

BELLEVUE COLLEGE
CMST 101, Introduction to Communication
Hybrid (5 credit hours)
Syllabus & Class Schedule, Spring Quarter 2011
Tuesday/Thursday: 9:30-10:20 a.m. Location: D-102
Instructor: Debbie Pope Office: R-230
Vista/Bb: <http://vista.bellevuecollege.edu>
Office Hours: By appointment only
425/922-5296 (home)
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Note: Before you begin reading the course syllabus for CMST 101, you should know that your instructor is pathologically organized and detail-oriented. That's why this thing is 17 pages long. It contains **EVERYTHING** – including the class schedule and all assignment due dates -- you need to know about CMST 101. Don't let it petrify you. I'm relatively harmless in real life. I'm just crazy about writing and organization. And I love bolding, underlining, highlighting, and using color for dramatic impact. Why? I'm a Southerner; it comes with the psychological territory. Looking forward to meeting you!

COURSE DESCRIPTION

Introduction to Communication is designed to provide you with the tools to consider, discuss, and put into practice the fundamentals of public speaking, interpersonal communication, and group communication. In order to better understand communication both as a concept and as something we experience in our everyday lives, we will examine *why* we communicate (*theory*) and *how* we communicate (*skills*). We'll be reading the textbook, sometimes asking ourselves whether what it says is true in our own experience, looking at how the theories and advice play out in everyday life, in our own collective recollections, and in structured practice events.

COURSE PURPOSES

1. The course seeks to increase student "relational sensitivity." Only as students become more socially sensitive can they recognize the various conditions that help and/or hinder the process of communication.
2. The course seeks to increase student "behavioral flexibility." Only as students become more flexible in their behaviors can they select the appropriate behavioral responses to specific communication situations.
3. The course seeks to motivate students to demonstrate behaviors that facilitate competent communication and improve overall student and community life. Enhanced communication skills create better citizens of the world.

COURSE COMPETENCIES and OBJECTIVES

Many individuals believe that “communication” is so basic that it is taken for granted and not thought about seriously. Unfortunately, this attitude tends to result in such difficulties as misunderstandings, conflict, avoidance, and stereotyping. This course is intended to help students become more aware of the processes of human communication. My goals are for each of you to enhance your ability to recognize communication patterns, become articulate in the discussion of these processes, and to make active communication choices based on your observations.

Specifically, upon successful completion of this course, you will be able to:

1. Define the process of communication;
2. Explain communication competence and identify your own personal strengths and areas of needed improvement in one-to-one, small group, and one-to-many settings.
3. Assess methods of language, nonverbal, and listening skills in a variety of settings;
4. Identify the characteristics of a group and methods of creating an effective group climate;
5. Demonstrate decision making and problem solving skills in a group project;
6. Apply critical thinking skills in the research, writing, and analysis of a speech;
7. Present a well-developed, audience-appropriate speech.

COURSE TEXTBOOK

Communication Principles for a Lifetime, **Portable Edition**, by Steven A. Beebe, Susan J. Beebe, Diana K. Ivy (**This is actually 4 separate books in one volume.**)

COURSE FORMAT

The format of this course is unique in that it combines online learning with in-class discussion and activities. **In other words, this is a hybrid course** and is designed to provide multiple ways for you to enhance your communication skills and develop a more comprehensive understanding of communication processes that occur in public speaking, interpersonal interactions, and small group settings. The course objectives will be met through the use of readings, class discussion, online discussion postings, speeches a group project, and formal exams. It is essential that you commit to being an active participant in this class. **Regular class attendance is required for success in this course, as is regular, sustained, meaningful discussion online.**

GENERAL COURSE REQUIREMENTS

You are expected to:

- Attend class faithfully and be on time for all class meetings
- Interact productively in class discussions and small group activities
- **Spend at least three hours weekly in online discussion threads.**
- Be prepared daily for discussions by reading all assigned material *before class*

ACADEMIC HONESTY:

Plagiarism, or academic dishonesty, is the act of using another writer's words or ideas as your own. According to the Bellevue College Arts & Humanities website, plagiarism "may take many forms, including, but not limited to, using a paper written by someone else, using printed sources word-for-word without proper documentation, and paraphrasing or summarizing the ideas of others without acknowledging the source. Plagiarism can also occur when non-written ideas are taken without documentation--using someone else's design or performance idea, for example. In short, plagiarism is passing off someone else's ideas, words, or images as your own; it amounts to intellectual theft--whether or not it was your intention to steal." **In this class, any student who plagiarizes fails the course automatically.** I have no tolerance for this behavior.

BELLEVUE COLLEGE E-MAIL and ACCESS TO MyBC:

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network, and log in to MyBC. To create your account, go to: <https://bellevuecollege.edu/sam>

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Computing Services website](#).

ADD/DROP POLICY:

BC policies allow instructors to drop students who do not attend the first three class sessions of the quarter. If you fail to appear in class during for these first three sessions, I will, indeed, drop you from the course. If you are struggling in the course, please come talk to me as I will do whatever I can (within reason!) to assist you with class content and assignments and your understanding thereof. If you decide this class is not for you, it is your responsibility to officially drop the course. If you just stop coming to class, but do not officially drop the course, you will receive a 0.0 on your permanent college transcript. Please refer to your BCC Student Handbook for further information regarding the add/drop policy.

COURSE REQUIREMENTS & POLICIES:

Readings: It is impossible to successfully complete this course without purchasing and reading *the required text*. Furthermore, *it is essential that you complete the assigned readings before the classes during which we will discuss them*. You cannot expect to keep up with the course development or intelligently contribute to class discussion if you haven't completed the readings. While I realize that many students attempt to save money by borrowing textbooks from friends, doing so presents more problems than benefits, especially when your friend is still trying to finish a book (for example) on Monday night that you need to have read by class time Tuesday morning. ***Buy your textbook now. Stay caught up with your reading assignments.***

CLASS PARTICIPATION:

Bertrand Russell once said, "Most people would rather die than think--and most do!" Thinking and reflecting are essential for the development of optimal writing skills, and the best way for you to sharpen your capacity to think is for you to be *actively involved* in class. This means not only that you *show up* for class but also that you are *attentive* once arrive, that you *participate* in class discussion and other assigned activities. Failure to do so will negatively affect your final grade. **You may earn – or lose – 50 points of your final grade for your active participation – or your lack of same.**

As you participate, do all that you can to make everyone's experience positive. Unacceptable behavior in this class includes: doing *anything cell-phone related in class*; working on non-class materials; eating or drinking disruptively; using tobacco; putting your head down for a nap; talking or whispering when someone else is trying to talk; and making comments that are intentionally disrespectful to another student. If I tell you that you are disrupting the class in some way, I expect you to change your behavior immediately. If you do not, I will ask you to leave the classroom.

Please note: As I have tried to make clear, your online participation is *just as important* as your in-class participation. I will monitor discussion threads daily, and I expect to see each of you fully participating. *You may earn – or lose – 400 points of your final grade for your active **on-line participation** in the discussion threads – or your lack of same.*

I understand that many students have important responsibilities outside of the classroom: families, work, sports, etc. I am sensitive to these issues and will do all that I can to assist with scheduling conflicts as they relate to class activities. I ask that you let me know **ahead of time** of any conflict you might have with scheduled class time, and we will try to work things out. Please realize though, while I am flexible, that flexibility only goes so far. Please be respectful of your group members and my time, as we will be of your time.

Also, please note: Class begins promptly at 9:30 a.m. – not 9:35, 9:40, or 9:50. I expect you to be *on time* for each class. **Late entry or early departure will be noted and will also negatively affect your in-class participation grade.**

ATTENDANCE:

My attendance policy is short, sweet, and non-negotiable. I allow you three (3) absences only for this class. Additional absences, regardless of the reason, result in the following penalties:

| | | |
|--------------|---|---|
| 4th absence? | = | 30-point reduction |
| 5th absence? | = | additional 60-point reduction |
| 6th absence? | = | <u>Automatic course failure.</u> At this point, your best option is to officially drop CMST 101 in order to avoid permanently marring your transcript with a grade of "F." |

I mark attendance promptly at the beginning of class. If you arrive late, you will need to check with me at the end of class to ***ensure*** I record your presence. I do not go back later on and mark you present if you do not notify me before the end of class that you are, indeed, present.

We're going to be moving rapidly through a lot of material this quarter, and each class will be important. Ultimately, you're the one paying for the course, and it's your choice whether or not to show up. If you choose not to attend class, know that it is your responsibility to ***act*** -- to find out what you missed and be on target, on track with the rest of us when you resurface. No one else will do it for you. **"But I wasn't here that day," is never an excuse. Do not use it.**

STATEMENT ON ATTENDANCE DURING SPEAKING DAYS

Because participation and cooperative learning are essential to the academic design of this course, your absence on a day when you are scheduled to speak or critique hurts your fellow students and impairs your own learning process. In addition, failure to give a speech/presentation at the proper time indicates a lack of kairos (ability to recognize and respond to what is timely). This is one of the most serious rhetorical errors that one might commit. It is why the following rule ***must*** be enforced: ***If you fail to appear in class on a day when you are scheduled to speak/present, you will receive a grade of "0" points (F) for that assignment.*** There are several ways you can avoid this penalty:

- If you know you will not be able to make it to class on a day when you are scheduled to speak, you can demonstrate your ability to adapt to the kaorotic moment by making arrangements with a classmate to switch speaking positions with you. Remember, however, that you must inform your instructor of the change. If you are traveling on an official athletic schedule, it is up to you to notify your instructor as soon as possible and to make arrangement to fit your speaking and critiquing schedule with your travel.
- If a serious illness or emergency keeps you from performing your duties, you should do everything you can to contact your instructor as soon as possible. Prompt consultation with your instructor (within 24 hours) and possibly required documentation of the unavoidable event (e.g. a note form your doctor, a copy of the accident report, etc.) might result in the scheduling of a make-up speaking

date if the teacher deems the circumstances that caused the absence to be severe enough to merit rescheduling and if there is time in the schedule to accommodate a make-up assignment. Those are two big “ifs.”

- Please communicate with your instructor.

TARDINESS and EARLY DEPARTURE:

Coming late to class or leaving class early is unacceptable. Two (2) instances of tardiness or early departure will be considered one (1) absence. **I expect you to be in your seat and ready to begin class at 9:30 a.m.** This means – **if you drive to campus** -- arriving at BC early enough to not only snag your parking spot (*always a challenge, so keep that in mind, please*) but also to then make your way to the classroom. Additionally, it means – **if you commute by bus** – that you need to keep in mind a sad truth: the bus schedule is not always a timely one. Make sure you take the bus early enough to arrive on campus and get to class **before 9:30 a.m.**

DISABILITY RESOURCE CENTER:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. Please visit the DRC if you have any questions about classroom accommodations.

If you are a student who has a disability or a learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC staff as soon as possible.

The DRC office is located in **B132** or you can call the reception desk at **425-564-2498**. **Deaf students** can reach the DRC **by video phone** at **425-440-2025** or by **TTY** at **425-564-4110**. Please visit our website for application information into the DRC program and other helpful links at www.bellevuecollege.edu/drc . The e-mail address for the Disability Resource Center is drc@bellevuecollege.edu

Remember, if you have either an apparent or non-apparent disability and you require assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with me to develop a safety plan within the first week of the quarter.

INCOMPLETE GRADES

I do not assign incomplete grades for any course, for any reason.

LAPTOPS, CELL PHONES, IPODS, IPADS, & SIMILAR INSTRUMENTS OF DISTRACTION

Cell phones, as well as other electronic devices, are an increasing problem in classroom culture, due to incoming calls and text messaging. I approach this problem simply and directly:

- Your cell phone is to be **stored** in your backpack and/or purse. I don't want to see it on your desk, in your lap, in your hands. **A cell phone has no place in the classroom.**
- Additionally, your **stored** cell phone is to be turned **completely off** – not just on vibrate. If I discover you using your cell phone during class to send or receive texts, or if you are responsible for more than one “in-class ringing” incident, **I will reduce your final grade by one full letter.**

Yes, I am that serious about the cell phone ban.

Bottom line: No cell phones, Blackberries, *etc.* in class. No calls. No texting. I expect you to be fully engaged with the material at hand and fully involved in the moment – ***and the moment belongs to CMST 101.***

LEARNING ENVIRONMENT:

What follows is the Bellevue College Arts & Humanities Division policy on classroom behavior:

The college's 'Affirmation of Inclusion' is posted in each classroom and sets forth the expectation that we will all treat one another with respect and dignity regardless of whether or not we agree philosophically. This expectation is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an on-line [or hybrid] course, you will be expressing ideas through the medium of the course site rather than face to face in the

classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions.

Part of this respect involves professional behavior toward the instructor, colleagues, and the class itself. Disruptive behavior is disrespectful behavior. The Arts and Humanities Division honors the right of its faculty to define "disruptive behavior," which often involves such things as arriving late, leaving early, leaving class and then returning, talking while others are trying to hear the instructor or their group members, doing other homework in class, wearing earphones in class, bringing activated beepers, alarm watches, or cell phones into class, inappropriate comments or gestures, etc. In on-line courses, "flaming" anyone in the class is also considered disruptive behavior. Such behavior interrupts the educational process. When you are in doubt about any behavior, consult your instructor during office hours. We recognize the judgment of the instructor as the final authority in these matters.

When disruptive behavior occurs, instructors will speak to or e-mail the students concerned. Those students are then responsible for ending the disruptions at once. Failure to do so may result in removal of the disruptive student from class.

All students should check BC Student Procedures & Expectations web address at <http://www.bellevuecollege.edu/artshum/studentinfo.html>

PUBLIC SAFETY:

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>

INCLEMENT WEATHER: Where to Check for Closure Information

BC provides a number of distribution methods for getting this information to you. You are encouraged to use one or more of these services or tools to check for campus status.

- Visit this website to view the most updated status message posted at www.bellevuecollege.edu/publicsafety/status/:
- Call BC's 24-hour recorded hotline at (425) 401-6680.
- Your email, phone or mobile device! Students and employees may sign up to receive emergency email or text message alerts directly from BC as soon as changes are made to the campus status during emergency situations. Go to the BC Alert System sign-up page to learn more or sign in to edit your profile.
- Use Schoolreport.org—BC also provides emergency information to this website during inclement weather-related closures. This resource also provides an email notification service you may sign up for if you are not eligible to use BC's Alert

System. With Schoolreport.org you will receive emergency information for Bellevue College as well as 125 other Puget Sound-area schools and school districts.

EVALUATION

Note: I **always reserve the right to modify assignments** depending upon class progress. Occasionally, it is necessary to **drop** an assignment, just as often I may **add** an assignment to the line-up. In the event that any changes are made, the final grade scale, noted below, will be adjusted.

| | |
|--|------------|
| ▪ Discussion Board Postings/Online Participation | 400 points |
| ▪ Participation in Class | 50 points |
| ▪ Speech | 100 points |
| ▪ Exam One | 100 points |
| ▪ Exam Two | 100 points |
| ▪ Exam Three | 100 points |
| ▪ Exam Four (Final Exam) | 50 points |

| | | |
|--|----------|------------|
| TOTAL POINTS POSSIBLE FOR QUARTER | = | 900 |
|--|----------|------------|

FINAL GRADE SCALE

| | | | |
|-------------|---|----|----------------|
| 94-100% | = | A | 846-900 points |
| 91-93% | = | A- | 819-845 points |
| 88-90% | = | B+ | 792-818 points |
| 84-87% | = | B | 756-791 points |
| 81-83% | = | B- | 729-755 points |
| 78-80% | = | C+ | 702-728 points |
| 74-77% | = | C | 666-701 points |
| 71-73% | = | C- | 639-665 points |
| 68-70% | = | D+ | 612-638 points |
| 64-67% | = | D | 576-611 points |
| 60-63% | = | D- | 540-575 points |
| 59% & below | = | F | 539 & below |

OF PARTICULAR INTEREST:

There are no “do-overs” in this class. Consistently over the last several years – and astonishingly, amazingly – I’ve had students come to me after receiving a grade for a paper or an exam and ask, “Professor Pope, may I do this over? May I make corrections and re-submit it? May I take the test over so I can study better and get a higher grade?”

The first few times it happened, I peered intently at the student thinking the request was – seriously – a joke. Then, I realized that students *were* serious.

Please understand that I say the following kindly and with the utmost respect: I do not know what your high school experience prepared you for, but at the college level there

are no “do-overs.” For each paper, speech, and/or project, you must do your best **FROM THE START**. For each exam, you must study your best **FROM THE START**.

What does that mean? Exactly what it says. If you want the best grades, you have to deliver your best work – from the get-go.

AND ONE FINAL NOTE:

Several of the class exercises are interactive and require students to role-play or share personal information. Please remember to keep others’ feelings and dignity in mind when choosing to comment on an issue or prior statement made by one of your classmates or me. Any comments that denigrate the worth of an individual because of his/her race, religion, background, lifestyle, or gender are inappropriate and unacceptable in my class.

I look forward to getting to know you this quarter! I look forward to learning from you as I believe that you have a great deal to teach your classmates and me. You can count on me to put a great deal of time into making this class both educational and enjoyable. I will rely on you to assist in making the class fun and educational and firmly believe that you will get out of this class as much as you put into it. Good luck!

TENTATIVE COURSE SCHEDULE

(Again, subject to change, depending upon class progress)

Week 1: April 4-10 Presentational Speaking, (Vol. 4)

- April 5 Course Introduction, Syllabus review
Homework: Read *pp. 2-44* in **Volume 4** (Chapter 4.1)
Also: Online Discussion (3 threads):
 --Introductions (*20 points*)
 --Volume 4, Ch. 4.1 (*10 points*)
 --Volume 4, Ch. 4.2 (*10 points*)
Discussion thread DEADLINES: Friday, April 8 & Sunday, April 10
- April 7 Lecture 1: The Role of Self-Concept in Public Speaking
 Self-Introductory speech assigned
Homework: Read *pp. 45-74* in **Volume 4** (Chapter 4.2)
Also: Online Discussion (3 threads)
 --Introductions (*20 points*)
 --Volume 4, Ch. 4.1 (*10 points*)
 --Volume 4, Ch. 4.2 (*10 points*)
Discussion thread DEADLINES: Friday, April 8 & Sunday, April 10

Week 2: April 11-17, Presentational Speaking, (Vol. 4) & Begin Studying for Exam 1

April 12 Lecture 2: Conquer Your Fear and Miscellaneous Tips
Homework: Read pp. 75-112 in **Volume 4** (Chapter 4.3)
Also: Online Discussion (2 threads)
 --Volume 4, Ch. 4.3 (20 points)
 --Volume 4, Ch. 4.4 (20 points)
Discussion thread DEADLINES: Friday, April 15 & Sun., April 17

April 14 Lecture 3: Introductions and Conclusions
 (MANDATORY ATTENDANCE)
Homework: Read pp. 113-138 in **Volume 4** (Chapter 4.4)
Also: Online Discussion (2 threads)
 --Volume 4, Ch. 4.3 (20 points)
 --Volume 4, Ch. 4.4 (20 points)

Also: Compose manuscript for “Me, Myself and I” speech. This is not an outline! A manuscript is your **entire speech**, word-for-word. *MLA format required.*
Discussion thread DEADLINES: Friday, April 15 & Sun., April 17

Week 3: April 18-24, Presentational Speaking, (Vol. 4) & Exam 1 (online)

April 19 **DUE:** Manuscript for “Me, Myself and I” speech in correct MLA format.
 Lecture 4: Essential Elements of Effective Speakers
Homework: Prepare for Exam 1 & Self-Introductory speech
Also: Online Discussion: (3 threads)
 --All about Your Audience (20 points)
 --What the Audience Knows (10 points)
 --The Age-Gap Problem (10 points)
Discussion thread DEADLINES: Friday, April 22 & Sun., April 24

April 21 **Exam 1: Online, 8:00-9:30 a.m. ONLY**
 Exam 1 covers **course lecture up to this point, as well as Vol. 1, Presentational Speaking**, chapters 4.1, 4.2, 4.3, and 4.4 (**Note:** We are not reading chapter 4.5, so it is not covered on the exam.)
The exam also covers the 3 online discussion threads for this week: --All About Your Audience,
 --What the Audience Knows
 --The Age-Gap Problem (*see next page*)

NOTE: Exam 1 will be available in Blackboard from 8:00 a.m. until 9:30 a.m. only. Make sure you have a reliable Internet connection before you log into Blackboard and begin the exam. If you lose your Internet connection, I cannot help you.

Once you start the exam, you will have exactly 1 hour and 30 minutes (90 minutes total) to complete it. Please understand it is imperative that you arrange your schedule to start the exam exactly at 8:00 a.m. **At 9:30 a.m., the exam “disappears.”**

NOTE: It is also important that you understand this is the *only* time you will be able to take this exam. If you fail to take it, you may not make it up. I stress this point very strongly because in the past, I have had students who simply “forgot” to take the online exam. This is not an acceptable excuse. **Do whatever you have to do to remind yourself, “THIS IS THE DAY FOR EXAM 1.”** Post signs at home, in your car, everywhere. Have a buddy in class who calls you to remind you. But today is **THE DAY**.

NOTE, AS WELL: You may take this exam *with others in a small group*. In the past, that has worked well for many CMST 101 students. You simply form a small group with other students in the class, agree when and where to meet and take it from there.

Homework: Prepare for Self-Introductory speech

Also: Online Discussion: (3 threads)

--All about Your Audience (20 points)

--What the Audience Knows (10 points)

--The Age-Gap Problem (10 points)

Discussion thread DEADLINES: Friday, April 22 & Sun., April 24

Week 4: April 25-May 1, Speeches

April 26

Speeches: Round 1

Homework: Prepare for Self-Introductory speech

Also: Online Discussion: (3 threads)

--Questions that Float through the Minds of Audience Members (10 points)

--How to Avoid Offending Your Audience with Sexist Language (20 points)

--Orchestrating the Environment (10 points)

Discussion thread DEADLINES: Friday, April 29 & Sun., May 1

April 28 Speeches: Round 2
Homework: Prepare for Self-Introductory speech
Also: Online Discussion: (3 threads)
 --Questions that Float through the Minds of
 Audience Members (10 points)
 --How to Avoid Offending Your Audience with
 Sexist Language (20 points)
 --Orchestrating the Environment (10 points)
Discussion thread DEADLINES: Friday, April 29 & Sun., May 1

**Week 5: May 2-8, Speeches & Communication in Groups
 and Teams (Vol. 3) & Begin Studying for
 Exam 2**

May 3 Speeches: Round 3
Homework: Read pp. 1-36 in **Volume 3** (Chapter 3.1)
Also: Online Discussion (2 threads)
 --Volume 3, Ch. 3.1 (20 points)
 --Volume 3, Ch. 3.2 (20 points)
Also: Begin studying for Exam 2
(See detailed information below.)
Discussion thread DEADLINES: Friday, May 6 & Sun., May 8

May 5 Speeches: Round 4
Homework: Read pp. 37-82 in **Volume 3** (Chapter 3.2)
Also: Online Discussion (2 threads)
 --Volume 3, Ch. 3.1 (20 points)
 --Volume 3, Ch. 3.2 (20 points)
Also: Continue studying for Exam 2
(See detailed information below.)
Discussion thread DEADLINES: Friday, May 6 & Sun., May 8

**Week 6: May 9-15, Speeches & Principles of Comm. (Vol. 1)
 & Continue Studying for Exam 2**

May 10 Speeches: Round 5 (finish)
Homework: Read pp. 1-32 in **Volume 1** (Chapter 1.1)
Also: Online Discussion (2 threads)
 Volume 1, Chapter 1.1 (20 points)
 Volume 1, Chapter 1.2 (20 points)
Also: Continue studying for Exam 2
(See detailed information below)
Discussion thread DEADLINES: Friday, May 13 & Sun., May 15

May 12 Lecture: Foundational Principles for Communication
Homework: Read pp. 33-69 in **Volume 1** (Chapter 1.2)
Also: Online Discussion (2 threads)
 Volume 1, Chapter 1.2 (20 points)
 Volume 1, Chapter 1.2 (20 points)
Also: **Continue studying for Exam 2**
(See detailed information below)
Discussion thread DEADLINES: Friday, May 13 & Sun., May 15

Week 7: May 16-22, Exam 2 & Principles of Comm. (Vol. 1)

May 16-18 **Exam 2: Online ONLY**
 Exam 2 covers the following material:
Discussion Threads:
 --Questions That Float Through the Minds of Audience Members
 --How to Avoid Offending Your Audience with Sexist Language
 --Orchestrating the Environment
Textbook:
 --Vol. 3.1 & 3.2
 --Vol. 1.1 & 1.2
NOTE: Exam 2 will be available in Blackboard from 12:01 a.m. Monday, May 16, until 11:59 p.m., Wednesday, May 18, only. You may take the exam at any time during this period. However, be aware of the fact that you cannot start the exam – stop it – and go back to it later. Once you start the exam, you must finish it.

Make sure you have a reliable Internet connection before you log into Blackboard and begin the exam. If you lose your Internet connection, I cannot help you.

Once you start the exam, you will have exactly 1 hour and 15 minutes (75 minutes total) to complete it. Again, please understand that **the exam “disappears” at exactly 11:59 p.m., Wednesday, May 18.** Thus, if you wait until 11:30 p.m. that night to begin it – you’re in trouble!

NOTE: It is also important that you understand this is the *only* time you will be able to take this exam. If you fail to take it, you may not make it up. I stress this point very strongly because in the past, I have had students who simply “forgot” to take the online exam. This is not an acceptable excuse. **Do whatever you have to do to remind yourself, “THIS IS THE DAY FOR EXAM 1.”** Post signs at home, in your car, everywhere. Have a buddy in class who calls you to remind you. But today is **THE DAY.**

NOTE, AS WELL: You may take this exam with others *in a small group*. In the past, that has worked well for many CMST 101 students. You simply form a small group with other students in the class, agree when and where to meet and take it from there.

- May 17 Lecture: The Self
Homework: Read pp. **70-100** in **Volume 1** (Chapter 1.3)
Also: Online Discussion (2 threads)
 Volume 1, Chapter 1.3 (20 points)
 Volume 1, Chapter 1.4 (20 points)
Discussion thread DEADLINES: Friday, May 20 & Sun., May 22
- May 19 Lecture: Perception
Homework: Read pp. **103-136** in **Volume 1** (Chapter 1.4)
Also: Online Discussion (2 threads)
 Volume 1, Chapter 1.3 (20 points)
 Volume 1, Chapter 1.4 (20 points)
Discussion thread DEADLINES: Friday, May 20 & Sun., May 22

Week 8: May 23-29, Principles of Comm. (Vol. 1)

- May 24 Class Lecture: Language
Homework: Read pp. **137-176** in **Volume 1** (Chapter 1.5)
Also: Online Discussion (2 threads)
 Volume 1, Chapter 1.5 (20 points)
 Volume 1, Chapter 1.6 (20 points)
Discussion thread DEADLINES: Friday, May 27 & Sun., May 29
- May 26 Class Lecture: Nonverbal Messages
Homework: Read pp. **177-217** in **Volume 1** (Chapter 1.6)
Also: Online Discussion (2 threads)
 Volume 1, Chapter 1.5 (20 points)
 Volume 1, Chapter 1.6 (20 points)
Discussion thread DEADLINES: Friday, May 27 & Sun., May 29

Week 9: May 30-June 5, Listening & Exam 3

May 31 Class Lecture: Listening
Homework: Prepare for Exam 3

June 2 **EXAM 3: Online ONLY, 8:00-9:30 a.m.**

Exam 3 covers the following material:

Textbook:

--Vol. 1.3, 1.4, 1.5, & 1.6

Class Lecture:

--May 17, 19, 24, & 26

NOTE: Exam 3 will be available in Blackboard from 8:00 a.m. until 9:30 a.m. ONLY. Make sure you have a reliable Internet connection before you log into Blackboard and begin the exam. If you lose your Internet connection, I cannot help you.

Once you start the exam, you will have exactly 1 hour and 30 minutes (90 minutes total) to complete it. Please understand it is imperative that you arrange your schedule to start the exam exactly at 8:00 a.m. At 9:30 a.m., the exam “disappears.”

NOTE: It is also important that you understand this is the *only* time you will be able to take this exam. If you fail to take it, you may not make it up. I stress this point very strongly because in the past, I have had students who simply “forgot” to take the online exam. This is not an acceptable excuse. **Do whatever you have to do to remind yourself, “THIS IS THE DAY FOR EXAM 1.”** Post signs at home, in your car, everywhere. Have a buddy in class who calls you to remind you. But today is **THE DAY.**

NOTE, AS WELL: You may take this exam with others *in a small group*. In the past, that has worked well for many CMST 101 students. You simply form a small group with other students in the class, agree when and where to meet and take it from there.

Week 10: June 6-12, Interpersonal Communication (Vol. 2)

- June 7 Class Lecture: Relationships
Homework: Read pp. **1-37** in **Volume 2** (Chapter. 2.1)
Also: Online Discussion (2 threads)
 Volume 2, Ch. 2.1 (*20 points*)
 Volume 2, Ch. 2.2 (*20 points*)
- June 9 Class Lecture: Relationships
Homework: Read pp. **38-75** in **Volume 2** (Chapter 2.2)
Also: Online Discussion (2 threads)
 Volume 2, Ch. 2.1 (*20 points*)
 Volume 2, Ch. 2.2 (*20 points*)

Week 11: FINAL EXAM WEEK

- June 14 Class Lecture: Wrap-Up & Course Evaluation
Homework: Prepare for Exam 4 (final exam)
- June 16 Exam 4, Thursday = 7:30-9:30 a.m.

This is an in-class exam.

Exam 4 covers the following material:

Textbook:

--Vol. 2.1 & 2.2

Class Lecture:

--May 31

--June 7, 9, & 14