

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number COMM 101, 231, and 241 or Degree Plan(s) Social science menu
State the requested change and reason. A memo may be attached if more space is necessary.

The Department of Communication and Sociology requests to add three courses to the social science menu: COMM 101 (a new course approved by the CASAC this semester), COMM 231, and COMM 241. Please note that the request to renumber COMM 231 and COMM 241 from 300-level courses was approved by the CASAC this semester. (This renumbering mirrors the level of these courses at many other universities and is consistent with the level of learning objectives in these courses.) A justification and syllabus for each course is attached.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL ³					
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	A
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	A
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G or G to U	A	A	A	A				A	A
11.	Cross list with another department: U or G level	A	A	A	A				A	A
12.	Department of record	A	A	A	A				A	A
13.	Open or close a course	A	A	A	A				A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	11/20/2017 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

COMM 101 Social Science Menu Justification

The Department of Communication and Sociology requests that COMM 101, Introduction to Communication, be included as a selection in the general education social science menu. This is a survey course that has no prerequisites and introduces students to the field of communication at a freshman level. This course should appeal to students across disciplines as it addresses many attributes National Association of Colleges and Employers (NACE, <https://www.naceweb.org/>) indicates employers seek, including ability to work in a team, oral communication skills, interpersonal skills, and flexibility/adaptability. This course was offered as a special topics course last spring and had broad appeal to a variety of majors. COMM 101 is currently going through the council process to add this course to the B.S. and B.A. in communication.

COMM 101 catalog description: This course provides a survey of the terminology, methods, theories, and topics within the discipline of communication.

COMM 101 meets the UGEC definition of a social science course by examining the following topics:

Definition	Course Topics
At the individual level, this course may involve the study of behavioral factors such as cognition, memory, language, perception, personality, emotion, motivation, and others;	Intrapersonal and interpersonal communication (e.g., nonverbal communication, understanding/managing conflict, persuasion, working in groups, etc.)
At higher levels of aggregation, this course may involve the study of social variables such as the structure and dynamics of small groups (e.g., couples, families, work groups, etc.); institutions and organizations (e.g., schools, religious organizations, etc.); communities (defined by geography or common interests); and larger demographic, political, economic, and cultural systems;	Small group, intercultural, and organizational communication (e.g., communication in the workplace, communicating across cultures, understanding the role of technology/media in communication at work and interpersonally, working with and leading small groups, etc.)

Additionally, the content of COMM 101 satisfies the social science requirement in the following ways:

Requirements	Content	Assignment
Introduce students to a particular discipline within the social sciences... and the major topics common to the discipline.	The course provides an introduction to the field of communication studies and includes many of the major topic areas of the discipline (intrapersonal, interpersonal, small group, organizational, intercultural, nonverbal, persuasion, and communication with/through technology).	Daily Work, Quizzes/Reading Responses, Exams, and Unit Projects
emphasis on its basic methods of inquiry	This course provides an introduction to research methods used in the field of	Daily Work, Quizzes, Exams

	communication, including quantitative, qualitative, and rhetorical.	
significant research findings	Each area of course content (listed in the previous two rows of this chart) is drawn from a survey textbook grounded in major research findings from communication scholars.	Daily Work, Quizzes, Exams
influential theories	Competency 2: Apply a variety of communication theories to examine contemporary issues. (Theories covered in the course connect with content areas listed in the first row of this chart.)	Daily Work, Quizzes/Reading Responses, Exams and Unit Projects
key concepts and terminology	Competency 1: Demonstrate understanding of key concepts and vocabulary within sub-disciplines of the communication discipline. (Again, the concepts and terminology are derived from the content areas listed in the first row of this chart.)	Daily Work, Quizzes/Reading Responses, Exams and Unit Projects

COMM 231 Social Science Menu Justification

The Department of Communication and Sociology requests that COMM 231, Small Group Communication, be included as a selection in the general education social science menu. This is a general topics course that has no prerequisites and introduces students to group dynamics and team development. This course should appeal to students across disciplines as they are required to learn about, practice, and perfect their own group and team building skills. As such, students develop and experience group behavior, leadership, structure and management in a way that is both beneficial and consequential. Its applicability is immediate in other classes that require the use of groups and long term in situations that require similar expertise. (Note: Previously COMM 331, the course has been approved by the CASAC to be moved to a 200-level course).

COMM 231 (currently 331) catalog description: Small Group Communication (3-0-3), spring, summer. Training in the principles and practices of small group communication including practice with learning situations and problem-solving situations.

COMM 231 meets the UGEC definition of a social science course by examining the following topics:

Definition	Course Topics
At the individual level, this course may involve the study of behavioral factors such as cognition, memory, language, perception, personality, emotion, motivation, and others;	Reflective thinking, conflict management, relational develop, team and culture building, and decision making.
At higher levels of aggregation, this course may involve the study of social variables such as the structure and dynamics of small groups (e.g., couples, families, work groups, etc.); institutions and organizations (e.g., schools, religious organizations, etc.); communities (defined by geography or common interests); and larger demographic, political, economic, and cultural systems;	Study of social variables such as power, social structures, norms, roles, cohesiveness, cooperation, networks, geographic dispersion, synchronous and asynchronous communication systems, and group think

Additionally, the content of COMM 241 satisfies the social science requirement in the following ways:

Requirements	Content	Assignment
--------------	---------	------------

Introduce students to a particular discipline within the social sciences... and the major topics common to the discipline.	The course provides an introduction to many topics commonly used in the field of communication and includes many of the major topic areas of the discipline (e.g., networking, interpersonal roles, power, systems theory, groupthink, symbolic convergence, gatekeeping, and decision making).	Daily Work, Quizzes/Reading Responses, Exams, and Unit Projects
significant research findings	Each area of course content (listed in the previous row) is drawn from either survey textbook grounded in major research findings from communication scholars or relevant research articles.	Daily Work, Quizzes, Exams
influential theories	Course Objectives: Introduce students to small group communication and research, and the implications for communication. (Theories covered in the course connect with content areas listed in the first row of this chart.)	Daily Work, Quizzes/Reading Responses, Exams and Unit Projects

key concepts and terminology	Course Objectives: Increase student's awareness, knowledge, and understanding of group processes by introducing much of the standard vocabulary used in literature to define, explain and improve group skills for the student's' personal situation. (Again, the concepts and terminology are derived from the content areas listed in the first row of this chart.)	Daily Work, Quizzes/Reading Responses, Exams and Unit Projects
------------------------------	--	--

COMM 241 Social Science Menu Justification

The Department of Communication and Sociology requests that COMM 241, Interpersonal Communication, be included as a selection in the general education social science menu. This is a survey course that has no prerequisites and introduces students to the field of interpersonal communication at an undergraduate level. This course should appeal to students across disciplines as it addresses many attributes employers seek, including emotional intelligence, interpersonal skills, conflict management, and relational management. (Note: Previously COMM 341, the course has been approved by the CASAC to be moved to a 200-level course.).

COMM 241 (currently 341) catalog description: Interpersonal Communication (3-0-3), spring, summer. Skills and theory of interpersonal relationships, including marriage, family, and work. Deals with communication variables that influence dyads.

COMM 241 meets the UGEC definition of a social science course by examining the following topics:

Definition	Course Topics
At the individual level, this course may involve the study of behavioral factors such as cognition, memory, language, perception, personality, emotion, motivation, and others;	Intrapersonal and interpersonal communication (e.g., identity development, perception checking, emotional intelligence, relational management, listening, nonverbal communication, etc.)
At higher levels of aggregation, this course may involve the study of social variables such as the structure and dynamics of small groups (e.g., couples, families, work groups, etc.); institutions and organizations (e.g., schools, religious organizations, etc.); communities (defined by geography or common interests); and larger demographic, political, economic, and cultural systems;	Communication examines aggregates, including the following: power in communication, intercultural influences on relationships, understanding the role of technology/media interpersonally, relational dynamics, managing conflict, etc.

Additionally, the content of COMM 241 satisfies the social science requirement in the following ways:

Requirements	Content	Assignment
Introduce students to a particular discipline within the social sciences... and the major topics common to the discipline.	The course provides an introduction to the field of interpersonal communication and includes many of the major topic areas of the discipline (relational dynamics, identity management, perception checking, emotional management, nonverbal communication, listening, relational dynamics, conflict resolution).	Daily Work, Quizzes/Reading Responses, Exams, and Unit Projects
significant research findings	Each area of course content (listed in the previous row) is	Daily Work, Quizzes, Exams

	drawn from a survey textbook grounded in major research findings from communication scholars.	
influential theories	Course Objective 1: Introduce students to interpersonal communication theory and research, and the implications for communication practices in interpersonal relationships. (Theories covered in the course connect with content areas listed in the first row of this chart.)	Daily Work, Quizzes/Reading Responses, Exams and Unit Projects
key concepts and terminology	Course Objectives 2 & 3: Increase student's awareness, knowledge, and understanding of the many facets of communication processes and their role in interpersonal interaction, and improve diagnostic and analytical skills for identifying, analyzing and evaluating communication processes in interpersonal relationships. (Again, the concepts and terminology are derived from the content areas listed in the first row of this chart.)	Daily Work, Quizzes/Reading Responses, Exams and Unit Projects

INTRODUCTION TO COMMUNICATION
COMM 101 (3 credit hours)
SPRING 2017
TR 9:30 - 10:50 AM – SB 216

PROFESSOR: Dr. Lauren Lemley
OFFICE HOURS: MWF 10-11 am
MW 2-3 p.m. & TR 8-9 p.m.

EMAIL: lauren.lemley@acu.edu
OFFICE: SB 214
PHONE: 674.2241

CATALOG DESCRIPTION

COMM 101: This course provides a survey of the terminology, methods, theories, and topics within the discipline of communication. Prerequisites: none.

ACU MISSION STATEMENT

To educate students for Christian service and leadership throughout the world.

MISSION OF THE COLLEGE OF ARTS & SCIENCES

The mission of the College of Arts and Sciences is to engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

MISSION OF THE DEPARTMENT OF COMMUNICATION & SOCIOLOGY

To create excellent and ethical communicators, transforming lives through teaching, scholarship and service.

INTENDED AUDIENCE

This freshman-level course is designed for students at all levels and from all majors.

REQUIRED TEXTS

- Susan R. Beauchamp and Stanley J. Baran, *Introduction to Human Communication* New York: Oxford University Press, 2017).
- Sherry Turkle, *Reclaiming Conversation: The Power of Talk in a Digital Age* (New York: Penguin Books, 2015).
- Access to Canvas for additional resources and readings.

COURSE COMPETENCIES AND MEASUREMENTS

Upon completion of the course, students should be able to:

COMPETENCIES	MEASUREMENT INSTRUMENTS
Demonstrate understanding of key concepts and vocabulary within sub-disciplines of the communication discipline.	Daily Work, Quizzes, Reading Responses, Unit Projects, and Exams
Apply a variety of communication theories to examine contemporary issues.	Daily Work, Reading Responses, Unit Projects, and Exams
Explore the ethical, moral, and theological implications of current topics within the communication discipline.	Daily Work, Reading Responses, and Unit Projects
Craft quality discussion questions and participate in productive group discussion.	Daily Work and Reading Responses

FAITH AND LEARNING

Communication is a critical aspect of Christian life and community. This course encourages students to consider how their communication – with others, in groups, and through technology – impacts their lives and walk with Christ.

COURSE POLICIES

ATTENDANCE

Attendance in this course is required. If you are absent for 20% or more of the course (7 or more classes), you will automatically receive an “F.” In addition to fulfilling this attendance requirement, most class meetings will include activities that fall into the “daily work” portion of your grade. Some of these will be announced and others will not. Understanding the elements and strategies discussed in class will be essential for success on your papers and presentations throughout the semester. Without consistent class attendance and participation, you will be at a severe disadvantage when working on these assignments.

LATE WORK

Late work will not be accepted without an excused absence. When you know you will miss class for a “non-excused” reason, you should turn in assignments before they are due.

COOPERATION WITH THE AMERICANS WITH DISABILITIES ACT (ADA)

ACU and the College of Arts and Sciences comply with the ADA in making reasonable accommodations for qualified students with disability. If you have a disability as defined by the ADA and would like to request accommodations, please contact the Alpha Scholars Program at 325.674.2667 or online at <http://blogs.acu.edu/alpha> for more information about Student Disability Services at ACU.

ACADEMIC DISHONESTY

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified.

See the full university policy, including how to appeal a decision, by following this link:
<http://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy.html>.

GRADING

YOUR FINAL COURSE GRADE WILL BE DETERMINED AS FOLLOWS

90-100 = A 80-89 = B 70-79 = C 60-69 = D 0-59 = F

BREAKDOWN OF COURSE GRADE

Daily Work – 10%

Quizzes & Reading Responses – 20%

Unit Projects – 30% (3 projects worth 10% each)

Exams – 40% (2 exams worth 10% each)

DAILY WORK (10%)

Throughout the semester, you will be given numerous opportunities to apply the concepts discussed in your reading and class through individual and group activities, discussions, and homework assignments. While some of these will be announced, others will not. Therefore, class attendance and participation are essential for this portion of your course grade.

QUIZZES & READING RESPONSES (20%)

Throughout the semester you will take quizzes in class and complete reading response assignments related to course readings. More information on these assignments will be provided in class and on Canvas.

UNIT PROJECTS (30%)

At the end of each course unit (intrapersonal communication, interpersonal communication, and public communication) you will complete a project that requires you to synthesize and apply material from each section of the course through case studies, presentations, and writing assignments. Information on these projects will be provided in class and on Canvas throughout the semester.

EXAMS (40%)

Your knowledge of course material will be tested through two exams – a midterm and a final. These exams will cover both required readings and material presented/discussed during class; therefore, keeping up with readings and taking notes during class are both important to your success. More information about the format of these exams will be provided in class.

**COMM 140: INTRODUCTION TO COMMUNICATION
SPRING 2017 SCHEDULE**

DATE		LECTURE/DISCUSSION TOPIC	READING DUE	ASSIGNMENT DUE
THE DISCIPLINE AND STUDY OF COMMUNICATION				
T	January 17th	Introducing the Communication Discipline: Communication, Culture, Workplace, and Identity		
R	January 19th		The Flight from Conversation Excerpts	RC Response 1
T	January 24th	Communication Research and Inquiry: Studying and Understanding 21st Century Communication	BB 2	
R	January 26th		The Case for Conversation Excerpts	RC Response 2
ONE CHAIR - INTRAPERSONAL COMMUNICATION				
T	January 31st	Individuals as Receivers: Listening, Processing, and Solitude	BB 5	
R	February 2nd		One Chair Excerpts	RC Response 3
T	February 7th	Individuals as Consumers: Critically Consuming Media and Self-Reflection	BB 11	
R	February 9th		One Chair Excerpts	RC Response 4
T	February 14th	The One Chair Project		
TWO CHAIRS - INTERPERSONAL COMMUNICATION				
R	February 16th	Verbal and Nonverbal Communication: Language, Coding, Thought, and Meaning	BB 3	
T	February 21st		BB 4	
R	February 23rd		Two Chairs Excerpts	RC Response 5
T	February 28th	Interpersonal Communication: Relationships and Conflict	BB 6	
R	March 2nd		Two Chairs Excerpts	RC Response 6
T	March 7th	The Two Chairs Project		
R	March 9th			
T	March 14th	SPRING BREAK		
R	March 16th			
T	March 21st	Midterm Exam		
R	March 23rd	TEDxACU -- No Class		
THREE CHAIRS - PUBLIC COMMUNICATION				
T	March 28th	Small Group and Organizational Communication: Dynamics, Leadership, and Systems	BB 7	
R	March 30th		Three Chairs Excerpts	RC Response 7
T	April 4th		BB 8	
R	April 6th		Three Chairs Excerpts	RC Response 8
T	April 11th	Intercultural Communication: Cultures, Diversity, and Tolerance	BB 9	
R	April 13th		Three Chairs Excerpts	RC Response 9
T	April 18th	Persuasion: Cognitions, Attitude Change, and Social Influence	BB 13	
R	April 20th		Three Chairs Excerpts	RC Response 10
T	April 25th	The Three Chairs Project		
R	April 27th			
THE FOURTH CHAIR - COMMUNICATING WITH/TO TECHNOLOGY				
T	May 2nd	Social Media and Communication Technologies: The Light and Dark of Communication/Technology	BB 12	
R	May 4th		A Fourth Chair Excerpts	RC Response 11
F	May 12th 10-11:45 am	Final Exam		

University Mission Statement: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Communication Department Mission Statement: *To create excellent and ethical communicators, transforming lives through teaching, scholarship and service.*

Course Syllabus

COMS 331: Small Group Communication

Fall 2014

Instructor Information

Instructor:	Dr. J. D. Wallace	Phone:	325.674.2339
Office:	Sherrod 132	E-mail:	jd.wallace@acu.edu
Office Hours*:	M-F 7-7:30 am, M-R 2-4 pm, MWF 9-10:00 am, other times possible		
	*Appointments are encouraged		

Required Text and Materials

Lumsden, G., Lumsden, D., & Weithoff, C. (2010). *Communicating in Groups and Teams: Sharing Leadership* (5th. ed). Boston: Wadsworth/Cengage Learning
Functioning Abilene Christian University Email Address
Access to Canvas

Other Resources and Suggested Readings

Research materials for presentations

Description of Course

This course is fundamentally different from almost every other communication course. Students are required to be their own case study as they acquire, practice and perfect their own group skills. Groups, teams, cohorts panels etc. have become the mainstay of business, education and religious organizations. This course will allow students to develop and experience group behavior, leadership, structure and management in a way that is both beneficial and consequential.

Course Objectives

This course will give students an opportunity to obtain the following:

1. A firm understanding of theories of group communication
2. Experience in applying group skills in actual groups.
3. Adaptive communication responses necessary for satisfying participation in a variety of communication settings.
4. Research, writing, and critical thinking skills
5. Skills useful in organizing and implementing group projects.
6. Formulation of personal theories to explain group communication processes.

Assignments and Course Requirements

Test 1	100	points
Test 2	100	points
Final examination	150	points
Quizzes(top 5/no makeups)	100	points
Participation (to be decided)	75	points
Project 1 (Reflective Thinking)	75	points
Project 2 (Case Study)	150	points

Individual Points

Participation (to be decided)	25+	points
Final examination	150	points

Below is the work sheet that will be used by your team to help determine ultimate weighting in point values. Each assignment can be weighted in terms of an individual and group component. Different weightings can be used for different kinds of assignments.

Assignment	Individual%	Group%	Individual Points	Group Points
Quizzes (100)				
Test 1 (100)				
Test 2 (100)				
Project 1 (75)				
Project 2 (150)				
Participation (50)				

1. **Exams (350 points):** Three (3) examinations will be given over the course of the semester. Each exam during the semester will consist of a combination of true/false, multiple choice, short answer, and short essay questions. If you choose not to take an exam, you will receive a failing grade for the course. The final examination is comprehensive and is worth 150 points.

2. **Quizzes (100 points):** To encourage a continual reading and review of material there will be periodic quizzes (unannounced other than this warning) over the reading assignments given in this course. A reading assignment is due and subject to quizzing on the date/day that it is listed. The quiz shall be administered during the first ten minutes of the class time. If you are tardy and miss the quiz, there are no make-up quizzes. If you are absent and miss the quiz, there are no make-up quizzes. Quizzes, if they occur, are likely to begin promptly. **Because quiz averages may not be reflective a students overall class performance the top 5 quizzes will comprise the 100 points.**

3. **Class participation: (75 points)** Class participation will include a number of indicators. The overall participation will be assessed by your peers and your professor. Those indicators will include class attendance, performance, grasp of the material and the professor's evaluation. Students will be expected to be engaged on a continual basis in a number of venues to receive maximum credit. Historically, the overwhelming majority of the class receives well over 80% of these points.

PROJECT DESCRIPTIONS

PROJECT 1 (75 POINTS)

1. Each group will be assigned a problem/case study which deals with individual participation in small group communication.
2. Each group will solve the problem/case study by using Dewey's Reflective Thinking Process.
3. Groups will work through the process to find a plan to implement in order to solve the problem.
4. Groups will turn in a brief 3-5 page paper explaining how each of Dewey's steps were accomplished.
5. Groups will make a brief (about 10 minute), informal presentation to the class on their plan.
6. After all presentations are made, groups may change their solution or make minor adjustments.
7. After adjustments are made, AND INSTRUCTOR APPROVED, each group will turn in one typed (brief) contract on how participation will be handled within their group. Additionally, each group member must sign the contract in order for it to be binding.
8. The end result will be a group policy regarding how participation will be evaluated. Each group will be bound to their policy for the MAJOR PROJECT.

PROJECT 2 (150 POINTS)

1. You will apply theories we will be studying in the class to a small group case study.
2. Groups will be responsible for presenting a class presentation which is informative, enjoyable, and useful to the class. An analysis of small group theory which pertain to your observed group should be shared. The presentation should be 15 minutes and an additional few minutes will be spent answering questions from the class.
Each group will be given a two minute grace period over and under time. GROUPS WILL BE PENALIZED 3 POINTS FOR EVERY MINUTE THEY ARE OVER OR UNDER TIME IN THE PRESENTATION.
*The presentation should be divided equally or at least among THE MAJORITY of the group's members.
4. Groups will be responsible for writing a well-written, well-supported, and well-researched scholarly paper which presents, explains, and defends the group's analysis. The paper must indicate to the reader that the group has carefully analyzed and applied small group communication theory.

Paper length should be from 10-15 pages. (One paper per group will be evaluated.)

I am willing to read a draft and provide you with feedback. Just make arrangements with me.

5. Groups will select 4 - 6 issues to analyze: (A few examples)

Cohesiveness	Leadership	Temporal Elements
Nonverbals	Self Disclosure	Dialogic Analysis
Conflict	Gatekeeping	Geographic Dispersion
Group think	Norms	Structuration
Reciprocity	Roles	Sensemaking
Structure	Group decision making	Networks

Topics are not limited to the above. ALL TOPICS must be approved by the instructor.

6. Papers must have a clear introduction and thesis.
7. Papers must draw conclusions from the reading.
8. Papers will follow APA or MLA format
9. A reference page must be attached (at least 10 references).

Dr. Wallace's Standard Class Expectations

The following is a listing of expectations for this class. They have been developed to enhance our educational experience. The underlying guideline is that the college classroom should be a place that is equitable to the student, instructor, and the class in general. For policies concerning foreseeable events, please see the professor. It is easier to get permission than forgiveness. This material is quizzable and testable!

1. Objectives are paramount in this course. Should circumstances dictate, the strategies used to obtain those objectives may be altered. Restated, this syllabus is tentative and may be superseded by future documents. Students are responsible for acquiring and reading those documents. They may include changes to schedule, rules, dates, and procedures.
2. Students with a documented disability are responsible for: 1) ensuring that current documentation is on file in the Disability Services office and requesting accommodations within the first week of enrollment in a long semester or by the second class day of a short term; 2) discussing the approved accommodation with each instructor within the third week of enrollment in a long semester or by the fourth class day of a short semester.
3. Students are responsible for tracking their academic progress in this class throughout the semester. Therefore, students with questions about grades are encouraged to contact the instructor. Grades are to be discussed at the time of their delivery (see grade appeal policy below). Final grades will be posted at the conclusion of the semester.
4. School and instructor policy prohibit alcohol, firearms, and illegal items. Possession may result in dismissal. Simulation of possession is considered disruptive to class and should be negotiated with the professor.
5. Students who have institutional-sponsored events are to inform the professor prior to the events. If this is not done, the absence will be considered unexcused. The day of your absence is not considered timely notification. Rescheduling of assignments are also to be done prior. Otherwise, a 10% penalty will be assessed. This should be done both verbally and through e-mail (jd.wallace@acu.edu). There are no makeups on quizzes regardless of the circumstances. In no case, will a student be allowed to complete the class who misses 25% of a given course. Students are allowed three unexcused absences before a penalty. Each additional unexcused absence will result in a 3% reduction in the overall grade. Students who are tardy are expected to e-mail the professor within 24 hours of the infraction, otherwise lateness is considered an absence. Assignments where no arrangements have been made will, revert to a score of zero after seven days.
6. **College level writing is expected in all classes.** What this means is that:
All papers are to be typed, printed, stapled and collated in time for class. There is a minor penalty for papers not meeting this requirement. Excessive typographical errors or grammatical errors are grounds for a zero regardless of content.
Not referencing where information comes from is considered plagiarism. Plagiarism is grounds for sanctions ranging from a minimum of a zero on the offending assignment to failure of the course.
If you are not sure what constitutes plagiarism contact the instructor (**e.g. anything copied and pasted, no quotation marks for direct quotes**). Students should refer to the Student Handbook for information regarding the academic integrity policy at the following link.
<http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>
Materials that are used to fulfill reference requirements need to have been reviewed by an editorial board or a professional organization that is directly related to the topic unless otherwise directed. Most books, journals, and newspapers meet this requirement. Casual eating is a distraction and is not conducive to class instruction.
Internet sources are subject to the same criteria as other sources. If the source is not editorially or peer reviewed it must be cleared by the professor.
To count, non-reviewed Internet sources have to be cleared with the professor before the assignment is due. This is to be done during **regular office hours**.

7. This is an interactive class. To keep distractions to a minimum please adhere to the following guidelines.
 - A Drinks are allowed, however, they may be seen and not heard.
 - B Food is allowed, however, it may not be seen, heard, or smelled.
 - C Students are responsible for cleaning up after themselves. If the instructor has to clean up after students, the class will revert to a no food/no drink policy.
 - D Disruption of class as specified by the student handbook will be grounds for class dismissal.
 - E Do not leave class once it begins unless it is an emergency or arrangements have been made with the instructor. Failure to comply will result in student being marked absent.
8. **Class starts on time** and students will be expected to complete quizzes within the time period allotted even if they are late. Should they arrive after the scheduled quiz period they will forfeit that quiz opportunity. Students are encouraged to obtain missed quizzes from other students. They will not be provided by the professor.
9. **NEVER enter the class during a speech or presentation.** Wait till it is finished and then enter. Doing so results in either a 10 point or 10% reduction of your respective grade (teacher's prerogative). NO WARNINGS! Discussions and lectures can be entered during however this should be done with a minimum of distraction.
10. Students are not to leave the room during evaluative exercises such as quizzes or tests. Suitable sanctions will be determined by the instructor on a case by case bases.
11. I am generally in my office during office hours, however, they are not guaranteed. Students are strongly encouraged to make appointments so that I can make every effort to accommodate them. Scheduled appointments take precedence over walk-ins!
12. Students are responsible for all missed material. I do not re-lecture or provide additional materials that have not been distributed in class. I suggest you coordinate with other class members concerning missed days.
13. Remember computers and networks go down, printers jam, and dogs prefer to eat scholarly writing over T-bone steak. It is best to have assignments done well before the due date. Printed work is expected at the start of class on the due date. After that they are considered late and appropriate penalties will be assessed.
14. In the unlikely event that an assignment is dropped, added, or modified, students will be graded on work completed. Points are not given for assignments that are not executed.
15. No electronic devices should make audible noise or distract from the class. Students who have been warned on three occasions will have their overall grade lowered by five points for each additional occurrence.
16. Students who check e-mail or engage in other non-class related activities (e.g., making cell phone calls during class, text messaging or other electronic distractions) **will have their Participation Grade reduced by two points per infraction. No warning or notice will be given.** Emergency circumstances should be communicated to the professor prior to the class. Program's that are open on computers that are not class related (e.g. e-mail, IM etc, browsers) are justification for reduction even if not in use.
17. The FERPA amendment prohibits grades from being given over the phone or by e-mail to any person. I will post them online as soon as I have them. "Furthermore the rights under FERPA transfer from the parents to the student, once the student turns 18 years old or enters a post-secondary institution at any age. However, although the rights under FERPA have now transferred to the student, a school may disclose information from an "eligible student's" education records to the parents of the student, without the student's consent, if the student is a dependent for tax purposes. Neither the age of the student nor the parent's status as a custodial parent is relevant. If a student is claimed as a dependent by either parent for tax purposes, then either parent may have access under this provision. (34 CFR § 99.31(a)(8).) " Source: <http://www.ed.gov/policy/gen/guid/fpco/faq.html>
18. This University, class, and professor view the material from a Christian perspective. Please consult the University catalogue and realize that language, dress, and actions that are not consistent within that perspective are also not consistent with good class citizenship and will be dealt with appropriately. This may include, but is not limited to, teacher conference, participation sanctions, and in the most severe cases class dismissal.

19. **This class will use a 10-point grading scale: 90%=A, 80%=B, 70%=C, 60%=D, 59% and below =F.** This scale supersedes any reasonable mathematical error in verbal communication or other documents unless specifically noted by the professor in writing. Students are expected to keep reasonable records of their assignments and should know what their current class average is as well as the number of points necessary to meet their grade objective.

Grade Reviews: Please be sure to follow these guidelines

1. **All tests, papers, and quizzes are open to review from the students.**
2. All tests and papers will not be reviewed on the day of their receipt.
3. The review will take place any day there after up to and including one full week (seven days).
4. **Because grade skews (curves) are a mathematical alteration to accommodate a wide range of contingencies, challenged items' total must exceed the skew to enhance the grade. However students are free to forgo accepting the skew and challenge any number of items.**
5. **Challenged items have to be typed in a professional manner and have supporting evidence and recommendations on how to improve the item.** After one full week the grade is considered final and will not be discussed further.
6. There will be no line item reviews. Legitimate complaints will be cause for raising grades. However, the paper or test will then be reviewed in its entirety for further omissions on the part of the instructor. This further review may cause raising or diminishing of the student's grade. Items not appearing in the appropriate challenged format will not be considered for raised grade and will not be discussed further. See your instructor before you submit a challenged item.

Sample challenged item

On quiz number two, the question read:

4. The credible speaker has competence. T F

I put true because the text says competence and character are the primary factors that influence credibility (page 123).

A better way to write the question would be:

- The only factor to influence credibility is competence. T F

**Comm 341 Interpersonal Communication
Abilene Christian University
Department of Communication
Dena Counts, M.A.**

Office Sherrod 211 – MWF 9am to 10am

Speaking Center (upstairs Library) MW Noon to 3pm

Office Phone: x2631 **Cell Phone:** 325.428.66999. Feel free to text or call on cell.

Office 211 **dena.counts@acu.edu**

Required Text: Adlers, Ronald B. and Russell F. Proctor II. *Looking Out, Looking In.* 14th Edition. Belmont, CA: Thomson Wadsworth, 2014.

Strengths Test - <http://www.strengthsquest.com/content/141212/Purchase.aspx>

The cost is \$10.

On the assigned due date in your schedule, you will bring the printout (detailed version) of the assessment to class. See instructions below.

ACU Mission Statement

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Communication Department Mission Statement

To education student for Christian service and leadership through the world by developing communication skills trough analyzing, managing, changing and advocating ideas, people, organizations and culture.

Course Objectives

The purpose of this course is to:

- introduce you to interpersonal communication theory and research, and the implications for communication practices in interpersonal relationships.
- increase your awareness, knowledge, and understanding of the many facets of communication processes and their role in impersonal interactions; and
- improve your diagnostic and analytical skills for identifying, analyzing and evaluating communication processes in interpersonal relationships.

ADA Statement: ACU and the College of Arts and Science comply with the ADA in making reasonable accommodation for qualified students with disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible.

Course Communication: All written course documentation (e.g., syllabus, assignments, etc.) will be available on Canvas. Additionally, your grades will be available to you under the “Grades” button, and you should monitor your grades throughout the semester. You will receive email from me and other students periodically. Therefore, you should check your ACU email account on a regular basis. If you do not use your ACU email account, you need to forward your ACU email to whatever account you use. If you need help in forwarding your email, please contact Team 55.

Electronic Devices: All communication that occurs inside the classroom should contribute to a good learning environment for you and your classmates. If you are using a portable electronic device (e.g. phone, laptop, iPhone, etc), I will assume it is for class purposes. If it is not being used for class purposes there is a good chance I will ask you to leave class. Reading or sending text messages or engaging in other types of wireless chatting, surfing, or gaming or other kinds of wireless communication are distracting to you, your classmates, and your professor.

Due Dates: Turn in all written assignments on Canvas. Written assignments are due at midnight on the due date. If there is a presentation in class, it will be due at class time. Due dates are displayed in Modules in Canvas. Quizzes (RATS) are taken during class time. If you will be absent for a university-sponsored activity on the day an assignment is due, you still must turn in the assignment on the assigned date.

Late work will not be accepted for a grade unless you have an "excused absence" for an emergency (e.g. a documented medical or family emergency). Medical emergency is defined as a severe medical condition that usually requires you to have a hospital visit or to be hospitalized (e.g., broken bones or pneumonia) or physician-directed bed rest. Family emergency is defined as an unforeseen circumstance that requires you to be with your family (e.g., death in family or medical emergency in family). Unexcused late work or work not turned in prior to a university-related absence will receive a zero. If you miss an assignment, or exam for an excused reason, it is ***your responsibility*** to arrange a time with me to make up the assignment, quiz or exam.

Grading:

Grading Scale

920 pts to 1000pts = A
820 pts to 919 pts = B
700 pts to 819 pts = C
600 - 700 pts = D
Below 60% = F

Individual RATs 15%
Team RATS 10%
Assignments 50%

- Chapter 1 Group Assignment
- Chapter 2 Self Concept Discussion
- Chapter 3 Perception Check/Pillow Method Paper
- Case Study
- Ch. 6&7 Nonverbal Project
- Ch. 8 Relational Development Art Presentation
- Ch 10 Comm Climate Video Submission
- Ch. 11 Interpersonal Conflict Paper

Midterm/Final 15%
Attendance/Participation 10%

Grades will be posted on Canvas under the "Grades" button throughout the semester. Please note this course is required for COMM majors. Therefore, COMM majors must earn at least a C in this class to fulfill major requirements. If you earn below a C on any assignment or exam, please schedule a time with me to discuss ways to improve your performance.

Academic dishonesty: A zero-tolerance policy is in force regarding academic dishonesty. Academic dishonesty entails engaging in any deceitful behavior regarding your work in this course. Academic dishonesty includes, but is not limited to, using others' ideas and words without proper documentation (including proper oral citations of sources in speeches); using other students' work as your own (e.g., another student's presentation, presentation found on the Internet, etc.); cheating on quizzes or exams; and falsifying information. Any degree of academic dishonesty will result (at the least) in an automatic zero for the assignment/exam. Any subsequent academic dishonesty will result in a failing grade for the course. Any instances of academic dishonesty will be reported to the department chair and dean of Arts and Sciences.

Grade APPEAL PROCESS: If a student wishes to appeal a grade on a paper, homework or a RAT, the following process must be followed:

- Wait 24 hours before submitting written appeal.
- In the written appeal, identify the problem with the grading, what one believes to be the correct answer, and reasoning on why grade should be changed.
- Appeals need to be submitted via email.

Attendance/Timeliness: Don't be absent. You have three unexcused absences you can use for whatever. The ONLY excused absences I will give is if you are in the hospital, there is a death in the family or you have an ACU sponsored trip I need documentation in order to provide an excused absence. That documentation needs to be provided to me before the absence or on the day you return. Keep in mind that ACU's policy is if you miss 20% of class (no matter the reason – excused/unexcused), you must be dropped from the course or given an "F". Three tardies = One absence. No absences equals two points added to your final grade.

Office hours: Please feel free to come to my office to discuss course materials, assignments, or any problems that may arise throughout the semester. If my office hours are not convenient, we can arrange another time to meet. If you need to speak with me when I am not in my office, you can e-mail me anytime or call me at home (428-6699) before 10 p.m. Apart from weekends or when I am out of town, I will normally respond to e-mail the same day I receive it.

The instructor reserves the right to change syllabus policies if needed.