Course Description

This course is designed to help you increase your awareness and understanding of the basic elements of speech communication. It will enable you to approach others as a more credible, competent, and confident individual. It is a survey course of the field of communication with special emphasis on intrapersonal, interpersonal, group dynamics, and public address. You will have many opportunities to practice your communication skills in a variety of settings.

The format for this course is a hybrid. We will be meeting weekly face to face and online throughout the week. Please reserve at least ten hours/week for your online work and class preparation. If you cannot make this commitment, you will be miserable in this course. This is not a good format for some students, particularly those who aren’t good at organizing their time and making the commitment to study between class sessions.

Course Objectives

If you successfully complete this hybrid course, you will be more confident and more competent in your communication interaction with family, friends, and colleagues. Our course is structured for experimentation and discussion. Please be prepared to try some new things, to take some risks, and to make some mistakes. You will be rewarded for encouraging experimentation and learning from it.

Upon successful completion of this course, you will be able to report increased self-confidence; express your ideas with verbal fluency; apply knowledge of nonverbal communication in sending and receiving messages; demonstrate critical thinking skills in sending and receiving messages; demonstrate organizational skills; adapt messages and behaviors to different communication contexts; employ listening and responding skills adapted to different communication contexts; and demonstrate an understanding and respect for cultural and social diversity.
Further, the course will provide students with the necessary information and practice to be effective communicators with experiential assignments including interviewing, informative and persuasive speaking, and a group presentation.

**Required Textbook**


ISBN-10: 0205691269  

Online Study Guide (This is optional)  
http://wps.ablongman.com/ab_introcomm_studysite_2/204/52316/13392923.cw/content

**Blackboard (via My NOVA)**  
http://www.nvcc.edu/about-nova/mynova.html  
Blackboard direct sign in: https://nvcc.my.vccs.edu/jsp/home.jsp

Pearson My Communication Lab Plus (This is optional)  
http://nvcc.mylabsplus.com

**Expected Learning Outcomes**

Upon the successful completion of this course you will be able to demonstrate the following:

1. Explain why this course is required for earning an associate’s degree.
2. Understand the pervasive role that communication plays in making connections in your daily life.
3. Make the connection between perception and communication competence.
4. Identify ways to understand and to modify self-concept.
5. Understand how language helps you make connections with others.
6. Explain dimensions of nonverbal communication.
7. Recognize the importance of listening so that you understand why you need to work at being a good listener.
8. Identify different types of active listening and times to use each style.
9. Identify credible sources of information for a presentation.
10. Identify the purposes of the three main parts of a speech.
11. Identify the role of ethics in speech preparation and delivery.
12. Identify strategies for citing sources and avoiding plagiarism in presentations.
13. Understand the potential power of information and communicating that information.
14. Identify the goals of persuasion.
15. Identify areas of interpersonal communication competence.
16. Understand the stages of relationship development and deterioration.
17. Recognize why team building is important in groups.
18. Explain ways to prepare before a successful employment interview.
GRADING RATIONALE

Each of the following assignments is worth 0-20 points towards your final grade:

- Class Attendance and Participation
- Blackboard Discussion Board
- Johari Window Exercise (Individual)
- Board Game (Group Demonstration)
- Public Service Announcement (Persuasive)

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100 points</td>
<td>A</td>
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<tr>
<td>80-89 points</td>
<td>B</td>
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<tr>
<td>70-79 points</td>
<td>C</td>
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<td>60-69 points</td>
<td>D</td>
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<td>0-59 points</td>
<td>F</td>
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CLASS ATTENDANCE AND PARTICIPATION (0-20 points)
Communicate! You are expected to actively listen and to participate in class in a way that demonstrates that you have been reading and deliberating about communication principles. Respect for yourself and others are mandatory. Your grade will be based upon your informed involvement in class discussions, your willingness to practice your communication competencies, and your cooperative and confirming communication attitude. Use appropriate language, dress, and deportment.

- 0-10 points for informed involvement
- 0-5 points for supportive communication with colleagues
- 0-5 points for willingness to take communication risks and to learn from these

In accordance with national standards of accreditation, attendance is required. Please note the following hard realities of life: There are no excused absences. Unfortunately, even serious illness or a major crisis doesn’t make up for the fact that missing class means missing important participation. The best excuse in the world doesn’t change the fact that a person who is absent misses the content and experience of the course. Therefore, if you miss more than 25% of class sessions (i.e., 2 days), you will not be able to pass the course. Excessive tardiness and early departures will also be considered when determining your participation scores. Students who find themselves in a situation where they might miss significant amounts of class time should consult with the instructor as soon as possible, and consider withdrawing from the course.

You cannot earn points for attending class.

BLACKBOARD DISCUSSION PARTICIPATION (0-20 points)
Because this is a hybrid course, 50% of class time will be online time. I’ll be using the Blackboard dashboard to view how often and for how long you are online and engaged in the discussions and communication exercises. This grade includes your ability to facilitate an online discussion and to recap this (see the description of tagxedo). You can boost your grade with Twitter, Google Apps, and other online contributions.
INDIVIDUAL PRESENTATION - JOHARI WINDOW (0-20 points)
Create your own version of the Johari Window (See Pages 361-363 of your text and the Blackboard site.) This Johari Window should visually represent who you are and how others see you. You can represent this window through the creation of a visual journal, Google website, scrapbook, PowerPoint presentation, poster and the like of who you are and how you see yourself.

Your visual aid will be a reflection of the information you learned from having read Chapters 2, 3 and 13. Through the creation of your window you should have a clearer perspective into your Self Concept and a better idea of "Who You Are."

Next, present this window to a peer group of CST students. Your classmates will evaluate your presentation in terms of clarity, creativity, and complexity.

0-10 points for clarity
0-5 points for creativity
0-5 points for complexity

GROUP DEMONSTRATION – BOARD GAME (0-20 points)
Prepare and present a small group presentation demonstrating how to play a board game that you have created. A good board game combines elements of skill and recently-gained knowledge with fun and luck.

With your group, create a board game that is interactive, fun, and demonstrates that players have a knowledge of a particular communication topic (e.g., listening, intercultural, perception, mediated communication). Your finished product should resemble a game you would buy from a store: Bristol board, game pieces, dice, cards, etc., along with clearly-written instructions for play.

1. Select a topic of interest (e.g., language, nonverbal communication, teambuilding)
2. Create a team of 2-4 students
3. Create a group charter
4. Decide upon elements of the topic and structure of the game. Use the rubric.
5. Play a trial run and consider ways to improve the game.
6. Write the instructions.

0-10 points for clarity
0-5 points for creativity
0-5 points for complexity
PERSUASIVE COMMUNICATION PRESENTATION – PUBLIC SERVICE ANNOUNCEMENT (0-20 points)
Using the Monroe Motivated Sequence, create a Public Service Announcement. Your target audience is NOVA students.

1. Decide upon an important issue, problem or need. Analyze your CST audience.
2. Determine a solution that will address the problem. This might be a NOVA campus resource (e.g., the Oral Communication Center, Access HOPE, or Virginia 211).
3. Design the commercial and storyboard it using the motivated sequence.
4. Create the video and edit it. Cameras and editing equipment are available in the Media Center at the AN Library, CG 300, http://www.nvcc.edu/annandale/lrc/
5. Prepare to present your PSA to the class and to discuss the elements of the motivated sequence and your decisions you made in planning and developing this PSA.

0-10 points for clarity
0-5 points for creativity
0-5 points for complexity
Tentative Syllabus

Week One begins May 16
In class meeting Tuesday, May 22

Read Chapter 1
Introduction to course, classmates, text, and your instructor
Clarifying purposes of course and expectations for communication
Understanding the communication process

On Line
Essential components of communication
Assessing communication competence
Conducting audience analysis (SurveyMonkey, http://www.surveymonkey.com/s/MXQLMGV)

Week Two begins May 23
Class session Tuesday, May 29

Chapters 2 and 3
Annandale Campus Exploration Hunt
Understanding the role of perception on communication
Implicit assumptions
Can you multi-task?
Improving perception competencies and perception checking
Understanding the role of self-concept on communication
Using communication to enhance self-concept
Managing speech anxiety

Chapter 6
Listening and thinking
Stages of listening process
Types of active listening

Online
Johari window exercise
This I Believe,

Week Three begins May 30
Class meeting June 5

Chapters 4 and 5
Verbal and nonverbal communication

Chapters 13 and 14
Interpersonal communication
Johari Window exercise (pp. 358-359)
Week Four begins June 6  
Class meeting June 12  

Chapters 15 and 16  
Group and team communication  
Characteristics of productive groups  
Characteristics of leadership  

*Online*  
Create a game  

Week Five begins June 13  
Class meeting June 19  

Chapters 7-11  
Gathering, organizing, and sharing information  
Organizing public communication  
Delivering a speech  
Teach us a game  

*Online*  
Persuasive communication  
Monroe’s Motivated Sequence  
Outline a persuasive message – public service announcement  

Week Six begins June 20  
Final class meeting June 26  

Establishing credibility  
Identifying emotional appeals  
Evaluating logical arguments  
Evaluating a persuasive speech
OTHER CONSIDERATIONS

Creating a Positive Learning Environment

The Annandale campus community is committed to providing a learning environment that encourages the free exchange of ideas and information. To accomplish this goal, the members of the Annandale Campus Council have established the following expectations for the campus community:

1. That all backgrounds and cultures be respected.
2. That free and civil exchange of ideas takes place, so everyone in a class feels welcome to participate.
3. That all members of the class arrive on time, leave the class only on breaks or in case of emergency, and leave classrooms and all college property in good condition.
4. That distraction is kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and the library. Students remain seated throughout the class and refrain from talking with classmates while another class member or the instructor has the floor.
5. That each student submits his or her own work.
6. That consideration is given to classes in adjoining areas.

Campus Resources - [http://www.nvcc.edu/campuses-and-centers/annandale/campus-resources/index.html](http://www.nvcc.edu/campuses-and-centers/annandale/campus-resources/index.html)

The Oral Communication Center (OCC) mission is to enable student success through improved speaking and presentation skills across disciplines. NOVA students can work with trained speech consultants to develop and refine their skills for individual and group presentations. The OCC offers services to students in CM 363 (by appointment). [http://www.nvcc.edu/annandale/lrc/occ/index.htm](http://www.nvcc.edu/annandale/lrc/occ/index.htm)

Disability Support Services ensures students with disabilities have equal access to the College’s academic programs, services and activities through the provision of reasonable accommodations. You are eligible for disability services if you have a documented physical or mental impairment that substantially limits one or more major life activities. To qualify for disability services, you must provide clear and specific evidence that a qualified professional has established a formal diagnosis of a disability. If you have special needs or a disability that may affect your performance in this course, please inform your instructor within the first two weeks of class.

Please ensure that you are aware of the emergency evaluation procedures for this classroom. Consult the sign at the entrance of this room for more information.

For emergency notifications including college closings, sign up for NOVA Alert, http://alert.nvcc.edu. NOVA Alert is your personal connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact and other important information.

There will be automatic e-mail confirmations on all purchases and print functions for temporary permits and hangtags that are easier to identify. http://www.nvcc.edu/current-students/parking-services/