



Course Syllabus

Fall 2018

Communication Arts Dept. (Communication Studies)
Fund of Communication (A) - 94715 - CMNS 101 - 6E1
Wednesdays
11:15am-2pm

Instructor Information

Instructor: Khadijah Ali-Coleman, M.A.
Email: khali1@morgan.edu

Course Summary

CMNS 101– 3 credits - Fundamentals of Communication introduces the study of human communication. Students develop an understanding of the theoretical principles of verbal and nonverbal interaction by analyzing and/or applying these principles in a variety of communication contexts and with communicators from diverse backgrounds. Areas of study include intrapersonal, interpersonal, intercultural, small group, and public speaking. This course is a required course in the Communication Studies and Mass Communication transfer patterns. This course is an approved General Education course in the Arts and Humanities-Communication category. Please refer to the current CCBC Catalog for General Education course criteria and outcomes.

Prerequisites: ENGL 052 and RDNG 052 or ESOL 052 or ACLT 052

- A. **Student Out of Class Work Expectations:** *This is a three credit course. You are expected to complete **at least six hours of work per week outside** of the class including reading, class preparation, homework, studying, etc.*
- B. Main textbook: Adler, R. B., Rodman, G. & du Pre, A. (2014). *Understanding human communication*. (13th ed) New York: Oxford University Press.
Understanding Human Communication Textbook Student Companion website - <https://arc2.oup-arc.com/access/adler-uhc-13e-student-resources>

If you are dropped from this course at any time, you must report to the NEXUS coordinator immediately and cannot return to class without authorization. Students can check their registration by viewing their schedule in SIMON.

If you require accommodations, you must provide your professor documentation from the CCBC Disability Support Services Office prior to the second week of classes.

“For college wide syllabus policies such as the Code of Conduct related to Academic Integrity and Classroom Behavior or the Audit/Withdrawal policy, please go to the Syllabus Tab on the MyCCBC page.”

https://myccbc.ccbcmd.edu/_layouts/login3.aspx?ReturnUrl=%2f_layouts%2fAuthenticate.aspx%3fSource%3d%252f&Source=%2f

Course Related Concerns

At any time you have a concern regarding this course, contact your instructor immediately first to discuss. If you have concerns that you would like help articulating, alert your NEXUS coordinator. We take your concerns seriously.

Course Objectives

Upon completion of this course students will be able to:

- explain the components and nature of the communication process;
- demonstrate effective verbal and nonverbal techniques in a variety of settings;
- apply skills in audiences analysis within a range of settings;
- compose message content suitable for diverse receivers in a range of settings;
- demonstrate critical thinking in researching, organizing and presenting information;
- apply strategies to reduce communication apprehension;
- demonstrate skills in active listening and responding;
- explain the impact of language on communication;
- analyze how intrapersonal communication, self-concept, and perception of others develop and affect human communication;
- employ appropriate technology in the design and delivery of messages in various formats;
- analyze the variables that influence interaction in communication, including culture, gender, nonverbal settings, and symbols;
- apply effective communication techniques to relationship development and maintenance;
- demonstrate collaborative skills in achieving group goals;
- apply appropriate conflict resolution skills; and
- identify factors that constitute ethical and unethical communication in a variety of contexts and audiences, including family, social, school, speech audiences, career environments, and diverse populations.

Course Supplies

This class requires a pen and paper for in-class activities. Students need to purchase index cards to make flash cards, and a folder or notebook to hold assignments. Phones and laptops may be used for in-class activities as well. However, phones and laptops are not to be used during class unless authorized by the instructor. The textbook is required. For homework assignments, students must also have access to an internet-connected computer for access to Blackboard, for internet research and email communication.

Attendance Policy

Students lose 5 points for each unexcused absence. Absences excused on a case by case basis and typically based on what type of formal documentation a student has to verify their emergency.

The instructor **will not accept late work** unless for excused absences with medical documentation or other approved emergency situations. This is determined case by case.

If the student can provide documentation for an absence and it is deemed excusable, the instructor will make the effort to work with the student to make-up any missed work; however, documentation is expected within a week of the student's return to class.

Late Arrivals/Early Departures/Other Classroom Breaks will first result in a verbal warning. Subsequent late arrival/early departure/other disruptive classroom break will result in 5 point deduction and conference. Show up on time.

Other Course Policies

1. ***Class participation:*** Students must take an active part to participate in class discussions, activities, and exercises.
2. ***Submission of Assignments:*** All assignments (other than in-class assignments) should be typewritten/computer-generated. Handwritten papers (other than those done in class) will not be accepted. Papers should be 12 pt font, preferably Tahoma, Times Roman, or something comparable. All papers must be double-spaced and include a heading that lists your name, the date, your CRN and the assignment's name/number. Points will be taken off for papers that are not handed in in this format.
3. ***Behavioral Standards:*** It is expected that all students respect the classroom. The following behaviors will not be tolerated and will result in dismissal from the course and immediate expulsion from the classroom with campus police and the Dean of Students immediately contacted:
 - a. Profanity directed toward the instructor and other students in derogatory and harassing manner;
 - b. Threats made towards the instructor and/or fellow students;
 - c. Weapons brought into the classroom'
 - d. Violent physical behavior, including hitting, pushing or unwanted touching.
4. ***Blackboard:*** It is expected that each student familiarizes themselves with Blackboard to access course documents and announcements posted. While some grades may be posted

on Blackboard, all grades may not be. It is the student's responsibility to read all messages posted on Blackboard.

5. **Electronic Devices:** Cell phones, iPads, laptops and other electronic devices are not to be used in the classroom as telephones, texting, or music devices. Absolutely no texting, web surfing, or telephone calls during class. Laptops and tablets can be used for note-taking and recording of class lecture only.
6. **Plagiarism:** Copying a published article or speech for an oral assignment or written assignment; purchasing a paper or copying another student's paper or test answers is forbidden and will result in failure of the class and referral to the Dean of Students.
7. **Children in Classroom:** Students who are parents and can not find childcare during class time are allowed to bring their children to class. Please alert your instructor prior to the start of class to discuss logistics.

Grading Scheme

Class work breakdown

Assignments and Participation	Points:
Homework	45
Group Presentations	20
Ignite Speech	10
Cultural Paper	10
Quiz	5
Participation	5
Attendance	5
Total	100

Final Grading Scale in Points

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 50-59

Morgan State University NEXUS Program Student Services

Academic Support Services

Academic Achievement Center
Center for Academic Success and Achievement (CASA)
Communications Building
Suite 107
443-885-3380
<http://www.morgan.edu/casa>

University Writing Center
Earl S. Richardson Library
Room 101
writingcenter@morgan.edu
*The writing lab takes appointments.
<http://www.morgan.edu/writingcenter>

Student Support Services

Disability Support Services
Student Services Center
443-840-1741
<http://www.cbcmd.edu/Resources-for-Students/Disability-Programs-and-Services.aspx>
*All DSS accommodations are provided CCBC. Please contact Ivori Lipscomb-Warren for more information about obtaining accommodations at the start of the semester.

Health Center
443-885-3236
<http://morgan.edu/healthservices>
*Hours of operation: Monday-Friday 8:00 a.m. – 3:45 p.m.

Counseling Center
Carter Grant Wilson, Room 202
443-885-3130
<http://morgan.edu/counselingcenter>
*Walk-in Hours: Monday-Friday 10:00 a.m. – 3:00 p.m.
** <http://www.transitionyear.org/> this is a helpful website to address common issues that first year students experience

Technology Assistance for Morgan State University (OIT)
443-885-4357 or service.desk@morgan.edu

Technology Assistance for myCCBC web portal
HELP Desk: 443-840-HELP (press 4)
*Select IT Helpdesk for online support

A few more important things to note about the NEXUS Program:

Progress grades are reviewed and final grades will be used to determine if students will be allowed to register for spring classes based on meeting the transition criteria. To review, in order to transition after the second semester, students need to:

- Completion of at least 24 credit hours, including developmental coursework;
- Earn a 2.0 or better cumulative program grade point average (GPA); and
- Earn a minimum of a C in each course – including developmental courses.

Developmental coursework will be used only for the purposes of granting admission to MSU; developmental coursework shall not transfer to MSU nor shall it be included on MSU academic records nor apply toward any certificate or degree at MSU.

Your official transition status will be dependent on final grades which will be available over winter break.

You will use your myCCBC portal to do the following:

- Login to BlackBoard if required by your CCBC instructor;
- Login to SIMON to view your CCBC tuition bill; view your grades; and view your financial aid;
- Access your CCBC email account if required by your CCBC instructor (inquire how to have CCBC email forwarded to MSU email account)

In order to drop a course, you must schedule a meeting with Ivori Lipscomb-Warren prior to the drop date. At no point in the program can a student fall below 12 credits.

- Last day to drop a class for a 50% refund: February 15th
- Last day to drop a class: April 8th

School Closing Policy

General school closings for emergency or weather related issues are communicated to students via the CCBC website, www.ccbcmd.edu, as well as through the local media. Sign up for Campus Alert to automatically receive notifications regarding school closing. In all, it's the easiest way to stay informed about any emergencies that may impact the college. If an emergency notice needed to be sent, Public Safety will send you a text message; call your phones (home, work, or cell as you designate); and email you regarding any important messages.

You can sign up online at www.ccbcmd.edu/campusalert. There is no fee to sign up for the Campus Alert service; however, standard text message and mobile voice rates will apply, depending on your service agreement with your mobile carrier.

Course Schedule

Week 1: JANUARY 23, 2019

Review of Syllabus/Course Intro | Survey | 3 Types of Messages

Homework #1- (1) Print your syllabus and review. (2) Sign the last page and return to instructor. (3) Read Chapter 1 and write a one-page summary of what you read, including what you learned that you hadn't known before. Include a personal experience that is relevant to what you learned in chapter one. Be prepared to share your essay in class. (4) Use your index cards to make flash cards of the words that were new to you and bring them to class. Due JANUARY 30, 2019

8 Components of Communication | Self, Perception and Communication

Homework #2: *(1) Read Chapters 2. Write a one-page summary of what you have read, including what you learned that you hadn't known before. Include a personal experience that is relevant to what you learned in chapter two. Be prepared to share your essay in class. (2) Use your index cards to make flash cards of the words that were new to you and bring them to class. Due JANUARY 30, 2019

Week 2: JANUARY 30, 2019

5 Responses to Conflict

Homework #3: (1) Read Chapters 8-9. Read Chapter 8 and identify your most common response to conflict and what you have learned that you did not know about conflict resolution from reading the chapter. Also, include in your essay what type of role you typically play in a group based on the roles described in Chapter 9. How can you improve your group experience? Essay should be minimum one page and no longer than two pages. DUE FEBRUARY 6, 2019

Explanation of Group Assignment #1 | Check-list for Choosing Group Mates

Homework #4: Write a list of at least TEN questions and no more than 20 questions that you would like to know about a potential group member for the upcoming group assignment. DUE FEBRUARY 6, 2019

Week 3: FEBRUARY 6, 2019

Choosing Groups and Topics for First Group Assignment (GROUP PRESENTATIONS ARE FEB. 20th)

Homework #4: Meet with your group either in person, by telephone or virtually to establish a group planning schedule until the assignment is due. After establishing a group planning schedule, write a one-page essay and indicate the strengths you think you will bring to the group and identify a strength you have perceived in your other group members. DUE FEBRUARY 13, 2019

Group Planning Time | Listening, Feedback & Processing

Week 4: FEBRUARY 13, 2019

Organizing your ideas with an outline for an informative speech

Group Planning Time

Homework #5: (1) Read Chapters 5 & 6 in your textbook. One-page essay sharing your group planning time this week. Refer to your earlier readings and apply terms to the dynamics found in your group. Explain how your group came up with a group topic and who emerged as the leader in your group during this group planning day. What was your role? Will you be working on improving or changing your role in this group? (2) Attach to your essay a timeline of when your group has scheduled meet-ups and when you plan to complete preparation of your presentation. Everyone in the group must have the same timeline. DUE FEBRUARY 20, 2019

Week 5: FEBRUARY 20, 2019

Group Presentations

Homework #6: Write a one to two-page essay on the presentation that you thought was the best one (not including your group). Explain what made the presentation a strong presentation. Was the purpose and thesis clear? Were the main points presented well? Do you know more about the department or service they talked about now than you did before? Be prepared to share in class. DUE FEBRUARY 27, 2019

Homework #7: Write a two-page essay of your group experience working on the PSA. What did you learn about yourself working with this group? What are some things you

wish you could have done differently? Be prepared to share in class. DUE FEBRUARY 27, 2019

Week 6: FEBRUARY 27, 2019

Processing the Group Experience

Review for Midterm

Week 7: MARCH 6, 2019

Mid-Term

Homework #8: Watch 3 of the Ignite Speeches posted on Blackboard and write an evaluation on your favorite Ignite Speech you watched. DUE MARCH 20, 2019

Week 8: MARCH 13, 2019

SPRING BREAK- NO CLASS

Week 9: MARCH 20, 2019

The Ignite Speech Assignment Q & A

Outlining an Ignite Speech

Ignite Speeches In-Class Peer Review of Outlines

Visual Aids

Homework #9: Outline your Ignite Speech and write your speech. Turn in your outline before presenting your speech. Your outline is a homework assignment. The speech is a speech grade. Your speech will be presented and your outline will be due on MARCH 27, 2019

Week 10: MARCH 27, 2019

Feedback on Ignite Speeches

Week 11: APRIL 3, 2019

Interpersonal Relationships | Pairing Up

PAIR PRESENTATIONS ARE PRESENTED TO THE CLASS ON APRIL 10TH!

Week 12: APRIL 10, 2019

Pair Presentations | Discussions

Review of Chapter 7

Week 13: APRIL 17, 2019

Class Quiz on Chapter 7

Week 14: APRIL 24, 2019

Culture Reflection Final Paper Explained

****Culture Reflection Final Paper Due MAY 8****

Week 15: MAY 1, 2019

TOPIC TO BE ANNOUNCED

Week 16: MAY 8, 2019

Individual One on Ones AND turn in final paper

Name: _____

I have read my syllabus for CMNS 101 with Khadijah Ali-Coleman. My signature below indicates that I have read it in its entirety and asked my instructor via email or in person regarding anything I did not understand in the syllabus.

Signature:

Date: