CMST& 101 - Introduction to Communication  
(5 credit hours) | Spring 2016  
Tue/Thur, 5:30-7:40 p.m.  Classroom: C168  
Instructor: Debbie Pope  Office: R-230  
Canvas: https://bc.instructure.com  
Office Hours: By appointment only  
425/922-5296 (home)  
debbie.pope@bellevuecollege.edu

NOTE: Before you begin reading the course syllabus for CMST 101, you should know that your instructor is pathologically organized and detail-oriented. That’s why this document is many pages long. It contains EVERYTHING – including the class schedule and all assignment due dates -- you need to know about CMST 101. Don’t let it petrify you. I’m relatively harmless in real life. I’m just crazy about organization.

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. Demonstrate decision-making and problem solving skills in a group project;
5. Apply critical thinking skills in the research, writing, and analysis of a speech;
6. Present a well-developed, audience-appropriate speech.
COURSE TEXTBOOK
Communication Principles for a Lifetime, 6th edition, by Steven A. Beebe, Susan J. Beebe, Diana K. Ivy

GENERAL COURSE 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 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.

STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY:
Cheating, stealing, and plagiarizing (using the ideas or words of another as one’s own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct on the Bellevue College web site.

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 the student Help Desk.

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 ITS Service website.

ADD/DROP POLICY:
BC policies allow instructors to drop students who do not attend class at the beginning of the quarter. If you fail to appear in class for the first two sessions, I will, indeed, drop you from the course. If you are struggling in the course, please come talk to me. I will do whatever I can (within reason!) to assist you with class content and assignments. 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 BC Student Handbook for further information regarding the add/drop policy.

COURSE REQUIREMENTS & POLICIES:
Readings: It is impossible to successfully complete this course without purchasing and reading the required text. Furthermore, it is essential that you complete the assigned readings before the classes during which we will discuss them. You cannot expect to keep up with the course development or intelligently contribute to class discussion if you haven’t completed the readings. While I realize that many students attempt to save money by borrowing textbooks from friends, doing so presents more problems than benefits, especially when your friend is still trying to finish a book (for example) on Monday that you need to have read by class time that same night. Buy your textbook now. Stay caught up with your reading assignments.
DEADLINES & DUE DATES:
It is the responsibility of each student to meet all deadlines for class assignments. I assign no credit for work posted past a deadline in the discussion threads. If you turn in a paper late, I will penalize it in the following way:

For each day a paper is late, I lower the final grade one full letter.
After three days (this includes weekends), there is no point in submitting the paper, because your grade at that point is "F" or zero points.

DISABILITY RESOURCE CENTER:
The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or 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 us as soon as possible.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or 425.564.2764. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by videophone 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.

CLASS PARTICIPATION:
Bertrand Russell once said, "Most people would rather die than think--and most do!" Thinking and reflecting are essential for the development of optimal writing 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 arrive, 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 – 25 points of your final grade for your active participation – or your lack of it.

As you participate, 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.

Also, please note: Class begins promptly at 9:30 a.m. – not 9:35, 9:40, or 10:00 a.m. I expect you to be on time for each class. Late entry or early departure will be noted and will also negatively affect your in-class participation grade. I understand Seattle traffic is bad – crazy, unpredictable. But you have registered for a class that STARTS at 9:30 AM sharp. Once again, consistent late arrival will have a negative effect on your final grade. I stress this from the very first day of class.

And finally, your completion of the online course evaluation at the end of the course is part of your participation grade for CMST 101. Once you have completed the evaluation, you will receive a confirmation email from BC. You then forward that email to me so that I know you have completed the course evaluation. This is not an extra credit assignment; it is part of your participation score for the class.

ATTENDANCE:
My attendance policy starts with the very first day of class, Tuesday, April 5. Late registration does not excuse you from this attendance policy. It’s your responsibility as a student to register for classes
on time and be present in class on the first day of the quarter. Not back from vacation yet? Super – hope you’ve had a blast. That’s still an absence. Your cousin’s getting married in Las Vegas and you’re in the wedding? Great. Celebrate in style; that’s still an absence.

The attendance policy is short, sweet, and non-negotiable. I allow you three (3) absences only for this class. Additional absences, regardless of the reason, result in the following penalties:

- 4th absence? = 30-point reduction
- 5th absence? = additional 60-point reduction
- 6th absence? = Automatic course failure. At this point, your best option is to officially drop CMST 101 in order to avoid permanently marring your transcript with a grade of “F.”

I mark attendance promptly at the beginning of class. If you arrive late, you will need to check with me at the end of class to ensure I record your presence. I do not go back later on and mark you present if you do not notify me before the end of class that you are, indeed, present.

We're going to be moving rapidly through a lot of material this quarter, and each class will be important. Ultimately, you're the one paying for the course, and it's your choice whether or not to show up. If you choose not to attend class, know that it is your responsibility to act -- to find out what you missed and be on target, on track with the rest of us when you resurface. No one else will do it for you. "But I wasn't here that day," is never an excuse.

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 by making arrangements with a classmate to switch speaking dates with you. Remember, however, that you must inform me of the change. If you are traveling on an official athletic schedule, it is up to you to notify me as soon as possible and to make arrangements 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 me as soon as possible. Prompt consultation with me (within 24 hours) and possibly required documentation of the unavoidable event (e.g. a note from your doctor, a copy of the accident report, etc.) might result in the scheduling of a make-up speaking date if the circumstances that caused the absence are deemed severe enough to merit rescheduling and if there is time in the schedule to accommodate a make-up assignment. Those are two big “ifs.”

TARDINESS and EARLY DEPARTURE:
Coming late to class or leaving class early is unacceptable. Two (2) instances of tardiness or early departure will be considered one (1) absence. I expect you to be in your seat and ready to begin class at 9:30 a.m. This means – if you drive to campus -- arriving at BC early enough to not only snag your parking spot (always a challenge, so keep that in mind, please) but also to then make your way to the classroom. Additionally, it means – if you commute by bus – that you need to keep in mind a
The bus schedule is not always a timely one. Make sure you take the bus early enough to arrive on campus and get to class before 9:30 a.m. Based upon previous experiences with this morning class, I must stress this point: You cannot expect to pass this course if you are consistently late to class. You HAVE to be in class, prepared to start at 9:30 a.m.

If this requirement is going to be difficult or impossible for you to meet, because you have work scheduling conflicts or you have a crazy commute to navigate, then you need to drop this section of CMST 101 and find a section of the class that will work better with your ability to get to class on time. I must stress again that the class STARTS at 9:30 a.m. – not 9:35, 9:40, or 10:00. If you’ve made a commitment to your education by registering for this class, you need to manage your schedule – and your commute so that you can be here on time. That's your responsibility – not mine.

PUBLIC SAFETY AND EMERGENCIES:
Public Safety is located in D 171, just inside the Printing Services Lobby (D175) and can be reached at 425-564-2400 (easy to remember because it’s the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering on the Public Safety web site.

If you are uneasy about going to your car for any reason, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these two rules:
1) Take directions from those in charge of the response - We all need to be working together.

2) Do not get in your car and leave campus (unless directed to) - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.

Please do not hesitate to call Public Safety if you feel safety questions or concerns at any time.

ACADEMIC CALENDAR:
The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.
- **Enrollment Calendar** - On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- **College Calendar** - This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final

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

**LAPTOPS, CELL PHONES, iPODS, iPADS, & SIMILAR INSTRUMENTS OF DISTRACTION**
Cell phones, as well as other electronic devices, 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 using your cell phone during class to send or receive texts, or if you are responsible for more than one “in-class ringing” incident, I will reduce your final grade by one full letter.

   Yes, I am that serious about the cell phone ban.

Bottom line: **No cell phones in class. No calls. No texting.** I expect you to be fully engaged with the material at hand and fully involved in the moment – and the moment belongs to CMST 101.

Laptops or iPads may be used only if I give you an assignment that requires them. Otherwise, they, too, are to be stored once class begins.

**LEARNING ENVIRONMENT:**
What follows is the Bellevue College Arts & Humanities Division policy on classroom behavior:

The college’s ‘Affirmation of Inclusion’ is posted in each classroom and sets forth the expectation that we will all treat one another with respect and dignity regardless of whether or not we agree philosophically. This expectation is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don’t show disrespect for reasonable people who might believe otherwise. In an on-line [or hybrid] course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions.

Part of this respect involves professional behavior toward the instructor, colleagues, and the class itself. Disruptive behavior is disrespectful behavior. The Arts and Humanities Division honors the right of its faculty to define "disruptive behavior," which often involves such things as arriving late, leaving early, leaving class and then returning, talking while others are trying to hear the instructor or their group members, doing other homework in class, wearing earphones in class, bringing activated beepers, alarm watches, or cell phones into class, inappropriate comments or gestures, etc. In on-line courses, “flaming’ anyone in the class is also considered disruptive behavior. Such behavior interrupts the educational process. When you are in doubt about any behavior, consult your instructor during office hours. We recognize the judgment of the instructor as the final authority in these matters.

When disruptive behavior occurs, instructors will speak to or e-mail the students concerned. Those students are then responsible for ending the disruptions at once. Failure to do so may result in removal of the disruptive student from class.

All students should check BC Student Procedures & Expectations web address on the Arts & Humanities web site, under “Student Information.”

**NOTE:**
Should you have concerns about any aspect of the class, I encourage you to come to me with them. If for any reason you don’t feel comfortable raising your concerns with me, the usual next step would be to speak with the program chair (Katherine Oleson, koleson@bellevuecollege.edu). You can refer concerns about this class to the Arts and Humanities Division Dean, Maggie Harada (maggie.harada@bellevuecollege.edu) or the Assistant Dean, Scott Bessho
An additional resource for concerns you find aren't being addressed by faculty or administration is the Ombuds Office (http://www.bellevuecollege.edu/ombuds/default.html).

INCLEMENT WEATHER: 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 the Bellevue College website to view the most updated status message
- 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—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.

EVALUATION: Note -- I always reserve the right to modify 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.

- Discussion Threads 360 points
- Participation in Class 40 points
- Speech 100 points
- Exam One 100 points
- Exam Two 100 points
- Exam Three 100 points
- Exam Four 50 points
- Experiential Exercise Report Rough Draft 50 points
- Experiential Exercise Report 100 points

TOTAL POINTS POSSIBLE FOR QUARTER = 1000

FINAL GRADE SCALE

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<th>Percentage</th>
<th>Grade</th>
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<td>A</td>
<td>940-1000</td>
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<tr>
<td>91-93%</td>
<td>A-</td>
<td>910-939</td>
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<td>88-90%</td>
<td>B+</td>
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<td>84-87%</td>
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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 paper 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?”

Please understand that I say the following kindly and with the utmost respect: 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
April 5  Introductions, Syllabus review, Canvas Review
         Class Lecture: Course Foundations (Ch. 1)
         Homework: Read Chapter 1

April 7  Class Lecture: Course Foundations (Chapter 1)
         Homework: Read Chapter 2

Week 2
April 12 Class Lecture: The Self (Chapter 2)
April 14 Class Lecture: The Self (Chapter 2)
         Homework: Read Chapter 3

Week 3
April 19 Class Lecture: Language (Chapter 3)

April 21 Class Lecture: Language (Chapter 3)
         Homework: Study for Exam 1

Week 4
April 26 Exam 1: Chapters 1, 2, 3 and Class Lecture Material
         Homework: Read Chapter 4
April 28 Class Lecture: Nonverbal Communication (Chapter 4)
         Homework: Read Chapter 5
| Week 5     | May 3 | Class Lecture: Listening (Chapter 5)  
|           |      | Homework: Read Chapter 6 & 7 |
|           | May 5 | Class Lecture: Culture (Chapter 6)  
|           |      | Class Lecture: Understanding IPC (Chapter 7)  
|           |      | Homework: Study for Exam 2 & reading Chapter 8 |

| Week 6     | May 10 | Exam 2: Chapters 4, 5, and 6 and Class Lecture Material  
|           |      | Homework: Read Chapter 9 |
|           | May 12 | Class Lecture: Enhancing Relationships (Chapter 8)  
|           |      | Homework: Read Chapter 11, Developing Your Speech |

| Week 7     | May 17 | Class Lecture: The Role of Self-Concept in Public Speaking & Conquer Your Fear  
|           |      | Homework: Read Chapter 12, Organizing & Outlining Your Speech |
|           | May 19 | Class Lecture: The Essential Elements of Effective Speakers  
|           |      | Homework: Read Chapter 13, Delivering Your Speech |

| Week 8     | May 24 | Class Lecture: Intros & Conclusions  
|           |      | Homework: Study for Exam 3 |
|           | May 26 | Exam 3: Chapters 7, 8, 9 & Class Lecture Material  
|           |      | Homework: Finish Preparing for Speech |

| Week 9     | May 31 | Speeches: Round 1  
|           | June 2  | Speeches: Round 2 |

| Week 10    | June 7  | Speeches: Round 3  
|           | June 9  | Course Wrap-up and online evaluation confirmation DUE |

| Week 11    | June 14 | DUE: Experiential Exercise DUE  
|           | June 16 | Exam 4: Online, Chapters 11, 12, 13, |