

## Introduction to Communication Studies

COMM 1311-0W5

ONLINE

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### Professor's Contact Information

Professor	Dr. Caitlin Marie Miles
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Office Hours	By appointment (in-person or via Teams) - please include your course number, section, and a brief description of the matter you would like to discuss.

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### General Core Area 010 Communication

**Description:** Courses in this category focus on developing ideas and expressing them clearly considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

**Objectives:** **Critical Thinking (CT)**—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information

**Communication (COM)**—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

**Teamwork (TW)**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

**Personal Responsibility (PR)**—to include the ability to connect choices, actions, and consequences to ethical decision-making

### General Course Information

#### Course Pre-requisites

COMM 1311 is an introductory course that does not require prerequisites. It is assumed that students who enroll in the course have the grammatical, logical, and rhetorical skills necessary for university-level writing.

## Course Description

This course introduces you to the study of communication by examining research, theories, and skills to enhance your interpersonal, public speaking, and small group communication. COMM1311 is primarily a “hands-on” application course, which means students engage in discussions, participate in exercises, work in teams, and research and deliver an informative speech and a team presentation.

## Student Learning Objectives

By the end of this course, I am confident you will be able to:

- Recognize and apply basic interpersonal communication theories and concepts.
- Demonstrate competence in researching, preparing, and delivering an informative speech.
- Collaborate effectively with others to research, prepare, and present team products.
- Display civil communication in interpersonal, public speaking, and team interactions.

## Required Textbook

Lane, Shelley D., Abigail, Ruth Anne, and Gooch, John Casey. *Communication in a Civil Society* (2<sup>nd</sup> ed.). Routledge, 2024. ISBN: 978-1-032-51326-3 (paperback); ISBN: 978-1-003-40171-1 (eBook), D01: 10.4324/99781003401711

NOTE: Use of the required text begins immediately and will be both necessary and helpful for successful completion of this course. The first two chapters of the book will be provided to you via eLearning.

The paper text can be purchased at the campus bookstore,

<https://www.bkstr.com/texasatdallasstore/shop/textbooks-and-course-materials>. An ebook format is available at: [https://www.routledge.com/Communication-in-a-Civil-Society/Lane-Abigail-Gooch/p/book/9781032513263?source=shoppingads&locale=en-USD&gad\\_source=1&gclid=Cj0KCQjwvb-zBhCmARIsAAfUI2s-upSQa47ijpxNiqvtcqUTxOvM9MQmHqakhnCYJfqJQnGBrGLIPs0aAlxKEALw\\_wcB](https://www.routledge.com/Communication-in-a-Civil-Society/Lane-Abigail-Gooch/p/book/9781032513263?source=shoppingads&locale=en-USD&gad_source=1&gclid=Cj0KCQjwvb-zBhCmARIsAAfUI2s-upSQa47ijpxNiqvtcqUTxOvM9MQmHqakhnCYJfqJQnGBrGLIPs0aAlxKEALw_wcB)

NOTE: The 2<sup>nd</sup> edition of this text is recommended for this course, as it provides new information not addressed in the 1<sup>st</sup> edition. A copy of the text is available for in-library use only, on Course Reserves, at the Service Desk, 2nd floor, McDermott Library (13855).

## Course Navigation

Access COMM1311 on eLearning by using your UT Dallas NetID to login to the [eLearning](#) website. The Announcement Page on the COMM1311 course site provides introductory information and directs you to the menu on the left where essential course components appear. Begin with “Start Here” to complete the required Syllabus Contract. A signed Syllabus Contract is required before any assignments will be graded. Under the Weekly Learning Folders, you can view your homework and assignment links for Week 1. To become familiar with the eLearning tool, see the [Student eLearning Tutorials](#) webpage and [Getting Started with eLearning](#). UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), an email request service, and an online chat service.

## Assignments

Assignment	Points
<u>Interpersonal Communication</u> Syllabus Contract Quizzes (40 pts. each) Hot Takes (PA) (25 pts each) Perception Checking (PA) The Gift of Listening (PA) Class Culture & Contribution	0 points 160 points 75 points 25 points 25 points 50 points
<u>Public Speaking</u> Speech Proposal Full Sentence Outline Informative Demonstration Speech	50 points 100 points 100 points
<u>Team Communication</u> Do this, NOT that PPT (TC1) Do this, NOT that Presentation Shark Tank Roles & Responsibilities (TC2) Shark Tank PPT Team Peer Evaluations	100 points 50 points 50 points 100 points 25 points
<u>Course Reflections</u> Course Goals Accomplishments	45 points 45 points
<u>Total</u>	1,000 points

## Grading

Grading is based upon the UTD Undergraduate Catalog. Points are accumulated for a total of 1,000 points possible for the semester.

Grades are earned through a combination of your performance on assignments, demonstration of genuine curiosity and intellectual growth, and contribution to a class culture rooted in empathy, and dialogue. Students are encouraged to approach our class discussions, workshops, and projects as opportunities to

explore and take chances with new concepts and tools. Our class is a safe and supportive space to be **brave and bold** in our learning journey!

If you have concerns regarding a grade on a given assignment, **you must first wait 24 hours** (a cooling off/reflection period) before appealing it **in writing**, stating the reasons why you feel the grade is inaccurate, with specific reference to the comments/feedback provided, and the rubric. All concerns should be addressed within two weeks of receiving the grade.

A note on final course grades: I do not round up final course grades - please do not ask. Rounding of grades *may* be considered for students who have demonstrated interest, contribution, and growth throughout the semester AND are less than .10 of a percentage point from achieving a higher letter grade.

### Grading Scale

Grade	Total Points
A+	970-1000
A	930-969
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	less than 599

**Syllabus Contract:** Students must thoroughly read through and sign the “Syllabus Contract” on eLearning. By signing this contract you both affirm you have read the entire syllabus and agree to follow the policies, procedures, deadlines, and other policies outlined in the syllabus. By signing the contract and staying in this course, you are agreeing to the terms and conditions outlined in detail both in the syllabus and assignment instructions/descriptions. A signed Syllabus Contract is required before any assignments will be graded.

**Hot Takes:** Three (3) times during the semester you will have the opportunity to reflect on what you have learned, apply these concepts to real life situations, and engage your classmates in discussion. This is designed so that you may feel empowered to identify important concepts, raise questions, and offer examples on the reading. As part of a threaded discussion board, you will outline your “Hot Takes” or key takeaways from the specified chapters. Every student will need to have 4 key concepts or ideas from the chapter that they can define and explain in their own words. Additionally, you will need to offer 4

examples and 4 questions to accompany these concepts. After making your post, you will need to comment on the posts of 2-3 other classmates.

**Practical Applications (PA):** Throughout the semester, we will have the opportunity to put into practice the broader topics and sections we will be covering in class. This will be a chance to examine more thoroughly and interactively how the theories, histories, and perspectives we discuss help us understand dialogue, listening, group collaboration, credibility, etc. This is an opportunity for each of us to see how theory is applicable to real life situations and our daily experiences with public and also interpersonal communication. As part of these in-class exercises, you will be expected to write a short reflection and submit on eLearning. More specific instructions on what should be included in the response will be posted on eLearning.

**Demonstration Speech:** In this project, you will have the opportunity to develop and practice skills in research, outlining, and delivering an oral presentation. This project will introduce you to the process of selecting a topic, researching, evaluating and citing sources, and delivering this presentation through various media such as video. The goal of this presentation is to develop confidence in the process of presenting well-organized and researched presentations for a variety of audiences and occasions.

**Class Culture & Contribution:** In practicing the principles we are learning throughout the semester, you will earn points for being a positive and constructive classmate and colleague. This is more than just logging in! You will credit by asking thoughtful questions, listening attentively, actively, and critically, helping your classmates with their own understanding of the material or with questions over assignments, and also with your timely and honest communication with me regarding confusion/clarification over assignments, etc. This is a semester-long opportunity to build communication skills based on helpfulness, constructive contribution, true presence without technological distractions, and transparency.

**Team Challenges:** In order to develop and refine group collaboration, communication, and conflict management, you will work in teams on 2 different PowerPoint and public speaking projects. More details will be announced in class and posted to eLearning.

**Quizzes:** There are a total of SIX (6) quizzes covering the assigned readings. Quizzes are online and open note, open book. We will not always be able to cover everything from the chapter in class, so it is your responsibility to read in order to be fully prepared for the quizzes. Quizzes must be submitted by the assigned due date. THE FLEXIBLE DEADLINE WINDOW DOES NOT APPLY TO QUIZZES (see course policies below).

### **Class Schedule:**

*Please note that the course calendar is subject to change. I will do my best to stick to major assignment deadlines but life happens sometimes and we need to be flexible.*

Date

Topic

Reading

Assignment Due – MONDAY 9am

8/25 - 8/29	FIRST DAY OF CLASS!	Syllabus eLearning	Review Syllabus & eLearning  Review Course Goals assignment (under week 2)  Sign & Submit Syllabus Contract (under “start here”) by Friday!!!
<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due – MONDAY 9am</b>
9/1 - 9/5	<i>A First Look at Civil Communication</i>	Chapter 1	Submit Course Goals  Review Instructions for Perception Checking Activity (under week 3)
<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due – Monday 9am</b>
9/8 - 9/12	Perceiving Self & Others	Chapter 2	Work on Perception Checking Activity
<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due – MONDAY 9am</b>
9/15 - 9/19	Verbal Communication  Nonverbal Communication	Chapter 3  Chapter 4	Chapter 1 & 2 Quizzes Perception Checking Reflection  Work on Hot Takes for Chapters 1-4 (see instructions on syllabus and Discussion Board)
<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due – MONDAY 9am</b>
9/22 - 9/26	Listening  Interpersonal Relationships & Civil Communication	Chapter 5  Chapter 6	Chapter 3 & 4 Quizzes  Submit “Hot Takes” & Peer Comments  Review: The Gift of Listening activity (under week 6 folder)
<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due – MONDAY 9am</b>
9/29 - 10/3	The Gift of Listening  Demonstration Speech		Chapter 5 & 6 Quizzes  Work on The Gift of Listening Activity  Review of Demonstration Speech Assignment (instructions under

Date	Topic	Reading	Assignment Due – MONDAY 9am
10/6 - 10/10	Organizing & Outlining Speeches  Researching & Citing Sources	ALL READINGS IN DEMONSTRATION SPEECH FOLDER  “How to Research your Speech Topic”  “All about Oral Footnotes”  “Outline Items”	Demonstration Speech Folder)  Speech Proposals Due (under Demonstration Speech folder)  The Gift of Listening Reflection
Date	Topic	Reading	Assignment Due – MONDAY 9am
10/13 - 10/17	Speech Delivery	Review Speech Delivery PPT (located in Demonstration Speech Folder)	Practice Demonstration Speech  Students are expected to visit the library, Writing Center, or COMM Lab this week to work on their speeches. Students who provide documentation of their visit to one of the above will receive 5 pts extra credit.
Date	Topic	Reading	Assignment Due – Monday 9am
10/20 - 10/24	Demonstration Speech Work Day  Intimate & Romantic Relationships	Chapter 7	Practice & record Demonstration Speech  Students who utilize the COMM Lab this week to record speeches will receive 5 pts extra credit.  Identify 3-4 classmates you would like to work with for Team Projects
Date	Topic	Reading	Assignment Due – Monday 9am
10/27 - 10/31	Civil Communication in Conflicts  Civil Communication in Groups	Chapter 8  Chapter 9	Recorded Demonstration Speech & Demonstration Speech Outline  Work on Hot Takes for Chapters 5-9  Submit group of 3-4 classmates you will work with on Discussion Board

Date	Topic	Reading	Assignment Due – Monday 9am
11/3 - 11/7	Group Processes & Civil Communication	Chapter 10	Chapter 7&8 Quizzes  Submit “Hot Takes” with Peer Comments for chapters 5-9 (under discussion board)  Teams for group projects assigned
Date	Topic	Reading	Assignment Due – Monday 9am
11/10 - 11/14	Do this, NOT that		Chapter 9&10 Quizzes  Work on Do this, NOT that Project
Date	Topic	Reading	Assignment Due – Monday 9am
11/17 - 11/21	Monroe’s Motivated Sequence  Team Challenge – Shark Tank	Review Monroe’s Motivated Sequence video  Review instructions for the Shark Tank Assignment	Do this, NOT that Group PPT & recorded voice over presentation  <b>Team Roles &amp; Responsibilities due by 9am on Friday 11/21</b>
Date	Topic	Reading	Assignment Due – Monday 9am
11/24	FALL BREAK		
11/27	FALL BREAK		
Date	Topic	Reading	Assignment Due
12/1 - 12/5	Shark Tank – Developing PPT		Submit Hot Takes for Chapter 10 & Peer Comments  Work on Shark Tank Project
Date	Topic	Reading	Assignment Due
12/12			Shark Tank PPTs submitted by 9am!!!

			Peer Evaluations submitted by 9am!!! Accomplishments submitted by 9am!!!
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**Course Policies**

**Attendance:** Devote yourself to logging into eLearning regularly class and arriving on time. Your decision to enroll in this course indicates that you will fully commit to this online class.

**Readings:** Please complete readings as indicated on the calendar. In class we may not cover everything you read, but you are responsible for knowing the material in class, on exams, etc. AND for being able to think with and apply these concepts. Reading quizzes may be added if it appears that students are coming to class unprepared. Readings must be printed for class. No digital copies of the reading are permitted in class without express permission from the instructor.

**Writing:** All written assignments will be double-spaced, Times New Roman, Size 12 Font, APA citation format. Spelling and grammar will also be assessed. If you are concerned that your writing may not be up to par, I encourage you to schedule an appointment with the [Writing Center](#) or [COMM Lab](#).

**Due Dates & Late Work:** All deadlines are set with the intention to build project and time management skills. Due dates have been organized to allow you enough time and space to complete the assignment and for me to provide thoughtful and constructive feedback. All assignment due dates are currently posted in the syllabus and will be announced in class to give you ample time to plan ahead. Due dates may be subject to change, but will only be done so in the best interest of the class.

**Note:** Unless otherwise noted in the assignment description (i.e. quizzes), all assignments have a 3 day flexible deadline window. Assignments submitted on time are eligible for full points. Assignments will be accepted for a reduction in 5 points for each day late. The last day to submit each assignment is third day following the initial deadline. For example, if an assignment is due on Monday by 9am, it will be accepted until 9am on Thursday.

Because of the flexible deadline, late work is not accepted. Extensions may be granted on a case-by-case basis, subject to timely notification and an in-person meeting with me to develop a plan for assignment completion. As a general rule, extensions will be granted under emergent circumstances such as illness, family/personal emergency, etc. Life is messy and chaotic - if you are uncertain whether or not your situation merits an extension, PLEASE REACH OUT! I encourage you to self-advocate and speak with me!

**Email:** Class updates and reminders will be sent to you via your campus email address and eLearning. Therefore you are expected to check your email on a regular basis. I am happy to correspond with you regarding questions related to the course or assignments. If the matter raised is complex and requires detailed explanation or discussion, I encourage you to make an appointment to meet face-to-face to discuss it. I will check and respond to email on a regular basis, however, please be advised that I do not normally respond to student emails from 11:59pm on Fridays till 9am on Mondays. I am reachable via

email Monday-Friday, 9am-11:59pm. Only the official UTD student email address will be used for all course notification. It is your responsibility to check eLearning and your student email on a regular basis.

### **Important Notes on the Class Environment and Policies:**

**A Word to the Wise - Academic Integrity:** There will be no cheating or plagiarizing in any form in this class. DO NOT RISK IT! Plagiarism and cheating are forms of academic theft that cannot be tolerated in, or by, any group of scholars. Should plagiarism or cheating be discovered, the response will range from an “F” on the assignment to an “F” in the course and referral to the Academic Integrity Board for investigation. This is relevant to any assignment in this course. All papers and presentations must be original. All quotations and citations should be noted in the paper or presentation. Any material that is not your original idea must be cited properly using the format dictated by the 7th edition of the Manual for the American Psychological Association (APA format). For more information, the [Purdue Owl](#) is a great resource.

REMEMBER THE COMET CREED: *“As a Comet, I pledge honesty, integrity, and service in all that I do.”*

**Note on Technology:** Technological tools saturate our everyday lives, particularly in our learning. Although I acknowledge their helpfulness in reading, taking notes, and looking up information quickly, our class time is a LIMITED technology zone. Phones, computers, and tables may only be used to look something up, for quick reference, or to find an example. Students who violate this policy and engage in excessive or distracting technology usage may be asked to leave class.

Unauthorized use of technology (including, but not limited to, artificial intelligence sites and translation programs, such as ChatGPT) in the preparation or submission of academic work can be considered a form of cheating and/or plagiarism. In class, for assignments, we may incorporate the use of supporting technologies and I will inform students of acceptable uses of technology. It is your responsibility to ask me for clarification whenever you are unclear about the parameters of a specific assignment and to understand that presenting the work of artificial intelligence as your own constitutes a violation of this courses policies on cheating and plagiarism. Cases of suspected inappropriate use of technology, such as AI, may result in a failing grade on the assignment, a failing grade in the course, and/or referral to the dean. More detail on UTD’s research policies can be found in [the UTD Student Code of Conduct](#) and Generative AI Use in Academic Work policies at [UTD Academic AI Work Policy](#)