

GCOM 123.4 Syllabus Fall 2012

Course Information:

Fundamental Human Communication: Group Presentations
Tuesday/Thursday 12:30pm – 1:45pm
Harrison 2114

Course Materials:

Required Textbook: Rothwell, J. D. (2010). *In the company of others: An introduction to communication*. (3rd Ed.) New York: Oxford University Press. www.oup.com/us/rothwell
<http://sites.jmu.edu/gcom123>
Other Reading: As assigned, will be on blackboard/in class

Instructor Information:

Name: Paul E. Mabrey III
Office: 2276 E Harrison Hall
Office Hours: Tues/Thu: 11:00am – 12:00pm
2:00pm – 3:00pm
By appointment
Office Phone: 540 – 568 – 4158
Email: mabreype@jmu.edu
Blackboard: blackboard.jmu.edu
Website: sites.jmu.edu/mabrey

Course Description:

Study of human communication as a sustainable process. Overview of the principles and practices of communication in small group and public communication contexts. Emphasis on examining the role of self-concept, perception, culture, verbal and nonverbal dimensions in the communication process, using power and managing conflict, applying critical listening, practicing audience analysis, and constructing informative and persuasive group presentations. Public speaking required.

Cluster One Learning Objectives: Communication:

After completing coursework in communication, students should be able to:

- Understand and apply the fundamentals of audience analysis, message construction, development, organization, and presentation.
- Deliver effective oral presentations in a variety of contexts.
- Identify, evaluate and employ critical and sensitive listening behaviors.
- Identify and manage the verbal and nonverbal dimensions of communication in a variety of contexts.
- Recognize and apply the influences of self-concept perception and culture on communication.
- Identify, evaluate and utilize the nature and functions of power and the strategies of conflict negotiation.

GCOM 123 Learning Objectives:

The student who has completed GCOM 123 can be assumed to understand theories and develop skills in oral communication in the following areas:

- Understand and apply the fundamentals of audience analysis, message construction, development, organization, and presentation including electronically.
- Identify, evaluate and employ critical and interpersonal listening behaviors.
- Recognize and apply the influences of self-concept, perception, and culture on communication.
- Identify and manage the verbal and nonverbal dimensions of communication in a variety of contexts.
- Identify, evaluate and utilize the nature and functions of power and the strategies of conflict negotiation.
- Display interpersonal communication skills in problem-solving groups by defining problems, eliciting and recognizing member contributions, synthesizing opinions, mediating conflicts, and reaching consensus.
- Deliver oral presentations in a variety of small group contexts such as symposiums, forums, panels, etc.

Academic Honesty

I adhere to James Madison University's Honor Code. Below is an EXCERPT but you should visit www.jmu.edu/honor/code.shtml for more information. Do not hesitate to ask should you have ANY questions. Individuals/groups caught will be punished.

“Students shall observe complete honesty in all academic matters. Violations of the Honor Code include, but are not limited to, taking or attempting to take any of the following actions:

- Using unauthorized materials or receiving unauthorized assistance during an examination or in connection with any work done for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers or other supplementary items.
- Giving false or misleading information regarding an academic matter.
- Copying information from another student during an examination.
- Rendering unauthorized assistance to another student by knowingly permitting him or her to see or copy all or a portion of an examination or any work to be submitted for academic credit.”

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Anticipated Schedule:

Tu 8.28 Syllabus and Introductions	
Th 8.30 Assessment POGIL	Ashby Computer Lab
Tu 9.4 Chapter 1 Competent Communication POGIL	Acknowledgement's Due
Th 9.6 Chapter 12 Preparing Speeches POGIL	
Tu 9.11 Chapter 13 Presenting Speeches POGIL	
Th 9.13 Chapter 14 Informative Speaking POGIL	9.14 Last day to drop with W
Tu 9.18 Chapter 15 Persuasive Speaking POGIL	Bibliography 1 Due
Th 9.20 Chapter 10 POGIL Anatomy of Small Groups POGIL	
Tu 9.25 No Class – Informative Speech Prep/Communication Consult	
Th 9.27 Informative Speeches	
Tu 10.2 Informative Speeches	
Th 10.4 Chapter 11 Effective Small Groups POGIL	10.5/7 Family Weekend
Tu 10.9 Chapter 2 Perception POGIL	Public Speaking Critique 1 Due
Th 10.11 Exam Review POGIL	
Tu 10.16 Exam 1	Ashby Computer Lab
Th 10.18 Chapter 3 Culture & Gender POGIL	
Tu 10.23 Chapter 4 Language POGIL	Bibliography 2 Due
Th 10.25 Chapter 6 Listening POGIL	10.26/28 Homecoming
Tu 10.30 Chapter 7 & 9 Power & Interpersonal POGIL	
Th 11.1 Group Conferences and Debate 1 Prep	
Tu 11.6 Debates 1	
Th 11.8 Debates 1	
Tu 11.13 Chapter 5 Nonverbal POGIL – Virtual	Debate 1 Written Ballot Due
Th 11.15: No Class – Debates 2 Prep	Public Speaking Critique 2 Due
Tu 11.20: No Class - Thanksgiving	
Th 11.22: No Class - Thanksgiving	
Tu 11.27: Debates 2	
Th 11.29: Debates 2	
Tu 12.4: Assessment POGIL	Ashby Computer Lab
	Debate 2 Written Ballot Due
	Reflection Paper Due
Th 12.6: Final Review	
Tu 12.11: Final 10:30am Ashby Computer Lab	

Assignment Points:

Process Orientated Guided Inquiry Learning (POGIL) Activities (15 total, 25 points each, drop lowest 3)	300
Final	200
Exam 1	100
Informative Speech	50
Debate 1	50
Debate 2	100
Written Debate Ballots	50
Research Bibliographies	50
Public Speaking Critiques	25
Group Conference	25
Reflection Paper	50
Total	1000

Grading Scale:

A	940-1000	B+	870-899	C+	770-799	D+	670-699
A-	900-939	B	840-869	C	740-769	D	600-669
		B-	800-839	C-	700-739	F	0-599

“C” is considered average. Points are not rounded; you receive what you have earned.

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Attendance:

Communication can be best understood and practiced through our interactions. Your presence, company and attendance are required for this class. I will take attendance at the beginning of every class. The class is structured such that frequent absences will significantly affect your final grade. **After your third absence, your final grade will drop half a letter grade for every subsequent absence. Excused absences are those absences sanctioned by James Madison University for university events. ASSIGNMENTS CANNOT BE MADE UP OR RETAKEN.**

Assignment Explanations:

Process Orientated Guided Inquiry Learning (POGIL) Activities: Classroom participation and learning are centered around these activities. You will work in groups throughout most of the semester during your POGIL activities. Each POGIL follows the same rough pattern:

5 minutes: Instructor announcements

15 minutes: Quiz. Each student takes one quiz worth 10 points. First, you take the quiz individually. You record your answers. Then you take the same quiz with your group, collaborating for the best possible answer. You write down your group answers second. Your individual score will be an average of your first individual score and your second group score.

20 minutes: Introduction. Your group will participate in group activities and discussion questions to introduce you to some of the concepts from the chapter.

25 minutes: Application. Your group will build on the knowledge and skills from the introduction in applying chapter information to examples from outside of class, roleplaying and other exploratory activities.

10 minutes: Reporting. Your group will reflect back on the day's activities. You will write down, tweet, blog and otherwise share concepts learned, skills used, questions remaining etc.

The introduction, application and reporting is worth 15 points.

Exam: The exam is comprehensive. You will be responsible for everything we have covered up to the exam. The exam will consist of multiple-choice questions. We will spend the class before the exam reviewing for the exam.

Conference: Each group will have one conference with the professor over the course of the semester. The goals of the conferences are to enable direct interaction, feedback and a working relationship with the professor. The group is responsible for preparing an agenda, active participation in the conference and minutes of the conference.

Group Presentations: The class will be randomly divided into five groups of six individual students. These groups will work together throughout the semester toward the completion of three major presentations, centered around a proposition of value, fact or policy. Opportunities for points, feedback, criticism and reflection are built into the process throughout the semester. I have structured the group presentation project to be interactive and in stages to highlight and encourage the collaborative and communicative efforts accompanying group project work. Below are the general expectations.

Informative Speech: Each group will pick one proposition of fact, value or policy that they would like the entire class to debate for Debate 1 and Debate 2. Each group will research and present a 25-minute informative presentation introducing the class to their identified proposition, the arguments in favor of the proposition and the arguments against the proposition. The speech must include an outline, multimedia Power Point, transitions, signposts, introduction, conclusion, at least 12 qualified sources and each person to speak for roughly the same amount of time. After each group present's their informative presentation, the class will decide on one proposition that the entire class will debate for their two persuasive debates.

Debate 1 and 2: After the informative speech, groups of six will be divided into teams of two students. The class will have 15 teams of two people. For the debates, each two-member team will persuasively advocate for the class proposition in one debate and in a different debate, they will persuasively advocate against the class proposition. Teams will debate against each other in class. Debates are expected to be persuasive, contain argumentative appeals and be supported with research. The debate format will be:

First affirmative speech: 3 minutes

First negative speech: 3 minutes

Second affirmative speech: 2 minutes

Second negative speech: 2 minutes

First affirmative rebuttal: 1 minute

First negative rebuttal: 1 minute.

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Written Debate Ballots: During the in-class debates, students will be assigned a debate to judge and provide feedback to the participating debaters. Students will write a written ballot that is turned in to the professor and the debaters. Ballots should assess speaking skills, quality of argumentation and persuasion, evidence and more. A debate ballot model will be provided prior to the debates.

Research Bibliographies: Over the course of the semester, each student will write two annotated bibliographies, one before the informative speech and one before the first debate. Annotated bibliographies should identify one unique and topical piece of research and then summarize and contextualize the piece of research. Guidelines will be provided at the beginning of the semester.

Communication Center Consultation: Each group is required to make an appointment and meet with the Communication Center speech consultants prior to your group's informative speech. All consultations must include you practicing a speech and receiving feedback from the consultants. After you are finished, you need to send me the link of your videotaped session.

Reflection Paper: You will write a 2-3 page paper reflecting on the group communication process by applying the concepts from class to the process of working in and with small groups. You will be required to reference your group interactions, each group member and concepts from the Rothwell textbook. A more detailed guideline will be posted toward the middle of the semester. I encourage everyone to keep a journal or take notes on aspects of the group process you might want to mention in your reflection paper.

Public Speaking Critiques: Throughout the semester, there will be dozens of opportunities for you to go watch events where public speaking takes place. They may include but are not limited to: JMU academic conferences, public debates, visiting scholars, faculty research presentations, guest speakers and more. You are responsible for attending TWO different public speaking events. For each event you attend, you must write a one page response/critique of the public speaking taking place. You should reflectively write about the event from a communication standpoint, incorporating concepts from the textbook and examples from the speaking. You should not summarize the speaking but constructively critique and engage the speaking. I will keep a running list of authorized public speaking events on blackboard. If you would like to add one, please make a request and provide a justification.

Final: GCOM 123 has a standard final exam, which is given to all sections. The computerized cumulative final exam will be given during the final exam period (no exceptions).

Student Concerns and/or Accommodations:

If you have any special concerns please let me know as early as possible. If you have any special concerns please let me know as early as possible. JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107 and you may call 540-568-6705 for more information.

Office Hours:

While I am almost always in my office during office hours, I occasionally step out to run an errand or visit with a colleague, debater or student. Dropping in without prior arrangements does not guarantee I am immediately available. Appointments are strongly encouraged to maximize time management for both student and faculty.

Grade Disputes:

If you wish to dispute a received grade, you must submit your grade dispute in writing within one week of receiving the grade in question.

Cell phones:

Please turn them off, put them on silent or vibrate. The only time anyone should be on a cell phone is for an emergency. NO TEXTING. If there is an emergency on campus, all of our phones should be vibrating.

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Weather:

Decisions to close university operations will be made by the President or a designee. If the decision to close is made, announcements will be made on JMU radio station 1610AM, on the [JMU Home Page](#) on the World Wide Web and on area radio and television stations. When it is necessary to cancel classes due to weather or other emergency, we will hold class electronically, using Blackboard. Please check Blackboard if class is cancelled for assignments. Additionally, the university may be forced to cancel or reschedule final examinations. Decisions to close university operations will be made by the President, or a designee. If the decision to close the university and reschedule final examinations is made, announcements will be made as noted above. When the university closes due to weather or other type of emergency, faculty will administer regularly scheduled examinations at a time designated by the university. The official make up time will be designated as part of the closing announcement. Unless otherwise notified, examination locations will be the same as the location for the regularly scheduled exam. If it is determined that exams cannot be given because of inclement weather or other emergency, faculty will assign final grades to students based on the exams, tests and projects completed prior to the regularly scheduled exam date.

Religious Accommodations:

All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for his/her course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the [Office of Equal Opportunity](#) at (540) 568-6991 if you have additional questions.

Writing Guidelines:

Keep it simple. Identify yourself, the course, section, assignment and meeting time on the paper. You should use 12 point font, double-spaced and one inch margins all around. I don't care which format (Chicago, APA, MLA, etc) you utilize but please pick one and be consistent. Default to specific assignment guidelines if they differ.

Resources:

James Madison University has an amazing amount of quality services available to you as a student. Career & Academic Planning, Counseling and Student Development Center, University Health Center Outreach & Prevention Services and the Learning Resource Centers just to name a few.

Communication Center: <http://www.jmu.edu/commcenter/>

Writing Center: <http://www.jmu.edu/uwc/>

Drop/Add:

Students are responsible for registering for and/or dropping classes and for verifying their class schedules on e-campus.

College of Arts & Letters First Week Attendance Policy:

At the instructor's discretion, any student registered for a class in the College of Arts and Letters who does not attend the first two (2) scheduled meetings of the class (or does not attend the first scheduled meeting of a class that meets once a week) may be administratively dropped from the class. Students dropped for non-attendance will be notified via e-mail by the Associate Dean of the College.

Students who fail to attend the first two meetings of a class for which they are registered but who do not receive an e-mail notification have not been administratively dropped by their instructor. Unless those students drop the course on their own, they will receive a grade at the end of the semester. All students are responsible for verifying the accuracy of their schedules and changes made in their schedule via e-mail and through the web.

Living Document:

The syllabus is a work in progress and subject to change. You will be notified of any changes.

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SIGNATURE & ACKNOWLEDGEMENT:

I acknowledge that I have read and fully understand the material contained in the syllabus and this website.

By completing the following form, I agree to abide by the course policies set out in the syllabus and this website. Furthermore, on my honor, I will not give nor receive any unauthorized assistance on any assignment.

Name (print)

Date

Honor Code Signature