

SPCH-COMM 100 INTRODUCTION TO COMMUNICATION SPRING 2004

Northeastern Illinois University Department of Communication, Media and Theatre

Class meeting time: 9:00 - 11:40 a.m. Mondays and Wednesdays

Class meeting place: Mondays in FA107; Wednesdays at Audubon Elementary School beginning Wednesday, January 28

Instructor: Dr. Susan Colon

Office Hours: Mondays and Wednesdays 2:00 - 4:00 p.m., and by appointment

Contact Information: FA 243 (773) 442-5951
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Required Texts:

- ' Devito, J.A. (2002). *Messages: Building interpersonal skills* (5th ed.). Boston, MA: Allyn & Bacon.
- ' Texts for the following plays: *A Doll's House*, *Ghosts*, *Hedda Gabler*, *The Master Builder*, *An Enemy of the People*, and *A Raisin in the Sun*. Also, read Codell, E. R. (1999). *Educating Esmé*. Chapel Hill, NC: Algonquin Books.

Course Overview and Objectives:

Communication, in many ways, is performance. We create and manage impressions as we interact with our social environments. We are concerned with message production and audience interpretation. As communicators, we are, to an extent, "on stage."

This course is designed to increase your understanding and use of effective communication skills in a variety of settings. This course examines various verbal and nonverbal factors that affect communication between people in relationships such as families, friendships, intimate relationships, and work or professional relationships. Throughout this course, we will examine and apply the concepts from the Devito text not only in our own lives, but also in the plays you will read and perform in SPCH-PERF 130. Additionally, I expect you to two integrate the Internet-based applications, *Blackboard* and *Learning Village*, into your studies (please see the end of your syllabus for details).

At the completion of this course, it is expected that you, the student, will demonstrate knowledge and apply skills in a variety of areas, including: 1) language and meaning, 2) listening, 3) self concept, 4) interpersonal perception, 5) culture, 6) communication barriers, 7) conflict, and 8) power.

Specifically, you should be able to:

- ' Recognize how the fundamental principles of communication apply in a variety of situations.
- ' Gain insight into the roles and importance of cultural factors in communication.
- ' Understand the role of communication in developing and maintaining relationships.
- ' Develop an understanding of specific communication skills that enhance or interfere with the interpersonal communication process.
- ' Understand the importance of listening and improve listening skills in communicative exchanges.
- ' Develop analysis and synthesis skills through observation and writing.
- ' Develop competent communication skills through collaborative methods of learning.
- ' Demonstrate a basic understanding and competency in collaborative presentation preparation and delivery.
- ' Develop a commitment to improving communication skills in a variety of settings.
- ' Develop strategies to successfully manage teaching obstacles using theater and communication concepts.

Academic Dishonesty:

Academic dishonesty includes, but is not limited to: cheating, plagiarism, fabrication, or otherwise submitting non-original work. Academic dishonesty will - *at minimum* - earn you a failing grade for the assignment; administrative action also may be taken. All work must be your own. When you use background and supporting materials, quotations, and examples, always give credit where credit is due. Please see your student handbook or the NEIU web site:

http://www.neiu.edu/Survival_Kit/policy_2.htm for additional details.

Course Policies:

The readings, class discussions, activities, written assignments and quizzes will impact your final grade. You are expected to complete all assigned readings before the class meets. While portions of the class meetings will be lecture-based, other time will be devoted to group discussions, structured and unstructured class activities, student presentations, and other opportunities for experiential learning; therefore, class attendance is strongly encouraged. You are allowed three absences, no questions asked. After three absences, however, your participation grade will drop five points for each additional absence. Also, be aware that three tardies equal one absence. Your active participation will count for as much as 5 per cent of your semester grade.

You are also expected to complete work outside of class, such as observing behaviors in elementary or secondary school classrooms, recording your observations in a journal, and participating in group project meetings and rehearsals. All of these experiences are designed to help you understand and apply the course material to your future career.

Please be courteous to your classmates! Late arrivals, early departures, cellular phones and pagers can interfere with the learning process. Silence your electronic devices before entering the classroom. Finally, students are urged not to bring children to class.

All written work must be legible (readable). When an assignment must be typed (most will be), please be sure the document uses 1" margins on all four sides, is double-spaced, in 12-point font, and is free of spelling and grammatical errors. All assignments are due at the beginning of the class period, unless otherwise noted. If you are absent the day homework is assigned or due, it is your responsibility to find out about the assignment and complete it prior to the next class period (or due date) in order to receive full credit for the assignment. Late assignments will not be graded and will not receive full course credit unless prior approval has been granted by the instructor. Late assignments and make-up exams will be allowed only in extreme circumstances, with prior notice, and at the discretion of the instructor.

Finally, I know you may think it's an inconvenience, but use the library! If you need to find background

materials for an assignment, do not rely only on electronic resources. Even though you may not be able to locate supporting materials through on-line sources, many relevant, thoughtful articles do exist - *in print!* Keep in mind also that many web-based articles are posted without being checked for accuracy.

"Dress Code":

When we meet at Audubon elementary school and when you observe or work in any school setting, please be conscious about what you choose to wear. You may be surprised to know that the way one dresses can affect learning! Schools have established standards for appropriateness, modesty, safety and cleanliness. For example, in many school settings, "low rise" clothing and baseball caps are not allowed. When in doubt, dress conservatively, then observe how the teachers dress in the schools. Remember, you are a guest of the school and you will be setting an example for the students.

Assignments and Grading:

Written assignments: I will occasionally ask you to respond to various questions and activities to encourage you to apply course material to different communication situations. The assignments are designed so you can explore communication concepts in your relationships, in theatrical texts and in the practice of teaching. Most, if not all, of these assignments will be announced on the course's *Blackboard* site.

Exams: The exams are designed to test your knowledge and application of class content from readings, lectures, notes, group experiences, and class discussions. The exams may consist of multiple choice, true and false, matching, fill-in, and short answer questions. The final exam is comprehensive (cumulative).

Self-collage assignment: This assignment is designed to help you focus on specific aspects of your self-concept and discover how they affect your communication with others. The assignment involves two parts: You will first create a collage (a collection of pictures, drawings, words, etc.) that will help you to identify important parts of your self-concept and present it to the class. Part two consists of a 3-page paper in which you are to reflect on and analyze the experience of creating and presenting your self-collage to the class.

Communication analysis paper: Throughout the semester, you will be observing communication behaviors during your off-campus classroom visits and you will be recording your observations in a classroom observation log (journal). These behaviors might include classroom management, questioning techniques, student-teacher interaction, social support, and so forth. In addition to observing and recording those behaviors, you must analyze those behaviors, that is, apply course concepts in a discussion of the functions and outcomes of those behaviors. At least two weeks before your paper is due, I expect you to submit an initial draft of your analysis then revise the paper for credit. If you choose not to submit a draft or if you do not revise your draft, your final paper will lose one letter grade (7.5 points) from the points that you earn. For example, should you earn 65 of 75 points on an "undrafted" or unrevised paper, your final score would be 57.5 (65-7.5) points. The paper should be approximately 5 pages long.

Puppet theater group presentation: This is an opportunity for you and your teammates to integrate teaching and theater in a novel way and to be "communication experts" for a day. In teams of 4 or 5 students, you will design and enact a puppet play in which I expect you to integrate 2 or 3 communication concepts into a script and to link those concepts together; for example, in a play about stereotyping, you could enact how one's self-concept might influence the attributions one makes. You will also be integrating concepts and techniques from SPCH-PERF 130. Your tasks will include: creating puppets (each student will create his or her own puppet), writing a script, developing characters, and designing scenery. Your script will be based on what you write during SPCH-PERF 130 guided imagery exercises. To develop your play, feel free to integrate current events, themes from media programming, fables, social roles and social challenges, or your own observations and experiences. You may also build in a score, sound effects, etc. The goal of this project is for you to gain experience with integrating the arts into the classroom curriculum, using theater and communication concepts as teaching tools. And just so you know, you will be performing your play in front of your classmates and elementary school students. While this seems like a major, perhaps daunting, undertaking, please know that Jim Blair and I - and a puppet expert from Redmoon Theater (yay!) -

will be around to guide and assist you. (FYI: see what the Redmoon company is doing at <http://www.redmoon.org>)

Active class participation: Participation involves taking part in class discussions, course-related assessments, class activities, as well as in informal presentations. Attendance alone is not active participation!

Written assignments (5 at 10 points each)

[Total: _____ ; use point totals in

chart below]

1. _____

2. _____

3. _____

4. _____

5. _____

<u>Assignment</u>	<u>points earned</u> (x)	<u>points available</u> (y)
Written assignments (5 @ 10 pts. ea. – 10%)	_____	50
Self-collage design and presentation (4%)	_____	20
Self-collage analysis paper (4%)	_____	20
Exam 1 (15%)	_____	75
Exam 2 (12%)	_____	60
Communication analysis paper (15%)	_____	75
Group presentation (15%)	_____	75
Final exam (cumulative) (20%)	_____	100
Active class participation (5%)	_____	<u>25</u>
		500

To figure your grade, divide your total points earned by the total points available, that is, $x/y = \text{_____}\%$
 90-100%=A 80-89%=B 70-79%=C 60-69%=D 0-59%=F

Tentative class calendar

Please complete all readings before class meets!

Week 1: Jan 12 - Jan 14	Introduction and orientation to course; Principles and models of interpersonal communication	Read Ch. 1 Assess goals in Day 1
Week 2: Jan 21	Principles and models of interpersonal communication (<i>January 19 is Dr. Martin Luther King's Birthday Holiday</i>)	Continue with Ch. 1
Week 3: Jan 26 - Jan 28	Listening	Read Ch. 4 Meet at Audubon beginning Jan 28
Week 4: Feb 2 - Feb 4	The self in communication; Self collage design	Read Ch. 2

Week 5: Feb 9 - Feb 11	The self in communication; Self collage show	Continue with Ch. 2 Collage "Gallery Day" Wed 2/11
Week 6: Feb 16 - Feb 18	Interpersonal perception and observation	Read Ch. 3 Collage analysis due Mon 2/16
Week 7: Feb 23 - Feb 25	Interpersonal perception and stereotyping; Exam 1	Continue with Ch. 3 Exam 1 Wed 2/25 covers Chs. 1-4
Week 8: Mar 1 - Mar 3	Verbal and nonverbal messages	Read Chs. 5 & 6
Week 9: Mar 8 - Mar 10	More on nonverbal communication as related to culture and emotion	Read Ch. 9; skim Ch. 7; review Ch. 6
Week 10: Mar 15 - Mar 17	Communication and culture; Exam 2	Continue with Ch. 9 Exam 2 Wed 3/17 covers Chs. 5, 6, 9 plus part of Ch. 7
<i>Mar 22- Mar 24</i>	<i>Spring break</i>	<i>Spring break</i>
Week 11: Mar 29 - Mar 31	Interpersonal relationships	Read Ch. 10
Week 12: Apr 5 - Apr 7	Communication, collaboration, and conflict	Read Ch. 11 Analysis paper due Wed 4/7
Week 13: Apr 12 - Apr 14	Communication and power	Read Ch. 12
Week 14: Apr 19- Apr 21	More about collaboration; Preparation for presentations	
Week 15: Apr 26 - Apr 28	Preparation for presentations; Final exam review; Final exam	Final exam will be Wed 4/28 and covers Chs. 1-12
Week 16: May 03 (Monday)	Group presentations	Group presentations at Audubon from approximately 9:00 a.m. to 1:00 p.m. (during final exam blocks for both classes)

Notes about Northeastern's Blackboard:

Background:

Blackboard (Bb) is an internet-based tool designed to integrate and readily make available various course materials. There you can locate notes or links to articles related to course concepts under each chapter heading; receive exam review guides (study guides) in a timely manner; answer practice exam questions; even check your current course grade any time of the day or night with a unique, confidential (i.e., private, for your eyes only) and up-to-date course gradebook.

I intend to use *Blackboard* to post information regarding short assignments and discussion questions in the "announcements" section. In addition to providing a link to a printer-friendly version of the course syllabus, I will reiterate major due dates in the announcements page.

Access and accounts:

From the Northeastern Illinois University website, <http://www.neiu.edu>, click on "Information resources" then link to Northeastern's Blackboard. You may also go directly to <http://neiu.blackboard.com/> (You will not be able to use your SPCH-COMM 100 Blackboard account through www.Blackboard.com).

To obtain an account, first click on the left side button labeled "create an account" on the Blackboard 6 page. Enter the information required (marked by red asterisks) then click the "submit" button. Click "OK" once the screen shows that a new account has been created. Return to the Blackboard 6 page and click on the "course catalog" button. When you see a search option box, enter the words SPCH-COMM-100 (note the use of hyphens here) to locate this course. (Should you see a SPCH-COMM 100 course offered by a Sue Colon, do not register for it; that material will not correspond to this class section.) You will be enrolling in the course titled **FALL-2003-NE03-SPCHCOMM100-02** (Yes, you are enrolling into the Fall 2003 account). When you have located the correct course, click on "enroll." You should then receive a message reading, "You have been successfully enrolled in Introduction to Communication (SPCH-COMM-100) as [username]." Then click "OK" to continue.

Notes about Learning Village:

Background:

Like *Blackboard*, *Learning Village* (LV) will enable you to access course materials and perhaps some examples of student work. I ask you to use LV now because you may be expected to implement the tool later when you begin teaching. Teachers use LV to communicate with their students and students' parents. They can also use the program to develop lesson plans online. Students can use *Learning Village* to work on their assignments and to collaborate on a project with other students. You will be using LV to obtain information related to your Introduction to Communication and Introduction to Theater classes. Please note that the content in my LV site is dated as Jim and I have experienced some delays with the LV training process.

Access:

To access the website for SPCH-COMM 100, go to <http://ibmgrant.csc.cps.k12.il.us/lv/ctc/hp.nsf/HomePages/SColon> (do NOT type "www" at the beginning of this URL). You do not need to establish an account to use *Learning Village* home pages. To access the website for SPCH-PERF 130, go to <http://ibmgrant.csc.cps.k12.il.us/lv/ctc/hp.nsf/HomePages/JBlair> (again, do not type "www") or simply link through the SPCH-COMM 100 site. In the future, you may want to look at how other teachers have set up their web pages or on-line lesson plans. If so, just ask and I will provide links to various sites.

Comparing Blackboard and Learning Village

While both applications are Internet-based programs, the two platforms differ in a few ways. Both programs will include much of the same content but will appear quite different to you. The first difference you will likely notice is that *Blackboard* requires password access, that is, you must set up a personal *Blackboard* account before you can access the Bb materials. You may also notice that LV is more colorful and visually stimulating than BB. *Learning Village* contains many web pages that are similar to those you might already visit regularly. Both programs have features that allow for online discussion and

collaboration; however, you will not be able to access your grades through *Learning Village*. Nor will you be able to take practice exams in LV.

I ask you to learn *Blackboard* as it is a widely supported application here at Northeastern. Your professors may ask you to use Bb in future courses. I ask you to learn LV because it is a widely supported program within the Chicago Public Schools system. Should you assist or teach in the Chicagoland area, you will very likely be using *Learning Village* with your students and their parents!

When you are using *Blackboard*, be sure to write down your username (login name) and password and put them in a place where you will be able to find them! Also, remember to log out of the site when you are done accessing it.