



## **Human Communication (COM 1109)**

*A Course in the General Education Program*

**Program Description:** The General Education Program offers a solid, comprehensive foundational academic experience for all Kennesaw State University students. In a series of interrelated courses in the liberal arts and sciences, it provides the opportunity for them to acquire the intellectual skills and knowledge characteristic of educated persons in a diverse, global community. Thus, it lays the basis for success in academic, professional, and personal arenas. Whereas the major program contributes depth to a college education in a designated specialization, the General Education Program provides breadth of understanding by providing an introduction, connection, and integration to a variety of disciplines.

**Program Goals:** The General Education Program at KSU has four goals. During the course of the program, students should demonstrate the following:

- knowledge and understanding in the General Education areas: Humanities, Fine Arts, Science, Mathematics, Technology, Social Science, and the Essential Skills (written and quantitative skills)
- proficiency in communication
- skills in inquiry, critical thinking, and problem solving through scholarly and/or creative activity across the general education disciplines
- an understanding of ethics, diversity, and a global perspective.

**Course Description:** An introduction to the fundamental components of the human communication process, emphasizing selected concepts, methods, and practice in dyadic, small group, and presentational settings. Covers such areas as information gathering, message design, audience considerations, verbal/non-verbal approaches, discussion/delivery strategies, critical analysis, and related media technology support resources. Includes student speaking assignments

*“Kennesaw State University is a learning-centered institution emphasizing creativity, diversity, global awareness, leadership, ethics, teaching excellence, digital literacy, technological competence, and community engagement.” – Dr. Daniel Papp, President*

**KSU QEP: Get Global – <http://www.kennesaw.edu/getglobal/>**

*Learning Community 33*

**33 Mario Brothers Go to College: Develop Your Own Computer Game**

Do you like to play computer games? Don't just play the game, create it! Do you wonder how games and animations are created? Don't just guess, get your hands on it, design it, and build it! The computer gaming industry is calling, and computer science is the path. This learning community is your opportunity to learn the foundations of computer game development and to develop your skills in this area.

**CRN 12591**

MATH 1111	R. Hoover	MW	11:00 a.m. -12:15 p.m.	CL 1003
COM 1109	J. Dominick	TR	2:00- 3:15 p.m.	LB 430
CSIS 2290	C. Xu	TR	3:30 -4:45 p.m.	CL 1005

- I. **COM 1109:** Human Communication (Section 1109/ C33 )  
Kennesaw State University  
Department of Communication  
Fall Semester 2007
- II. **Instructor:** Name: Dr. Joan E. Leichter Dominick  
Office: University Studies – Library 417  
Office Hours: By appointment  
Phone number: (770) 423-6356  
Email address: [jdominic@kennesaw.edu](mailto:jdominic@kennesaw.edu) &  
WebCt Vista email  
([vista.kennesaw.edu](mailto:vista.kennesaw.edu)) for course contact  
Faculty Website: <http://www.joandominick.com>
- III. **Class Meetings:** TTH 2pm – 3:15pm Library 430
- IV. **Required Texts:** Trenholm, Sarah. *Thinking Through Communication: An Introduction to the Study of Human Communication*, 5<sup>th</sup> Edition.  
  
Phillips, Jan R. *Human Communication in Context: A Workbook for the Introductory Course*, 1<sup>st</sup> Edition.
- V. **Catalog Course Description:** This course is an introduction to fundamental components of the human communication process, emphasizing selected concepts, methods, and practice in dyadic, small group, and presentational settings. Covers such areas as information gathering, message design, audience considerations, verbal and non-verbal approaches, discussion/delivery strategies, critical analysis, and related media technology support resources. Includes student speaking assignments.
- VI. **Rationale:** Communication is essential to relationships, whether personal or professional, and whether the context is one-to-one, small group, or large

audiences. The personal and professional fabric of our society is woven through and through with the communication process. The ability to effectively communicate empowers the person to function in productive and fulfilling ways. Our students must be prepared with knowledge and understanding of this pervasive and vital human activity in order to succeed and contribute in our complex, competitive and multicultural information age.

VII. **KSU's Quality Enhancement Plan (QEP): Global Learning for Engaged Citizenship** is an educational process that enhances one's competencies for participating productively and responsibly in the diverse, international, intercultural, and independent world.

In the information age, the successful person is one whose learning will make him or her adaptable to rapidly changing and diverse intellectual challenges. Assessing, processing, and producing information orally and electronically is the challenge for tomorrow's citizen regardless of her or his occupation; therefore, the well-educated person will need highly developed skills in critical reading, extended research, expository writing, argumentative writing, collaborative problem-solving, oral and technological communication.

VIII. **Purpose:** As responsible citizens, we learn how to use communication to solve problems and achieve desired goals. We also carry out our responsibility to the larger community by critically thinking about and analyzing communication messages in a variety of forms, from marital and family interactions to the persuasive messages in private enterprise, politics and advertising.

## XI. **Course Requirements:**

### A. **Technology/Computer requirements**

1. **Active email accounts** are required of all students by the third class meeting for institutional contact.
2. **WebCt Vista : Course Resources, Assignments, Course Communication Communication, email, Discussion Board, Discussion Board (vista.kennesaw.edu)**
3. **KSU Online Career Portfolio (www.kennesaw.edu/**
4. **KSU files.kennesaw.edu account (files.kennesaw.edu)**
5. **KSU Student server space (students.kennesaw.edu)**

### B. **Participation, class attendance, absence policy.**

Communication 1109 is not a lecture class. It is nearly impossible to make-up or recreate what takes place in an activity-driven, discussion-based classroom. Participation is considered an activity beyond merely speaking up or being congenial; it is constructing knowledge. Because discussion groups depend upon each member's commitment, class attendance is a matter of courtesy to the small group and the whole class.

Therefore attendance is extremely important. *The evaluation of your participation, class attendance, tardiness or absence is figured after all other course requirements are met. Lack of participation, excessive tardiness or three absences may lower the final grade by as much as 10% .* If you must miss class because of illness or an emergency, it is your responsibility to communicate directly with the instructor, to make up the work that can be made up, and to find out about changes in assignments, schedules or additional handouts.

### **C. Makeup Exams:**

Please note: The option to make-up an exam is not automatic. Therefore, do not assume that you will have an opportunity to make up an exam in any situation. Please plan accordingly to attend class during exam times.

You must also be present at the beginning of class to take an exam on exam days. If you are late to class, and at least one student has turned in a completed exam before you come to class to take the exam, on the scheduled exam day, you will receive a zero for that exam grade.

If there is an emergency which can be proven through documentation, you may discuss the issue with me to see if you can take a makeup exam on final exam day, which will be your only option to make-up a test. Please remember that makeup exams are not automatic; make-up tests are the exception, not the rule.

### **D. Student conduct during class:**

Common courtesy is expected. All electronic devices including cell phones, pagers, beepers, palm pilots, I-Pods, etc., must be turned off at the beginning of class. Also, use of laptop computers during class must be limited to this course's content only, not for checking emails, etc. or working on assignments for other classes. If I notice that you are working on assignments not related to class work, I will ask you to turn the laptop off and this may affect your group participation grade. In addition, since this course relies heavily on class discussion among group members and the entire class, disruptive behavior such as excessive talking or distractive behavior of any kind will not be tolerated. See the student Code of Conduct in the 2006-2007 Undergraduate Catalog for specific details and judicial procedures.

### **E. Intercultural Speech Assignment**

Students will present **one** group presentation based on information regarding communication and a country/culture that their assigned group will select. The group members will negotiate which of the assigned topics used in the intercultural communication analysis they will focus upon. The group will present their topic during a designated class period. Each student will receive an individual grade for his or her presentation.

**F.** *Human Communication in Context* workbook grade: You will be required to read each chapter in the *Human Communication in Context: A Workbook for the Introductory Course*. You will also complete assigned activities in the workbook, and you will turn the entire workbook in at the end of the semester for 10 percent of your grade. I will check workbooks periodically to ensure timely class participation and practical application of course material. As you engage in the activities during class, be thoughtful regarding your responses. Your workbook will be graded for correctness as well as completion of activities. Grades will be based on a one-hundred point scale, see detailed breakdown below.

**G. Grades.** The components which contribute to your grade are

Test 1	=	20%
Test 2	=	20%
Group Participation Evaluation	=	10%
Group Presentation (Global Gaming)	=	20%
Workbook final grade (OLCP)	=	10%
final exam	=	20%

\*Grades are computed based on a one-hundred point scale and are calculated as **100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59-0 = F** (Please note Final Grades will only be rounded-off to five-tenths of one percentage point, when the final grade point average is within that specific point range.)

These percentages only apply when students meet attendance policies. Not meeting the attendance policy may reduce a student's grade by one letter or result in failure.

**H. A Few Words about Academic Honesty**

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials,

misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an 'informal' resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

**I. Americans with Disabilities Act (ADA) Statement:**

Kennesaw State University, a member of the University System of Georgia, does not discriminate on the basis of race, color, religion, age, sex, national origin or disability in employment or provision of services. Kennesaw State University does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities.

## **GUIDELINES FOR ORAL PRESENTATIONS IN DEPARTMENT OF COMMUNICATION COURSES**

Students enrolled in Communication courses at Kennesaw State University are expected to meet minimal expectations for oral presentations. Unless otherwise instructed by your instructor, students should follow the standards for oral presentations outlined below.

**These standards serve as minimal requirements; be aware that your instructor may adapt these guidelines or specify additional requirements unique to your assignment.** These guidelines were developed by the KSU Communication faculty in accordance with evaluation standards recommended by the National Communication Association.

### Appearance

Students should dress in a manner appropriate to the assignment, the audience, and the formality of the event or occasion, recognizing that their appearance may enhance or detract from their credibility as communicators.

### Presentation Content

Presentations should have an introduction (providing context and seeking to gain attention); a body (providing main points and supporting detail); and a conclusion (restating major themes).

Content must be organized in a logical fashion that aids the audience's understanding of the topic.

Content should avoid racist, sexist, profane language, or obscenities in speech or visual aids.

Content must be the student's original words and ideas; or it must cite the sources of words and ideas from others.

### Presentation Delivery

Presentations should reflect effort to maximize eye contact and minimize reliance on reading from notes.

Delivery should reflect the speaker's enthusiasm, passion, or concern about the topic. This is projected by speaking loud enough to be heard, and by speaking with animation in the voice, facial expressions and gesturing.

Visual aids, if used, should be neat, professional looking, and large enough to be seen. Speakers must make eye contact with the audience while explaining visual aids.

**COM 1109/**

**Scoring Guide for Individual Presenter:** \_\_\_\_\_

**Group Number:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**CONTENT:**

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 /: The presentation expresses original ideas.

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 /: Ideas are well-supported specifically and well-developed with appropriate examples, illustrations, research, or elaborated experiences. Outside sources are cited orally and in visual aids.

**ORGANIZATION:**

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 /: The organization helps the audience to see where the presentation is going; it gives the audience a preview of the main ideas in the presentation.

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 /: The presentation contains a logical development of ideas as stated in the introduction. The ideas flow with transitional sentences building naturally to a logical conclusion. Transitional words, a repetition of key words, and the use of appropriate pronouns or synonyms help the audience to follow the presentation's development. The presentation ends with a formal conclusion that summarizes the main points.

**STYLE:**

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 /: The style, tone, personality, and delivery of the presentation are formal and professional.

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 /: The presenter's delivery is dynamic, the presenter uses a conversational style and does not read to the audience from his or her notes.

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 /: Bodily gestures as well as voice are controlled, and the speech is relatively free from non-words such as "uh" and "uhm."

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 /: The style of the overall presentation engages the audience's interest and imagination and provokes further thought about the subject.

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 /: The use of vocabulary, articulation and visual aids are appropriate for the intended audience and purpose.



/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / : The duration of the presentation is approximately one hour (ten minutes for each speaker).

**TOTAL** \_\_\_\_\_ **SCALE: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59-0 = F**

**Scoring Guide for \_\_\_\_\_ Group Participation Grade  
COM 1109/ (PEER REVIEW)**

**Date:** \_\_\_\_\_ **Name of Reviewer:** \_\_\_\_\_

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / : Group member accomplished his/her share of the workload to enhance the overall group presentation and in-class activities for the group.

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / : Group member contributed ideas to the group consistently, throughout the semester, to enhance the learning process of other group members.

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / : Group member was prompt and present at each and every class meeting and when the group met outside of class.

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / : Group member communicated effectively with other group members and was functional in the role he or she played.

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / : Group member helped to create a positive communication climate for the rest of the group members.

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / : Group member was well-prepared for class and had read, reviewed and studied material before coming to class so that he or she could effectively carry out group discussion and various tasks.

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / : Group member was enthusiastic and easy to work with throughout the semester.

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / : Group member encouraged other group members to stay on task throughout the semester.

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / : Group member encouraged legitimate consensus for decisions made in the group.

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / : Group member was polite and courteous and did not dominate the group's discussion but let everyone else have a chance at contributing ideas.

**TOTAL** \_\_\_\_\_ **SCALE: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59-0 = F**



Please be aware that you will be required to achieve some of your tested knowledge gains by solely reading and studying individually or in groups outside of class. Because of time limits and the great quantity of relevant topic details, I am not able to address all chapter content and topics in detail in class. I will often use our time together to discuss, to reflect upon, to analyze and to supplement course material. One of the purposes of class time is to practice critical thinking skills as well as learning detailed information. Also, please note that all reading assignments may be changed through addition, deletion, or rearrangement. If there are any changes, I will give advanced warning; however, all activities as well as reading and speaking assignments must be completed by the dates indicated. Course schedule is subject to change. Course exercises and assignment relating to our Learning Community Theme will be integrated where appropriate.

### **WEEK ONE:**

**Thursday, August 16:** Brief overview and description of course. Students will have an opportunity to introduce themselves to the class. I will show part of the movie *Cast Away* to demonstrate the importance of human communication in a person's life. We will discuss the movie based on your first workbook assignment.

### **WEEK TWO:**

**Tuesday, August 21:** Read Chapter 1 of Trenholm: "The Communication Tradition," and read Chapter 1 of Phillips: "A Brief History of the Communication Discipline." We will discuss these chapters and other relevant materials. We will also engage in communication activities to give you an opportunity to apply the material.

**Thursday, August 23:** We will continue our discussion and engage in additional communication activities to give you an opportunity to apply the material. Groups will be assigned for Global Gaming Intercultural Group Project.

### **WEEK THREE:**

**Tuesday, August 28:** We will continue our discussion and engage in additional communication activities to give you an opportunity to apply the material.

**Thursday, August 30:** Read Chapter 7 of Trenholm: "Group Communication," and read Chapter 7 of Phillips: "The Importance of Effective Leadership and Group Dynamics." We will discuss these chapters and other relevant materials. We will engage in communication activities to give you an opportunity to apply the material.

### **WEEK FOUR:**

**Tuesday, September 4:** We will continue to discuss these chapters and engage in additional classroom activities. We will also discuss your Intercultural Speech Assignment listed on page 97 of *Human Communication in Context: A Workbook for the Introductory Course*.

**Thursday, September 6: Read Chapter 2 of Trenholm: “Definitions, Models, and Perspectives,” and read Chapter 2 of Phillips: “Definitions and Models of Communication.”** We will discuss these chapters and other relevant materials. We will also engage in communication activities to give you an opportunity to apply the material.

**WEEK FIVE:**

**Tuesday, September 11:** We will continue our discussion and engage in additional communication activities to give you an opportunity to apply the material.

**Thursday, September 13: Read Chapter 3 of Trenholm: “Decoding Messages: “Listening and Perception,” and read Chapter 3 of Phillips: “Perception and Decoding Messages.”** We will discuss these chapters and other relevant materials. We will also engage in communication activities to give you an opportunity to apply the material.

**WEEK SIX:**

**Tuesday, September 18:** We will continue our discussion and engage in additional communication activities to give you an opportunity to apply the material.

**Thursday, September 20:** We will continue our discussion and engage in additional communication activities to give you an opportunity to apply the material.

**We will also discuss Test 1.**

**WEEK SEVEN:**

**Tuesday, September 25: Test 1 over chapters 1, 2, 3, and 7.**

**Thursday, September 27: Read Chapter 4 of Trenholm: “Encoding Messages: Spoken Language” and read Chapter 4 of Phillips: “The Power of Language.”** We will discuss this chapter and other relevant materials. We will engage in communication activities to give you an opportunity to apply the material.

**WEEK EIGHT:**

**Tuesday, October 2:.** We will continue our discussion and engage in additional communication activities to give you an opportunity to apply the material.

**Thursday, October 4: Read Chapter 5 of Trenholm: “Encoding Messages: Non-verbal Communication,” and read Chapter 5 of Phillips: “The Communicative Value of Non-verbal Communication.”** We will discuss these chapters and other relevant materials. We will also engage in communication activities to give you an opportunity to apply the material.

**WEEK NINE:**

**Tuesday, October 9:** Read Chapter 6 of Trenholm: “Interpersonal Communication,” and read Chapter 6 of Phillips: “Communication and Interpersonal Relationships.” We will discuss these chapters and other relevant materials. We will also engage in communication activities to give you an opportunity to apply the material.

**Thursday, October 11:** We will continue our discussion and engage in additional communication activities to give you an opportunity to apply the material.

**WEEK TEN:**

**Tuesday, October 16:** Group One will give their Intercultural Presentation to the class We will continue our discussion and engage in additional communication activities to give you an opportunity to apply the material.

**Thursday, October 18:** Read Chapter 8 of Trenholm: “Organizational Communication,” and read Chapter 8 of Phillips: “Effective Organizational Communication.” We will engage in communication activities to give you an opportunity to apply the material.

**WEEK ELEVEN:**

**Tuesday, October 23:** Group Two will give their Intercultural Presentation to the class. We will continue our discussion and engage in additional communication activities to give you an opportunity to apply the material.

**Thursday, October 25:** We will continue our discussion and engage in additional communication activities to give you an opportunity to apply the material.  
**We will also discuss Test 2.**

**WEEK TWELVE:**

**Tuesday, October 30:** Test 2 over Chapters 4, 5, 6, and 8.

**Thursday, November 1:** Read Chapter 9 of Trenholm: “Public Communication,” and Chapter 10 of Trenholm: “Preparing and Presenting Public Speeches.” Read Chapter 9 of Phillips: “Beginning Public Speaking.” We will discuss these chapters and other relevant materials. We will also engage in communication activities to give you an opportunity to apply the material.

**WEEK THIRTEEN:**

**Tuesday, November 6:** Read Chapter 11 of Trenholm: “Communication and the Mass Media,” and read Chapter 10 of Phillips: Mass Communication. We will discuss these chapters and other relevant materials. We will also engage in communication activities to give you an opportunity to apply the material.

**Thursday, November 8: Group Three will Give their Intercultural Presentation to the Class** We will continue our discussion and engage in additional communication activities to give you an opportunity to apply the material.

**WEEK FOURTEEN:**

**Tuesday, November 13: Group Four will give their Intercultural Presentation to the class.** We will continue our discussion and engage in additional communication activities to give you an opportunity to apply the material.

**Thursday, November 15: Read Chapter 12 of Trenholm: “Intercultural Communication,” and read Chapter 11 of Phillips: “Intercultural Communication.”**

We will discuss these chapters and other relevant materials. We will also engage in communication activities to give you an opportunity to apply the material.

**WEEK FIFTEEN:**

**Tuesday, November 20: Group Five will give their Intercultural Presentation to the class.** We will continue our discussion and engage in additional communication activities to give you an opportunity to apply the material.

**Thursday, November 22: HAPPY THANKSGIVING!!!—NO CLASS**

**WEEK SIXTEEN:**

**Tuesday, November 27: Read Chapter 13 of Trenholm: “Methods of Discovery,” and read Chapter 12 of Phillips: “Basic Research Methods.”** We will discuss these chapters and other relevant materials. We will also engage in communication activities to give you an opportunity to apply the material.

**Thursday, November 29:** We will continue our discussion and engage in additional communication activities to give you an opportunity to apply the material.

**WEEK SEVENTEEN:**

**Tuesday, December 4: (LAST DAY OF CLASS):** We will review for the final examination.

**WEEK EIGHTEEN:**

**Tuesday, December 11: FINAL EXAMINATION (over chapters 9, 10, 11, 12 and 13):**  
**9:30 a.m.-11:30 a.m.**

