain new knowledge of the benefits and goals involved in “Interpersonal Communication.” Use your text to help with the phrases and terms required to answer the questions. Always use the Glossary to help locate different terms. **Begin each answer with giving definitions of the terms that are highlighted in each question.**

Enjoy the movie!

1. **Empathize** with the terror that Chuck Noland must have felt after the plane crash. Describe what you think he was thinking and feeling.
2. Using “**Maslow’s Hierarchy of Needs**” show how he went through each of the levels of human needs in the movie. List each level and explain how he satisfied the needs within.
3. What were the different types of “**noise**” that distracted him throughout the movie? List at least three.
4. How was Chuck able to create the ongoing process of “**interpersonal communication**” on this island?
5. List some of the main “**emotions**” he went through in the movie – before, during, and after his stay on the island. List at least three examples.
6. Give examples of when Chuck experienced “**power and control**” both before and after the crash.
7. Give examples of when Chuck used “**positive self-talk**” to fortify his sense of self-worth.
8. What was the “**irony**” that occurred when Chuck met the man who had married his girlfriend, Kelly?
9. How did Chuck’s **personality** change from before his plane crash to after he came home?
10. How was Chuck able to use “**nonverbal communication**” during his time on the island? List examples.
11. What “**territorial markers**” did Chuck have on the island?
12. List the different types of “**paralanguage**” that Chuck used in the movie?
14. What were some times when his “**active listening**” was important?
15. Describe a time in the movie that exemplifies a “**catharsis**” experience.
16. Based on the “**Personal Styles of Listening**” (P-A-C-T) in our text, compare Chuck’s personal listening style at the beginning of the movie and at the end of the movie.
17. What did you like least about the movie? Why?
18. What did you like best about the movie? Why?
19. What do you think was the main reason that Chuck never gave up hope when he was on the island?
20. Describe what you think Kelly felt as Chuck drove away for the last time.
GROUP PROJECT  (15Minutes)

1. Knowledge of Material/Coverage of Chapter high points

2. Cohesiveness of the Team/Flexibility/Flow

3. Confidence and Poise/Stage Presence of each member

4. Good Vocal Quality/Delivery/Articulation

5. Choice of Audio/Visual Aids/Presentation

6. Enthusiasm/Contribution of each team member

7. Eye Contact/No reading or reliance on notes

8. Interaction with the Audience

9. Physical Appearance (use of costumes, props, etc.)

10. Timing (points off per minute/s + or -)

TOTAL:

___