

## CMM-100 Introduction to Human Communication

Daniel Chornet Roses, Ph.D.  
**Email:** chornetd@madrid.slu.edu  
**Office:** Avda. del Valle, 28  
**Telephone:** 91-554 5858-Ext. 254 or by appointment  
**Course credit:** 3.0 Hours  
**Prerequisite:** None

### ≡COURSE DESCRIPTION≡

Introduction to Human Communication is a basic survey course that will introduce you to a wide array of areas in the field of communication. Love letters, songs, advertisements, the clothes you are wearing right now, movies, poems, the expression on your face when you speak, group projects, sending emails, posting your opinion on an online forum and dancing have one thing in common. These are ways in which we use communication in different contexts and with different intentions.

### COURSE OBJECTIVES (Course content) ≡

The first part of the semester will be devoted to the study of communication in general: its origins, definitions, models and perspectives. Then, we will study the different methods for conducting communication research. This will provide us with the appropriate lenses to better understand the different communication contexts: Interpersonal communication, Group communication, Organizational communication, Public communication, Mass media and Intercultural communication. But before we actually start dealing with the different contexts for communication, we will focus on more basic aspects of the communicative process such as the decoding (perception, information processing and listening) and encoding (spoken and nonverbal communication) of messages.

### ≡COURSE GOALS≡

<b>≡COURSE GOALS≡</b>
Describe and define the complexity of the notion of communication.
Understand the processes entailed when communicating.
Identify and understand the various contexts in which we communicate.
Apply communication concepts to real-life experience.
Begin to understand and speak the language of the communication discipline

### TO BE SUCCESSFUL IN THIS COURSE YOU WILL NEED TOO ACHIEVE THE FOLLOWING 10 OUTCOMES:

<u>OUTCOME</u> (What you, the student, should achieve at the end of the course)	<u>CRITERIA</u> (For you, the student, to understand the course outcomes)
1. <u>Comprehend</u> the many perspectives on communication.	<ul style="list-style-type: none"> <li>↳ <u>Identify, explain, compare</u> and <u>evaluate</u> the different communication models: Communication as transmission, social construction model, pragmatic model, and critical model.</li> <li>↳ <u>Create</u> your own communication model out of the understanding of the existing models.</li> </ul>
2. <u>Describe</u> communication processes.	<ul style="list-style-type: none"> <li>↳ <u>Identify</u> and <u>explain</u> verbal and nonverbal communication concepts, processes, and skills.</li> <li>↳ <u>Apply</u> verbal and nonverbal communication concepts, processes, and skills to real-life situations that you may have experienced.</li> <li>↳ <u>Assess</u> new contexts and situations and <u>adapt/adjust</u> your verbal and nonverbal skills accordingly.</li> </ul>
3. <u>Identify</u> the different contexts for human communication.	<ul style="list-style-type: none"> <li>↳ <u>Identify, describe, and compare</u> the five different contexts for human communication: interpersonal, group, organizational, mass media and intercultural.</li> <li>↳ <u>Identify</u> and <u>describe</u> communication processes, concepts and skills related to each context.</li> <li>↳ <u>Apply</u> these processes, concepts and skills to real-life</li> </ul>

	<p>situations that you may have experienced.</p> <p>✦ Be ready to <u>adapt/adjust</u> your communicative behavior to new emerging situations in different contexts.</p>
4. <u>Identify, compare</u> and <u>critique</u> different methods for the study of communication phenomena	✦ <u>Identify, compare</u> and <u>critique</u> different research methods such as: experiments, ethnography, interviews, questionnaires and textual/rhetorical analysis.
5. <u>Analyze</u> relevant communication phenomena	✦ <u>Identify, describe</u> , and <u>evaluate</u> communication phenomena from different perspectives.
6. <u>Identify, describe</u> and <u>critique</u> different communication theories.	<p>✦ <u>Identify, describe</u>, and <u>critique</u> communication theories such as: relational dialectics, social penetration theory, television codes, face-negotiation theory, group and organizational communication theories.</p> <p>✦ <u>Create</u> your own mini-theory based on your knowledge of existing communication theories.</p>
7. <u>Identify</u> and <u>use</u> communication vocabulary.	✦ <u>Identify</u> and <u>use</u> communication vocabulary accurately as it applies to your daily experiences and to the study of communication.
8. <u>Demonstrate</u> basic academic research and writing skills.	<p>✦ <u>Follow</u> and <u>demonstrate</u> basic library/online research instructions.</p> <p>✦ <u>Follow</u> and <u>apply</u> the principles of academic writing at college level.</p>
9. <u>Demonstrate</u> effective and creative oral communication skills.	<p>✦ <u>Follow, demonstrate</u> and <u>adapt</u> oral communication skills.</p> <p>✦ <u>Create</u> and <u>innovate</u> oral communication strategies to <u>adapt</u> to new contexts and to your personality.</p>
10. <u>Identify, describe</u> and <u>evaluate</u> issues regarding ethics and communication.	✦ <u>Follow</u> and <u>demonstrate</u> ethical communication principles according to the National Communication Association.

≡REQUIRED MATERIALS≡

**TEXTBOOK:** Available in the bookstore

📖 Trenholm, S. (2005). *Thinking through communication: An introduction to the study of human communication* (4th ed.) Boston, MA: Allyn & Bacon.

**READING PACKET:** Available in the bookstore.

≡COURSE ASSIGNMENTS≡

☞ Please keep track of your scores as you receive them from me.

ASSIGNMENTS	POINTS	APPROX. VALUE	MY SCORE
<b>Exam 1 (Midterm)</b>	100	20 %	
<b>Exam 2 (Final)</b>	100	20 %	
<b>Term Paper</b>	100	20 %	
<b>Group Presentation</b>	75	15 %	
<b>Application Papers (3 @ 10 pts)</b>	30	6 %	( )-( )-( )
<b>Quizzes (3 @ 15 pts)</b>	45	9 %	( )-( )-( )
<b>Attendance, Participation &amp; Journal Entries</b>	50	10 %	
<b>Total</b>	500	100 %	

Further instructions for each assignment will be provided in class.

ATTENDANCE, PARTICIPATION & DISCUSSION POLICIES≡

**ATTENDANCE:** Attendance is mandatory for this course to run properly. You are allowed only 2 unexcused absences. More than 2 unexcused absences will significantly lower your grade (minus 10 points per unexcused absence after the second). I will expect your physical and mental presence for each class day. I expect you to pay attention to class material (no newspapers, magazines, headphones, etc.) Later arrivals are highly discouraged since they are disruptive for the class. Arriving 15 minutes late or longer, will count as an absence. If you are unable to attend class, it is your responsibility to find out what assignments, handouts, activities, or instruction you missed. Only documented medical absences and university trips will be excused.

**LATE WORK:** You will lose 10 % of your score—per day—in any graded assignment submitted late without an official excuse. Submitting an assignment on time means to turn it in during our class meeting times. If you know you are not going to turn in an assignment on time, let me know ahead of time.

**PARTICIPATION** entails critical thinking, critical listening and sharing your thoughts and opinions with your classmates. You should come to class prepared and willing to discuss the readings or ideas for that day. Active and useful participation requires effort from your part. Only coming to class does not count as participation. I will keep track of your participation during discussions and in-class activities. In order to get credit for your presence in the classroom, you need to “participate” as described above.

**HOW WILL YOU EARN YOUR PARTICIPATION GRADE?**

**CAVEAT:** Missing classes and lateness will lower your participation grade.

- An **“A” in participation** means that you almost always participate (as described above) in class.
- A **“B” in participation** means that you frequently participate (as described above) in class.
- A **“C” in participation** means that you sometimes participate (as described above) in class.
- A **“D” in participation** means that you seldom participate (as described above) in class is
- An **“F” in participation** means that you never participate (as described above) in class.

**DISCUSSION:** This classroom will be a safe place for expressing your opinions and discussing them in a reasonable fashion with your classmates. You are free to speak your mind in class. As such, you may hear opinions and viewpoints that are contrary to yours and since you are all adults, I will expect you to be respectful when we are engaged in class discussion. Nonetheless, if you feel uncomfortable because of a class discussion, you may speak with me at any time.

≡MISCELLANEOUS POLICIES≡

**CLASSROOM BEHAVIOR:** The use of cell phones, pagers and other electronic devices that may distract or disrupt the flow of class will not be tolerated. Please, turn them off at the beginning of class or set them in SILENT mode (not vibrate☺).

≡GRADE DESCRIPTION≡

⊗ **A**—An “A” performance is a superior performance. To earn an “A” on an assignment, you must extend increased effort to seeing and thinking beyond the surface level of the assignment as well as show particular skill in composing your work. To earn an “A” in the course, you must excel consistently throughout the semester. This means producing polished, well-crafted work that shows extreme effort, using the revision process to shape your message for a particular audience, taking an active leadership role in class, being organized, ambitious and articulate.

⊗ **B**—A grade “B” shows that you have done a little more than what is required for the assignment. For example, it may mean that you have done some extra research or an effective analysis on an assignment, or that you have produced a piece of discourse that is somewhat innovative and interesting. To earn a “B” in the course, you must exceed the minimum requirements of producing solid work as well as show evidence of revision, be an active participant in the classroom, complete all activities carefully, and show preparation, improvement, and effort in every area.

⊗ **C**—A grade of “C” is an average grade. A “C” indicates that you have met the minimum requirements of the assignment. A “C” indicates that you need to improve and that there is potential in your work. To earn a “C” in this course means that you have made a minimum effort in your assignments and in class participation.

⊗ **D**—A grade of “D” means that your assignment has significant problems. For example, not completing part of an assignment or the assignment was not done on time. Also, a “D” will be given if you do not show sufficient effort, time, or concern for any particular assignment. Earning a grade of D or lower in this course means that you have not shown consistent effort toward improvement and have not met the minimum standards for the course.

⊗ **F**—A grade of “F” will be given in a case where your work is seriously lacking. Getting an “F” is an indicator that shows lack of interest and effort. Intentional plagiarism will undoubtedly lead to a grade of F (actually a 0) and may also result in more serious consequences such as failing the course.

GRADE PERCENTAGES	
94-100% .....A	77-79% .....C+
90-93% .....A-	74-76% .....C
87-89% .....B+	70-73% .....C-
84-86% .....B	61-69% .....D
80-83% .....B-	60% and below ..F

≡ACADEMIC INTEGRITY GUIDELINES≡

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share

the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty, and making unauthorized use of technological devices in the completion of assignments or exams.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.

#### TENTATIVE SCHEDULE






TTC: *Thinking Through Communication* (Textbook)

RP: *Reading Packet*

This is a tentative schedule and it is subject to change as the semester progresses.

Week	Class Description	Reading	Assignments
<b>Week 1</b> Introduction to Communication	▶▶ Course description and introductions.		
	▶▶ The History of Communication Studies. Mapping the territory: the seven traditions of communication	TTC: Ch #1	
<b>Week 2</b> Plato's <i>Phaedrus</i> and Communication	▶▶ Communication and <i>Phaedrus</i>	RP: <i>Phaedrus</i> Part 1 & 2	Journal Entry: Before you come to class, think about the relationship between the <i>Phaedrus</i> and communication. Try to draw as many connections as possible.
	▶▶ Communication and <i>Phaedrus</i>	RP: <i>Phaedrus</i> Part 3 & 4	Journal Entry: Before you come to class, think about the relationship between the <i>Phaedrus</i> and communication. Try to draw as many connections as possible.
	▶▶ Communication Models: Strengths and weaknesses.	TTC: Ch #2	✎ Applic. Paper #1 <i>The Phaedrus</i>
<b>Week 3</b> Methods of Discovery & The Importance of Perception	▶▶ Methods of Discovery. How do we know what we know?	TTC: Ch #12	Journal Entry: Before you come to class, be ready to compare and contrast the different research methods covered in the chapter. Is there one method that is better than

			the other? Why?
	<p>📌 <b>Class Presentation #1</b></p>	<p>RP: <i>The Siege and American Media Portrayals of Arab and Moslems</i> by M. Hasian, Jr.</p>	
	<p>▶▶ The Importance of Perception in the Communication Process. Listening, processing and decoding information. Are we passive receivers of information?</p>	TTC: Ch #3	
<p><b>Week 4</b> Listening &amp; Language: Spoken Communication</p>	<p>▶▶ Listening, power and stereotyping</p>	<p>RP: <i>The Shibboleth Schema</i> by R. Hopper</p>	<p>Journal Entry: We will have a class discussion based on this reading. Bring a set of 2 or 3 discussion questions, comments or examples that show in-depth understanding of the reading</p>
	<p>▶▶ Listening, Language and Minority Groups.</p>	<p>RP: <i>Help! My Professor (or Doctor or Boss) Doesn't Talk English</i> by D. Rubin (I'll provide copies)</p>	<p>Journal Entry: We will have a class discussion based on this reading. Bring a set of 2 or 3 discussion questions comments or examples that show in-depth understanding of the reading</p> <p>📌 QUIZ #1</p>
	<p>▶▶ Encoding Messages: Spoken Language.</p>	TTC: Ch #4 (pp. 67-77)	
<p><b>Week 5</b> Language &amp; Identity</p>	<p>▶▶ An introduction to Pragmatics</p>	TTC: Ch #4 (pp. 77-85) & (pp. 94-100)	
	<p>▶▶ Gender and Language: Men and Women in Conversation. Movie Clip: <i>When Harry Met Sally</i></p>	TTC: Ch #4 (pp. 85-93)	<p>Journal Entry: Some researchers indicate that communication between man and women can be considered as intercultural communication? Do you agree with this claim? Why?</p>
	<p>📌 <b>Class Presentation #2</b></p>	<p>RP: <i>Dude</i> by Kiesling (2004)</p>	
<p><b>Week 6</b> Nonverbal Communication</p>	<p>▶▶ Encoding Messages: Nonverbal Communication</p>	TTC: Ch #5 (1 <sup>st</sup> half of the chapter)	<p>📌 Applic. Paper #2 <i>Politeness Theory</i></p>
	<p>▶▶ Encoding Messages: Nonverbal Communication</p>	TTC: Ch #5 (2 <sup>nd</sup> half of the chapter)	<p>Journal Entry: Think about the different nonverbal communication codes and come up with your own examples that illustrate some of them. Also, bring examples of nonverbal communication codes from different cultures.</p>
	<p>▶▶ Facial Expressions</p>	<p>RP: <i>Chimpanzee Dreams</i> by J. Cole</p>	<p>Term Paper Proposal Due</p>
	<p>▶▶ Review Session for Midterm</p>	This class period will	

<b>Week 7</b>		have a “question-answer” format. Consequently, you need to come to class with questions about concepts, application, and research.	
	 <b>MIDTERM</b>	 <b>MIDTERM</b>	 <b>MIDTERM</b>
	HOLIDAY	HOLIDAY	HOLIDAY
<b>Week 8</b> Communication Contexts (I): Intercultural Communication	▶▶ Introduction to Anthropology	RP: <i>Body Ritual among the Nacirema</i> by H. Miner	Journal Entry: Think about the rituals that these people engage and jot down your reactions to them.
	▶▶ Intercultural Communication	TTC: Ch #11	Journal Entry: Before you read the chapter, write down your definition of culture and bring it to class.
	▶▶ Verbal Communication Across Cultures	RP: <i>Language and verbal Communication across Cultures</i> by Tae-Seop Lim.	Journal Entry: Bring a set of 2 or 3 discussion questions, comments or examples that show in-depth understanding of the reading.
<b>Week 9</b> Communication Contexts (I): Intercultural Communication	▶▶ Face-Negotiation: A Theory of Intercultural Communication.	RP: <i>Face-Negotiation Theory</i> by S. Ting-Toomey	Term Paper -Drafts Due
	 <b>Class Presentation #3</b>	RP: <i>Arab Cultural Communication Patterns</i> by Feghali (1997)	
	▶▶Movie Clip: <i>My Big Fat Greek Wedding</i>		Journal Entry: Before you come to class, find some information on this movie and try to anticipate communication concepts or theories that could be applied to it.
<b>Week 10</b> Communication Contexts (I): Intercultural Communication, Race, and Ethnicity	Race, Ethnicity and Communication	RP: <i>Optional Ethnicities: for Whites only?</i> By Waters (1996)	 <b>QUIZ #2</b>
	Race, Ethnicity and Communication	RP: <i>Talking about Racism: How our Dialogue gets Short-Circuited</i> by Wachtel	Journal Entry: Bring a set of 2 or 3 discussion questions, comments or examples that show in-depth understanding of the reading.
	▶▶Interpersonal Communication	TTC: Ch #6 (pp. 136-147 & pp. 156-164)	
<b>Week 11</b> Communication Contexts (II): Interpersonal Communication	▶▶ Relationship Development. In Search of Intimacy through self-disclosure.	RP: <i>Social Penetration Theory</i> by Altman & Taylor	Journal Entry: Before you read this article, think about how relationships (friendships, romantic relationships, acquaintances...) develop. Write down a brief commentary where you explain your theory about how relationships start and unfold.

	<p>▶▶ Relationship Maintenance: Rethinking Intimacy and Self-disclosure.</p>	<p>RP: <i>Relational Dialectics</i> by L. Baxter &amp; B. Montgomery</p>	<p>Journal Entry: Before you come to class, think about how Social Penetration Theory and Relational Dialectics are similar or different.</p>
	HOLIDAY	HOLIDAY	HOLIDAY
<p><b>Week 12</b> Communication Contexts (II): Interpersonal Communication</p>	<p>📌 <b>Class Presentation #4</b></p>	<p>RP: “<i>We Never Talk about that</i>”: A Comparison of Cross-sex Friendships and Dating Relationships on uncertainty and topic avoidance by Afifi &amp; Burgoon (1998)</p>	
	<p>▶▶ Movie Clip: <i>Before Sunset</i></p> <p>NCA</p>	NCA	<p>📄 Applic. Paper #3 <i>SPT and Relational Dialectics</i> NCA</p>
	NCA	NCA	NCA
<p><b>Week 13</b> Communication Contexts (III): Group Communication</p>	<p>▶▶ Group Communication</p>	TTC: Ch #7	<p>Journal Entry: Before you read the chapter, think about why it is important to know how to communicate in groups. Write down a brief commentary that explains your reasons</p>
	<p>▶▶ Managing Group Communication</p>	<p>RP: <i>Groupthink</i> by J. Irving</p>	<p>Journal Entry: Before you come to class, think about how you could apply your knowledge of group communication to a real life example.</p>
	<p>▶▶ Organizational Communication</p>	TTC: Ch #8	<p>Journal Entry: Before you come to class, think about the difference between group communication and organization communication.</p>
<p><b>Week 14</b> Communication Contexts (IV): Communication and The Mass Media</p>	<p>▶▶ Communication and the Mass Media.</p>	TTC: Ch #10 (First half of the reading)	<p>📄 TERM PAPER DUE</p>
	<p>▶▶ Communication and the Mass Media.</p>	TTC: Ch #10 (2 <sup>nd</sup> half of the reading)	
	<p>▶▶ Media Formats Movie Clip: TBA</p>	<p>RP: <i>Television Culture</i> by Fiske</p>	<p>Journal Entry: Bring a set of 2 or 3 discussion questions, comments or examples that show in-depth understanding of the reading.</p>
<p><b>Week 15</b> Communication Contexts (IV):</p>	<p>▶▶ Emerging Communication Technologies</p>	<p>RP: <i>The Future of the Internet: Which Communication Revolution is it anyway?</i> By M. Stevens</p>	<p>Journal Entry: Bring a set of 2 or 3 discussion questions, comments or examples that show in-depth understanding of</p>

Communication and The Mass Media			the reading. What communication revolution are we in?
	📌 <b>Class Presentation #5</b>	RP: <i>Show-Down Time</i> <i>Race gender sexuality and popular culture</i> by Nakayama (1994)	
	▶▶ Ethics and Communication	RP: <i>Is it Ever Right to Lie: The Philosophy of Deception.</i>	📌 QUIZ #3
<b>Week 16</b> Ethics and Communication	▶▶ Review Session for Final	This class period will have a “question-answer” format. Consequently, you need to come to class with questions about concepts, application, and research.	
	📖 <b>FINAL EXAM</b> 12 pm to 2 pm	📖 <b>FINAL EXAM</b> 12 pm to 2 pm	📖 <b>FINAL EXAM</b> 12 pm to 2 pm