

COMM 1100: Human Communication (dual-enrollment cohort)
Department of Communication Arts in the College of the Arts
Valdosta State University

Course days, times, location: Tuesdays/Thursdays, 9:30-10:45. a.m., Comm Arts (CAC) building 1014
BlazeVIEW: Human Communication Section I Fall 2019 CO

Instructor: Dr. Jamie Landau, Associate Professor of Communication Arts and Director of CELT
Instructor office location: upstairs office in 102 Georgia Avenue (white historic house near corner of Patterson Avenue with VSU sign in front yard that says "Center for Excellence in Learning & Teaching")
Instructor office hours: Thursdays, 11 a.m.-12 p.m., or by appointment
Instructor e-mail address: jlandau@valdosta.edu (preferred contact)
Instructor phone number: 229-333-6032

REQUIRED READINGS: (noted on schedule by last name of authors with page numbers/chapters due that class day)
Gladwell, Malcolm. *Blink: The Power of Thinking Without Thinking* (New York: Back Bay Books, 2007).

Heath, Chip and Dan Heath. *Made to Stick: Why Some Ideas Survive and Others Die* (New York: Random House, 2007).

Leith, Sam. *Words Like Loaded Pistols: Rhetoric from Aristotle to Obama* (New York: Basic Books, 2012).

Various authors of *Public Speaking: The Virtual Text*, <http://publicspeakingproject.org/psvirtualtext.html>

Other readings uploaded into BlazeVIEW content module titled, "Required Readings."

COURSE DESCRIPTION:

A broad approach to oral communication skills including intrapersonal, interpersonal, small group, and public speaking.

COURSE LEARNING OUTCOMES (CLO):

1. Students will identify and discuss the basic elements of the communication process – sender, receiver, channel, message, feedback, and context.
2. Student will identify and discuss the concepts involved in intrapersonal, interpersonal, nonverbal and small group communication.
3. Students will identify and discuss concepts involved in language, meaning and listening.
4. Students will discuss the functions of language and nonverbal communication.
5. Students will demonstrate skills of intrapersonal, interpersonal, and small group communication as well as listening, interviewing, and public speaking.
6. Students will distinguish between informative and persuasive speaking
7. Students will present well prepared, organized, supported, and delivered extemporaneous speech.

COMMUNICATION ARTS DEPARTMENTAL EDUCATION OUTCOMES (DO):

1. Students will demonstrate skill in the use of the materials and methods of communication and expression appropriate to the area of emphasis.
2. Students will demonstrate understanding of the theories and practices of interpersonal, intercultural, small group, and public communication.
3. Students will demonstrate skill in the analysis of communication.

VALDOSTA STATE UNIVERSITY GENERAL EDUCATION OUTCOME (GEO):

Area C: Students will analyze, evaluate, and interpret diverse forms of human communication.

GRADING:

Scale-

- A = 900 to 1,000 (excellent)
- B = 800 to 899 (good)
- C = 700 to 799 (satisfactory)
- D = 600 to 699 (passing)
- F = 0 to 599 (failing)

Point distribution-

Entering the Conversation =	200
Academic Support =	200
BlazerLink =	100
Sticky Communication Analysis =	200
Apologia Speech =	300
TOTAL =	1,000

ASSIGNMENTS AND LEARNING OUTCOMES:

• **Entering the Conversation (CLO 1-4 and 6, DO 2-3, and GEO)**

Points: 200 (25 each) | Length: 8 sentences / Due: every class day but collected random days

In preparation for every class day, each student will write themselves into the academic conversation by saying what "they say" and what "I say."

First, students should summarize, in no more than four sentences, what is said by the author(s) of the required reading due that class day. Second, in no more than four sentences, clearly articulate what you have to say about what is said by the author(s). Students should not say "I like" or "I dislike" what is said by the author(s). Rather, a student could say, for example:

- "She argues....., and I agree because....."
- "He claims that..... On the other hand, I suggest that....."
- "Though I concede that....., I still insist that...."

To brainstorm what "I say," students could compare and/or contrast what is said by the author(s) to other readings for college courses, current events, and/or experiences from their life, consider the counter-argument to what is said by the author(s), and/or pose thought-provoking questions.

Students are required to complete this writing assignment for every class day that a reading is due. Furthermore, students are expected to use this assignment to enter in-class discussion by sharing out loud with peers and the professor what they wrote. However, the professor will only collect this writing on random days and grade it. If a student has an unexcused absence on a day when the professor collects this writing, then there is no way to make up this assignment.

• **Academic Support: Office Hours, Peer Tutoring, and Workshops**

Points: 200 (50 each) | Due: Once each separate month of Sept., Oct., Nov., and Dec.

The purpose of students attending office hours of the professor, participating in peer tutoring, and attending academic workshops is to build good study habits for success in college.

At least once during the semester, each student is required to attend the office hours of the professor to seek help with coursework. At least once for the remaining months of the semester, every student is required to participate in peer tutoring in person at the Academic Support Center or online, as well as attend an academic success workshop about "academic goal setting and role management," "coping in college," "active listening, note-taking, and participation," "partnering with faculty," or "critical and creative thinking."

To schedule peer tutoring in person, stop by the Academic Support Center location on the second floor of Odum Library, call 229-333-7570, or schedule a free online tutoring appointment through ThinkStorm via BlazeVIEW. See instructions for scheduling a tutoring session (<https://www.valdosta.edu/asc/how-to-make-an-appointment.php>) and an updated list of academic success workshops and dates (<https://www.valdosta.edu/asc/workshops.php>).

To receive credit for this assignment, students are required to get an authorized signature from

a tutor or workshop facilitator on the “Academic Support” form handed out by the professor during the first week of class. For online tutoring, print out a digital record of the online tutoring session to attach to the form instead. This form is due to the professor no later than the finale celebration on Dec. 12. Students must spread out attending office hours, tutoring sessions, and academic success workshops over the four separate months of Sept., Oct., Nov., and Dec. In order to be successful in any college course, academic support should not only occur at the end of a semester.

- **BlazerLink**

Points: 100 (25 each) | Due: four times during the semester

Four times during the semester, students will participate in a co-curricular event to build their sense of belonging in college and at VSU.

BlazerLink is an online social networking site like Facebook and designed just for student organizations and academic events at VSU. Students must log in via MyVSU and scroll down the list of portals to find “BlazerLink,” or directly access BlazerLink here: <https://valdosta.presence.io/> but make sure to “sign in” by clicking the shadow figure person in the upper-right-hand corner.

To receive credit for this assignment, students are required to use BlazerLink and get their VSU ID card swipped to log attendance at VSU events. This attendance data will be recorded and visible in each student’s “profile” in BlazerLink. The next class day after participating in an event, students must then show to the professor this digital attendance data in their profile in BlazerLink.

- **Sticky Communication Analysis (DO 1-3 and GEO)**

Points: 200 | Length: 4-6 pages | Due: Oct. 1

Each student will apply the theoretical principles outlined in Chip Heath and Dan Heath’s (2007) book, *Made to Stick*, to analyze communication of an advertisement. The analysis should provide a thought-provoking argument that answers the question: “How does the communication of this advertisement make it sticky and/or not sticky?”

A strong argument has a unique thesis that is backed up with evidence from an advertisement as well as is supported by course readings and other credible sources. A strong argument is also clearly organized. References to course readings and other credible sources should be documented in-text and with a bibliography that follow proper citation styles (e.g. MLA, Chicago, APA). This writing assignment needs to be typed double-spaced with proper headings.

- **Apologia Speech (CLO 3-7 and DO 1-2)**

Points: 300 (Delivery 100, Outline 100, Self-Critique 50, Peer-Critique 50) | Due: Nov. 21-Dec. 5

The purpose of this assignment is for students to deliver a well prepared, organized, and supported apologia speech to demonstrate their skills in public speaking.

This is a 5-7 minute extemporaneous-style persuasive public speech of self-defense, justification, absolution, and/or vindication. By delivering an apologia, students will communicate on behalf of someone else with a notorious public reputation. All speech topics must be approved by the professor before students begin to work on the assignment. No repeat topics among classmates are allowed so they will be approved on a first come, first serve basis. Supporting points need to be orally cited from at least four credible sources, only one of which can be from the Internet. A typed formal outline with a bibliography must be turned in to the professor at the start of class on the day of giving the speech. Students can use an unlimited number of note cards, which will be collected by the professor after the speech is given but not graded. Students may speak from a lectern but cannot use a slideshow or display images. Speech time will be monitored by a timekeeper in class.

While delivering the speech, some students will be assigned to conduct peer-critiques and video record the speech so that the student giving the speech can watch themselves afterward and turn in a 1-2 page typed self-critique by the next class day. The 1-2 page typed peer-critiques must be turned into the professor the next class day after a speech is given. Finally, each student must print a hardcopy of the “Apologia Speech Evaluation” from BlazeVIEW and bring it to class on their speech day to give to the professor who will use it when grading the delivery of the speech.

4 parts of grade: **Delivery of speech (100 points) | Outline of speech (100 points)**
Self-critique of speech (50 points) | Peer-critique of speech (50 points)

POLICIES:

- **Academic honesty and plagiarism-** VSU's Academic Honesty Policies and Procedures will be strictly enforced. See <https://www.valdosta.edu/academics/academic-affairs/academic-honesty-policies-and-procedures.php>, or they are detailed in VSU's Student Handbook. In addition, by taking this course, you agree that all required coursework may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more info on the use of Turnitin at VSU, see <https://www.valdosta.edu/academics/academic-affairs/turnitin-for-students.php>
- **Access and learning accommodations-** Students with disabilities who are experiencing barriers in this course may contact VSU's Access Office for assistance in determining and implementing reasonable learning accommodations. Visit the Access Office located in Farbar Hall, call 229-245-2498, e-mail access@valdosta.edu, or see <https://www.valdosta.edu/student/disability/>.
- **Attendance and excused absences-** Attendance will be taken in some form for every class period, such as when the professor calls roll, collects an assignment due, or reviews discussion online in BlazeVIEW. Failure to attend will negatively impact student engagement and grades, especially on the Entering the Conversation and Apologia Speech assignments which total to half of the grade for this course. However, excused absences are permitted. An "excused" absence includes school-sanctioned activities (e.g. sporting events for student-athletes), illnesses documented by a doctor's note, family emergencies verified by a parental guardian, or other hardships officially identified by a student affairs professional. If a student misses class, whether it is an excused absence or not, it is the student's responsibility to first consult with a classmate to get caught up and only after that should the student contact the professor for additional help.
- **Digital technologies-** Digital technologies must be turned off or silenced during class time unless used for taking notes, or the professor instructs students to use them as part of an in-class activity.
- **Grade appeal procedure-** If a student wants to appeal a grade, then they must first make the grade appeal in writing to the professor, either via e-mail or in print only after 24 hours has passed since receiving the grade and within one week of the grade being returned. To do this, a student must prepare and submit a written argument (a claim with evidence) indicating what the specific appeal is, and include what grade the student believes they deserve. If this procedure does not resolve the situation to the student's satisfaction, then the student can contact their advisor or department head for further information about the appeals process and forms.
- **Late assignments and grace period-** Ten percent of an assignment's grade is deducted every day that a student submits an assignment late. Overdue starts at the beginning of the class period that an assignment is due. However, if for any reason a student is having trouble completing an assignment by the deadline, then they can elect to take a two-day grace period for one assignment during the semester (excluding the Apologia Speech), no questions asked. To use the grace period, students must tell the professor in person or send her a message via e-mail by the deadline that says they will use the grace period for that specific assignment, but the professor will not reply with any questions. A student cannot use the grace period twice.
- **Student Opinion of Instruction (SOI):** At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an e-mail notification through their VSU e-mail address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder e-mail to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the [SOI Procedures webpage](#).

- **Title IX:** VSU is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. VSU prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (excluding pregnancy status, sexual harassment, and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Dr. Maggie Viverette, Director of Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.
- **VSU Student Success Portal:** This resource is invisible to students, but students need to know about it. Faculty are strongly encouraged to use this portal to report student issues related to attendance and academic performance. These "alerts" activate support services across campus, such as by notifying the dual-enrollment coordinator, who then reach out to students to help address any problems and provide assistance for student success.

TENTATIVE SCHEDULE:

	Date	Topic	Reading or assignment due
Week 1	Tues 8/20	Reciprocal student-professor interview and read letters from former students	Syllabus
Intrapersonal, Interpersonal, and Intercultural Communication			
	Thurs 8/22	The statue and intuitive sense	Gladwell 3-17
Week 2	Tues 8/27	Thin slices and the locked door	Gladwell 18-71
	Thurs 8/29	The Warren Harding error	Gladwell 72-98
Week 3	Tues 9/3	Structure in spontaneity	Gladwell 99-146
	Thurs 9/5	The blind leading the blind	Gladwell 147-188
Week 4	Tues 9/10	Mind reading- <i>online class day</i>	Gladwell 189-244 (professor at conference so discussion on BlazeVIEW)
	Thurs 9/12	Listening with your eyes	Gladwell 245-276
Small Group and Public Communication			
Week 5	Tues 9/17	What Sticks?	Heath & Heath Intro and Epilogue
	Thurs 9/19	Simple and Unexpected	Heath & Heath Ch. 1-2
Week 6	Tues 9/24	Concrete and Credible	Heath & Heath Ch. 3-4
	Thurs 9/26	Emotional and Stories	Heath & Heath Ch. 5-6
Week 7	Tues 10/1	TBA videoconference with communication expert	Sticky Analysis due

Public Speaking

	Thurs 10/3	Rhetoric then and now- <i>online class day</i>	Leith 1-44 (professor at conference so discussion on BlazeVIEW)
Week 8	Tues 10/8	Fall Break vacation- <i>no class</i>	☺
	Thurs 10/10	Origins of public speaking	DeCaro
Week 9	Tues 10/15	Organizing and outlining	Barnett
	Thurs 10/17	Persuasive speaking	Watt & Barnett
Week 10	Tues 10/22	Using language well (e.g. figurative language)	Ramsey
	Thurs 10/24	Epideictic rhetoric	Leith 249-280
Week 11	Tues 10/29	Special occasion speaking	Scholl
	Thurs 10/31	Apologia speech genre and strategies	Ware & Linkugel
Week 12	Tues 11/5	Analysis of apologia speeches	Clinton; Vick
	Thurs 11/7	Ethos, logos, and pathos cont.	Re-read Watt & Barnett; Re-analyze Clinton, Vick
Week 13	Tues 11/12	Delivery	Leith 179-190
	Thurs 11/14	Delivering your speech	Capecce
Week 14	Tues 11/19	Speech practice and speech critique demo	☺
	Thurs 11/21	Apologia Speeches due	☺
Week 15	Tues 11/26	Apologia Speeches due	☺
	Thurs 11/28	Thanksgiving vacation- <i>no class</i>	☺
Week 16	Tues 12/3	Apologia Speeches due	☺
	Thurs 12/5	Apologia Speeches due; SOIs	☺
	Thurs 12/12 9-10 a.m.	Finale (exam) celebration Reflect and write letters to future students	Academic Support form due