A. **Academic Division:** Liberal Arts

B. **Discipline:** Communication

C. **Course Number and Title:** COMM2050: Introduction to Communication Theory

D. **Course Coordinator:** Janny Nauman  
   **Assistant Dean:** Deb Hysell

**Instructor Information:**
- **Name:** Click here to enter text.  
- **Office Location:** Click here to enter text.  
- **Office Hours:** Click here to enter text.  
- **Phone Number:** Click here to enter text.  
- **E-Mail Address:** Click here to enter text.

E. **Credit Hours:** 3

F. **Prerequisites:** None

G. **Syllabus Effective Date:** Fall, 2017

H. **Textbook(s) Title:**

   *Theories of Human Communication*
   - **Author:** Littlejohn and Foss  
   - **Year:** 2010  
   - **Edition:** 10th  
   - **ISBN #:** 9781577667063

I. **Workbook(s) and/or Lab Manual:** None

J. **Course Description:** This course introduces students to the theories of human communication. Students will learn about major theorists in the field of communication, study the different types of communication in which humans engage, and learn about the various contexts in which human communication takes place. This is a TAG course OCM001. (This course may NOT be substituted for COMM 1010: Speech)

K. **College-Wide Learning Outcomes:**

<table>
<thead>
<tr>
<th>College-Wide Learning Outcome</th>
<th>Assessments - - How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication – Written</td>
<td></td>
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<tr>
<td>Communication – Speech</td>
<td></td>
</tr>
<tr>
<td>Intercultural Knowledge and Competence</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Critical Thinking VALUE Rubric</td>
</tr>
<tr>
<td>Information Literacy</td>
<td></td>
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<tr>
<td>Quantitative Literacy</td>
<td></td>
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</tbody>
</table>

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L. **Course Outcomes and Assessment Methods:**

Upon successful completion of this course, the student shall:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments – How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate understanding of elements of the communication process and</td>
<td>Demonstrate understanding of elements of the communication process and the requisite skills for becoming</td>
</tr>
<tr>
<td>and the requisite skills for becoming effective communicators in a variety</td>
<td>effective communicators in a variety of contexts.</td>
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<tr>
<td>of contexts.</td>
<td>Quizzes throughout the semester.</td>
</tr>
<tr>
<td>2. Define and explain basic terms, principles, and theories of</td>
<td>Students, placed in groups, will be assigned two oral presentations (week 8 and 14) using the same</td>
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<tr>
<td>interpersonal, group, organizational, intercultural, public, and/or media</td>
<td>communication theory applied to different contexts.</td>
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<tr>
<td>communication.</td>
<td>Written paper (week 10) and quizzes throughout the semester.</td>
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<tr>
<td>3. Critically apply communication theories to a variety of contexts.</td>
<td>Written paper (week 15).</td>
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<tr>
<td>4. Identify major theorists in the field of communication.</td>
<td></td>
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<tr>
<td>5. Identify and appraise major communication theories.</td>
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</tr>
</tbody>
</table>

M. **Topical Timeline (Subject to Change):**

- **Week One:**
  - Syllabus overview
  - Introduction to communication theory
    - Defining communication
    - Defining theory
- **Week Two:**
  - Assumptions behind communication theories
    - Reality, knowledge, and values
  - Researching theory in communication
    - Why one needs to read research
    - Deductive and inductive reasoning
    - Qualitative and quantitative research
- **Week Three:**
  - History of Speech Communication as a discipline
  - Contexts of communication taking place
    - Meaning and models
- **Week Four:**
  - Classical western rhetorical theory
    - The theorists and their assumptions and messages
    - The classical canons of rhetoric
- **Week Five:**
  - Contemporary rhetorical theory
    - When classical theory fails
  - The theorists and their assumptions and messages
    - The role of “reality”
- **Week Six:**
  - Interpersonal communication theories
    - Different roles in relationships
  - How we see ourselves and others see us
- **Week Seven:**
  - Theories of small group communication
    - Defining small group, functions, and uses
• Decision making
  o Roles, power, leadership
• Week Eight:
  • Oral group presentations
• Week Nine:
  • Midterm examination
  • Theories of persuasion
    o Changing other people’s beliefs and behaviors
• Week Ten:
  • Theories of intercultural communication
    o Value of studying other ways of communicating
  • Ignorance vs. prejudice
• Week Eleven:
  • History of mass communication
    o How media affects individuals and groups
  • How media shapes culture
• Week Twelve:
  • Social media
    o How it is changing us and the world in which we live
  • Studies on social media
    o How the future may look
• Week Thirteen:
  • Theories of organizational communication
    o History of organizational communication
  • Application to the “professional” world
• Week Fourteen:
  • Oral group projects
• Week Fifteen:
  • Public relations and campaigning
    o Message design
  • Audience analysis
• Week Sixteen:
  • Final Exam

N. Course Assignments:

1. Two written papers
2. Two oral group presentations
3. Midterm Exam
4. Final Exam
5. Quizzes

O. Recommended Grading Scale:

<table>
<thead>
<tr>
<th>NUMERIC</th>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
<td>3.67</td>
<td>Superior</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
<td>3.33</td>
<td>Above Average</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
<td>3.00</td>
<td>Above Average</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
<td>2.67</td>
<td>Above Average</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
<td>2.33</td>
<td>Average</td>
</tr>
<tr>
<td>73–76</td>
<td>C</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>70–72</td>
<td>C-</td>
<td>1.67</td>
<td>Below Average</td>
</tr>
<tr>
<td>67–69</td>
<td>D+</td>
<td>1.33</td>
<td>Below Average</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>GPA</td>
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<td>-------</td>
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<tr>
<td>D</td>
<td>Below Average</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>Poor</td>
<td>0.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
<td></td>
</tr>
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</table>

P. **Grading and Testing Guidelines:**

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Q. **Examination Policy:**

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R. **Class Attendance and Homework Make-Up Policy:**

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S. **Classroom Expectations:**

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T. **College Procedures/Policies:**

**Attendance Requirements:** All students are required to attend all scheduled classes and examinations. Each faculty member has the right to establish regulations regarding attendance that he/she considers necessary for successful study.

Students who do not attend classes may be administratively withdrawn from those classes. However, failure to attend classes does not constitute withdrawal, and students are expected to process a formal withdrawal through the Student Records Office in Kee Hall.

**Student engagement requirements:**

Student engagement is based on the “active pursuit” of learning which can be measured by class attendance, class participation (in class or online), taking required quizzes/examinations, and submission of work assignments or papers. Student engagement consists of a student attending at least 60% of the class sessions (there should be attendance throughout the term) and/or completing 75% of the assignments listed on the syllabus at the midpoint in the term. Exceptions can be made when there is on-going communication between the student and faculty member. The communication must be documented and the faculty member and student must be in agreement regarding the exception. Students not meeting the expectation will be administratively withdrawn from class. If a student believes he/she was administratively withdrawn in error, he/she may file an appeal. Being administratively withdrawn may have program and financial aid implications.

**Academic Misconduct** is any activity that tends to compromise the academic integrity of the college, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. **Violation of course or program rules** as contained in the course syllabus or other information provided to the student; violation of program requirements as established by departments and made available to students.

2. **Plagiarism** including, but not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one’s own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.
Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

3. **Cheating** and dishonest practices in connection with examinations, papers and projects, including but not limited to using unauthorized notes, study aids or information on an examination; obtaining help from another student during an examination; taking an exam or doing work for another student; providing one’s own work for another student to copy and submit as his/her own; or allowing another student to do one’s work and then submitting the work as one’s own. Also included would be altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

4. **Fabrication** including but not limited to falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with defined appropriate guidelines, and failing to include an accurate account of the method by which data were collected.

5. **Obtaining an Unfair Advantage** including, but not limited to stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor; unauthorized collaborating on an academic assignment; taking, hiding or altering resource material; or undertaking any activity with the purpose of creating or obtaining an unfair advantage over another student’s academic work.

6. **Aiding and Abetting Academic Dishonesty** including, but not limited to providing material, information or other assistance to another person with the knowledge that such aid could be used in any of the violations stated above, or providing false information in connection with any inquiry regarding academic integrity.

7. **Alteration of Grades or Marks** including but not limited to, action by the student in an effort to change the earned credit or grade.

In addition, cases of academic dishonesty may involve photocopied materials. Materials used may fall under the Copyright Act. Violations of said Act may subject the user and/or the College to sanctions.

**Statement on Disabilities**: Any student who requires reasonable accommodations related to a disability should inform the course instructor and the Coordinator of Specialized Services (Room 138 in Kee Hall; phone 419-755-4727).

Students who encounter difficulty in any of their courses are encouraged to visit the Tutoring Resource Center (Room 119 in Fallerius Technical Education Center) for tutoring assistance, and the Student Success Center (Room 136 in Kee Hall) for academic assistance, advising services, referrals for personal counseling and Learning Disability (LD) Testing.

**Statement on Withdrawals**: As a student, you are expected to attend class. If you are unable or choose not to attend class, or if for whatever reason you are unable to keep up with the requirements of a course, you need to officially drop the class at the Student Records Office. Refund dates and withdrawal dates will vary slightly from term to term. Contact the Student Records Office for applicable dates. Additionally these dates are posted on the academic calendar available on the college’s website, [www.ncstatecollege.edu](http://www.ncstatecollege.edu), under the Academics heading on the home page and are available at the Student Records Office in Kee Hall. Students should go to the Student Records Office (Room 142 in Kee Hall) to process their withdrawal from any class.

If you choose to walk away from your class without officially withdrawing from it, the faculty member teaching the class must grade your classroom performance on the material available to him or her. This
normally results in an "F" grade. An "F" grade can lower your grade point average considerably depending on the total credits accumulated.