Welcome!
This course is designed to provide you with a broader understanding of how we’re communicating in today’s society. We’ll examine various cultural contexts and review the potential effects of our interpersonal and multi-mediated social interactions, gaining skills in critical analysis and evaluation of how to effectively communicate as productive and ethical social beings. You’ll gain knowledge about interpersonal, mediated, and intercultural communication, along with learning some of the human interaction theories and research methods that underlie our current social venues.

Required Course Materials:
• Additional readings available on Blackboard

Course Objectives:
Students who successfully complete COM 100 will be able to:
1. Speak and write coherently about key points in the historical development of the discipline of communication studies
2. Identify and use essential resources for locating scholarship that is relevant to communication
3. Discuss and apply important concepts associated with communication research methods
4. Discuss and apply major theories associated with the communication discipline
5. Relate the discipline of communication studies to the liberal arts tradition of Rollins
6. Make informed choices regarding the concentrations available within the Communication Studies major
7. Identify and discuss key issues for the future of the discipline of communication studies
8. Give effective oral presentations based on scholarly research

Course Assessments and Grading Policy
Students will be graded on classroom presentations, discussion posts, examinations, and other assignments and exercises, as represented below:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>15%</td>
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<tr>
<td>Exam 2</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 3 (Final Examination)</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Board Posts/Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Review of Cultural Artifact</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project</td>
<td>20%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>
The following grade scale will be used in this course:

- 94-100: A
- 90-93: A-
- 87-89: B+
- 83-86: B
- 80-82: B-
- 77-79: C+
- 73-76: C
- 70-72: C-
- 67-69: D+
- 63-66: D
- 60-62: D-
- 59 or below: F

Attendance & Professionalism Policy:
Prompt & consistent attendance is essential. After all, if you’re not here, you’re not participating! I anticipate that you’ll be willingly and creatively engaged with the material, bringing your insights into the discussions and respectively listening to the viewpoints of others in the room. Be thoughtful, active, and professional as a participant and we’ll all benefit!
Please do not use your personal devices to play in class, as that will distract me and your classmates, unless, of course, you want to share the posts with everyone. However, I certainly accept and anticipate that you’ll use laptops (maybe even phones) for class note-taking or perhaps to look up information for our discussion and/or group work.

I’ll take attendance every day (at least until I learn your names). Your first two (2) unexcused absences will have no impact on your grade. For each absence after the 2nd one, you will lose three (3) percentage points from your final average for the course, to a maximum of -12 percentage points. This could have a substantial effect on your GPA.

Other than those noted above, there are no excused absences in this course except for those supported by official Rollins College documentation, such as absences due to participation in official school events. Students should provide this documentation to the instructor at the first available opportunity. Students who cannot attend classes for a sustained period of time (one week or more) due to serious illness or personal crisis should present documentation regarding the situation to the Office of Student Affairs in Chase Hall. Students should contact the instructor immediately if they are unable to attend class. Students lacking appropriate documentation may not be allowed to complete the missed course requirements, especially a scheduled exam.

Credit Hour Statement:
This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations involve substantive library and original research on written projects, development of visual aids and significant practice in delivering an oral presentation using those materials, writing well-stated & researched responses to Discussion Board posts, and keeping up with assigned readings to be able to participate in class discussions and perform well on examinations.

ASSIGNMENTS:
Discussion Board:
I will post six (6) prompts on the Blackboard Discussion Board (DB) that require your response in a timely matter. Refer to the syllabus for the weeks we’ll be on the DB. You must post at least twice in response to the weekly prompt, using a minimum of two sources with correct citations to support your comments. You
can respond to two other students instead of directly to me. The textbook may serve as one of the sources, using topical information from the assigned readings.

The weekly DB discussion will close on the Saturday of that week, so if you don’t post at least twice by that time, you will receive a “0” grade for that Discussion. These posts require you to reflect on course readings, other class discussions and social issues pertinent to our weekly topics. The best case scenario is that you post early in the week, demonstrating your commitment to engaging in the weekly topic.

Cultural Artifact Application and Review:
This application example is where you identify an image or symbol in society that has specific meaning and representation for a communications perspective that you find interesting or particularly relevant. Find a cultural artifact that reflects something you’re interested in (for example, a videotape of a television show or a commercial, a section of the newspaper, pages from a popular magazine, a print ad, clips from a current movie, blog excerpts, Internet ads, etc.). Be sure to check the textbook website for ideas about social symbolism and interaction if you need more clarification.

To help you get started, think of a symbol that you find very powerful and consider the emotion that it arouses in you. How did this symbol come to have this meaning for you? Did media messages or interactions with other people influence you? This is an opportunity for you to evaluate how symbols connote social meaning through a variety of sensory & interactive forums that impact you.

Examinations:
The three exams will evaluate your understanding of key concepts and terminology from readings, lectures, and class discussions. Keep up with assigned class readings and attend class lectures and discussions. Examinations may be made up only at the instructor’s discretion.

Final Project: This project gives you an opportunity to research and present information about a specific area in the wide field of communications that you want to pursue (including the department majors of organizational communication and leadership, public relations, & health communication). You will research existing data in the specific field and conduct original research in one of these areas, write up your findings, and then present your findings in some multi-media format pertinent to the field you’ve chosen. Please retain the written portion of this assignment until you complete COM 480: Senior Seminar.

Formatting
Follow the format guidelines given below for ALL written work. I recommend you work with the Writing Center if you’re not feeling confident in your work. This is an excellent resource!

All papers will be submitted electronically on Blackboard. Specifically, requirements for assignments submitted on Blackboard include:

1. Double-spaced and in a 12-point Arial or Times New Roman font.
1. Your name, the course number, and the date must be at the top of the first page
2. Each page after the first should have your last name and the page # at the top
3. All work should be proofread for grammar and spelling
4. Failure to document the sources of your research may result in plagiarism charges, which will result in severe academic penalties. Students should consult an approved style guide such APA to insure their work is properly documented. When in doubt, cite your sources!
DEPARTMENTAL ASSESSMENT PROCESS

Rollins College is strongly committed to creating and maintaining a culture of evidence-based continuous improvement. The Department of Communication’s assessment initiative is designed to help answer the essential questions of the learner-centered college: Are our students learning? How do we know they are learning? How does what we know allow us to improve learning? Your participation in this program is essential to quality assessment and program improvement. As part of this course, you will be asked to participate in a knowledge and skills assessment. Your participation in the assessment process is part of your course grade, but your performance on them is not. We sincerely appreciate your participation in developing and improving the Communication Studies courses.

All students are required to retain the assignments they have submitted to all COM classes. The Department recommends that you submit all files to Foliotek.

Course and Instructor Evaluation:
At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process. The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student’s comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams. Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.

Grading Criteria for Written Assignments
An “A” paper addresses the assignment carefully and thoughtfully, and then goes beyond this to say something original. It demonstrates critical thinking and deep reflection that is clearly outstanding. It is grammatically and structurally strong and shows a writer who has taken time to construct a solid piece of writing with an obvious interest in learning something about themselves through sincere analysis.

A “B” paper addresses the assignment and shows a good approach to the topic. This paper is above average from the typical paper because it demonstrates complete understanding of the purpose of the assignment, or a complete understanding of the topic. The paper adheres to good writing principles both grammatically and structurally, and the reader is able to clearly understand what the author intends to convey.

A “C” paper addresses the assignment but does not go beyond it in any significant way. It is the represents the minimum amount of effort that still completes the work. It may lack a clear structure and critical thinking. There may be some grammatical and structural problems with the writing style.

A “D” paper may somewhat address the assignment but seems to miss its essential point or go off on tangents. The paper lacks clear structure, critical thinking, and an organized format. It is difficult for the reader to understand the writer’s key points or position on the topic.

An “F” paper does not address the assignment. It reveals a lack of understanding or poor planning reflecting a serious lack of preparation, effort, and understanding of the assignment.
Extra Credit
Students who wish to earn extra credit in this course may do so either by attending on-campus events related to communication studies or by writing extra credit essays. Students may earn no more than three percentage points of extra credit throughout the semester. For example, a student with an 78 final average (a “C+”) who hands in three appropriate extra credit essays will improve his/her final average to 81 (an “B-”).

THE ACADEMIC HONOR CODE
Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. The following pledge is a binding commitment by the students of Rollins College: The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature: “On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.” Material submitted electronically should contain the pledge; submission implies signing the pledge.

Disability Statement:
Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2764) 1000 Holt Ave., Winter Park, FL, 37289 or email or call the Director of Disability Services, Grace Moskola at 407-975-6463, gmoskola@rollins.edu.

COM 100-2: Introduction to Communication Studies (Angell)
SPRING 2016 CLASS SCHEDULE (MWF 11-11:50am)

January 13, 15      Introduction to the course: policies & objectives
                    Chapter 1: Overview

January 20, 22      Histories of Communication: Chapter 2*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>February 1-5</td>
<td>Verbal Communication: Chapter 4*</td>
<td>Discussion Board post #2 (due by 2/6)</td>
</tr>
<tr>
<td>February 8-12</td>
<td>Nonverbal Communication: Chapter 5*</td>
<td>2/10: Review for exam</td>
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<td><strong>Friday, 2/12: EXAM ONE (Chapters 1-5)</strong></td>
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<tr>
<td>February 15-19</td>
<td>Listening: Chapter 6*</td>
<td>Discussion Board post #3 (due by 2/20)</td>
</tr>
<tr>
<td>February 22-26</td>
<td>Personal Relationships: Chapter 7 (partial) &amp; Family Communication: Chapter 8*</td>
<td>Discussion Board post #4 (due by 2/27)</td>
</tr>
<tr>
<td>February 29- March 4</td>
<td>SPRING BREAK!</td>
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<tr>
<td>March 7-11</td>
<td>Groups and Leaders: Chapter 9*</td>
<td>Discussion Board post #5 (due by 3/12)</td>
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<tr>
<td>March 14-18</td>
<td>Communication in the Workplace: Chapter 10 (partial)</td>
<td><strong>Wednesday 3/16: Review for exam</strong></td>
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<td><strong>Friday, 3/18: EXAM TWO (Chapters 6-10)</strong></td>
</tr>
<tr>
<td>March 21-25</td>
<td>Culture and Communication: Chapter 12</td>
<td>Discussion Board post #6 (due by 3/26)</td>
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<tr>
<td>March 28- April 1</td>
<td>Technology and Media in Everyday Life: Chapter 13</td>
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<tr>
<td>April 4-8</td>
<td>Public Communication and Personal Influence: Chapter 14</td>
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<tr>
<td>April 11-15</td>
<td>Final Project Conferences and Presentations</td>
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<tr>
<td>April 18-22</td>
<td>Final Project Presentations/FINAL EXAM (Date TBA)</td>
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*Denotes potential additional assigned readings for each week!

**COM 100 H1X: Introduction to Communication Studies (Angell)**

**SPRING 2016 CLASS SCHEDULE (4-6:30pm)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>January 13</td>
<td>Introduction to the course: policies &amp; objectives</td>
<td>Chapter 1: Overview</td>
</tr>
<tr>
<td>January 20</td>
<td>Histories of Communication: Chapter 2*</td>
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</tbody>
</table>
**Discussion Board post #1 (due by 1/23)**

January 27  
Identities, Perceptions & Communication: Chapter 3*
*Presentations of Cultural Artifacts*

February 3  
Verbal Communication: Chapter 4*
Nonverbal Communication: Chapter 5 (partial)
Discussion Board post #2 (due by 2/6)
Review for Exam One

February 10  
**EXAM ONE (Chapters 1-5)**
Listening: Chapter 6

February 17  
Listening: Chapter 6*
Personal Relationships: Chapter 7 (partial)
Discussion Board post #3 (due by 2/20)

February 24  
Family Communication: Chapter 8*
Discussion Board post #4 (due by 2/27)

February 29- March 4  
SPRING BREAK!

March 9  
Groups and Leaders: Chapter 9*
Communication in the Workplace: Chapter 10 (partial)
Discussion Board post #5 (due by 3/12)
Review for EXAM Two

March 16  
**EXAM TWO (Chapters 6-10)**

March 23  
Culture and Communication: Chapter 12
Discussion Board post #6 (due by 3/26)

March 30  
Technology and Media in Everyday Life: Chapter 13

April 6  
Public Communication and Personal Influence: Chapter 14

April 13  
Final Project Conferences and Presentations

April 20  
Final Project Presentations/FINAL EXAM (Date TBA)

*Denotes probable additional assigned readings for each week. Check course site!

**COM 100 H1: Introduction to Communication Studies (Angell)**

**SPRING 2016 CLASS SCHEDULE (6:45-9:15pm)**

January 13  
Introduction to the course: policies & objectives
Chapter 1: Overview

January 20  
Histories of Communication: Chapter 2*
Discussion Board post #1 (due by 1/23)

January 27
Identities, Perceptions & Communication: Chapter 3*
Presentations of Cultural Artifacts

February 3
Verbal Communication: Chapter 4*
Nonverbal Communication: Chapter 5 (partial)
Discussion Board post #2 (due by 2/6)
Review for Exam One

February 10
**EXAM ONE (Chapters 1-5)**
Listening: Chapter 6

February 17
Listening: Chapter 6*
Personal Relationships: Chapter 7 (partial)
Discussion Board post #3 (due by 2/20)

February 24
Family Communication: Chapter 8*
Discussion Board post #4 (due by 2/27)

February 29- March 4
SPRING BREAK!

March 9
Groups and Leaders: Chapter 9*
Communication in the Workplace: Chapter 10 (partial)
Discussion Board post #5 (due by 3/12)
Review for EXAM Two

March 16
**EXAM TWO (Chapters 6-10)**

March 23
Culture and Communication: Chapter 12
Discussion Board post #6 (due by 3/26)

March 30
Technology and Media in Everyday Life: Chapter 13

April 6
Public Communication and Personal Influence: Chapter 14

April 13
Final Project Conferences and Presentations

April 20
Final Project Presentations/FINAL EXAM (Date TBA)

*Denotes probable additional assigned readings for each week. Check course site!