COMM 1001/CASD 1205 MW11 (30614/32314)
Introduction to Communication/Modern Communication Theories
3 hours; 3 credits
Mondays, Wednesdays: 11am-12:15 pm – 4145 Boylan Hall

Course Description
Survey of basic concepts in modern communication, including history, theories, models and issues pertaining to intrapersonal, interpersonal, nonverbal, small group, intercultural, and mass communication. Includes examination of technology, literacy, and communication processes.

Learning Outcomes for COMM1001/CASD1205: Students will
1. Be able to define the term human communication.
2. Describe the history and development of the field of Communications.
3. Explain fundamental elements of the communication process.
4. Distinguish major models, traditions and theories in Communication Studies.
5. Recognize and use communication theories in a range of communicative contexts (public, rhetorical, interpersonal, intercultural, group, gender, health, mediated, cultural, organizational and instructional).
6. Understand the process of power and influence in human communication.
7. Analyze scholarly communication literature, historical and contemporary texts.
8. Sharpen their reading, writing, listening, analytical and teamwork skills, particularly those necessary to civic and professional success and life-long learning.
Readings, Resources and Materials
- Class OER Website: https://libguides.brooklyn.cuny.edu/comm1001casd1205/home
- Hahn, Laura K., and Paynton, Scott T. Survey of Communication Study. Wikibooks. Online through the class website
- Handouts and electronic retrievals
- Materials: red pen or pencil, Post-Its, index cards

Websites & Computer Mediated Communication
- We will be using a class LibGuides site which will contain links, documents, and class information (https://libguides.brooklyn.cuny.edu/comm1001casd1205/home).
- Everyone will create and maintain an individual Communication Connection blog (see below).
- Class messages with Remind: Go to: https://www.remind.com/join/comm1001sp where you can sign up and download the app if you’d like.

POLICIES, RESOURCES & ADVICE
1. If you have any questions, technical difficulties, or problems with the course or material, please reach out to me by email, phone, Remind, or in person.
2. Team and classwork are essential to success in this class. You should not miss more than 3 sessions. Lateness will count. Students who are unable, because of religious beliefs, to attend class or participate in any examination, study, or class-related activity on a particular day should contact their instructor ahead of time to facilitate their absence without prejudice or penalty; for further information on the New York State law regarding nonattendance because of religious beliefs, see p. 65 in the Brooklyn College Undergraduate Bulletin.
3. Cellphones and other electronic devices are to be used in a responsible manner. If you need to keep your device on for personal reasons, put it on silent/vibrate during class.
4. You are responsible for completing reading and other homework assignments before class. Absence is not an excuse for not completing assignments. Late assignments may be penalized.
5. Generally, you will not be given the opportunity to revise and resubmit assignments that are at a satisfactory level (C or better). Questions about points for exams, quizzes or assignments
must be asked within 1 week of the date the points or grade is assigned (posted or handed back to the class).

6. Quizzes must be taken at their assigned times. Make-ups are NOT given.

7. Unless otherwise specified, you should bring the assigned reading or text to class.

8. You must keep a biweekly Communications Connection Blog (see next section).

9. Homework assignments are to be typed unless otherwise stated. Name, date and class should be at the top of the first page and your name at the top of subsequent pages. The text should be in Times New Roman 12 point and double-spaced with one-inch margins.

10. Emails should have your full name and the class in the subject heading and in the body of the email so that it is clear whom the email comes from.

11. You are expected to interact collaboratively and respectfully with your peers. Teamwork is an integral part of the class and a major part of your grade.

12. Brooklyn College has a Student Bereavement policy. If you would like information about it, please go to http://www.brooklyn.cuny.edu/web/about/initiatives/policies/bereavement.php

13. Read carefully the section entitled “Academic Regulations and Procedures” in the Brooklyn College Undergraduate Bulletin for the complete list of academic regulations in the College.

Communication Connection Blog

You will create and maintain a biweekly blog, posting a personal response to anything that came up in those weeks’ readings or classwork; at times I will ask you to post something more specific. Biweekly blog posts will be due on Fridays. Your posts should be about 200-300 words long.

Your blog must be public, but you should not post anything you would not be comfortable having someone you know see or read. Once you make it accessible/public, send me the link.

In general, the idea is to connect and apply the class material or activities to your own experiences and perspectives. The connection can be to your background and history, other classes you’ve taken, things you’ve read, heard or seen, the news, etc.

Pick a good title for your blog that will be meaningful to you and to your audience; do NOT pick “COMM 1001,” “My Blog,” “Communication Connection,” etc. Remember your title is the very first thing anyone sees or reads of your work (first impressions).

Think about the differences between keeping a written journal and an online journal. A good blog takes advantage of the online environment with audiovisuals and links. Your blog posts will be evaluated using a rubric that you can download from LibGuides.

A good site for setting up a free blog is Edublogs (http://edublogs.org), an Australian site designed for teachers and students. But you can use any free site such as WordPress, Blogger or Wix. You can also use an existing blog you’ve created if appropriate for this class.
Preferred Name & Gender Pronouns
All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you can indicate the name that you prefer to be called by and, if you choose, to identify pronouns with which you would like to be addressed. I will do my best to address and refer to all students accordingly and support classmates in doing so as well.

Course Methodology: Team-Based Learning
This course uses the Team-Based Learning (TBL) instructional strategy. The primary objective of TBL is to help students learn to apply course concepts rather than simply recall information. You acquire your initial exposure to the content through the readings, videos or other materials, then are held accountable for this preparation through the Readiness Assurance Process. You then practice applying the course concepts using a series of in-class team application exercises.

Readings. Each unit begins with readings or other material that you must complete before the first class session of the unit. You are held accountable for the material through the Readiness Assurance Process. This ensures that you understand the core concepts and are ready to work on applying the concepts.

Readiness Assurance Process. Each unit begins with a short multiple-choice quiz that is taken individually (iRAT). This quiz is used to assess your comprehension of the assigned readings or other materials. Following the iRAT, the same test is re-taken as a team (tRAT). Once the tRAT is completed your team fills out an appeals form for any question where you disagree with the answer or wording of the question. I these after class and report the outcome of the appeals at the next class meeting. After the tests and appeals we cover further questions on the material through a mini-lesson.

Application Exercises. Following the Readiness Assurance Process, the bulk of class is used to work on exercises that require you and your team to apply course concepts.

Peer Evaluation. Around the midpoint and endpoint of the course you will evaluate your teammates. The peer evaluations ask you to consider how well your teammates prepared for the team RATs and work, and their overall contribution to your team. The final peer team evaluations will be used to calculate your adjusted team points, which count toward your final grade.
Methods of Evaluation
Final (20%); Blog (20%), Team-Based Quizzes and Participation (20%), Writing Assignments (15%), Midterm (15%), and Individual Quizzes (10%). Grades are not curved.

Assessment Tools
Class/team participation; blog; in-class questions interpreting texts and analyzing issues; homework; short-answer, multiple-choice and essay tests.

Academic Integrity
Plagiarism and cheating are unacceptable. “The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation.” The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy can be found at: http://www.brooklyn.cuny.edu/bc/policies.

Student Accommodations
To receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services (CSDS). Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell, at 718-951-5538. If you have already registered with the CSDS please provide me with the course accommodation form and discuss your specific accommodation with me as soon as possible and at an appropriate time.

Important Dates for the Spring 2019 Semester
Friday, January 25 Classes begin
Thursday, January 31 Last day to add a course
Friday, February 1 Last day to drop with a “WD”
Monday, February 4 Last day to file for elective course Pass/Fail
Tuesday, February 12 College Closed
Monday, February 18 College Closed
Monday, April 1 Last day to withdraw with a “W” grade
Monday, April 8 Last day to submit and complete work for Fall/Winter INC grades
April 19-28 Spring Recess
Wednesday, May 15 Reading Day/Final Exams begin
Wednesday, May 22 End of Spring term

The full academic calendar, including many other important dates, is available on the Office of the Registrar’s website: http://www.brooklyn.cuny.edu/web/about/administration/enrollment/registrar/bulletins/spring19.php
**Tentative Course Outline:** (subject to change)

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<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Texts</th>
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<tbody>
<tr>
<td>1</td>
<td>What is Communication?</td>
<td><em>Survey of Communication Study</em>, Ch. 1 and assigned Unit 1 resources found on class OER Libguides site</td>
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<td>2</td>
<td>Communicating with Words: Verbal Communication</td>
<td><em>Survey</em>, Ch. 2 and Unit 2 resources</td>
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<tr>
<td>3</td>
<td>Communicating without Words: Nonverbal Communication</td>
<td><em>Survey</em>, Ch. 3 and Unit 3 resources</td>
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<td>4</td>
<td>Communicating in the Abstract: Models, Theory &amp; Methods</td>
<td>Specific sections of <em>Survey</em>, Ch. 5 &amp; 6 and Unit 4 resources</td>
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<td>5</td>
<td>Communicating in Close Relationships: Intrapersonal &amp; Interpersonal Communication</td>
<td>Unit 5 resources and <em>Survey</em>, Ch. 9</td>
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<td>6</td>
<td>Communicating Cultures: Intercultural Communication</td>
<td><em>Survey</em>, Ch. 12 and Unit 6 resources</td>
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<td>Midterm</td>
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<td>7</td>
<td>Communicating in Disagreement: Conflict &amp; Negotiation</td>
<td>Unit 7 resources</td>
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<td>8</td>
<td>Communicating Difference: Gender Communication</td>
<td><em>Survey</em>, Ch. 13 and Unit 8 resources</td>
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<td>9</td>
<td>Communicating as and in the Collective: Organizational Communication</td>
<td><em>Survey</em>, Ch. 11 and Unit 9 resources</td>
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<td>10</td>
<td>Communicating in Public: Rhetorical Communication</td>
<td><em>Survey</em>, Ch. 7 and Unit 10 resources</td>
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<td>11</td>
<td>Communicating to the Public: Mediated Communication</td>
<td><em>Survey</em>, Ch. 8 and Unit 11 resources</td>
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<td>12</td>
<td>Case Study: Health Communication</td>
<td>Unit 12 resources</td>
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<td></td>
<td>Review for Final</td>
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