

Syllabus Spring Semester 2017-2018

COMM 110.1 — Intro to Communication

Room: Martino 223

Day/Time: TR 230-345

Credit Hours: 3



**CHESTNUT
HILL
COLLEGE**

Instructor: Dr. Myles Ethan Lascity

Office: DeSales 2

Office Hours: 2-4p W; and by appointment

Email: LascityM@chc.edu



About This Course

Required Readings

Beebe, Steven A., Susan J. Beebe and Diana K. Ivy (2016) *Communication: Principles for a Lifetime*. New York: Pearson*

**The above is in six editions. It is recommended you find a copy of the fourth or fifth editions, copyright 2009 and 2012, respectively. A copy will also be placed on reserve in the library.*

Course Description

An examination of the factors that enhance or inhibit effective communication in a variety of settings including interpersonal, intercultural, group, organizational and mass communication settings.

Purpose of this Course

The purpose of this course is to give students a basic understanding of communication as a process and an understanding of how communication shapes us, our relationships and, ultimately, our world.

Course Objectives

Upon successful completion of the course, students will (1) have a basic understanding of communication processes; (2) understand how communication shapes individuals and relationships; (3) be able to read and critique communication research; and (4) be able to explain and apply communication principles to real world situations.

Student Learning Outcomes

Chestnut Hill College has adopted ten Student Learning Outcomes that we believe should be an integral part of every CHC student's education. The following will be emphasized in this course: Communication, Critical and Creative Inquiry, Integrative Learning, and Knowledge of Self and Others.

Methods of Evaluation

Your grade will be graded out of 750 points.

Attendance and Participation – 150 pts

Attendance and participation are extremely important in this class. This means regular and prompt attendance, coming to class having done the assigned readings, contributing to discussion and respectfully listening to others.

From the Undergraduate Studies Catalog (p. 59): There is a relationship between the academic success of the student and class attendance. The School of Undergraduate Studies expects its students to accept their responsibility to attend class regularly and promptly. An Instructor may lower a student's grade because of absences from class. It is the responsibility of the Instructor to set forth in writing at the beginning of a course any special conditions regarding absence in the course.

A student who finds it necessary to be absent from class should, if possible, inform the Instructor in advance of the absence. If absences occur, it is the student's responsibility to make up whatever work has been missed. Permission to make up laboratory assignments, studios, quizzes, and examinations may be granted at the discretion of the Instructor. When an Instructor determines that a student's progress is being seriously impeded by excessive absences from class or by other difficulties, the Instructor will refer the student to the Office of Student Success.

Each class you will be given two (2) points for coming to class. Contributing to the discussion will be worth up to an additional three (3) points. Being late to class, not paying attention to the discussion or actively disrupting class will result in a loss of participation points.

You are allowed **two (2)** unexcused absences from class. **Missing eight (8) or more classes without a valid excuse will result in a failure of the course.**

Note: The instructor reserves the right to (a) assign and include pop quizzes into your participation grade and (b) give additional points for outstanding attendance and participation.

Tests – 300 pts

There will be three tests – two section exams and a final. Each will be worth 100 points. Tests will be a mix of multiple choice, fill-in-the-blank, true-false, short answer and essay questions. Details will be discussed ahead of time in class.

The final will be cumulative and administered during finals week. All students are expected to take the test during the college-scheduled time. **Exceptions will only be made in extreme and demonstrative circumstances.**

PDE Assignments – 300 pts

Students are required to complete 5+ additional instructional hours outside of class meeting time to meet the PDE requirement of 42 hours per 3-credit course.

There will be two major assignments in class and accompanying online discussion:

Article review paper, due in Week 7 (4 hours of PDE)

An application paper, due in Week 12 (5 hours of PDE)

Written assignments are due by the beginning of class on the assigned due date. All assignments must be submitted via Blackboard. No exceptions.

Late assignments will be accepted, but one letter grade (10 points) will be deducted for every day the assignment is late. All late assignments must be emailed to me.

If you are having an issue or need an extension for any reason, please discuss it with the instructor as soon as possible. Accommodations can be made but they will not be made if you wait until the due date.

Plagiarism and story fabrication is a serious issue within the communication field. As such any instances of plagiarism or fabrication will result in a failing grade for the assignment and failing grade in the course. There are not exceptions to this rule. Please refer to the college's policies on academic honesty in your student handbook and online. Students will also be reported to the dean of SUS.

Grade	Average	Class Points	4.0 Scale
A	93-100	697-750	4.0
A-	90-92	585-662	3.67
B+	87-89	652-667	3.33
B	83-86	622-645	3.0
B-	80-82	600-615	2.67
C+	77-79	577-592	2.33
C	73-76	547-570	2.0
C-	70-72	525-540	1.67
D+	67-69	502-517	1.33
D	60-66	450-495	1.0
F	59 and below	Less than 442	0.0

Academic Policies

Academic Integrity

Every student who enrolls in any course taught at CHC is required to abide by the CHC Academic Integrity Policy. Specific instructions from each faculty member may be added to the course requirements as well.

Special Accommodations/Disability Policy

Americans with Disabilities Act: Any student whose disability falls within ADA guidelines and has accommodations authorized by the Chestnut Hill College Disability Committee should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. This is presented to the instructor in the form of an Accommodations Letter provided by the CHC Disability Committee. If a student feels he/she may need an academic accommodation based on the impact of a disability (eg. sensory, learning, psychological, medical, mobility), he/she should contact the Disability Resource Center to arrange an appointment for assistance in verifying your eligibility for academic accommodations. Contact Kristin Tracy, Director of the Disability Resource Center, 331 St. Joseph Hall, Phone: 215-753-3655, Fax: 215-242-7748, TracyK@chc.edu.

College Policy for Withdrawal

From the Undergraduate Studies Catalog (p. 47): Students are permitted to withdraw from a course with the approval of a Faculty Advisor. A student who wishes to withdraw from a course or courses must complete the Change of Registration Form. If a student completes a Change of Registration Form before the deadline indicated on the Academic Calendar a non-punitive grade of “W-Withdrawal” is recorded on the transcript; the GPA is not affected. After the deadline, a grade of “WF- Withdrawal/Failing” is assigned and the GPA is affected. Students are responsible for all outstanding debts to the College regardless of the grade assigned.

College Policy for Incomplete Grade

From the Undergraduate Studies Catalog (p. 49): Students having earned at least 24 academic credits may take up to 4 credits per semester of electives on a Pass/Fail (P/F) basis. The total number of P/F courses taken may not exceed 18 credits. Electives are defined as any course not required for a major or minor or the core curriculum. A course may be taken P/F (even a course in the major department), but it will count as an elective and will therefore not be counted toward the requirements for the major or the minor. The only P/F credits that may be counted towards a major or minor requirement are those earned for fieldwork,

internships or practica at the discretion of the department.

Requests to change the grading option must be received in the Office of the Registrar by the deadline published in the Academic Calendar. The Instructor's permission is required to change the grading option of a course after the drop/add deadline as published in the Academic Calendar.

Class Schedule

This is a working schedule. Any changes will be made between the instructor and the class. You are responsible for knowing about any alterations to the syllabus if you are not in class when the changes are discussed.

Week	Date	Class Plans
Wk 1	Jan. 16 Jan. 18	Class Introduction <i>Ch. 1 — Foundations of Human Communication</i>
Wk 2	Jan. 23 Jan. 25	<i>Ch. 2 — Self-Awareness and Communication</i> <i>Belk — “Possessions and the Extended Self”</i> <i>Hearn — “Brand Me ‘Activist’”</i>
Wk 3	Jan. 30 Feb. 1	<i>Ch. 7 — Understanding Interpersonal Communication</i> <i>Ch. 8 — Enhancing Relationships</i> <i>Cupach and Metts — “Face Management ...”</i> <i>Bruess — “Belly Button Fuzz”</i>
Wk 4	Feb. 6 Feb. 8	<i>Ch. 3 — Understanding Verbal Messages</i> <i>Deutscher — “Does Your Language Shape ...”</i> <i>Bonos — “How to find a feminist boyfriend”</i>
Wk 5	Feb. 13 Feb. 15	TBA Exam 1
Wk 6	Feb. 20 Feb. 22	<i>Ch. 4 — Understanding Nonverbal Messages</i> <i>Miller — “Why Clothing is not Superficial”</i> <i>Paoletti — “Pink is for Boys”</i>
Wk 7	Feb. 27 March 1	<i>Ch. 6 — Adapting to Others</i> Article Review Due
Wk 8	March 6 March 8	No Class — Spring Break No Class — Spring Break
Wk 9	March 13 March 15	<i>Ch. 6 — Adapting to Others</i> <i>Kramarae—“Classified Information”</i> <i>Selected Readings from “How to Raise a Boy”</i>
Wk 10	March 20 March 22	<i>Snow Day</i> <i>Snow Day</i>
Wk 11	March 27 March 29	No Class — Work on Application Papers Easter Break — No Class

Wk 12	April 3 April 5	Ch. 9 — Understanding Group/Team Performance Ch. 10 — Enhancing Group/Team Performance <i>Trenholm — “Communication & the Media”</i>
Wk 13	April 10 April 12	Exam 2 <i>Anderson — “The Origins of National Consciousness”</i> <i>Anderson — “Creole Pioneers”</i>
Wk 14	April 17 April 19	<i>Craft and Davis — “The Mirror, the Watchdog ...”</i> <i>Palladino — “The Advertising Age”</i> Application Paper
Wk 15	April 24 April 26	<i>Boellstorff — “Personhood”</i> <i>Eler and Peyser — “Tinderization of Feeling”</i> <i>Laughlin — “What Happened After I Removed ...”</i>
Wk 16	May 1 May 2	<i>Marwick — “Self-Branding”</i> Final Review
	May 8	Final at 1:30p