COM 100: Communication Fundamentals
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Office Hours: Via Zoom, by appointment
Zoom Personal Meeting Room ID: https://uri-edu.zoom.us/my/sarahdvo

COURSE DESCRIPTION
This course provides students with theoretical knowledge and practical experience in communicating interpersonally, working in groups and teams, and speaking in public spaces. We combine an understanding of the theories and research on communication with the development of practical skills. We will explore the ways to analyze the range of ways in which people communicate, in an effort to also improve our own skills in communicating with a variety of people.

A primary focus in this course is on analyzing audiences, listening, speaking effectively, managing conflict in teams and in our personal relationships, and in applying skills and strategies to enter into civic engagement and improving our communities.

COURSE LEARNING OBJECTIVES
Upon satisfactory completion of this course, a student should have the ability to:
1. Recognize core concepts and theories of public communication, interpersonal communication and small group communication.
2. Apply theories and skills to be a competent communicator in a variety of contexts, with diverse audiences.
3. Analyze and evaluate the oral and written messages and arguments of others.
4. Construct effective arguments and communicate those arguments to diverse audiences in oral and written forms.
5. Demonstrate ethical communication when constructing arguments, interpreting messages, and communicating with others.
6. Use research to describe how groups and individuals interact with their communities to influence modern issues in civic life.
7. Apply skills and strategies to achieve civic aims that build and improve our communities.
8. Analyze policies and civic agencies, communities, and organizations to document your past, current, or future participation in civic life.

REQUIRED TEXTS and MEDIA
Communication Fundamentals (University of Rhode Island Custom Book and Courseware).

For this course you will be required to purchase the custom book for COM 100 that is carried in the store (financial aid accepted). The book includes the full text of Floyd, Communication Matters 3e, plus supplemental articles and profiles of URI grads AND access to Connect. Connect usage is required in this course.
You will use this URL to register for Connect:
This is a unique address for our specific class section.

**Important**: You must register in Connect even if you haven’t purchased your code yet. Connect offers COURTESY ACCESS, which is free access for approximately 2 weeks from the start of class. When you follow the steps for registration outlined in the PowerPoint you will be given the option of selecting COURTESY ACCESS. Please do this if you haven’t purchased your custom book yet, as this will ensure that you don’t fall behind in class assignments. (You can read the Ebook and complete assignments with Courtesy Access).

If you have trouble registering: [https://bit.ly/StudentRegistration](https://bit.ly/StudentRegistration)

If you run into any problems using Connect you must call McGraw-Hill’s Customer Experience Group/CXG (aka Tech Support). They will give you a ticket number for the problem you reported. If you are not able to complete an assignment by its due date, or if you feel that you were given an incorrect score, I will be requesting the MH ticket number so that I can follow up with the publisher.

Here is the contact information for McGraw-Hill CXG:
Visit: www.mhhe.com/support Call: (800) 331-5094
Monday – Thursday: 24 hours
Friday: 2AM – 9PM
Saturday: 10AM - 8PM
Sunday: 12PM – 12AM

**TECHNOLOGY REQUIREMENTS**

To successfully complete this course, you will need access to a computer with reliable, high-speed Internet access and appropriate system and software to support the Brightspace learning platform. Typical technical requirements for users are:

**Windows 7 (XP or Vista)**
- 64 MB Ram
- 28.8 kbps modem (56k or higher recommended)
- SoundCard & Speakers
- External headphones with built-in microphone
- Mozilla Firefox 9.0 or higher
- Mac OS X or higher
- 32 MB Ram
- 28.8 kbps modem (56k or higher recommended)
- SoundCard & Speakers
- External headphones with built-in microphone
- Mozilla Firefox 9.0 or higher; Safari 5.0 or higher

Also requires Word 2007 (PC) 2011 (MAC) or newer, PowerPoint, Excel, Adobe Flash, and
BRIGHTSPACE HELP
Here is the link to access Brightspace https://brightspace.uri.edu as well as the Brightspace resource page https://web.uri.edu/brightspace/.

CLASSROOM PROTOCOL
For this online course, Brightspace is our “classroom.” Please refer to the Brightspace YouTube video tutorials before you get started and refer back to them as a resource as needed while you complete this course.
In the online learning environment, “attendance” is measured by your PRESENCE in the site as well as your CONTRIBUTIONS to the site. The importance of regular log-ins and active participation cannot be overstated.

COURSE NAVIGATION
The emphasis in this course is on critical analysis of ideas, group discussion and collaboration, and personal reflection. The success of learning in this course requires timely review of course materials and timely active participation within discussion forums. The best way to begin this course is to view the START HERE tab, read the syllabus, and course schedule. These items will act as your map to this online course.

DUE DATES:
All Connect Assignments are due by the last Friday at 11:59pm.
All Exams will be open from Friday at 12am of that week until Sunday at 11:59pm.
Speeches and other written assignments will have various due dates as mentioned in the syllabus schedule and in the Brightspace content modules.

MAJOR ASSIGNMENTS:
• Class Participation, discussion posts, and Introductory Speech (15%). Posts within the class discussions, attendance, and short introductory speech.
• Online assignments through Connect (15%). Assignments and online activities.
• First Exam (15%). The first exam will include 50 multiple choice, fill in the blank, and (possibly) short answer questions.
• Second Exam (15%). The second exam will include 50 multiple choice, fill in the blank, and (possibly) short answer questions.
• Informative Speech Plan (5%). The informative speech requires a plan that includes several elements, including an audience analysis, an outline of the speech, and an annotated list of references.
• Informative Speech (15%). Deliver a 5 to 6-minute extemporaneous speech. You should have a minimum of 4 credible sources of information. You will be assessed on content, organization, use of evidence, audience analysis, delivery, and extemporaneous speaking. This assignment will provide you with the opportunity to describe how individuals have used effective communication to interact with others to address problems that affect themselves and their communities.
• **Group Presentation (20%).** Working in pairs, students will deliver a 10 to 12-minute presentation explaining the research, planning, and delivery of a campaign, strategy, or program that achieves a civic aim. The project will seek to influence public discourse, solve a community problem, or raise consciousness about a civic issue. Individuals will incorporate a reflection upon their past, current, or future participation in relation to the group’s practice. A grade will be assigned to the group for the overall presentation. The presentation will be assessed for content, organization, use of evidence, audience analysis, delivery, and extemporaneous speaking.

**METHODS OF EVALUATION**

**GRADING**

| Class Participation and Introductory Speech: 15% |
| Connect Assignments 15% |
| Exam 1 15% |
| Exam 2 15% |
| Informative Speech 15% |
| Informative Speech Plan 5% |
| Group Project 20% |

Total 100%

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**COURSE SCHEDULE**

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<th>Week</th>
<th>Topics and Tasks</th>
<th>Assignments Due</th>
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| Week 1| Check Brightspace for Info. Register in Connect Chapters: 1, 6, 12, 13 Presentation Skills Introductory Speech | **Monday:** Post in Discussions  
Thursday: Upload Introductory Speech to Class Folder in Google  
Sunday: Exam 1 |
| Week 2| Chapters: 14, 17, 8, 5 Informative Speech assignment Speech Plan and Prep Group Presentation topics and assignment | **Monday:** Post in Discussions  
Tuesday: Upload Speech Plan to Brightspace  
Thursday: Upload Informative Speech to Class Google Folder  
Sunday: Exam 2 |
| Week 3| Chapters: 9, 10, 2, 18 Group Presentation Prep                                     | **Monday:** Post in Discussions                      |
ATTENDANCE AND OTHER CLASS POLICIES

- Regular attendance is expected for student success. If a student misses more than one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course. Students are expected to attend all classes.
- Students who will miss more than one class have the responsibility to discuss their attendance with the instructor in advance. Students should also consider withdrawing from a course if they will be absent more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- Regular online attendance/participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, virtual office or classroom meeting, uploading assignments, completing real-time activities or quizzes, or other course-related activities (synchronous or asynchronous).

NETIQUETTE FOR ONLINE COURSE

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Avoid short repetitive “I agree” responses and don’t make everyone else do the work.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting.
- Remember that email is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each email message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, date of publication, etc.
- Keep responses professional and educational. Do not advertise or send chain
letters.

- Do not send large attachments unless you have been requested to do so or have permission from all parties.
- 2-word postings (e.g.: I agree, Oh yeah, No way, Me too) do not “count” as postings.

**URI ACADEMIC WRITING STANDARDS**

URI is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other “hate” speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing—in all its educational configurations—is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) always aims at correct Standard English grammar, punctuation, and spelling.

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods but are by no means the only ones) and a topic that’s managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing.
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

**PROFESSIONAL CONDUCT**

Cheating and plagiarism are serious academic offenses, which are dealt with firmly by the College and University. Scholastic integrity presumes that students are honest in all academic work. Cheating is the failure to give credit for work not done independently (i.e., submitting a paper written by someone other than yourself), unauthorized communication during an examination, or the claiming of credit for work not done (i.e., falsifying information). Plagiarism is the failure to give credit for another person’s written or oral statement, thereby falsely presuming that such work is originally and solely your own.

If you have any doubt about what constitutes plagiarism, visit the following website: https://honorcouncil.georgetown.edu/whatisplagiarism, the URI Student Handbook, and University Manual sections on plagiarism and cheating at http://web.uri.edu/studentconduct/student-handbook/.

Students are expected to be honest in all academic work. A student’s name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student’s
own independent thought and study. Work should be stated in the student’s own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation;
- Claiming disproportionate credit for work not done independently;
- Unauthorized possession or access to exams;
- Unauthorized communication during exams;
- Unauthorized use of another’s work or preparing work for another student;
- Taking an exam for another student;
- Altering or attempting to alter grades;
- The use of notes or electronic devices to gain an unauthorized advantage during exams;
- Fabricating or falsifying facts, data or references;
- Facilitating or aiding another’s academic dishonesty;
- Submitting the same paper for more than one course without prior approval from the Instructor.

Please note the following section from the University Manual:

8.27.17. Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the student’s academic dean, the instructor’s dean, and the Office of Student Life. The student may appeal the matter to the instructor’s dean, and the decision by the dean shall be expeditious and final. Such action will be initiated by the instructor if it is determined that any written assignment is copied or falsified or inappropriately referenced.

Any good writer’s handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK. Please note: Students are responsible for being familiar with and adhering to the published “Community Standards of Behavior: University Policies and Regulations” which can be accessed in the University Student Handbook.

ACADEMIC SUPPORT SERVICES
Office of Disability Services
Americans With Disabilities Act Statement

Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the university as soon as possible. This is the student’s responsibility. Information about services, academic modifications and documentation requirements can be obtained from the The Office of Affirmative Action, Equal Opportunity and Diversity (AAEOD). https://web.uri.edu/affirmativeaction/

Any student with a documented disability is welcome to contact me early in the semester so that we may work out reasonable accommodations to support your success in this course.
Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098.
From the University Manual: 6.40.10 and 6.40.11 Accommodations for Qualified Students With Disabilities.
Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom. If any special considerations are required for examinations, it is expected the student will notify the faculty a week before the examination with the appropriate paperwork.
Uri Online Library Resources
https://web.uri.edu/library/

Academic Enhancement Center
Located in Roosevelt Hall, the AEC offers free face to face and web-based services to undergraduate students seeking academic support. Peer tutoring is available for STEM-related courses through drop-in centers and small group tutoring. The Writing Center offers peer tutoring focused on supporting undergraduate writers at any stage of a writing assignment. The UCS160 course and academic skills consultations offer students strategies and activities aimed at improving their studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information and self-service study resources are all available on the AEC website, web.uri.edu/aec.

- Academic Skills Development resources helps students plan work, manage time, and study more effectively. In Fall 2020, all Academic Skills and Strategies programming are offered both online and in-person. UCS160: Success in Higher Education is a one-credit course on developing a more effective approach to studying. Academic Consultations are 30-minute, 1 to 1 appointments that students can schedule on Starfish with Dr. David Hayes to address individual academic issues. Study Your Way to Success is a self-guided web portal connecting students to tips and strategies on studying and time management related topics. For more information on these programs, visit uri.edu/aec/academic-skills or contact Dr. Hayes directly at davidhayes@uri.edu.

- The Undergraduate Writing Center provides free writing support to students in any class, at any stage of the writing process: from understanding an assignment and brainstorming ideas, to developing, organizing, and revising a draft. Fall 2020 services are offered through two online options: 1) real-time synchronous appointments with a peer consultant (25- and 50-minute slots, available Sunday - Friday), and 2) written asynchronous consultations with a 24-hour turn-around response time (available Monday - Friday). Synchronous appointments are video-based, with audio, chat, document-sharing, and live captioning capabilities, to meet a range of accessibility needs. View the synchronous and asynchronous schedules and book online, visit uri.mywconline.com.

COURSE SCHEDULE
This is the plan for the semester, but there is a slight chance that we amend it due to weather, emergency, or more interesting opportunities.
WEEK TOPIC WHAT’S DUE
1 ● Class Introductions
● How to Use Connect
● Introductory Speeches
Sunday by 10pm:
Log in to Connect and complete “Use Connect”
2 ● Intro. To Human Communication
● Informative Speech Assignment Explained
Sunday by 10pm:
Connect: Ch. 1
Record and upload “Introductory Speech”
3 ● Listening and Audience Analysis
Sunday by 10pm:
Connect: Ch. 6
4 ● Organizing Your Speech
● Presenting a Speech
Sunday by 10pm:
Connect: Ch. 12, 13
5 ● Speaking Informatively
● Exam 1 Review
Sunday by 10pm:
Connect Ch. 14
6 ● Exam 1
● Speech Plan Workshop
Exam 1: Friday 10/16 at 9am
Sunday by 10pm:
Speech Plan Assignment
7 ● Informative Speeches Sunday by 10pm:
Upload Your Speech
Comment on Peer’s Speeches
8 ● Communication and Media
● Could Social Media Be Tearing Us Apart?
Sunday by 10pm:
Connect Ch. 17
Supplemental Text Section
9 ● Communicating in Intimate Relationships
   ● Nonverbal Communication
Sunday by 10pm:
   Connect Ch. 8, 5
10 ● Exam 2 Review
● Exam 2
Exam 2: Friday 11/13 at 9am
11 Communicating in Small Groups
Decision Making and Leadership in Groups
Communication and Culture
Sunday by 10pm:
   Connect Ch. 9, 10, 2
12 Health Messages in Media Sunday by 10pm:
   Connect Back half of Ch. 18
13 Group Speeches Workshop Work on Group Speeches
14 Final Exam Review Sunday by 10pm:
   Upload all Group Speeches
   Comment on Peer’s Speeches
FINAL EXAM DATE TBD