

San Bernardino Valley College
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I. CATALOG DESCRIPTION:

Department	Speech
Course Number	Speech 130
Course Title	Introduction to Communication
Units	3
Lecture	3

Course Description for the Catalog

Speech 130

Introduction to Communication

3 units

Lecture: 3 hours per week

Theory-based introduction to basic concepts in human communication. Provides overview of the field of communication by addressing public, rhetoric, interpersonal, intercultural, group, organizational, mass, and mediated communication. Individual and group presentations help students identify and analyze communication patterns and their effects as well as develop strategies for becoming better communicators.

Transfers to CSU and UC Systems
Associate Degree Applicable

Course Description for the Schedule

Speech 130 Introduction to Communication

3 units

Theory-based introduction to basic concepts in human communication. Overviews public, rhetoric, interpersonal, intercultural, group, organizational, mass, and mediated communication. Individual and group presentations help students develop strategies for improving their communication.

Transfers to CSU and UC Systems
Associate Degree Applicable

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One.

III. EXPECTED OUTCOMES:

- A. Recognize and discuss the ways in which communication affects their lives
- B. Differentiate between effective and ineffective communication practices in various contexts (e.g., interpersonal, intercultural, group, organizational, mass, and mediated communication)
- C. Analyze and respond to the challenges of addressing a diverse audience
- D. Compare and contrast the impact of verbal and nonverbal communication
- E. Locate, read, and critically evaluate research (traditional and electronic)
- F. Compare and contrast research methodologies used in the discipline
- G. Construct and present different types of speeches
- H. Construct coherent, coordinated group projects
- I. Appraise the extent to which technology affects communication
- J. Demonstrate effective communication practices (e.g., active listening, self-presentation)

IV. CONTENT:

- A. The Communication Process
 1. The significance of communication in human life
 2. Defining communication
 3. Communication as a process
 4. Interactive communication
 5. Achieving accurate communication
 6. Ethics in communication

- B. Verbal Communication
 1. Communicating without language
 2. Human beings without language
 3. Understanding the nature and consequences of language symbols and their referents
 4. Words as concepts
 5. Structural features of language
- C. Nonverbal Communication
 1. The relationship between verbal and nonverbal communication
 2. Things that communicate
 3. Actions that communicate
 4. Communication as an integrated process
- D. Listening as Communication
 1. The listening process
 2. Types of listeners
 3. Barriers and misconceptions that impair listening
 4. Developing a strategic listening plan
- E. Communicating Interpersonally
 1. Communication in an interpersonal context
 2. Engagement: the decision to encounter
 3. Management: the decision to linger
 4. Disengagement: the decision to leave
- F. Communicating Interculturally
 1. Communicating in a culturally diverse society
 2. Ethnic origin
 3. The influence of culture on communication
 4. Communication styles
 5. Cultural features that make a difference
 6. Co-culturally unique styles of communicating
 7. Guidelines for becoming a successful multicultural communicator
- G. Communicating in Small Groups
 1. Essential concepts for understanding small groups
 2. Why people communicate in small groups
 3. How social relationships define the rules for communicating
 4. Stages of group development
 5. Leadership styles
 6. Group cohesion and disorganization
- H. Communicating in Organizations
 1. Why people communicate in organizations
 2. Basic social institutions
 3. The classical theory of bureaucracy
 4. Management-oriented approaches to organizational communication
 5. The flow of messages in large organizations
 6. Message distortion in organizations
- I. Presenting Yourself Effectively
 1. The impressions you make in initial encounters
 2. Presenting yourself in encounters that really matter
 3. The attribution process
 4. Affinity-seeking strategies
 5. Deciding what to say
 6. Changing old impressions
- J. Influencing Others
 1. The importance of persuasion in everyday life
 2. Formulating a definition
 3. The dynamics of influence
 4. Attitudes and actions

- 5. Understanding resistance and yielding
- 6. Communication strategies for influencing people
- K. Rhetorical Strategies
 - 1. The nature of rhetoric
 - 2. Signs and symbols as rhetoric
 - 3. The purpose of rhetoric
 - 4. Issues in rhetoric
 - a. Language represents reality
 - b. Language affects perceptions of reality
 - c. Language creates reality
 - 5. Methods for understanding rhetoric
- L. Coping with Conflict
 - 1. The nature of conflict
 - 2. Formulating a definition
 - 3. Productive conflict
 - 4. Personal styles of coping with conflict
 - 5. Common causes of conflict
 - 6. Successful conflict negotiation
- M. Overcoming Shyness and Apprehension
 - 1. Communication apprehension as a common reaction
 - 2. Causes of communication apprehension
 - 3. Consequences of high and low communication apprehension
 - 4. Dealing with stage fright
 - 5. Reducing communication apprehension
- N. Communicating with New Media Technologies
 - 1. Face-to-face versus mediated communication
 - 2. Communicating by traditional written media
 - 3. Communicating by telephone and related media
 - 4. Communicating by computer
 - a. E-mail norms and netiquette
 - b. Say it with a ☺
 - c. Norms for using newsgroups, listservs, and teleconferencing
- O. Understanding Mass Communication
 - 1. Shaping the media in U.S. society
 - 2. The mass communication process
 - 3. The debate over the influence of mass communication
 - 4. The power of mass communication
- P. Researching the Communication Process
 - 1. The postulates of the scientific research perspective
 - 2. Steps in the research process
 - 3. Formal research designs
 - 4. Measuring variables
 - 5. Qualitative research designs
 - 6. Ethical issues in communication research

V. METHODS OF INSTRUCTION:

The course is designed under the lecture/discussion format. The instruction methods to be used may include

- A. Lecture
- B. Read text and Other Sources
- C. Class and Group Discussion
- D. Personal Journals
- E. Critical Evaluation of Videotapes and/or Books
- F. Oral and Written Group Projects and Presentations
- G. Oral and Written Individual Research Projects and Presentations
- H. Research Speech

VI. TYPICAL ASSIGNMENTS:

- A. Read text and other sources:
1. Read the chapter on mediated communication in your text.
- B. Class and group discussion:
1. Class Discussion:
 - a. What are the differences between mediated and face-to-face communication?
 2. Group Discussion:
 - a. Meet in groups of 5 to 7 members and generate a list of labels used to refer to people from other countries who come to the United States (for example, *immigrants* and *aliens*). For each label, identify a general connotation (positive, negative, mixed). Discuss how connotations of these words may influence our perceptions of people from other countries. Would it make a difference if we referred to them as *guests* or *visitors*?
- C. Personal Journals
1. Sample journal entry: After practicing the active listening skill in class, try it in a situation outside of class. Prepare a journal entry following these guidelines
 - a. Describe the situation in which you tried the skill.
 - b. Explain how you used the skill (be sure to demonstrate your understanding of the skill)
 - c. Evaluate the success of the skill in this situation and as a communication technique overall
- D. Critical Evaluation of Books or Videotapes
1. Book Review: Select a book from the approved list found in your packet (e.g., "Making Relationships Work" by Barbara De Angelis). After reading the book, prepare a report which addresses the following:
 - a. Write an overview of the book
 - b. Describe the problem addressed in the book
 - c. Describe the recommended methods of addressing the problem as explained in the book
 - d. Relate the reading to your own life. Give specific examples of how you can make this material work for you.
 2. Video/Film Reviews: Select a video from the approved list found in your packet. Read the chapters in the text pertaining to the questions asked for that particular movie. After watching the video and reading the chapters, answer the questions asked in a 2-3 page typed response. Do not simply summarize the movie. Explain how you see the information discussed in your textbook enacted in the movie. Be specific in answering the questions and include examples to support your answers.
 - a. Sample video and questions: "Soul Food" 1) How does the communication climate change from supportive to defensive? 2) Compare and contrast the relational stages in the three marriages.
- D. Oral and Written Group Projects and Presentations:
1. Organizational Communication Symposium (5-7 group members):
 - a. Select a significant topic of interest within organizations (e.g., affirmative action, gender equity, management styles). Present all relevant points of view on the topic of discussion, not a unified point of view. The main purpose is to inform the audience of the various points of view and issues related to the topic chosen.
 - b. The group presentation is to be between 25-35 minutes for speeches (5 minutes per speaker), and all group members must make a formal presentation of approximately equal length.
 - c. Each speaker is to turn in a complete-sentence outline of his or her presentation to the instructor.

- d. Evaluation will be as follows:
 - 1. 40% Group Grade - 60% Individual Grade (see below for further evaluation criteria).
 - 2. Electronic Media/Technology Research Project (5-7 group members):
 - a. Explore the impact of mediated communication in a given context (e.g., health care, education, business, etc.). Present all relevant aspects of the topic and be sure to address how technology has improved or worsened communication within that particular context. Include in your research an examination of the rhetoric used in society to discuss the issue and compare and contrast how that rhetoric differs from that used by organizational members in the particular context studied.
 - b. The group presentation is to be between 25-35 minutes for speeches (5 minutes per speaker), and all group members must make a formal presentation of approximately equal length.
 - c. Each speaker is to turn in a complete-sentence outline of his or her presentation to the instructor.
 - d. Evaluation will be as follows:
 - 1. 40% Group Grade - 60% Individual Grade (see below for further evaluation criteria).
- E. Oral and Written Individual Research Project and Presentation:
 - 1. Cultural Research Paper: Select a culture that you wish to research. Research the culture using a minimum of four sources. Your paper should be 4-6 pages in length, and your informative presentation will be limited to 5-7 minutes. Some suggested questions to address in your paper are listed below. Select those most interesting to you to provide focus to your paper. Sample questions include:
 - a. What are some of the value differences between this culture and your own?
 - b. What are some non-verbal communication differences found in this culture?
 - c. What are some communication style differences found in this culture?
 - d. If you were a person traveling to do business in this culture, what information would you need?
 - e. For someone going to this culture to study abroad or for a brief work assignment, what information would aid his/her cultural adjustment?
 - f. What are some of the stereotypes people of your culture have about people in the culture you have chosen? Is there any truth to them?
 - 2. Advertising Project: Survey the past five years' issues of two magazines aimed for two different audiences (e.g., *Seventeen* and *Teen* for teenage girls; *Sports Illustrated* and *Esquire* for men; *Working Women* and *Savvy* for women with careers; *Mother* and *Parenting* for parents). Examine how the magazines reflect and shape the views of their readers. Focus both on articles as well as advertisements to trace the issues and images of readers. What are the persuasive strategies used in the advertisements? Are they effective? Compare and contrast the rhetorical styles used in the two magazines. What are the effects of the differences in rhetorical styles? Discuss your findings in your 4-6 paper and prepare a 5-7 minute informative speech in which you present your findings to the class.
- F. Research Speech (Examples):
 - 1. Communication Career Speech - Students research a career opportunity in communication studies and craft a speech informing classmates of their results in a 6-7 minute speech.
 - 2. Persuasive Speech - Select a controversial topic (e.g., one that has two sides) and research it. Prepare a 6-8 minute persuasive speech in which you do the following:

VII. EVALUATION

A. Methods of Evaluation

1. Objective and subjective examinations (for lecture and text assignments).
Typical questions include:
 - A. Monroe's Motivated Sequence is designed to be used with which type of persuasive speech?
 - a. fact
 - b. value
 - c. policy
 - d. powerful
 - B. Discuss the methods in which message flow is distorted within organizations.
 2. Subjective evaluation of student writing (book or video reports, personal journals): Students are graded on their ability to apply course material to what they read, see, or experience as well as the clarity of their writing.
 3. Subjective Evaluation of Group Projects: Group projects have both individual and group grades. The grading criteria for group projects may be as follows:
 - a. 40% Group Grade:
 1. Topic choice - Lends itself well to the purpose of the symposium and to interest of audience
 2. Organization - Division of labor among participants is in equal proportions; division of topic into subcategories is reasonable.
 3. Content - All possible propositions on the topic are explored; presentations exhibit careful and plentiful research with points of view supported with evidence from credible sources.
 4. Attention - Effort is made to maintain interest and attention of audience throughout symposium.
 5. Quality of Performance - use of extemporaneous style of presentation; no reading or memorization.
 - b. 60% Individual Grade:
 1. Organization - Signposts each speech and provides internal summaries; clarity and comprehensibility are important.
 2. Content - Point of view is coherent, logically presented, and well supported with evidence.
 3. Attention - Uses attention strategies to maintain audience interest
 4. Style/Delivery - Uses extemporaneous style, maintain eye contact.
 4. Subjective evaluation of student research projects: Students are graded on their ability to apply course concepts to the research they have obtained, organize the material in a coherent fashion, cite sources, and write clearly.
 5. Subjective evaluation of student presentations (informative and persuasive): Students are graded on their ability to present coherent speeches (see sample grading forms which are attached) which are well organized and structurally sound.
- B. Frequency of Evaluation
1. One midterm examination
 2. One final examination
 3. One research speech (individual presentation)
 4. One research project w/informative presentation (individual)
 5. One group project/presentation

VIII. TYPICAL TEXTS

- A. DeFleur, Melvin, Kearney, Patricia, and Plax, Timothy. Fundamentals of Human Communication (2nd edition). Mountain View, CA: Mayfield Publishing, 1997.
- B. Trenholm, Sarah. Thinking through communication. Boston, MA: Allyn and Bacon, 1999.

- C. Wood, Julia T. Communication in our lives. Belmont, CA: Wadsworth Publishing, 1997.
 - D. DeVito, Joseph A. Human communication: The basic course (7th edition). New York, NY: Longman, 1997.
 - E. Osborn, Suzanne and Motley, Michael T. Improving communication. Boston, MA: Houghton Mifflin Company, 1999.
- IX. **OTHER SUPPLIES REQUIRED OF STUDENTS:** None.