

GCOM 122.18 Syllabus Fall 2018

Course Information:

Fundamental Human Communication: Individual Presentations
Monday/Wednesday/Friday 1:25pm – 2:15pm
Moody 0205

Course Materials:

Required Textbook: Rothwell, J. D. (2016). *In the company of others: An introduction to communication*. (5th Ed.) New York: Oxford University Press. www.oup.com/us/rothwell
Other Reading: As assigned, will be on canvas/in class

Instructor Information:

Name: Paul E. Mabrey III
Office: 1143 Student Success Center
Office Hours: MW: 11:30am-12:30pm
By appointment
Office Phone: 540 – 568 – 4818
Email: mabreye@jmu.edu
Canvas: canvas.jmu.edu
Website: sites.jmu.edu/mabrey

Course Description:

Study of human communication as a process. Overview of the principles and practices of communication in a public environment. 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 speeches. Public speaking required.

Course Learning Objectives:

Standard 1. Explain the fundamental processes that significantly influence communication.

Standard 2. Construct messages consistent with the diversity of communication purpose, audience, context and ethics.

Standard 3 Respond to messages consistent with the diversity of communication purpose, audience, context, and ethics.

Standard 4 Utilize digital literacy skills expected of ethical communicators.

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."

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.**

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Anticipated Schedule:

Mon Aug 27	Introductions	
Wed Aug 29	Successful student habits?	
Fri Aug 31	Introduction Speech	
Mon Sep 3	Teamwork POGIL	Syllabus Agreement Due
Wed Sep 5	Chapter 1 POGIL	
Fri Sep 7	Chapter 12 POGIL	
Mon Sep 10	Chapter 12 Lab	
Wed Sep 12	Chapter 13 POGIL	Research Bibliography 1 Due
Fri Sep 14	Chapter 13 Lab	
Mon Sep 17	Chapter 14 POGIL	
Wed Sep 19	Chapter 15 POGIL	
Fri Sep 21	Exam 1 Review POGIL	MREST Due
Mon Sep 24	Exam 1	
Wed Sep 26	Speech preparation	
Fri Sep 28	Wicked Problem Introduction Speech	
Mon Oct 1	Wicked Problem Introduction Speech	
Wed Oct 3	Wicked Problem Introduction Speech	
Fri Oct 5	No Class – Self-Analysis POGIL	Public Speaking Critique 1 Due
Mon Oct 8	Wicked Problem Introduction Speech Reflection	
Wed Oct 10	Team work LAB	
Fri Oct 12	No Class – Wicked Problem Approach Speech Preparation	Research Bibliography 2 Due
Mon Oct 15	Chapter 2 POGIL	
Wed Oct 17	Chapter 3 POGIL	
Fri Oct 19	Speech Preparation	
Mon Oct 22	Wicked Problem Approach Speech	Communication Center Consult Due
Wed Oct 24	Wicked Problem Approach Speech	
Fri Oct 26	Wicked Problem Approach Speech Reflection	
Mon Oct 29	Wicked Problem Simulation Introduction	
Wed Oct 31	Chapter 4 POGIL	
Fri Nov 2	Speech Lab POGIL - TBD	
Mon Nov 5	No Class – Wicked Problem Simulation Preparation	
Wed Nov 7	Chapter 5 POGIL	
Fri Nov 9	Chapter 6 POGIL	
Mon Nov 12	Speech Lab POGIL – TBD	
Wed Nov 14	Exam 2 Review	
Fri Nov 16	No Class – Exam 2 Online	Public Speaking Critique 2 Due
Mon Nov 19	Thanksgiving	
Wed Nov 21	Thanksgiving	
Fri Nov 23	Thanksgiving	
Mon Nov 26	Simulation preparation	
Wed Nov 28	Wicked Problem Simulation	
Fri Nov 30	Wicked Problem Simulation	
Mon Dec 3	Wicked Problem Simulation	
Wed Dec 5	Final Exam Review	SONA Research Pool Participation Due
Fri Dec 7	Reflection	Reflection Paper Due
Th Dec 13	6pm-8pm Final Ashby Computer Assessment Lab	

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Assignment Points:

Process Orientated Guided Inquiry Learning (POGIL) Activities (15 total, 25 points each, drop lowest 3)	300
Final	200
Exam 1	50
Exam 2	50
Wicked Problem Introduction Speech	50
Wicked Problem Approach Speech	100
Wicked Problem Simulation	100
Research Bibliographies	50
Public Speaking Critiques	25
Reflection Paper	25
Communication Center Consultation	25
Introduction Speech	Pass/Fail
MREST	Extra Crd
SONA Research Pool Participation	25 points
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.

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:

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.

10 minutes: Introduction and clarification. The instructor will use questions from the quiz, students and textbook to introduce and review particularly difficult chapter content.

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.

The introduction and application is worth 15 points.

Exams: The exams are 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.

Reflection Paper: You will write a 2-3 page paper reflecting on what you have learned throughout the semester. You will be required to reference semester events, learning outcomes, 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 throughout the semester that you might want to mention in your reflection paper.

Communication Center Consultation: Each group is required to make an appointment and meet with the Communication Center speech consultants prior to the deadline for your Wicked Problem Approach 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.

Final: SCOM 122 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).

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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 canvas. If you would like to add one, please make a request and provide a justification.

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 on 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.

Introduction. Each individual will give a one-minute introduction speech about anything. This is to get you comfortable speaking in front of the class and for us to get to know each other better. Pass/Fail – give it and you pass the assignment, don't give it and you are docked 50 points.

Wicked Problem Introduction Speech. Each individual will give a 4-minute introduction to a wicked problem they are interested in. This speech will be graded on the common speech rubric emphasizing assignment alignment, delivery, organization, etc.

Wicked Problem Approach Speech. Each group will select one wicked problem that a group member presented on and take a deeper dive as a group further exploring that wicked problem. This 15-minute speech presents how the group would approach tackling the wicked problem.

Wicked Problem Simulation. The class will select one of the six group wicked problem approaches and we will dive into it deeper as a class. Groups will be choose or assign perspectives to continue exploring and represent in the final wicked problem simulation at the end of the semester.

Research Bibliographies: Over the course of the semester, each student will write two annotated bibliographies. Annotated bibliographies should identify the appropriate number of unique and topical pieces of research and then summarize and contextualize the pieces of research. Guidelines will be provided at the beginning of the semester. Each of the wicked problem speeches will have an assigned research bibliography.

MREST. Incoming first year and transfer students required to complete General Education must successfully complete the Madison Research Essential Skills Test, JMU's Information Literacy Competency, test by the end of their first academic year at JMU. This means that you are going to have to make sure that the students in your SCOM classes (in both the fall and spring semesters) take the MREST test in the Ashby computer lab.

James Madison University believes that the fundamental knowledge and skills students need to navigate the landscape of scholarly information are necessary for successful completion of their university classes. Information literacy skills are foundational to their university coursework and as such are included in Cluster One of General Education. All students enrolled or completing General Education courses at JMU are required to pass the MREST within the first academic year at JMU.

The Madison Research Essential Skills tutorial will be completed by students enrolled in SCOM. MREST is a proctored, secured competency test given only in Ashby Assessment and Testing Center during lab hours. Students must successfully pass the MREST prior to Spring Break of your first academic year.

Successful passing of the MREST will be noted on a student's transcript. Students who score high will be earn an advanced status. Students who fail may review the Madison Research Toolkit. Students who do not pass by the deadline will have a registration hold placed on their academic record. This registration hold will prevent them from dropping, adding or swapping courses. Within two weeks of successful completion of this graduation milestone students will be able to view their passing scores via MyMadison (on the drop down menu labeled "Other Academic," "Academic Requirements," "View Test Scores," or "Transcript: View Unofficial").

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SCOM SONA Research Pool Participation. Most introductory courses in the social sciences include experiences in which the student is exposed to the research methods of the discipline by demonstration or actual repetition of well-established phenomena. Because of the unique quality of the communication discipline, it is possible to introduce students to research methods by direct participation in ongoing studies. These studies are designed to contribute to the contemporary research literature, and it is quite possible that the results of this work will be reported in future presentations or publications.

Although direct exposure to laboratory research is invaluable, alternate means for learning about current research in communication is available through participating in face-to-face and online research studies, attending and reporting on department and university forensics events, debate events, or colloquia that are related to communication, or reading and reporting on papers found in the research literature.

All SCOM students at James Madison University must accumulate research credit during the semester. This requirement will count for 2.5% of the final grade. This research credit may be obtained by completing the following activities:

1. Participating in communication studies – either online surveys, online experiments, face-to-face experiments, face-to-face interviews, and/or focus groups.
2. Attending and summarizing a debate or forensics event and answering specific questions about those events.
3. Attending and summarizing **one approved** research or colloquium presentation and answering specific questions related to those colloquia.
4. Reading **one or more of five approved** journal articles and answering specific questions with regard to those articles.

Each of these credit opportunities is described in more detail in the SONA system.

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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 the Student Success Center on the first floor. You may call 540-568-6705 for more information.

Gender Based Violence: Title IX of the Education Amendments of 1972 states "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Faculty are considered mandatory reporters of sexual violence disclosures, but confidential resources are available at JMU. If you need assistance of any kind with sexual assault, intimate partner violence or stalking please consult jmu.edu/ccasa.

Basic Needs:

Any student who faces challenges that may affect their performance in the course should consult the resources outlined below. If there is not a resource or you find the resources inadequate, you are urged to contact the Dean of Students for support, <http://www.jmu.edu/studentaffairs/departments/deanofstudents/index.shtml>. Furthermore, please notify the professor if you are not comfortable in doing so. This will enable him to provide any resources that he may possess.

- Food: Campus Kitchen at jmucampuskitchen@gmail.com
Patchwork Pantry patchworkpantry@gmail.com 540.433.2148
- Housing: JMU Residential Life 540.568.4663
Salvation Army 540.433.2785
Open Doors 540.271.1701
- Financial: Financial Aid Office, ask for Madison Forever Scholarship, previously Madison For Keeps
<http://www.jmu.edu/scholarships/finaid/madison-for-keeps.shtml>
- Counseling: JMU Counseling Center <https://www.jmu.edu/counselingctr/>

LGBT & Ally Education Office:

Located on the first floor of Student Success Center, The Lesbian, Gay, Bisexual, Transgender, Queer & Ally Education Program works toward promoting James Madison University's commitment to diversity through education, support, advocacy and the fostering of equity for all students, regardless of sexual orientation or gender identity and expression. <https://www.jmu.edu/lgbta/>

Academic Support 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/>
- Learning Strategies Instruction: <https://www.jmu.edu/lsi/>
- English Language Learner Services: <https://www.jmu.edu/ells/>

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.

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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.

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 Canvas. Please check Canvas 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.

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. Use the most recent APA format style guidelines. Default to specific assignment guidelines if they differ.

Drop/Add:

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

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