

## Introduction to Communications

COURSE CODE: COM1011

### COURSE DESCRIPTION

This course explores specific skills involved in the Communication process including intrapersonal, interpersonal, small group, public speaking, organizational, and electronic media. This includes understanding how communication effects the self, listening, verbal and nonverbal messages, and presentation abilities. Overall, as a class we will learn about the interactions among people and how to create effective communication between people. The purpose of this course is to empower students to increase their awareness, effectiveness, and confidence as communicators in ways that will be applicable to their own social and professional lives.

### COMMUNICATION:

Please use your email in Canvas to contact me throughout this course. I will respond to you within 12 hours of your email. In some cases, communications will be sent that require a response within 24 hours. Communication is a graded aspect of the course.

**TEXTBOOK:** Required online textbook, folder readings, and course videos. 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.

### Other Course Materials required:

- A YouTube Account
- A planner, note paper, highlighters, etc.
- Smart phone with a personal video camera
- A reliable computer, possibly with a camera, internet connection
- Headphones and a microphone

### COURSE REQUIREMENTS:

Students will need the ability to access our online course content through a browser running on a desktop or laptop computer. Mobile phones and tablets may not be adequate or appropriate for some aspects of the course materials. All popular browsers are supported, but we recommend Chrome or Firefox if available. A web cam is highly recommended.

A productivity suite such as Microsoft Office, Microsoft Office 365, Google G-Suite, or Open Office is recommended or may be required for Landmark College Online courses. If students will be accessing courses from school networks, it is important to note that some required materials are hosted on public sites including YouTube and Vimeo. If your school employees content filtering systems which block access to such sites, students may have issues completing their assignments.

### COURSE EXPECTATIONS

Reading at a college-level is the primary means of information gathering. Effective and efficient reading form the basis for college-level writing, research, and discussion. Students will be expected to read deeply to enable them to understand, discuss, and apply the information to a variety of academic tasks. Working with college-level reading requires determining the meaning of unfamiliar vocabulary, using main ideas and supporting details to support content literacy, and varying the use of critical reading techniques to logically comprehend concepts.

Writing at a college-level supports comprehension of content and enhances critical thinking. Students will be expected to engage in academic writing that demonstrates an understanding of content knowledge, a clear purpose, and organization flow. Attention to spelling, punctuation, and grammar are expectations for written assignments.

Communication is integral to success in an online college-level course. Students are expected to fully access all instructor-initiated communications, ask questions if clarification is needed, and follow-up on any actions assigned. Communication will be primarily in written modes but may include oral communication through videos and conferences.

Self-management is a core component of online learning. A key expectation is that students will adhere to established due dates and assignment guidelines for the course learning activities. All assignments, tests, and quizzes are to be submitted on the date indicated for full point consideration. Any work submitted after that time will receive partial point value as per the course guidelines.

## ADDITIONAL EXPECTATIONS

See Addendum A: Course Guidelines document for a comprehensive overview of course expectations.

## COURSE FORMAT

This college course is designed to offer you the opportunity to learn in an online format. All assignments, etc. will occur online through this course website. Working with your Support Liaison, your class time will be used to complete the work for this course, get extra help, work with peers and perform your presentations. A detailed semester schedule with due dates of work is provided in Canvas. Overall, this course will require a great deal of independence and self-motivation to complete successfully with the goal of preparing you for the next step in your education.

In order to integrate online educational experiences and knowledge, Introduction to Communications has been designed to incorporate synchronous and asynchronous learning opportunities. Students will engage with the instructor through regular feedback on assignments, periodic conferences/work sessions, and email communications. All are integral to the learning opportunities embedded in the course.

## COURSE OBJECTIVES & 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

## COURSE GRADING

### Assessment

- |                       |     |
|-----------------------|-----|
| • Class Participation | 30% |
| • Online Assignments  | 35% |

- Presentations 25%
  - Quizzes 10%
- 100%

## EXPLANATION OF COURSE ASSESSMENTS AND GRADING CRITERIA

### Grading

#### *Class Participation – 30%*

Students participation grade makes up 30% of your grade. Participation is an opportunity to engage in the course in a mature in a productive manner. There are two elements to your participation:

**First**, is your regular academic interaction in discussion boards following netiquette policy and assignment guidelines.

**The Primary post** in your discussion board response is your initial response to the question. Usually the Primary Post has your answer to a specific question and includes pictures and hyperlinks.

**The Secondary Post** refers to reviewing your peers’ 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. Primary posts are usually completed on Wednesdays, while secondary posts are completed on Fridays. Exact completion dates will be on the assignment’s page of each week.

Please be mindful of Netiquette when posting in the discussions. 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. To receive full credit, you must do both a Primary Post and a Secondary Post.

**Second**, is your interaction with the instructor. This includes required scheduled meetings and reaching out to the instructor with any questions via email, message, phone call or text.

#### Landmark College Grading Scale

Letter Grade	GPA Equivalency	Grade Scale	Definition (credit courses only)
A	4.0	93-100	Excellent; distinguished achievement in all phases of the course
A-	3.7	90-92	
B+	3.3	87-89	Very good; high level of achievement in some phases of the course
B	3.0	83-86	
B-	2.7	80-82	
C+	2.3	77-79	Fair; basic understanding of subject has been demonstrated
C	2.0	73-76	
C-	1.7	70-72	
D+	1.3	67-69	Poor; minimal performance
D	1.0	63-66	
D-	0.7	60-62	Passing
F	0.0	0-59	Failure

#### WORK COMPLETION AND ATTENDANCE

Online attendance is important for student participation and engagement. Lack of course log in for 3 consecutive days will be considered a course absence. Regular engagement with the activities and resources on the website is required. Students should be engaged in the course every day or as needed to complete the course work.

Students who do best in this course complete readings and homework on a regular basis—and on the days that such assignments are due to be discussed and reviewed. Not coincidentally, these students are the ones who benefit most from the course and who also find it the most interesting. After all, it’s much easier to become bored if you haven’t done the day’s requisite reading and/or homework. This also explains why “Participation” is 30% of your grade: students who are prepared by having completed the day’s requisite reading/homework are much more likely to have success in the course.

## 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)

## COURSE SCHEDULE

Week	Days	Topics
<b>Unit 1: Introduction to Communication</b>		
<b>1</b>		Course Overview and CANVAS Reading assignment: Read the Syllabus and A Primer on Communication Studies, Chapter 1. Assignment and Activities: <ul style="list-style-type: none"> <li>• Pre-Quiz</li> <li>• Chapter One Discussion: Introduction to Me</li> <li>• Online Assignment: Create your Adobe Spark Account</li> <li>• Online Assignment: Self-Test: PRCA</li> </ul>
<b>2</b>		The Communication Process <b>Reading assignment:</b> In addition to Chapter 1 read additional links and files in Module <b>Assignment and Activities:</b> <ul style="list-style-type: none"> <li>• Lessons: <ul style="list-style-type: none"> <li>• Introduction to the Field of Communication Part One</li> <li>• Introduction to the Field of Communication Part Two</li> </ul> </li> <li>• Discussion: What is Communication?</li> <li>• Online Assignment: Connection Reflection I</li> </ul> <b>Course Outcomes Met:</b> Become oriented with the course. Gain an Understanding of why studying Communications is important. Gain a clear perspective of your communication style currently. Utilize online technology.
<b>Unit 2: Perception and Self</b>		
<b>3</b>		Perception <b>Reading assignment:</b> A Primer on Communication Studies, Chapter 2 <b>Assignment and Activities:</b> <ul style="list-style-type: none"> <li>• Connection Reflection 2</li> <li>• The Informative Presentation</li> </ul>
<b>4</b>		The Self <b>Reading assignment:</b> A Primer on Communication Studies, Chapter 2, Additional folder readings <b>Assignment and Activities:</b> <ul style="list-style-type: none"> <li>• All Sides Challenge</li> </ul>

	<ul style="list-style-type: none"> <li>• Connection Reflection Three</li> <li>• Class Participation</li> </ul> <p><b>Course Outcomes Met:</b> Discussing and analyzing the notion of Self and how it relates to Perception. Defining key terms in Communication studies. Interacting with classmates. Creating an Informative Presentation</p>
<b>Unit 3: Intercultural Communication</b>	
<b>5</b>	<p>What is Intercultural Communication?</p> <ul style="list-style-type: none"> <li>• Lecture and Video: Intercultural Communication</li> </ul> <p><b>Assignment and Activities:</b></p> <ul style="list-style-type: none"> <li>• Review the video's on Intercultural Communication</li> <li>• Discussion: Culture and Communication</li> </ul>
<b>6</b>	<p>How to improve Intercultural Communications</p> <p><b>Reading assignment:</b> In addition to Ch. 8, folder and file readings</p> <p><b>Assignment and Activities:</b></p> <ul style="list-style-type: none"> <li>• Intercultural Communication Write up</li> <li>• Connection Reflection on Culture and Communication</li> </ul> <p><b>Course Outcomes Met:</b> Discussing and analyzing Intercultural Communications and how it relates to your own communication style, environment and background. Improving one's communication skills.</p>
<b>Unit 4: Verbal Communication</b>	
<b>7</b>	<p>Verbal Communication skills</p> <p><b>Reading assignment:</b> A Primer on Communication Studies, Chapter 3</p> <p><b>Assignment and Activities:</b></p> <ul style="list-style-type: none"> <li>• Discussion board</li> <li>• Connection Reflection</li> </ul>
<b>8</b>	<p>Verbal Communication interaction</p> <p><b>Reading assignment:</b> Read the articles provided in the learn section</p> <p><b>Assignment and Activities:</b></p> <ul style="list-style-type: none"> <li>• Discussion on Inclusive words</li> <li>• The Educational Profile Presentation</li> <li>• Connection Reflection</li> </ul> <p><b>Course Outcomes Met:</b> Defining and using key terms related to Verbal Communication; Developing an awareness to Verbal Communication and its relation to our lives; Learning how historians work and to practice thinking historically; Improving one's reading, writing, and speaking skills, study skills, and working cooperatively with others-</p>
<b>Unit 5: Non-Verbal Communication</b>	
<b>9</b>	<p>The importance of Nonverbal Communication in Communication process <b>Reading assignment:</b> A Primer on Communication Studies, Chapter 4.</p> <p><b>Assignment and Activities:</b></p> <ul style="list-style-type: none"> <li>• Assignment: Activity</li> <li>• Discussion Board: What Are the Rules?</li> </ul>
<b>10</b>	<p>Non-Verbal Good/Bad</p> <p><b>Reading assignment:</b> In addition to chapter 4, file and module readings</p> <p><b>Assignment and Activities:</b></p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Connection Reflection</li> </ul> <p><b>Course Outcomes Met:</b> Defining and using key terms related to Nonverbal Communication; Developing an awareness of Nonverbal Cues and how to read them; Learning how one's Nonverbal interactions and understood as it relates to Perception.</p>
<b>Unit 6: Listening</b>	
<b>11</b>	<p>Listening Strategies and Importance</p> <p><b>Reading assignment:</b> A Primer on Communication Studies, Chapter 5</p> <p><b>Assignment and Activities:</b></p>

	<ul style="list-style-type: none"> <li>• Observe and Discuss Listening</li> <li>• Connection Reflection</li> <li>• Quiz</li> </ul> <p><b>Course Outcomes Met:</b> Discussing and analyzing the importance of Listening Skill; Defining and using key terms related to Listening; Developing an awareness and understanding how to improve one's Listening skills;</p>
<b>Unit 7: Relationships</b>	
<b>12</b>	<p>Communication Strategies to Build Better Relationships</p> <p><b>Reading assignment:</b> A Primer on Communication Studies, Chapter 6</p> <p><b>Assignment and Activities:</b></p> <ul style="list-style-type: none"> <li>• Discuss your Final Topic <ul style="list-style-type: none"> <li>✓ Primary post due</li> <li>✓ Secondary Post Due</li> </ul> </li> <li>• Connection Reflection on Relationships</li> <li>• Part One of your Final Presentation Due</li> </ul> <p><b>Course Outcomes Met:</b> Defining and using key terms related to Relationships; Developing an awareness of how to improve one's Relationship communication. Improving one's Interpersonal Communication skills.</p>
<b>Unit 8: Public Speaking</b>	
<b>13</b>	<p>Preparing a Speech</p> <p><b>Reading assignment,</b> A Primer on Communication Studies, Chapter 9</p> <p><b>Assignment and Activities:</b></p> <ul style="list-style-type: none"> <li>• Connection Reflection</li> <li>• Discussion Forum</li> </ul>
<b>14</b>	<p>Final Presentation – Reflection</p> <p><b>Reading assignment,</b> A Primer on Communication Studies, Chapter 10</p> <ul style="list-style-type: none"> <li>• Movie Assignment</li> <li>• Discussion Forum</li> <li>• Reflection</li> <li>• Course Evaluations</li> <li>• Anxiety Quiz</li> </ul> <p><b>Course Outcomes Met:</b> Create and deliver a wonderful Speech which illustrates a strong understanding of all concepts this course has covered. Offer constructive feedback to classmates. Reflect on this course information and assignments the last 14 weeks.</p>

# Addendum A

## Course Policies

### TECHNOLOGY AND SYSTEM REQUIREMENTS

Students will need the ability to access our online course content through a browser running on a desktop or laptop computer. Mobile phones and tablets may not be adequate or appropriate for some aspects of the course materials. All popular browsers are supported, but we recommend Chrome or Firefox if available. A web cam is highly recommended.

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

If students are accessing courses from school networks, it is important to note that some required materials are hosted on public sites including YouTube and Vimeo.

Consider adding a text to speech option such as Speak It and a dictionary option such as Google Dictionary if needed.

### CLASSROOM BEHAVIOR EXPECTATIONS

"All students and staff of Landmark College are members of a unique educational community; whose goal is to enable each student to tap his or her full potential for success. Such a challenging goal requires tremendous individual effort on the part of each student and cooperative effort on the part of each member of the Landmark community. The guiding principles of the Landmark community include hard work, respect for others and oneself, honesty, personal accountability, and careful organization of time and materials."

More information on the Student Code of Conduct can be found on page 3 of the [Student Handbook](#).

### COMMUNICATION

Ongoing and timely communication is critical in a collaborative online learning environment. Therefore, in keeping with accepted standards of professionalism, responses to communications, originating from students or the instructor will take place within 24 hours (or by the end of the next business day in the case of weekend communication). In some cases, communications will be sent that require a response within 24 hours. Communication is a graded aspect of the course.

### DISCUSSION EXPECTATIONS

#### Ground Rules for Online Discussions

1. **Participate:** Students must contribute to the conversations. Providing insightful commentary in the online discussions is a graded requirement for passing the course.
2. **Use Proper Writing Style:** A virtual classroom is a professional environment. Correct spelling, grammar, and style are expected in all scholarship and academic writing.
3. **Respect Diversity:** Derogatory and sarcastic comments and jokes that marginalize anyone are unacceptable. Offensive language—or language that could be construed as offensive—should be avoided and defused.
4. **No Flaming:** Criticism must be constructive, well-meaning, and well-articulated. Rants directed at any contributor are unacceptable. Profanity is unacceptable in any situation.

### 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 tests. 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.

### OFFICE HOURS

Office hours will be scheduled by your course instructor and available in the syllabus. Times may vary as we seek to address schedules that vary across schools and states. Office Hours will be held via Conferences in the Canvas course website.

# College Policies

## STANDARDS OF CONDUCT

All students and staff of Landmark College are members of a unique educational community, whose goal is to enable each student to tap his or her full potential for success. Such a challenging goal requires tremendous individual effort on the part of each student and cooperative effort on the part of each member of the Landmark community. The guiding principles of the Landmark community include hard work, respect for others and oneself, honesty, personal accountability, and careful organization of time and materials. The following standards of conduct are examples and general expectations for all student members of the Landmark College community:

1. **Honesty:** Students will exhibit honesty in academic endeavors and in all aspects of campus life.
2. **Safety:** Students will make a commitment to contribute to a safe, clean, congenial, and productive living & learning environment.
3. **Understanding:** Students will make a commitment to understand their own strengths and challenges, and to work towards academic and personal growth.
4. **Respect for Others:** Students will show respect for the feelings, time, efforts, and physical well-being of others, and for their capacity for growth.
5. **Respect for Property:** Students will show respect for the property and materials of Landmark College as well as the personal property of all members of the Landmark community.
6. **Respect for Community:** Students will respect the rules and regulations of Landmark College and its governing bodies, and the laws of the State of Vermont and of the United States.

## ACADEMIC HONESTY AND PLAGIARISM POLICY

“As an academic community, Landmark strives to instill and foster intellectual honesty and integrity. Effective evaluation of student work can occur only in an environment in which intellectual honesty is respected. Academic dishonesty is a clear violation of academic integrity and academic responsibility.”

Academic integrity and responsibility are important in the classroom. Academic dishonesty may include, but is not limited to, plagiarism (of references or other students), failing to appropriately cite sources or figures, or submitting work completed by another person.

See more at: <http://catalog.landmark.edu/content.php?catoid=9&navoid=186#academic-dishonesty-and-plagiarism>

## ACCOMMODATIONS POLICY

Given the nature of Landmark Colleges’ approach to teaching, students may find that many of the disability related academic accommodations which might be customary at traditional institutions of higher education may not be needed with a Landmark College online course.

However, if you feel that you may need individual academic accommodations, the College has policies and procedures in place to evaluate requests and ensure access. To view policies and procedures for requesting academic accommodations at Landmark College please visit: <https://www.landmark.edu/student-life/our-community/request-for-accommodations>