

COM100 Communication Fundamentals

Winter 2021 Syllabus

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Brightspace

REQUIRED TEXTBOOK

Communication Matters (University of Rhode Island Custom Book and Courseware).

For this course you will be required to use the custom book for COM 100. 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 – access through the Brightspace course site.

To get started, please follow the PowerPoint demonstrating how to log into Connect, found in Brightspace. **You will always access Connect through Brightspace.**

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 registration steps 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).

COURSE OVERVIEW

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 OBJECTIVES

- Recognize core concepts and theories of public communication, interpersonal communication and small group communication.
- Apply theories and skills to be a competent communicator in a variety of contexts, with diverse audiences.
- Analyze and evaluate the oral and written messages and arguments of others.
- Construct effective arguments and communicate those arguments to diverse audiences in oral and written forms.

- Demonstrate ethical communication when constructing arguments, interpreting messages, and communicating with others.
- Use research to describe how groups and individuals interact with their communities to influence modern issues in civic life.
- Apply skills and strategies to achieve civic aims that build and improve communities.
- Analyze policies and civic agencies, communities, and organizations to document your past, current, or future participation in civic life.

EXPECTATIONS

- **Participate.** We will need to work together to make this class fun and informative. Stay current with the readings so we can use class to build from them. Ask questions, help carry discussions, and bring a positive attitude to class interactions.
- **Check Brightspace.** Check frequently for important updates and materials. The syllabus, reading schedule, assignment details, and course grades will live there.
- **Come to scheduled synchronous class meetings on Zoom.** Missing class means missing any participation opportunities for that meeting. Unexcused absences or late arrivals on presentations days will affect other speakers, and will result in a penalty to Presentation grades.

CLASS ASSESSMENT – your grade will be determined by the following:

- Class Participation, Zoom Attendance, Peer Review, and Introductory Speech (5%). Activities, class discussions, attendance, and short introductory speech. Students will complete peer review worksheets for assigned peers during the informative speaking days. Assigned readings should be completed prior to class. Informed participation in class discussions is expected. Attending synchronous Zoom class meetings 2x/week.
- Online assignments through Connect (15%). Quizzes, assignments, and online activities.
- Midterm Exam (25%). The first exam will include multiple choice, fill in the blank, and (possibly) short answer questions.
- Final Cumulative Exam (25%). The final exam will draw mainly from the materials covered after Exam 2, with some material from Exam 1 and Exam 2.
- Informative Speech (15%). Deliver a 5-6 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 use effective communication to interact with others to address problems that affect you and your communities.
- Informative Speech Plan. 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.
- Group Presentation Project (15%). Small groups of 4 or 5 students will deliver a 20-minute presentation with all members participating equally, explaining the group's 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 on 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.

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/>.

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
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Also requires Word 2007 (PC) 2011 (MAC) or newer, PowerPoint, Excel, Adobe Flash, and Adobe Acrobat Reader.

CLASSROOM PROTOCOL & PARTICIPTION

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.

I will provide guidance but there is no lecturing on the material, no face to face prompting. The discussions, projects and activities are laid out and will require that you actively participate...no passive learning here!

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.

Participation is an *essential* component of this course. This is a communication course; you should want to engage with your classmates. About one half of your grade will be based on your participation efforts in the graded class discussion boards. You are expected to consistently ask and answer questions, challenge the ideas presented to you and lead and guide class discussions on a regular basis. In order to demonstrate this level of participation, you must do the reading. Personal opinion should always be supported by evidence from the readings or outside sources.

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.

ACCOMODATIONS FOR SPECIAL NEEDS

“Section 504 of the Rehabilitation act of 1973 and the Americans with Disabilities Act of 1990 require the University of Rhode Island to provide academic adjustments or the accommodations for students with documented disabilities. The student with a disability shall be responsible for self-identification to the Disability Services for Students in the Office of Student Life, providing appropriate documentation of disability, requesting accommodation in a timely manner, and follow-through regarding accommodations requested.” It is the student’s responsibility to make arrangements for any special needs and the instructor’s responsibility to accommodate them with the assistance of the Office of Disability

Services for Students.. More resources for faculty from Disability Services are available here: <https://web.uri.edu/disability/students/>

ACADEMIC HONESTY & INTEGRITY

All submitted work must be your own. If you consult other sources (class readings, articles or books from the library, articles available through internet databases, or websites) these MUST be properly documented, or you will be charged with plagiarism and will receive an F for the paper. In some cases, this may result in a failure of the course as well. In addition, the charge of academic dishonesty will go on your record in the Office of Student Life. If you have any doubt about what constitutes plagiarism, visit the following websites: the URI Student Handbook, and Sections 8.27.10 – 8.27.21 of the [University Manual \(web.uri.edu/manual/\)](http://web.uri.edu/manual/).

If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK.

ACADEMIC ENHANCEMENT CENTER

The work in this course is complex and intensive. To do the best you can, it’s a good idea to visit the Academic Enhancement Center (AEC) in Roosevelt Hall. AEC staff assist students with academic skills development as well as course-based content. Options for content tutoring include: joining a *Weekly Tutoring Group* (for BIO, CHM, CMB, CSC, ECN, MTH, PHY, STA), stopping by a *Walk-In Center* (for CHM, MTH, PHY), or making a *One-Time Group Appointment*. AEC tutors can answer questions, clarify concepts, check understanding, and help you learn to study effectively. Visit uri.edu/aec, call [\(401\) 874-2367](tel:4018742367), or stop by the fourth floor in Roosevelt Hall.

DATE	CHAPTER/TOPIC	ASSIGNMENT/ACTION
DAY 1 1/5 (Tu)	Syllabus, Introduce Course Introductions ZOOM CLASS	Prepare Self Introductions

DAY 2 1/6 (W)	Self-Introductions Chapter 1: Introduction to Human Communication ZOOM CLASS	Self-Introductions CONNECT chapter 1
DAY 3 1/7 (TH)	Chapter 3: Perceiving Ourselves and Others	Semester groups assigned CONNECT chapter 3
DAY 4 1/8 (F)	Chapter 4: Verbal Communication Chapter 5: Nonverbal Communication CONNECT AND BRIGHTSPACE	CONNECT chapters 4 & 5
DAY 5 1/11 (M)	Chapter 6: Listening Chapter 9: Small Group Communication CONNECT AND BRIGHTSPACE REVIEW (DISCUSSION IN BRIGHTSPACE)	CONNECT chapters 6 & 9
DAY 7 1/12 (TU)	The Rhetorical Situation Chapter 11: Choosing a Topic ZOOM CLASS (GROUP BREAKOUTS) REVIEW (DISCUSSION IN BRIGHTSPACE)	
DAY 8 1/13 (W)	MIDTERM EXAM	Exam Chapters 1,3,4,5,6,9 <i>Group Action Plan due</i>
DAY 9 1/14 (TH)	Chapter 12: Organizing a speech ZOOM CLASS (GROUP BREAKOUTS)	CONNECT chapters 11 & 12 Rhetorical Situation Assignment due
DAY 10 1/15 (F)	Chapter 14: Speaking Informatively Chapter 15: Speaking Persuasively CONNECT AND BRIGHTSPACE	CONNECT chapters 14 & 15 Research Assignment due

DAY 11 1/19 (TU)	Chapter 13: Presenting a Speech Delivery drills Group Work Time ZOOM CLASS	CONNECT chapter 13 TED Talk Assignment Due
DAY 12 1/20 (W)	SPEECHES/GROUP PRESENTATIONS ZOOM CLASS	Synchronous Zoom Meetings (Group Presentations)
DAY 13 1/21 (TH)	<i>FINAL EXAM</i>	Cumulative Final (Chapters 1,3,4,5,6,9,11,12,13,14,15)