CST 105 - Introduction to Communication Studies (GRD)(SI)
The University of North Carolina at Greensboro
Department of Communication Studies

Fall 2016
We teach and research communication to connect people, create change, and work toward a just world.

COURSE NUMBER: CST 105
COURSE TITLE: Introduction to Communication Studies
CREDITS: 3:3
PREREQUISITES / COREQUISITES: None

FOR WHOM PLANNED:
All students

INSTRUCTOR INFORMATION: Varies by class

Basic Course Director Information
Dr. Jessica D. McCall
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Telephone: 336-334-5297 (dept.)
E-mail: jedelk@uncg.edu
Office Hours: Vary by semester
BULLETIN DESCRIPTION:
This course is designed to help students become competent communicators. Through various speaking opportunities students will learn to evaluate and construct clear and coherent arguments for diverse contexts. Through reflection and analysis, students will be introduced to the principles and basic skills necessary to build and sustain relationships in society. Digital recording will allow students to evaluate and enhance communication skills.

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, students will have met the expectations for a general course in Reasoning and Discourse. This course also provides learning opportunities related to the broader GEC Learning Goals and Speaking Intensive Goals.

LG1. Foundational Skills: Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies. [GRD, WI, SI, GLT, GFA, GPR, GHP, GMT, GNS, GSB, GL, GN]

GEC- Reasoning and Discourse: Students gain skills in intellectual discourse, including constructing cogent arguments, locating, synthesizing and analyzing documents, and writing and speaking clearly, coherently, and effectively.

SLO1: Critically evaluate written, oral, and/or visual arguments (LG1)

SLO2: Construct cogent, evidence-based arguments (LG1)

SI- Speaking Intensive: In a course in any subject, students receive instruction in an appropriate mode of oral communication (interpersonal or small group communication, or presentational speaking), and enhanced opportunities to practice improvement of oral communication skills.

SLO1: Students will be able to speak in genres appropriate to the disciplines(s) of the primary subject matter of the course.

Communication Studies SLOs (Inclusive of GRD, SI, and Critical Thinking):

- SLO: A- Create persuasive cogent evidence-based arguments for diverse contexts and audiences by effectively using logical reasoning and credible evidence.
- SLO: B- Demonstrate competent communication by identifying and applying ethical and social responsibilities.
- SLO: C- Assess communication skills and develop goals for continuous improvement
- SLO: D- Identify principles and skills necessary to build and sustain relationships in various contexts.
- SLO: E- Evaluate information before accepting or formulating an opinion or conclusion

TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:

Depending on the format and instructor, each class will work a little differently. The basic overview of each type of class is described below. Regardless of class format, students will be engaged in active and experiential learning through presentations, scenarios, dialogue. Exams and reflection prompts will be incorporated.

**Lecture (LEC)**

This class is taught three times a week, twice a week, or once a week. Individual instructors determine the overall format of the class. Classes incorporate lecture, class discussion, and class activities/assignments. All previously established guidelines and assignments will be followed.

**Large Lecture & Small Groups (LEC)**

This class combines both large lecture and small group discussion formats. Students will attend their small group class on Monday and Wednesday. In the small group class, you will be participating in activities to reinforce your learning, and practically apply your knowledge through speeches and projects. Friday you will attend your large lecture class. The large lecture course will help you to navigate your way through the text material. It is important to have read the assigned chapters for both the lecture and small group classes so that you will be able to participate in discussion and concept application. Additionally, reading and note taking will be important for your success with speeches and tests.

**Online (WEB)**

The WEB classes will still be capped at 25 students. The small class size will allow instructors and students an opportunity to build strong relationships and work together to improve oral competency via the web. Experienced instructors will teach the sections. All previously established guidelines and assignments will be followed. The class will be taught entirely online and students will not be required to meet on campus or physically with one another at any point.

**Hybrid- Online and Face-to-Face (WLC)**

The WLC classes will still be capped at 25 students. The small class size will allow instructors and students an opportunity to build strong relationships and work together to improve oral competency via the web and face-to-face interaction. All previously established guidelines and
assignments will be followed. The class will meet once a week in class and all other assignments will be completed and submitted via the online format.

EVALUATION AND GRADING:

Reflection Prompts (4-5 throughout the semester) (GRD SLO 1; SI SLO1; CST SLOs B,C,D,E)

1) Your answer should be 1.5-2 pages in length. Your instructor will evaluate your answer based on completion of the assignment and quality of the response. Please be sure to connect to text and lecture concepts as well as your own life experiences. Note: Not all CST 105 classes utilize these exact prompts; however most implement similar reflections and/or daily assignments that require students to apply course material to various life experiences.

2) Introductory Speech (GRD SLO 2, SI SLO 1; CST SLOs B,C,D)
Prepare and present a short speech (2-4 minutes) to explain your ideal self. Notecards are unnecessary since the subject is familiar, and showing the three items will help keep you on track. Practice your speech. This will help eliminate rambling. Know what you will say (and not say) about each item and the bag.

EVALUATION

Speeches will be constructively evaluated on vocal quality, posture, absence of verbal fillers, originality and depth of discussion, organization, and eye contact. The evaluation of this assignment will be essential to the success of subsequent speeches. The grade assigned will reflect perceived effort in relation to the evaluation criteria. Students will also be asked to evaluate their own performance and the performance of others.

3) Persuasive Speech Assignment (GRD SLOs 1 & 2; SI SLO 1; CST SLOs A,B,C,E)
This speech is designed to persuade the audience of a proposition of fact, value, or policy (see pp. 294-296 of the textbook). This assignment requires considerable research and skillful handling of the methods of persuasion. Choose an issue of significance, an issue or problem in which you believe. This speech gives you an opportunity to affect the attitudes and/or behavior of your audience. You will also be asked to evaluate the performance of others and yourself.

Time: 4-5 minutes
Visual Aid Required: Choose strategically
Sources: Minimum of 3 outside sources & a credible interview
Outline: Typed; Complete sentences; Correct outline format; Complete bibliography

EVALUATION CRITERIA
• Clear, specific purpose
• Clear thesis statement
• Complete, effective introduction
• Complete, effective conclusion
• Effective use of transitions
• Clear organizational pattern
• Main points clear and easy to follow
• Main points supported with sufficient evidence
• Oral citation of sources
• Support adapted to knowledge, needs, and interests of audience
• Sound reasoning (Logos)
• Appropriate use of emotional appeals (Pathos)
• Enhancement of credibility (Ethos)
• Effective use of language
• Effective use of voice
• Effective use of nonverbal/physical behaviors to enhance verbal message
• Fluency

4) Persuasive Roundtable Dialogue (GRD SLOs 1 & 2; SI SLO1; CST SLOs A,B,C,D,E)
ASSIGNMENT
This is a group assignment and it will ask you to meet all of the course SLOs. Your group will choose a communication issue or problem that you believe impacts our society. Your group will be responsible for developing a roundtable dialogue that coherently and thoroughly presents and explores arguments surrounding the topic. Class members will then be responsible for posing questions concerning the ideas presented. The group will work together to address questions and engage all in a persuasive dialogue.

Time: approximately 25 minutes
Sources: Minimum of 2 credible sources per participant.
Questions: Two critical questions to ask your roundtable. Think of possible holes in their arguments that you can ask them about.
Outline: Complete and Typed Outline of Group Dialogue

EVALUATION CRITERIA
• Clear, specific topic
• Clear thesis statements and coherent arguments
• Main points supported with sufficient evidence
• Oral citation of sources
• Support adapted to knowledge, needs, and interests of audience
• Sound reasoning (Logos)
• Appropriate use of emotional appeals (Pathos)
• Enhancement of credibility (Ethos)
• Effective use of language
• Effective use of voice
• Effective use of nonverbal/physical behaviors to enhance verbal message
• Fluency

5) Exams (SI SLO1; CST SLOs B & D)
Students will complete two-three exams in the course. These exams are NOT comprehensive, but instead focused on designated topics. They will measure cognitive skills and will focus on comprehension, application, and analysis.

Evaluation and Grading

This course combines theory and performance. Evaluation consists of both oral and written components.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Final Course Grade</th>
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<tbody>
<tr>
<td>Introductory Speech</td>
<td>5%</td>
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<tr>
<td>Persuasive Speech</td>
<td>20%</td>
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<tr>
<td>Dialogue/Debate</td>
<td>20%</td>
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<tr>
<td>Exams</td>
<td>30% (3 @ 10% each)</td>
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<tr>
<td>Reflection Prompts/ Additional</td>
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<tr>
<td>Assignments/Participation</td>
<td>25%</td>
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Grading Scale
A+ = 97-100%, A = 93-96%, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, D+ = 67-69%, D = 63-66%, D- = 60-62%, F = 59% or below

REQUIRED TEXTS/READINGS/REFERENCES:


Web access code for the course website (this can be found on the inside of your text cover). This will be used to upload and view student speeches.

TOPICAL OUTLINE CALENDAR:

<table>
<thead>
<tr>
<th>Class Meeting</th>
<th>Discussion/Lecture Topic</th>
<th>Reading &amp; Major Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Community Development and Course Overview</td>
<td>Be present!</td>
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<tr>
<td></td>
<td>Speaking Intensive</td>
<td>Speaking Intensive</td>
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<tr>
<td>Week</td>
<td>Activity</td>
<td>Assignment</td>
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<tr>
<td>Week 1</td>
<td>Questionnaire Overview of Ch. 1</td>
<td>Questionnaire Due</td>
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<td></td>
<td>Lecture: Foundations of Communication /Listening (Ch. 1 &amp; 4)</td>
<td>Read Ch. 1</td>
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<td>Read Ch. 4</td>
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<td>Week 2</td>
<td>MLK Day</td>
<td>No class</td>
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<td></td>
<td>Application of Ch. 1 &amp; 4 Discussion of Introductory Speech</td>
<td>Review Ch. 1 &amp; 4</td>
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<td></td>
<td>Lecture: Communicating Confidently and Competently /Self and Others: Identities and Cultures (Ch. 2 &amp; 3)</td>
<td>Review Ch. 2 &amp; 3</td>
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<tr>
<td>Week 3</td>
<td>Application of Ch. 2 &amp; 3</td>
<td>Read Ch. 2 &amp; 3</td>
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<td></td>
<td>Introductory Speeches</td>
<td>Introductory Speeches Due</td>
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<td></td>
<td>Lecture: Verbal Communication (ch.5)</td>
<td>Read Ch. 5</td>
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<td>Week 4</td>
<td>Introductory Speeches</td>
<td>Introductory Speeches Due</td>
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<td></td>
<td>Reflection on Speech Process/Goals</td>
<td>(Check with Instructor for Speaking Center and Self-Critique Due Dates)</td>
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<td></td>
<td>Application of Ch. 5</td>
<td>Review Ch. 5</td>
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<td></td>
<td>Lecture: Nonverbal Communication (Ch. 6)</td>
<td>Read Ch. 6</td>
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<td>Week 5</td>
<td>Application of Ch. 6</td>
<td>Review Ch. 6</td>
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<td></td>
<td>Review and Catch up</td>
<td>Review Ch. 1-6</td>
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<td></td>
<td>Exam #1 online due 47 hours after class (Ch.1-6)</td>
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<td>Lecture: Supporting your Ideas/Organizing and Outlining/ (Ch.8, 9)</td>
<td>Read Ch. 8,9</td>
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<tr>
<td>Week 6</td>
<td>Application of Ch. 8,9 (possible library day- Ch.7; survey due before session)</td>
<td>Review Ch. 8,9</td>
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<td></td>
<td>Application of Ch. 8,9</td>
<td>Review Ch. 8,9</td>
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| Week 7               | Application of Ch. 11 & 12  
(possible library day- Ch. 7; survey due before session) | Review Ch. 11 & 12 |
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<tr>
<td></td>
<td>Discussion and Application of Ch. 10</td>
<td>Read Ch. 10</td>
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<td></td>
<td>Lecture: Persuasive Presentations (Ch. 13)</td>
<td>Read Ch. 13</td>
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<tr>
<td>Week 8</td>
<td>Application of Ch. 13</td>
<td>Review Ch. 13</td>
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<td>Application of Ch. 13</td>
<td>Read Ch. 13</td>
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<td></td>
<td>Meet with Instructors to Plan Speeches</td>
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<td>Week 9</td>
<td>Persuasive Presentations</td>
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<td>Persuasive Presentations</td>
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<td>Meet with Instructors to Plan Speeches</td>
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<td>Week 10</td>
<td>Persuasive Presentations</td>
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<td>Persuasive Presentations</td>
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<td>Meet with Group to Plan for Final Project</td>
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<td>Week 11</td>
<td>Persuasive Presentations</td>
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<td>Review and Planning for Final Project</td>
<td>Exam #2 (online due 47 hours after class (ch.7-13))</td>
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<td>Lecture: Interpersonal Relationships (Ch. 14 &amp; 15)</td>
<td>Read: Ch. 14 &amp; 15</td>
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<td>Week 12</td>
<td>Application of Ch. 14</td>
<td>Read: Ch. 14</td>
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<td>Week 13</td>
<td>Application of 18</td>
<td>Read: Ch. 18</td>
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<td>Application of 19</td>
<td>Read: Ch. 19</td>
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<td>Review and Exam</td>
<td>Exam #3 (online due 47 hours after class (ch.14-19)</td>
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<td>Work with Groups on Final Projects</td>
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<td>Week 14</td>
<td>Roundtable Dialogues</td>
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<td>Roundtable Dialogues</td>
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<td></td>
<td>Roundtable Dialogues</td>
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<tr>
<td>Scheduled Exam Day</td>
<td>Roundtable Dialogues</td>
<td>All final materials due</td>
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ACADEMIC INTEGRITY POLICY:

Integrity and ethical conduct are important to your success at UNCG and in later life. Academic integrity is based on five values: honesty, trust, fairness, respect, and responsibility. As a member of the UNCG academic community, I expect you to know, understand, and uphold the Academic Integrity Policy. You should familiarize yourself with the Academic Integrity Policy by reading the material available at http://academicintegrity.uncg.edu/. The practice of academic integrity extends to all work for the course, including your service with a community partner. Every member of the class is expected to foster the spirit of academic honesty and respect at all times and to encourage that spirit among others.

ANY INFRACTION OF THE ACADEMIC INTEGRITY POLICY CAN RESULT IN AN AUTOMATIC "F" FOR THE COURSE (AT A MINIMUM).

Please include the following Academic Integrity Pledge on all public work (papers and presentation materials):

I have abided by the UNCG Academic Integrity Policy on this assignment.
Signature ______________ Date ______

Finally, selling class notes for commercial gain or purchasing such class notes in this or any other course at UNCG is a violation of the University’s Copyright Policy and of the Student Code of Conduct. Sharing notes for studying purposes, or borrowing notes to make up for absences, without commercial gain, are not violations.

Attendance Policy
Think about the work environment. In a full time position, you may have an average of 2-3 weeks of combined vacation and sick time. If you break this down, this is actually equal to less than one class absence. In the workplace, excessive absences do not usually allow you to advance in the company, earn a higher salary, or benefit greatly from the work experience. The classroom works the same way; if you are not present, you will not gain as much from the experience and your grade will reflect your absences. We want you to have a positive learning experience!

This course is participation-intensive, which requires regular attendance. There are no scheduled days for make-up exams or speeches and you may receive a ZERO if you are not present - regardless of the reason. Common illnesses, car trouble, work conflicts, lack of preparation, etc. are not excuses for absences and do not justify a make-up opportunity. If an EMERGENCY occurs (i.e. family death, extensive personal hospitalization) contact your instructor immediately (prior to the assignment deadline). You may be given the opportunity to make-up the assignment; however this will be up to the discretion of the instructor. Late points will be deducted and determined by the instructor. Do not plan to make-up the speech without having received special permission from the instructor. If granted, this make-up
appointment will be held outside of class and not attending this make-up appointment will result in an automatic ZERO.
Because you have class 3 days a week, you may miss a total of 3 classes, not coinciding with an exam or assigned speech, without a penalty. Beginning with the 4th absence two points will be subtracted from your overall average for each absence. (ex: If you earn an 88 in the course but miss 5 days, you can only earn an 84). If you miss 7 classes, you will be dropped from the course with an F.

Tardies
• Two tardies and/or early departures will count as one absence.
• You must be present for at least ¾ of the class to receive any credit for attendance.
• Please save your absences, tardies, and early departures for illnesses and emergencies. In a professional setting, you would be present at all times if at all possible.
• Any student who decides to drop the course must comply with institutional procedures in order to get a grade of “W”.

The attendance policy is for emergencies. Do not ask to be excused. Save the cuts without penalty for sickness and emergencies.

FINAL EXAMINATION: The course will require all students to be present during the final examination period. The time will be used for the final assignment, reflection, and assessment.

ADDITIONAL REQUIREMENTS:

What will I be expected to do on Speech Days?
You will prepare a formal typed outline for your instructor. The detailed, complete sentence outline will be a part of your speech grade. You will use note cards (speaking notes) during the presentation. Dress professionally. Your instructors will provide further information concerning outline formatting requirements and speech presentation requirements. To show respect to all students, you are expected to always be in attendance on speech days.

What are the expectations for submitting assignments?
Late papers and assignments will not be accepted. You will be expected to properly cite sources in your papers and speeches in APA format. If you have questions about citations, be sure to ask. Plagiarism will not be tolerated.

You are responsible for keeping up with all assignments regardless of presence. Ex: If you are sick on Monday, and an assignment was due on Monday- it is still due on Monday- not Wednesday. If you are sick on Monday and an assignment is given for Wednesday you are responsible for finding out what is due and turning it in on Wednesday. Many of the assignments will be submitted through the course website.
What does it mean to exhibit participation and professionalism?
This class is participation-intensive. Students should:
- Be prepared and ready to cooperate with others in the classroom.
- Be in class on time and stay the entire class. Be present in mind and body.
- Communicate your support for classmates when they give speeches by being present and attentive.
- Be respectful and listen to all others in the classroom.
- Be prepared and willing to speak or write in class by completing assignments before class.
- Respect the opinions of others. Listen to others.
- Practice ethical communication.
- Submit and present professional and appropriate assignments.
- Turn off and put away all cell phones, pagers, and IPods while class is in session. Do not answer the phone, read or check messages during the class. They are wonderful devices, but they should not be used during the class period. AKA: any device you are playing with or listening to creates a communication barrier between you and the sender / receiver.
- Appreciate the opportunities you will have to practice and improve your communication skills.
- Only use laptops/devices when necessary for notes or presentations. Otherwise, they should be put away.

What are the specific lecture requirements?
As you know, the lecture and small group environments are different. While respect and professionalism is expected during both, there are a few specific requirements for lecture participation:

1. Put away phones and other electronic devices that are not being used for note-taking. If you are using electronic devices for any reason other than lecture related material you may be asked to leave the class and will be counted absent.
2. Remain awake, focused, and engaged.
3. Answer lecture’s questions.
4. Ask the lecturer questions if you are confused or need clarification.
5. Take notes!
6. Be prepared to work in pairs or in small groups. You are expected to actively participate, even in large lecture!
7. Use clickers correctly/constructively, as this helps lecturer know whether or not you are understanding content.
8. Do not bring children or guests to large lectures.

What is a Speaking Intensive Course?
UNCG students are required to take two speaking-intensive courses. All sections of CST 105 are approved for speaking-intensive credit. The purpose of a speaking-intensive course is to help
you to “speak clearly, coherently, and effectively as well as to adapt modes of communication to one’s audience.” Because a speaking-intensive course focuses on learning through active engagement in oral communication, the class will be interactive. You will be encouraged to share ideas, argue viewpoints, and engage in meaningful discussion. Individual improvement is a key component in the course. You will learn to analyze and evaluate your skills and set goals for improvement. You will receive constructive feedback from your instructor and peers.

What is the University Speaking Center?
The University Speaking Center is designed to help you improve your oral communication skills. You have the opportunity to practice your individual or group presentations and to work with a trained consultant. To schedule an appointment, call (336) 256-1346. The Speaking Center is located at 3211 MHRA

Hours:
- Mon.-Thurs. 10am to 7pm
- Fri. 9am to noon
- Sun. 4pm to 8pm

What is the Office of Accessibility, Resources, and Services?
If you have specific recognized physical, medical, psychological/psychiatric, or learning disabilities that may require accommodations (see full list at http://ods.uncg.edu/student-services/registry-with-ods/), please contact the OARS Office (336.334.5440; Suite 215 EUC: http://ods.dept.uncg.edu/) to register and set up an accommodations system. It’s best that you inform me of your needs as early in the semester as possible, so that we can coordinate our efforts.

What is the Emergency Plan?
In the event that UNCG experiences an emergency that would not allow students on campus for an extended amount of time, or that your instructor is no longer able to physically attend class, your instructor may make changes and alterations to course content, assignments, submission dates, and requirements. When determining guidelines for this situation, we will focus on being flexible and accommodating while maintaining, as far as possible, the learning objectives and content integrity of classes. Instructions and syllabus changes will be posted to blackboard and will include where appropriate: discussion questions, notes, drop box instructions, and learning materials relevant to each class. The course will have a discussion forum available that can be used to complement and/or replace in class discussion. We will also be flexible for WI, SI, and SVL courses when all of the normal assignments cannot be fulfilled or completed. Additional research questions and tasks may be assigned to compensate for time and ability for students to engage in projects normally assigned in groups. It is extremely important to stay in contact (via email, etc.) with your instructor to await directions and guidelines if an emergency or change of plans should occur.

What should I do to succeed in this course?
- Attend all classes if at all possible.
• Remain open-minded to new ideas and be willing to apply material that you have learned.
• Read all assigned chapters, complete assignments, and study for tests.
• Always prepare for speeches by thoroughly researching, following speech guidelines, and practicing your presentation several times before performing in class.
• Remember that all of this information is applicable and will be helpful regardless of your future professional and/or personal goals- so embrace this opportunity and learn as much as you can.
• Remember that your lecturer and small group instructor are there to help you, so don’t be afraid to ask questions, visit them during office hours, and build strong professional relationships with them.