

**BELLEVUE COLLEGE**  
**CMST 101, Introduction to Communication**  
**(5 credit hours)**  
**Syllabus, Summer Quarter 2010**  
**Monday-Thursday, 3:30-5:20 p.m. , June 28-August 12**  
**Location: D-102**  
**Instructor: Debbie Pope**  
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### **COURSE DESCRIPTION**

Introduction to Communication is designed to provide you with the tools to consider, discuss, and put into practice the fundamentals of public speaking, interpersonal communication, and group communication. In order to better understand communication both as a concept and as something we experience in our everyday lives, we will examine *why* we communicate (*theory*) and *how* we communicate (*skills*). We'll be reading the textbook, sometimes asking ourselves whether what it says is true in our own experience, looking at how the theories and advice play out in everyday life, in our own collective recollections, and in structured practice events.

### **COURSE PURPOSES**

1. The course seeks to increase student “relational sensitivity.” Only as students become more socially sensitive can they recognize the various conditions that help and/or hinder the process of communication.
2. The course seeks to increase student “behavioral flexibility.” Only as students become more flexible in their behaviors can they select the appropriate behavioral responses to specific communication situations.
3. The course seeks to motivate students to demonstrate behaviors that facilitate competent communication and improve overall student and community life. Enhanced communication skills create better citizens of the world.

### **COURSE COMPETENCIES and OBJECTIVES**

Many individuals believe that “communication” is so basic that it is taken for granted and not thought about seriously. Unfortunately, this attitude tends to result in such difficulties as misunderstandings, conflict, avoidance, and stereotyping. This course is intended to help students become more aware of the processes of human communication. My goals are for each of you to enhance your ability to recognize communication patterns, become articulate in the discussion of these processes, and to make active communication choices based on your observations.

*Specifically, upon successful completion of this course, you will be able to:*

1. Define the process of communication;
2. Explain communication competence and identify your own personal strengths and areas of needed improvement in one-to-one, small group, and one-to-many settings.
3. Assess methods of language, nonverbal, and listening skills in a variety of settings;
4. Identify the characteristics of a group and methods of creating an effective group climate;
5. Demonstrate decision making and problem solving skills in a group project;
6. Apply critical thinking skills in the research, writing, and analysis of a speech;
7. Present a well-developed, audience-appropriate speech.

### **REQUIRED TEXT**

*Communication Principles for a Lifetime*, Portable Edition, by Steven A. Beebe, Susan J. Beebe, and Diana K. Ivy

### **GENERAL CLASS REQUIREMENTS**

You are expected to:

- Attend class faithfully and be on time for all class meetings
- Interact productively in class discussions and small group activities
- Be prepared daily for discussions by reading all assigned material *before class*
- Submit all written assignments typed, at the beginning of the class period on the designated due date. MLA format required.

### **ACADEMIC INTEGRITY**

You should know that plagiarism is a serious violation of your contract as a student and will be treated severely. It is important for you to understand that plagiarism is any representation of another person's words or ideas in a manner that makes it seem as if they were you own, in either oral or written form. Obviously, this means that you may not copy another person's papers or speeches. But it also means that you should not use another person's unique phrases or organizational schemes without making it clear to your audience where those words or ideas originated. Students caught cheating on an exam or assignment will not receive any credit for that portion of the class and will be reported to the Dean of Student Programs. In addition, you may not give a speech or submit an assignment for credit in *this* class if you have *already submitted it* for credit in *another* class. In other words, you may not "recycle" assignments. All your work in this course must be fresh and original.

### **ADD/DROP POLICY:**

BC policies allow instructors to drop students who do not attend the first three class sessions of the quarter. If you fail to appear in class during for these first three sessions, I will, indeed, drop you from the course. If you are struggling in the course, please come talk to me as I will do whatever I can (within reason!) to assist you with class content and assignments and your understanding thereof. If you decide this class is not for you, it is your responsibility to officially drop the course. If you just stop coming to class, but do

not officially drop the course, you will receive a 0.0 on your permanent college transcript. Please refer to your BCC Student Handbook for further information regarding the add/drop policy.

### **ATTENDANCE and PARTICIPATION**

My attendance policy is short, sweet, clear, and non-negotiable:

I allow you 3 absences without penalty. (Keep in mind: You may not miss class on an exam date. Missed exams may not be made up at a later time. I expect all students in class on exam dates, no matter what.) Additional absences after the first three (3) result in the following point penalties:

- Absence #4: 30-point penalty
- Absence #5: 50-point penalty
- Absence #6: Course failure. Your best choice at this point is to officially withdraw from the class to avoid marring your transcript with a grade of F. Again, anyone who misses 6 classes automatically fails the class.

### **BELLEVUE COLLEGE E-MAIL and ACCESS TO MyBC:**

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network, and log in to MyBC. To create your account, go to: <https://bellevuecollege.edu/sam>

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Computing Services website](#).

### **CLASS PARTICIPATION & EXPECTATIONS:**

Bertrand Russell once said, "Most people would rather die than think--and most do!" Thinking and reflecting are essential for the development of optimal communication skills, and the best way for you to sharpen your capacity to think is for you to be ***actively involved*** in class. This means not only that you ***show up*** for class but also that you are ***attentive*** once you get here, that you ***participate*** in class discussion and other assigned activities. Failure to do so will negatively affect your final grade. ***You may earn – or lose – 100 points of your final grade for your active in-class participation – or your lack of same.***

I expect you to contribute to the work of your peers in constructive ways and to participate fully in small-group work in class. This includes listening to others attentively, being prepared to share your own thoughts and ideas with group members, and being prepared to discuss the assigned readings.

Do all that you can to make everyone's experience positive. Unacceptable behavior in this class includes: doing ***anything*** cell-phone related in class; working on non-class

materials; eating or drinking disruptively; using tobacco; putting your head down for a nap; talking or whispering when someone else is trying to talk; and making comments that are intentionally disrespectful to another student. If I tell you that you are disrupting the class in some way, I expect you to change your behavior immediately. If you do not, I will ask you to leave the classroom.

I understand that many students have important responsibilities outside of the classroom: families, work, sports, etc. I am sensitive to these issues and will do all that I can to assist with scheduling conflicts as they relate to class activities. I ask that you let me know **ahead of time** of any conflict you might have with scheduled class time, and we will try to work things out. Please realize though, while I am flexible, that flexibility only goes so far. Please be respectful of your group members and my time, as we will be of your time.

***Also, please note: Class begins promptly at 3:30 p.m. – not 3:05, 3:10, or 3:20.*** I expect you to be ***on time*** for each class. Late entry will be noted and will negatively affect your in-class participation grade.

### **DISABILITY RESOURCE CENTER**

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. Please visit the DRC if you have any questions about classroom accommodations whether you are a student or a faculty member.

If you are a student who has a disability or a learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC staff as soon as possible.

The DRC office is located in B132 or you can call our reception desk at 425-564-2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc)

Remember if you are someone who has either an apparent or non apparent disability and requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

**INCLEMENT WEATHER:** (While we are unlikely to experience inclement weather during the summer months, this is a standard part of all of my course syllabi, so I leave it in – just in case!) Where to Check for Closure Information

BC provides a number of distribution methods for getting this information to you. You are encouraged to use one or more of these services or tools to check for campus status.

- Visit this website to view the most updated status message posted at [www.bellevuecollege.edu/publicsafety/status/](http://www.bellevuecollege.edu/publicsafety/status/);

- Call BC's 24-hour recorded hotline at (425) 401-6680.
- Your email, phone or mobile device! Students and employees may sign up to receive emergency email or text message alerts directly from BC as soon as changes are made to the campus status during emergency situations. Go to the BC Alert System sign-up page to learn more or sign in to edit your profile.
- Use [Schoolreport.org](http://Schoolreport.org)—BC also provides emergency information to this website during inclement weather-related closures. This resource also provides an email notification service you may sign up for if you are not eligible to use BC's Alert System. With Schoolreport.org you will receive emergency information for Bellevue College as well as 125 other Puget Sound-area schools and school districts.

### **INCOMPLETE GRADES**

I do not assign incomplete grades for any course, for any reason.

### **LAPTOPS, CELL PHONES & SIMILAR INSTRUMENTS OF DISTRACTION**

As much as I've resisted doing so, I am banning laptops from the classroom this quarter. Why? Because, quite simply, I don't want you checking email, surfing the Internet, scrolling through Facebook, or writing an assignment for another class as you pretend to be taking notes in mine. End of story. I've tried getting around this problem and am tossing in the towel. I admit defeat. **NO LAPTOPS OPEN IN CLASS**. The only exception to this rule is if/when I give you a specific assignment to work on in class.

Cell phones, as well, are an increasing problem in classroom culture, due to incoming calls and text-messaging. I approach this problem simply and directly:

- Your cell phone is to be **stored** in your backpack and/or purse.  
I don't want to see it on your desk, in your lap, in your hands.  
A cell phone has no place in the classroom.
- Additionally, your **stored** cell phone is to be turned **completely off** – not just on vibrate. If I discover you texting during class, or if you are responsible for more than one “in-class ringing” incident, **I will reduce your final grade by one full letter.**

***Bottom line:*** No laptops, cell phones, Blackberries, etc. in class. No calls. No text-messaging. I expect you to be fully engaged with the material at hand and fully involved in the moment – ***and the moment belongs to the topic of face-to-face communication.***

### **LATE PAPERS**

I do not accept late papers for any reason. If you fail to submit your paper by the deadline, you lose all of the points for that specific assignment. ***Thus, you need to meet all deadlines.*** In other words, don't dash out of your house and leave a paper resting on your desk.

### **PUBLIC SAFETY:**

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>

### **STATEMENT ON ATTENDANCE DURING SPEAKING DAYS**

Because participation and cooperative learning are essential to the academic design of this course, your absence on a day when you are scheduled to speak or critique hurts your fellow students and impairs your own learning process. In addition, failure to give a speech/presentation at the proper time indicates a lack of kairos (ability to recognize and respond to what is timely). This is one of the most serious rhetorical errors that one might commit. It is why the following rule *must* be enforced: ***If you fail to appear in class on a day when you are scheduled to speak/present, you will receive a grade of "0" points (F) for that assignment.*** There are several ways you can avoid this penalty:

- If you know you will not be able to make it to class on a day when you are scheduled to speak, you can demonstrate your ability to adapt to the kaorotic moment by making arrangements with a classmate to switch speaking positions with you. Remember, however, that you must inform your instructor of the change. If you are traveling on an official athletic schedule, it is up to you to notify your instructor as soon as possible and to make arrangement to fit your speaking and critiquing schedule with your travel.
- If a serious illness or emergency keeps you from performing your duties, you should do everything you can to contact your instructor as soon as possible. Prompt consultation with your instructor (within 24 hours) and possibly required documentation of the unavoidable event (e.g. a note form your doctor, a copy of the accident report, etc.) might result in the scheduling of a make-up speaking date if the teacher deems the circumstances that caused the absence to be severe enough to merit rescheduling and if there is time in the schedule to accommodate a make-up assignment. Those are two big "ifs."
- Please communicate with your instructor.

### **EVALUATION**

**Note:** **I always reserve the right to modify both the number and type of assignments depending upon class progress.** Occasionally, it is necessary to *drop* an assignment, just as often I may *add* an assignment to the line-up. In the event that any changes are made, the final grade scale, noted below, will be adjusted.

▪ Participation in class (all activities and projects)	100 points
▪ Self-Introduction Speech (“Me, Myself, and I”)	75 points
▪ Self-Critique	25 points
▪ Exam 1: Monday, July 12	100 points
▪ Exam 2: Monday, July 19	100 points
▪ Exam 3: Monday, July 26	100 points
▪ Exam 4: Monday, August 2	100 points
▪ Exam 5: Monday, August 9	100 points
▪ Panel Presentation: Due Tuesday, August 10	100 points

<b>TOTAL POINTS POSSIBLE FOR QUARTER</b>	<b>=</b>	<b>800</b>
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### FINAL GRADE SCALE

94-100%	=	A	752-800 points
91-93%	=	A-	728-751 points
88-90%	=	B+	704-727 points
84-87%	=	B	672-703 points
81-83%	=	B-	648-671 points
78-80%	=	C+	624-647 points
74-77%	=	C	592-623 points
71-73%	=	C-	568-591 points
68-70%	=	D+	544-567 points
64-67%	=	D	512-543 points
60-63%	=	D-	480-511 points
59% & below	=	F	479 & below

### OF PARTICULAR INTEREST:

There are no “do-overs” in this class. Consistently over the last several years – and astonishingly, amazingly – I’ve had students come to me after receiving a grade for a speech or an exam and ask, “Professor Pope, may I do this over? May I make corrections and re-submit it? May I take the test over so I can study better and get a higher grade?”

The first few times it happened, I peered intently at the student thinking the request was – seriously – a joke. Then, I realized that students *were* serious.

Please understand that I say the following kindly and with the utmost respect: I do not know what your high school experience prepared you for, but at the college level there are no “do-overs.” For each paper, speech, and/or project, you must do your best **FROM THE START**. For each exam, you must study your best **FROM THE START**.

What does that mean? Exactly what it says. If you want the best grades, you have to deliver your best work – from the get-go.

### AND ONE FINAL NOTE:

Several of the class exercises are interactive and require students to role-play or share personal information. Please remember to keep others’ feelings and dignity in mind when

choosing to comment on an issue or prior statement made by one of your classmates or me. Any comments that denigrate the worth of an individual because of his/her race, religion, background, lifestyle, or gender are inappropriate and unacceptable in my class.

I look forward to getting to know you this quarter! I look forward to learning from you as I believe that you have a great deal to teach your classmates and me. You can count on me to put a great deal of time into making this class both educational and enjoyable. I will rely on you to assist in making the class fun and educational and firmly believe that you will get out of this class as much as you put into it. Good luck!

## **TENTATIVE COURSE SCHEDULE**

**(Again, subject to change, depending upon class progress)**

### **Week 1: June 28-July 1                      Presentational Speaking (Vol. 4)**

- Monday:                      Course Introduction  
*June 28*                      Lecture 1: The Role of Self-Concept in Public Speaking  
   “Me, Myself, and I” speech assigned  
   View sample student “Me, Myself, and I” speech  
   **Homework:** Read *pp. 2-44* in **Volume 4** (Chapter 4.1)
- Tuesday:                      Lecture 2: Conquer Your Fear and Miscellaneous Tips  
*June 29*                      View sample student “Me, Myself, and I” speech  
   **Impromptu Speeches (not graded)**  
   **Homework:** Read *pp. 45-74* in **Volume 4** (Chapter 4.2)
- Wednesday:                      Lecture 3: Introductions and Conclusions  
*June 30*                      View sample student “Me, Myself, and I” speech  
   **Impromptu Speeches (not graded)**  
   **Homework:** Read *pp. 75-112* in **Volume 4** (Chapter 4.3)
- Thursday:                      Lecture 4: Essential Elements of Effective Speakers  
*July 1*                              View sample student “Me, Myself, and I” speech  
   **Impromptu Speeches (not graded)**  
   **Homework:** Read *pp. 113-138* in **Volume 4** (Chapters 4.4)  
   **Also:** [Compose manuscript](#) for “Me, Myself and I” speech. This is not an outline! A manuscript is your **entire speech**, word-for-word. MLA format required.



**Week 2: July 5-8                      Presentational Speaking  
(Vol. 4)**

**Monday**                      **HOLIDAY = NO SCHOOL (4<sup>th</sup> of July official holiday)**  
*July 5*

Tuesday                      Lecture 5: All About Your Audience, 12 Basic Truths  
*July 6*                      **DUE:** Manuscript of “Me, Myself, and I” speech (in MLA format)  
   ***Your manuscript should consist of 5 paragraphs:***

1. Introduction, with preview statement at end
2. Point 1
3. Point 2
4. Point 3
5. Conclusion

We will critique manuscripts in class today, after class lecture. Overnight, you are to **revise your manuscript**. Bring the revision to class tomorrow (*in MLA format*).

Wednesday                      **DUE: Revised manuscript of “Me, Myself, & I” speech**  
*July 7*                      (*in MLA format*)

Small Group Rehearsals (instructions will be distributed in class, but be prepared to present your speech to a very small group in a location other than the classroom. After your group is finished, you will report back to the classroom for further instructions. ***If you have a laptop***, bring it with you to class today, because I ***will*** allow you to use it for the in-class assignment after rehearsals.

Thursday                      **DUE: Self-evaluation (from rehearsal)**  
*July 8*                      **DUE: “Me, Myself, and I” speeches (first half of class; alphabetical order, by last name – we will aim for the first 10-12 people)**

**Homework: Prepare for Exam 1.**

Exam 1 covers course lecture up to this point, *as well as* **Volume 1, Presentational Speaking**, chapters 4.1, 4.2, 4.3, and 4.4 (**Note:** We are not reading chapter 4.5, so it is not covered on the exam.)

### **Week 3: July 12-15 Exam 1 & Principles of Communication (Vol. 1)**

Monday  
*July 12* **Exam 1:** Exam 1 covers course lecture up to this point, *as well as Volume 1, Presentational Speaking*, chapters 4.1, 4.2, 4.3, and 4.4 (**Note:** we are not reading chapter 4.5, so it is not covered on the exam.) **The test will consist of multiple choice, true/false, and fill-in-the-blank questions.**

Tuesday  
*July 13* **Due: “Me, Myself, and I speeches (last half of class)**  
**Homework:** Read pp. 1-32 in **Volume 1** (Chapter 1.1)

Wednesday  
*July 14* Lecture: Course Foundations  
**Homework:** Read pp. 33-69 in **Volume 1** (Chapter 1.2)

Thursday  
*July 15* Lecture: The Self and Perception  
**Homework: Prepare for Exam 2**  
**Exam 2** covers course lecture from this week (Course Foundations, The Self and Perception), *as well as Volume 1, Principles for a Lifetime*, chapters 1.1 and 1.2.

### **Week 4: July 19-22 Exam 2 and Principles of Communication (Vol. 1)**

Monday  
*July 19* **Exam 2: This exam covers all the material from week 3, both class lecture** (Course Foundations, The Self and Perception) **and textbook readings** (Volume 1, *Principles for a Lifetime*, chapters 1.1 and 1.2). **The test will consist of multiple choice, true/false, and fill-in-the-blank questions.**  
**Homework:** Read pp. 70-100 in **Volume 1** (Chapter 1.3)

Tuesday  
*July 20* Lecture: Language  
**Homework:** Read pp. 101-136 in **Volume 1** (Chapter 1.4)

Wednesday  
*July 21* Lecture: Nonverbal Messages  
**Homework:** Read pp. 137-176 in **Volume 1** (Chapter 1.5)

Thursday  
*July 22* Lecture: Listening  
**Homework: Prepare for Exam 3**  
**Exam 3** covers course lecture from this week (Language, Nonverbal Messages), *as well as Volume 1, Principles for a Lifetime*, chapters 1.3, 1.4 and 1.5.

**Week 5: July 26-29      Exam 3 and Principles of  
Communication (Vol. 1)  
and Interpersonal Communication  
(Vol. 2)**

**Monday**  
**July 26**      **Exam 3: This exam covers all the material from week 4, both class lecture (Language, Nonverbal Messages) and textbook readings (Volume 1, *Principles for a Lifetime*, chapters 1.3, 1.4 and 1.5). The test will consist of multiple choice, true/false, and fill-in-the-blank questions.**

**Homework:** Read pp. 177-217 in **Volume 1** (Chapter 1.6)

Tuesday  
**July 27**      Lecture: Culture  
**Homework:** Read pp. 1-37 in **Volume 2** (Chapter 2.1)

Wednesday  
**July 28**      Lecture: Relationships & Conflict  
**Homework:** Read pp. 39-75 in **Volume 2** (Chapter 2.2)

Thursday  
**July 29**      Lecture: Relationships & Conflict  
**Homework: Prepare for Exam 4**  
**Exam 4** covers course lecture from this week (Culture, Relationships and Conflict), *as well as* **Volume 1**, *Principles for a Lifetime*, chapter 1.6, and **Volume 2**, *Interpersonal Communication*, chapters 2.1 and 2.2.

## **Week 6: August 2-5 Interpersonal Communication (Vol. 2)**

**Monday August 2** **Exam 4: This exam covers all the material from week 5, both class lecture (Culture, Relationships and Conflict) and textbook readings (Volume 1, *Principles for a Lifetime*, chapter 1.6 and Volume 2, *Interpersonal Communication*, chapters 2.1 and 2.2). The test will consist of multiple choice, true/false, and fill-in-the-blank questions.**  
**Homework:** Read pp. 1-36 in **Volume 3** (Chapter 3.1)

**Tuesday August 3** Lecture: Group & Team Performance  
**Homework:** Read pp. 37-82 in **Volume 3** (Chapter 3.2)

**Wednesday August 4** Lecture: Group & Team Performance (continued)  
**Homework:** Read pp. pp. 83-88 in **Volume 3** (Appendix C)

**Thursday August 6** Lecture: Technology & Group Communication  
**Homework: Prepare for Exam 5**  
**Exam 5** covers **Volume 3**, *Communicating in Groups and Teams*, chapters 3.1, 3.2, and Appendix C.

## **Week 7: August 9-12 Exam 5 and Communication in Groups & Teams (Vol. 3)**

**Monday August 9** **Exam 5: This exam covers all the material from week 6, both class lecture and textbook readings. The test will consist of multiple choice, true/false, and fill-in-the-blank questions.**

**Tuesday August 10** Panel Presentation Workshop

**Wednesday August 11** Panel Presentation Workshop

**Thursday** Panel Presentations

