

Introduction to Communication

COMM 101 Section 81245

**County College of Morris
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Course Description

This course is a survey of the field of communication, which includes interpersonal, group, organizational, mass media, intercultural, and international contexts. Attention is given to understanding how communication is a fundamental life process in which the individual creates and shapes meaning across contexts.

Learning Outcomes

At the end of the course, students will be able to:

1. Identify how communication affects various facets of life.
2. Describe different types of human communication in based on medium and context.
3. Explain when, how, and why human beings develop the tools necessary for communication.

Methods of Instruction

1. Lecture: A brief introduction to material that connects readings to class exercises.
2. Class Discussion: Full group discussion of topics related to specific questions, readings, media presentations and/or exam preparation.
3. Group Discussion: Small group discussion of topics related to specific questions, readings, media presentations and/or exam preparation.
4. Audio-Visual Presentations: Short presentations that are focused on a relevant topic and intended to provoke discussion.
5. Web-Based Learning: LinkedIn discussion threads.

Required Textbook

Ruben, B. D. & Stewart, L. P. (2006). *Communication and Human Behavior*. New York, NY: Pearson.

Additional Resources

<http://mattsmediaresearch.com>: This will serve as the official website for this class.

The syllabus and other material will be made available through the “Students” hyperlink at the top of the homepage.

Course Requirements

1. Attendance: Students are expected to attend all class meetings.
2. Reading and Participation: Students are expected to complete all assigned readings and come to class prepared for discussion.
3. Exams: Students are expected to demonstrate their knowledge in the form of two in-class examinations.
4. Discussion Threads: Students have the option to respond to LinkedIn discussion threads for extra credit when they are assigned.

Evaluation and Grading

1. *Attendance Policy*: All students are entitled to two unexcused absences from class. Beyond these absences, 1/3 of a grade will be deducted from the final grade for each additional unexcused absence (e.g. B- reduced to C+). Excused absences are accepted only if accompanied by documentation relating to the nature of the excuse (e.g. auto repair receipt, doctor’s note, jury duty notification, etc.).
2. *Participation*: All students are expected to demonstrate informed participation in class discussion. Participation can include [1] initiation of discussion about an issue related to the topic scheduled for discussion for that class session [2] contribution to an ongoing discussion through informed opinion and/or presentation of evidence. Please note that there exists a distinction between an uninformed opinion and the assertion of a particular theoretical perspective. As opposed to personal opinion that is grounded in individual anecdotal experience, the statement of a perspective implies a coherent paradigm that has application value based on functionality in other circumstances. Put simply, a perspective has demonstrated its validity elsewhere. Having made that distinction, participation will be evaluated based on the number of valid contributions that the student makes throughout the course of the semester. A minimum of 1 contribution is expected each week. Additional contributions will be added as half points to the final grade and deficient contribution points will be subtracted as half points from the final grade. For example, if a student has a final test average of 77%, but six contributions above and beyond the quota, the student will have earned an 80%. If that same student has a deficit of six points below the quota, the student will have earned a 74%.
3. *Negative Participation*: The following behavior is prohibited in the classroom: sleeping, use of electronic devices, offensive language, remarks, and/or actions. Students who sleep or use electronic devices in class risk reduction of their final grade by 1/3 for each offense. Students who make offensive remarks and/or actions risk failure and expulsion from the course in line with the regulations set forth in the Student Code of Conduct.

4. *Tests*: There will be two periods of examination throughout the course of this semester. These will be evaluated in terms of percentile and translated to a letter grade based on the grading chart below.
5. *Discussion Threads*: As noted above, students have the opportunity to contribute to online class discussions for extra-credit throughout the duration of the semester. All extra-credit contributions are graded on a 0-2 point scale. Extra-credit will be added to the final grade in the form of percentage points that are equivalent to the score of the contribution. Contributions eligible for extra-credit must be submitted on time (the Saturday after they are assigned), and meet the criteria detailed in the Appendix.

Grading Chart

A (93-100)	C (73-76)
A- (90-92)	C- (70-72)
B+ (87-89)	D+ (67-69)
B (83-86)	D (63-66)
B- (80-82)	D- (60-62)
C+ (77-79)	F (below 60)

Course Calendar

8/31

- ❖ **Overview:**
 - Fill out index cards.
 - Introduction and overview of the course.
- ❖ **Discussion:**
 - Personal introductions.
- ❖ **Assignments:**
 - Obtain syllabus and book.
 - Read syllabus.
 - Open a LinkedIn account if you don't already have one.

9/5 – Labor Day

9/7

- ❖ **Overview:**
 - Pictionary
 - Discussion
- ❖ **Discussion:**
 - What is Communication?
- ❖ **Assignments:**
 - Read Chapter 1 & 2

9/12

- ❖ **Overview:**
 - Chapters 1 & 2
- ❖ **Discussion:**
 - What is communication?
 - Why do we try to communicate with each other?
 - Is communication possible?
- ❖ **Assignments:**
 - Questions: What is the most difficult idea to have ever had to communicate? Why was it difficult? How could it have been made easier?

9/14

- ❖ **Overview:**
 - Class discussion.
 - Concept mapping.
- ❖ **Discussion:**
 - What is the most difficult idea to communicate?
 - Introduction to concept-mapping software.
- ❖ **Assignments:**

- Read Chapter 3.
- Create your own model of communication for solving your communication problem.

9/19

- ❖ **Overview:**
 - Chapter 3
- ❖ **Discussion:**
 - Presentation of communication models.
- ❖ **Assignments:**
 - TBA

9/21

- ❖ **Overview:**
 - Chapter 3
- ❖ **Discussion:**
 - Presentation of communication models.
- ❖ **Assignments:**
 - Read Chapter 4.

9/26

- ❖ **Overview:**
 - Chapter 4
- ❖ **Discussion:**
 - Communication as a basic life process.
 - Mating and social order.
 - TBA
- ❖ **Assignments:**
 - TBA

9/28

- ❖ **Overview:**
 - Chapter 4
- ❖ **Discussion:**
 - Communication as a basic life process.
 - Mating and social order.
 - TBA
- ❖ **Assignments:**
 - Read Chapter 5

10/3

- ❖ **Overview:**
 - Chapter 5
- ❖ **Discussion:**

- Fundamentals of human communication.
- Semiotics: The Study of Symbols.
- TBA

❖ **Assignments:**

- TBA

10/5

❖ **Overview:**

- Chapter 5

❖ **Discussion:**

- Fundamentals of human communication.
- Semiotics: The Study of Symbols.
- TBA

❖ **Assignments:**

- Read Chapter 6

10/10

❖ **Overview:**

- Chapter 6

❖ **Discussion:**

- Information Reception.
- Social Constructivism & Symbolic Interaction.
- *Catch Me If You Can* (2002)

❖ **Assignments:**

- TBA

10/12

❖ **Overview:**

- Chapter 6

❖ **Discussion:**

- Information Reception.
- Social Constructivism & Symbolic Interaction.
- TBA

❖ **Assignment:**

- Read Chapter 7 & 8

10/17

❖ **Overview:**

- Chapter 7

❖ **Discussion:**

- Verbal Messages
- TBA

❖ **Assignment:**

- TBA

10/19

- ❖ **Overview:**
 - Chapter 8
- ❖ **Discussion:**
 - Nonverbal Messages
 - TBA
- ❖ **Assignment:**
 - Prepare for Midterm Review.

10/24

- ❖ **Overview:**
 - **Midterm Review**
- ❖ **Discussion:**
 - **Midterm Review**
- ❖ **Assignment:**
 - Study for midterm examination.

10/26

- ❖ **Overview:**
 - **Midterm Examination**
- ❖ **Discussion:**
 - **Midterm Examination**
- ❖ **Assignment:**
 - Read Chapters 9 & 15
 - Concept map your social network.

10/31

- ❖ **Overview:**
 - Chapter 9
- ❖ **Discussion:**
 - Media
 - Presentation of social network maps.
- ❖ **Assignment:**
 - TBA

11/2

- ❖ **Overview:**
 - Chapter 15
- ❖ **Discussion:**
 - Mass Media
 - Futurism
- ❖ **Assignment:**
 - Read Chapter 10

11/7

- ❖ **Overview:**
 - Chapter 10
- ❖ **Discussion:**
 - The Individual
 - *Memento* (2000)
- ❖ **Assignment:**
 - TBA

11/9

- ❖ **Overview:**
 - Chapter 10
- ❖ **Discussion:**
 - The Individual
 - *Memento* (2000)
- ❖ **Assignment:**
 - Read Chapter 11

11/14

- ❖ **Overview**
 - Chapter 11
- ❖ **Discussion**
 - Relationships
 - TBA
- ❖ **Assignment:**
 - TBA

11/16

- ❖ **Overview:**
 - Chapter 11
- ❖ **Discussion:**
 - Relationships
 - TBA
- ❖ **Assignment:**
 - Read Chapter 12

11/21

- ❖ **Overview:**
 - Chapter 12
- ❖ **Discussion:**
 - Groups
 - View *Twelve Angry Men*
- ❖ **Assignment:**

- TBA

11/23

- ❖ **Overview:**
 - Chapter 12
- ❖ **Discussion:**
 - Groups
 - Discuss *Twelve Angry Men*
- ❖ **Assignment:**
 - Read Chapter 13

11/28

- ❖ **Overview:**
 - Chapter 13
- ❖ **Discussion:**
 - Organizations
 - TBA
- ❖ **Assignment:**
 - TBA

11/30

- ❖ **Overview:**
 - Chapter 13
- ❖ **Discussion:**
 - Organizations
 - TBA
- ❖ **Assignment:**
 - Read Chapter 14

12/5

- ❖ **Overview:**
 - Chapter 14
- ❖ **Discussion:**
 - Cultures and Societies
 - *Black.White.*
- ❖ **Assignment:**
 - TBA

12/7

- ❖ **Overview:**
 - Chapter 14
- ❖ **Discussion:**
 - Cultures and Societies

➤ *Black.White.*

❖ **Assignment:**

➤ Prepare for final examination review.

12/12

❖ **Overview:**

➤ **Final Examination Review.**

❖ **Discussion:**

➤ **Final Examination Review**

❖ **Assignment:**

➤ Study for the final examination.

12/13-12/16

Final Exams

END

Appendix

LinkedIn Discussion Threads are graded on a 0-2 scale. Scores of “1” indicate that all the basic requirements have been met while scores of “2” indicate high quality contributions. Scores of “0” indicated that the basic requirements have not been met.

To meet the basic requirements and earn a score of “1,” students must (1) answer the question in sufficient detail to address all of its components in depth, and (2) use correct spelling, grammar, and punctuation. If these two criteria are not met, a score of “0” will be assigned.

To earn a score of “2” students must integrate a theory in answering the question. That is, students must answer the question using an idea discussed in class or read in the book. If this is done and all of the requirements of (1) and (2) are met, a score of “2” will be assigned. However, if this is done, but the requirements of either (1) or (2) are not met, a score of “0” will be still be assigned.

As the semester progresses, examples of high-quality discussion threads will be shared with the class.