Introduction to Communication

Course Code: COM1011

Course Description

This survey course introduces students to the field of communication and enables them to increase their effectiveness and precision as public speakers and members of seminars and groups. Students explore how their perceptions influence the manner in which they communicate and how to use a wide variety of listening skills. They become aware of how verbal and nonverbal language can alter, detract from or enhance messages. Students also employ a variety of language strategies that promote inclusion, honesty, conflict resolution and support from within a group. Credits: 3

Course Requirements

There are no pre-requisites for this course.

Course Objectives and Goals

With the successful completion of this course a student will be able to:

- Discuss the importance of effective communication.
- Differentiate between communication styles used in social and professional settings.
- Select appropriate communication based on situation and context.
- Effectively deliver video presentations disseminating information for specific audiences.
- Listen, read, and interpret information critically.
- Synthesize research for presentation using the Online Library.
- Explain the difference between Intrapersonal and Interpersonal Communication
- Explain the importance of nonverbal communication and Listening Skills.
- Understand and utilize Small Group communication techniques.
- Explain how communication effects the self in relation to personal experiences.
- Understanding how intercultural communication knowledge effects interactions.
- Offer positive classmate feedback for improvement in group and presentation communication
- Increase awareness, effectiveness, and confidence as communicators in ways that will be applicable to their own social and professional lives

Required Text and Course Materials

- Textbook: A Primer on Communication Studies This book is available online and is free. You can either use the online version or download a PDF to save on your computer or print. I will include links to the individual chapters in your reading assignments throughout the course.
- A planner, note paper, highlighters, etc., these can be physical or digital.
- Smart phone AND/OR a reliable computer, internet connection, headphones.

Technical Requirements

A productivity suite such as Microsoft Office, Microsoft Office 365, Google Workspace (formerly G-Suite), or Open Office is recommended and may be required for some Landmark College Online courses.

Students also need the ability to access Landmark College's online course content through a web browser running on a desktop or laptop computer with a webcam. An audio headset is recommended, but not required. All popular browsers are supported, but Landmark College recommends Chrome or Firefox.

Landmark College Online Dual Enrollment courses are optimally experienced through a full-featured web browser running on a desktop or laptop computer running Microsoft Windows or Apple Mac OS. Mobile phones and tablets may not be adequate or appropriate for completing certain aspects of your course work. However, when your laptop or desktop equipment is not available you can still access your courses through a mobile web browser such as Chrome or Safari. This allows you to keep up with your assignments, calendar, to-do list, and Inbox even when traveling. (The mobile app called "Canvas Student" is not compatible with our courses and should be avoided.)

If students access courses from school networks that use content filtering systems, which block access to public sites such as YouTube and Vimeo, students may have issues completing their assignments.

Skills for Success
To succeed in an online class, you should have the ability to:

- Navigate the WWW, including downloading and reading files from web sites;
- Download and install software or plug-ins such as Adobe Reader or Flash;
- Use the Learning Management System (Canvas) and be able to upload videos, files, and other materials as necessary. More about Canvas can be found in the Canvas Overview course located on your dashboard;
- Save files in commonly used word processing formats (.doc, .docx, .rtf);
- Copy and paste text and other items on a computer;
- Save and retrieve documents and files on your computer; and
- Locate information on the internet using search engines.

Course Topics
Unit 1: Introduction to Communication (Weeks 1-2)
Unit 2: Perception and Self (Week 3-4)
Unit 3: Intercultural Communication (Weeks 5-6)
Unit 4: Verbal Communication (Weeks 7-8)
Unit 5: Non-Verbal Communication (Weeks 9-10)
Unit 6: Listening (Week 11)
Unit 7: Relationships (Week 12)
Unit 8: Public Speaking (Weeks 13-14)

Grading
Communication, Participation, and Preparation – 10%
Students are graded on communication, participation, and preparation:
- Timely scheduling and attendance in Conferences with your peers, your Course Advisor, or Instructor.
- Timely scheduling and attending in Presentations with your peers and Instructor
- Timely Inbox communications ("messages") with Instructor and Course Advisor
- Timely submission of all course work included this assignment category (e.g., surveys, assessments)
- Each self-evaluation is individually graded; your effort to complete self-evaluations counts toward your participation.

Connection Reflections – 10%
Students write or record responses to thinking prompts related the assigned reading. Students are graded on development, focus, and timeliness of submission.

Discussions – 20%
Students write responses to discussion prompts and reply to one another's responses. Discussion responses and replies are graded for accuracy, development, clarity, timeliness, and engagement.

Vocabulary – 10%
Students write definitions for two vocabulary terms from the assigned reading. Students are graded on development, accuracy, and timeliness of submission.

Quizzes– 10%
Students complete "pre" or "practice" quizzes that are not graded. Post-quizzes cover the same material as the pre-quizzes, are they are graded. Each quiz consists of five questions, usually a mix of multiple choice, true/false, and short answer.

Presentations– 40%
Students complete two presentations, in four parts. The first presentation, "On the Day I Was Born," takes place during the first half of the course. The second presentation, "Since the Day I Was Born," takes place at the end of the course. Each of the four parts are graded, and each presentation is worth 20% of the course grade.

Letter Grades

Letter Grades will be assigned as follows:

A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	59 and below

Homework Policy

Assignments are directly correlated to the learning taking place at the time. In addition, the course goals and objectives include a focus on maintaining an effective organization system to manage course materials, support assignment completion, and enhance participation in course discussions, quizzes, and other assignments. Therefore, established due dates will be strictly adhered to throughout the semester. If you find yourself challenged with an assignment, contact your instructor to discuss an Action Plan. Taking responsibility for your work means knowing ahead of time that you cannot complete the assignment and contacting your professor via the Canvas Inbox at least 24 hours in advance of the due date to negotiate an extension.

Discussion Guidelines

Every online discussion will have a Primary Post and a Secondary Post. The Primary is your initial response to the question. Usually the Primary Post has your answer to the question, and includes pictures and hyperlinks. The Secondary Post refers to reviewing your peer's responses and providing feedback to what others have shared. Secondary posts often turn into conversation strings in the activity. Students must do both a Primary Post and a Secondary Post. Please be mindful of the class Netiquette Policy when posting in the discussions.

Secondary Posts should not just be "attaboy!" Secondary Posts should comment in depth on your peers work. Write specifically what you like about the post, how it's different from your own, your reactions, etc.

Feedback

Students should advocate to receive feedback throughout the semester. Feedback occurs in three general ways:

- The Canvas Inbox is the quickest and easiest tool for feedback from your professor throughout the semester. Use this tool regularly.
- Using office hours, remember to set this up in advance, is a great way to get direct feedback concerning your academic performance. Use office hours to inquire about your overall performance and to set goals and improve as a student.
- Assignments and other online activities. All of your submitted work will receive feedback from your professor, be sure to review this feedback and address any questions you may have. Also, many online activities will have feedback from your peers, or require you to provide feedback to your peers - this allows us to learn as a community. Feedback from peers should be positive, specific and constructive.

Generally, on all work submitted on time, should have feedback within 72 hours. If you have not received feedback from me within 72 hours, please send me a reminder using the Canvas Inbox. Last, asking questions about your academic performance is encouraged from beginning to end of the semester.

Accommodations Policy

"Given the unique mission of Landmark College, many academic accommodations that might be customary or required at traditional institutions would not be appropriate at Landmark, because they would alter the College's academic program."

If you need individual accommodations to meet course objectives, please make an appointment with your professor to discuss your needs within the two weeks of the semester.

To view the full accommodations policy for Landmark College please visit:
https://www.landmark.edu/student-life/our-community/request-for-accommodations.

Learning Outcomes

General Education Goal	Course Learning Outcomes (based on GE Learning Outcomes)
Critical Reading (Goal 7) Read critically in order to gain disciplinary knowledge and to explore important questions and ideas.	Understand self, culture, and perception to become more competent communicators.
Metacognition and Life Long Learning (Goal 1) Sustain an ongoing process of self-reflection, self-awareness and self-advocacy that leads to both self-understanding and the successful management of the skills and strategies of a life-long learner. **Critical Thinking (Goal 2)** Think critically, reason soundly, and develop and apply problem solving strategies across the academic disciplines. **Information Literacy (Goal 3)** Recognize when information is needed and have the ability to access, evaluate, and use it effectively and ethically. **Diversity (Goal 4)** Understand the complexities of multiple communities, including educational, cultural and geographic, and respect different perspectives and diversity. **Communication (Goal 5)** Communicate with clarity, coherence and persuasiveness through written, oral and other modes of expression. **Critical Reading (Goal 7)**	Adapt one's own communication, based on audience to create most effective communication act.
Communication (Goal 5) **Critical Reading (Goal 7)**	Conduct background research necessary to develop well-informed presentations.
Metacognition and Life Long Learning (Goal 1)	Discuss personal experiences in connection with course concepts.
Metacognition and Life Long Learning (Goal 1)	Engage on the course website for all learning and communication.