

CN 101: Introduction to Communication
Fall 2015
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Aquinas College

TEXTBOOK:

Edwards, A., Edwards, C., Wahl, S. T., & Myers, S. A. (2013). *The communication age: Connecting and engaging*. Los Angeles, CA: Sage.

MISSIONS:

Aquinas College is rooted in the Dominican tradition of prayer, study, community and service, combined with a deep respect for truth, honesty, and integrity. In this spirit, we strive to create an environment in which integrity is prized and practiced. We expect all community members to uphold these values through honesty, fairness, and respect for others.

The mission of the Communication Department is to provide a sound theoretical and practical curriculum in human communication which will foster understanding, appreciation and practice of communication in various contexts, prepare students for professional/citizenship endeavors, and equip students for life-long learning.

DEPARTMENTAL STUDENT LEARNING OUTCOMES:

- Produce theoretically-informed competent communication in multiple contexts (e.g., interpersonal, public, group, organizational).
- Evaluate communication competency in multiple contexts (e.g., interpersonal, public, group, organizational).
- Analyze scholarly communication literature and contemporary texts.

CN 101 COURSE OBJECTIVES:

(Theory and methods of intrapersonal, interpersonal, small group, organizational, public, intercultural, and mass communication.)

The Basics

- The Communication Model
- Define the universals of communication; sender, receiver, message, channel, feedback, noise/interference.
- Diagram the model of communication and label the parts.
- Define the term communication.
- Explain the principles of communication; human communication, process, intent.
- Describe the influence of the historical development of the discipline on current disciplinary trends and issues.

Perception

- Define perception
- Explain the stages in the perception process
- Explain how person perception differs from object perception.
- Explain how the perception process relates to human communication; filters/biases, accuracy, effects.

Listening

- Explain the paradox between learning and doing listening and reading, writing, and speaking.
- Distinguish between listening and hearing.
- Make an argument for the necessity of good listening skills.
- Explain the steps in the listening process.
- Distinguish among the types of listening.
- List the goals for each type of listening.
- Explain the skills that are needed in each type of listening.
- Explain the barriers to effective listening.
- Provide examples of the barriers to effective listening
- Explain the strategies for addressing each of the barriers to effective listening.

Verbal Communication

- Explain how verbal communication is symbolic.
- Explain what is meant by verbal communication as arbitrary and/or the statement “The word is not the thing.”
- Distinguish between denotative and connotative meaning.
- Summarize the Sapir-Whorf hypothesis or linguistic determinism.
- Explain the process of creating shared meaning.
- List the barriers to language.
- Identify examples of the barriers to language.
- Identify strategies to address each of the barriers to language.
- Explain the concept of metacommunication.

Nonverbal Communication

- Identify the defining characteristics of nonverbal communication; e.g., culture, rules
- Specify the ways in which nonverbal communication functions with verbal communication; contradict, repeat, accent
- Explain the relative weight given to verbal and nonverbal communication.
- Specify which kinds of information are better conveyed by nonverbal communication and which kinds of information are better conveyed by verbal communication.
- Identify the major categories of nonverbal communication and the functions that are served by each; using eye contact/kinesics to display interest or space/proxemics to demonstrate power.

Interpersonal Communication

- Define the interpersonal context
- Define interpersonal communication
- Distinguish between the dyadic/situational and developmental views of interpersonal communication.
- Identify each of the stages in relational development
- Identify the communication skills that are needed and/or typical for each stage of relational development.
- Explain the major theories, principles and skills that contribute to effective interpersonal communication.

- Explain the major theories, principles and skills that contribute to ineffective interpersonal communication.
- Identify examples of effective and ineffective interpersonal communication.
- Identify strategies for improving ineffective interpersonal communication.
- Define interpersonal conflict.
- Explain the views, skills, and strategies that make conflict a productive element of relationships.
- Explain the views, skills, and strategies that make conflict an unproductive element of relationships.
- Define self-disclosure.
- Present the guidelines for appropriate self disclosure.
- Present the guidelines for appropriately responding to self disclosure.
- Distinguish between complementary and symmetrical relationships.
- Distinguish between content and relational meaning.

Small Group Communication

- Explain the defining characteristics of a small group.
- List each of the essential steps in the problem solving/decision making model.
- Explain the symptoms and cures for problem-solving issues group think, risky shift, cohesion.
- Differentiate between the techniques of decision making; consensus, majority vote.
- Describe each of the stages of group development.
- Distinguish between leader and leadership.
- Describe the typical roles that occur in groups.

Organizational Communication

- Understand the purpose of studying organizational communication.
- Explain the focus of the major theoretical approaches to organizational communication.
- Apply the major theoretical approaches to organizations.
- Distinguish between formal and informal (grapevine) communication.
- Identify the characteristics of formal and informal communication.
- Identify the functions of upward, downward, and horizontal communication.
- Identify the communication problems inherent in upward, downward, and horizontal communication.
- Distinguish between the approaches to leadership.
- Distinguish between the power bases.

Public Speaking

- Understand the nature of communication apprehension.
- Identify strategies to deal with communication apprehension.
- Conduct and analyze an audience.
- Make appropriate adjustments to the presentation on the basis of the audience analysis.
- Distinguish between informational, persuasive, and ceremonial speeches.
- Create a full sentence preparation outline with appropriate structural features.
- Create effective introductions, conclusions and transitions.

- Choose an appropriate organizational pattern for main points.
- Identify appropriate support material.
- Demonstrate appropriate citation of sources.
- Make appropriate language choices.
- Create an effective keyword outline.
- Recognize the aspects of effective delivery.
- Use the fundamentals of effective delivery in presentations
- Select and create effective audiovisual aids.
- Develop an awareness of personal presentation style.
- Develop an awareness of personal strengths and weaknesses in presentation content and delivery.
- Provide constructive and useful feedback on presentation content and delivery for self and others.
- Become aware of ethical issues in topic choice, strategies, etc.

Mass Communication

- Explain the components of the communication model as they apply to the mass media.
- Explain the focus of the major theoretical approaches to mass communication.
- Identify the current trends in the major types of the mass media.
- Identify the communication functions of the mass media
- Explain the ethical issues and responsibilities in mass media and communication.
- Explain the scope of media consumption.
- Explain the perception issues involved in mass media.

Intercultural Communication

- Explain the purpose of studying intercultural communication.
- Distinguish between culture, co-culture, and intercultural.
- Distinguish between acculturation and enculturation.
- Explain the barriers to intercultural communication; stereotyping, ethnocentrism
- Identify strategies to improve intercultural communication.
- Explain the focus intercultural theories; high- and low- context, individualistic and collectivistic.
- Apply the intercultural theories to various cultures.
- Describe the stages of culture shock.
- Become aware of how communication affects culture shock.
- Explain reverse culture shock.

GENERAL EDUCATION PROGRAM LEARNING OUTCOMES

- Read critically and formulate relevant conclusions (critical thinking)
- Demonstrate proficiency in communication (writing, speaking, reading, listening, presentation skills)

COURSE REQUIREMENTS:

TESTS: The tests are designed to be challenging, yet fair. You must study in order to do well (A or B) on them. The first test will include all types of questions with the exception of essays.

There will be 50 questions, each worth two points. Look over the review sheet, however, do not rely *only* on the review guide. The second test will be a take-home test. Therefore, it will be essay. Neither of the exams will be comprehensive. Both will include information from the textbook and from class discussion. Unless I tell you, you are responsible for all information in the textbook whether it is covered in class or not. Each test will be worth 15% of your class grade. (30%)

FINAL EXAM: This test will be the same format as the other two tests. The only exception is that it will be somewhat comprehensive. (15%)

SPEECH: Everyone will deliver one graded speech. It will be either a "How To" (Demonstration) or a "Persuasive" speech. I will give you a handout indicating the class speaking order. The speech will be timed and should be between four and six minutes. Although no topic is off-limits, if you have a question about the suitability of a topic, come and talk to me. You will turn in a speech preparation outline and speaker's notes. The speech will be worth 15% of your grade. (15%)

ATTENDANCE/ PARTICIPATION: These two areas go hand-in-hand. Therefore, if you do not regularly attend, do not expect high participation points. Don't ever let your eyes shut, talk throughout class, or do other work (which includes emailing and texting) while we are having class and still expect a high participation grade. This is the easiest portion of your grade to control - especially in a Communication course. I will frequently ask for volunteers or for your opinion about a topic. Paying attention counts as mental participation. Attendance is 10% of your grade, and participation is 5% of your grade. (15%)

INTERPERSONAL ANALYSIS PAPER: You will select one dyad/pair and prepare an analysis that describes their communication throughout their relationship. You may not be one of the people in the dyad. (I would avoid using young children as subjects for your analysis.) You are to gain information about their communication through interviews and direct observation. I will give you a sheet that specifically describes the communication/relational areas that I want you to examine. However, start thinking of a pair now. You will include information from the textbook and lecture in your paper. There is no length requirement for this paper. (25%)

TENTATIVE SCHEDULE:

<u>WEEK</u>	<u>TASK</u>
1	Course Overview Chapter 1
2	Chapter 1 Speaker Order Provided
3	Chapter 2

4	Chapter 2 Chapter 3
5	Chapter 4
6	Chapter 4 Chapter 5
7	Chapter 5 Test 1 Review Guide Test 1
8	Chapter 7 Return Test 1 Receive Paper Assignment
9	Chapter 7 Conflict
10	Chapters 11-13 Chapters 14-16
11	Public Speaking Anxiety Speeches Test 2 Review Guide
12	Speeches
13	Test 2 Return Speeches
14	Chapters 8 & 9 Return Test 2
15	Chapter 10 & Mass Media Chapter 6 & Ethics
16	Final Exam Analysis Paper Due by 5:00p.m.