



VESALIUS COLLEGE

Fall Semester 2016

Course Syllabus

CODE number: CMM 101

Introduction to Human Communication

Number of ECTS: 6

Contact Details for Professor Claude Bernard

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Course Time: Monday: 1:30 – 3:00

Friday: 3:00 – 4:30

Office Hours: Monday: 3:00 – 4:30

Wednesday: 2:00 – 4:00

Friday (by appointment only): 4:30 – 5:30

Course Prerequisites:

No course prerequisite

Course Description

The course will allow students to become familiar with a fundamental strand of communication science; namely Human Communication with a goal to prepare them to gradually become more effective communicators by studying and comprehending the preliminaries to language as well as verbal and non-verbal communication in a variety of cultural settings. The course also aims to provide students with the tools needed to craft and master informative presentations as well as defend persuasive speeches and/or presentations. As a result of the various lectures and in-class discussions as well as the book reports and research, students will gain a greater capacity to analyze and understand specific Human Communication related issues such as Peace Communication, Prenatal/Early Years Communication and, in particular, Gender-based communication and Interpersonal communication.

The course also acquaints students with some of the major Human Communication theoretical traditions by focusing on such models as the semiotic, the sociocultural and the rhetorical tradition.

Finally, the students will learn the techniques needed to become proficient at the art and craft of in-depth interviewing.

Learning Objectives

The major Learning Objectives of the course:

These learning outcomes are in line with the following Discipline Learning Outcomes for the Bachelor in Communications Sciences as ratified by the NVAO (Accreditation Organisation of the Netherlands and Flanders): DLO 1, 3 and 9.

- 1) Have a thorough knowledge of the scientific dimensions, types and components of technologically mediated and not mediated communication.
- 3) Describing and comparing theories, concepts, authors and paradigms of the domain within the communication science.
- 9) Assessing the impact of social, cultural, economic, psychological, technological, political, legal and other factors on communication processes.

The Specific Learning Outcomes of the course:

- 1) To enable the student to better comprehend, analyze, discuss, describe and appreciate how human communication dynamics compare and contrast among and between genders, nations and cultures.
- 2) To enhance the student's ability to consider various modes of human communication and select the behaviour and approach that will maximize understanding and decrease miscommunication
- 3) To become familiar with the major theoretical models on human communications covered in class

Communications:

- 1) Develop the ability to discuss lectures content critically and to engage in robust in class discussions.
- 2) Keep abreast of the latest new developments in the human communication domain (including prenatal communication, family-related and spousal communication and cross-cultural communication)
- 3) Present and defend oral presentations in a variety of configurations (from individual to large group settings)

Attitudes

- 1) Develop team-building and leadership skills.
- 2) Increase ability to manage and supervise short term as well as long term projects
- 3) To be eager to apply life-long learning skills
- 4) Understand one's limitations and consider ways to improve them
- 5) Develop the ability to operate within a multicultural team

COURSE CALENDAR & READINGS

Week 1:

Syllabus Review.

Selection of informative individual presentations to be delivered as of week 2..

Introduction of the criteria necessary to deliver an effective individual informative speech/presentation.

Introduction to Human Communication – defining the types, functions and basic models of communication

Complete the personality profile test: Type A/B/C/D/X

Week 2:

Leading Question: How do nation-specific cultural traits impact on behaviour and communication?

Read Chapter 2: Understanding the impact of culture and values on Communication.

Defining Culture

Complete the personality profile test. The VAK Personality test

Who is...? - Individual presentation (*personality presentation*) followed by peer evaluation and feedback

Week 3:

Leading Question: Do words shape thoughts?

Chapter 3: The nature and power of language. Defining Culture and language.

Individual presentations (peer evaluations and feedback)

Complete the personality test: Carl Jung's 4 Functional Types

Week 4:

Leading Question: How does one develop the ability to make effective use of active, empathic and critical listening?

Chapter 4: The art of listening: from personal to critical listening.

Individual presentations (peer evaluations and feedback)

Note that this is the last week for students to complete their individual presentation

Lecture: The 4 color test (personality profile)

Complete the personality test: The Hermann Quadrant test

Human Communication Theory: The Semiotic Tradition

Week 5: Leading Question: How does one successfully define, identify and explain nonverbal codes?

Chapter 5: Non-verbal communication.

Camera exercise: students will be filmed doing a 3 to 5 minute impromptu individual presentation followed by feedback

Second informative presentation (minimum 2 students, maximum 3)

What is/are? - focus on organizations and movements followed by feedback

Human Communication Theory: The Sociopsychological Tradition

Week 6:

Leading Question: What are the essential interpersonal behaviours that can strengthen a relationship?

Chapter 6. Understanding and improving Interpersonal Communication.

Second informative presentation (organizations and movements) + feedback.

Human Communication Theory: The Sociocultural Tradition

Week 7:

Review and discussion in view of the large group audiovisual project due on week 13

Mid Term Exam

The exam covers all the chapters from the textbook discussed in class, the in-class lectures, the theoretical traditions of Human Communication and a personality test paper.

Regarding the latter, students need to come to the exam having completed a 4 to 5 page paper listing the results of the various personality tests they have completed as well as the listening style that best characterizes them. Further explanations on the assignment will be provided in class and additional information is included in the exam section of the syllabus.

Week 8:

Leading Question; How does one explain and define leadership and its relevance to small group communication?

The Nature of groups: goals, types and characteristics of groups.

Second Informative presentation + feedback

Human Communication Theory: The Critical Tradition

Week 9:

Leading Question: How can human communication skills help solve problems in groups?

12 Angry Men -Film/Play analysis from a large group perspective (jury duty).

Read Part Three of the textbook: chapters 8 and 9: (*The Nature of Groups and Solving Problems in Groups*)

Week 10:

Read appendix in the textbook: Interviewing.

Interview/press conference simulation

Small group presentations (last week),

Book Report due followed by informal round table discussion

Please note that this is the last week for students to complete the second informative small group presentation

Week 11:

In-class debates and press conference simulation.
and status report on the large group audiovisual project..
Human Communication Theory: The Rhetorical Tradition

Week 12:

Read Part Four of the textbook : Public Communication
Chapters 10 and 11: *Choosing and Developing a Topic and Organization and Support.*

Week: 13:

Read chapters 12 and 13: *Presenting your Message and Informative Speaking*

Formal presentation of the large group audiovisual project (worth 15% of the final grade)

Week14:

Read Chapter 14: Persuasive Speaking
Review in preparation for the final exam

Week 15: **Final Exam.**

The exam covers all the material seen after week 7.

On the day students will be tasked with completing and handing in a 3 page/900 word long transcript of an in-depth interview previously approved by the instructor. This particular assignment is worth 5% of the final exam grade.

Course Materials

Textbook

Title: Understanding Human Communication
Author: Ronald B. Adler and George Rodman.
Publisher: Oxford University Press (latest edition)

Twelve Angry Men
Playwright: Reginald Rose
Publisher: Samuel French

Book Report:

- Students need to select a book from the following list:

1) *How to Talk So Teens Will Listen and Listen So Teens will Talk* by Adele Faber (Scribner) 2012

2) *The War Against Boys* by Christina Hoff Sommers

3) *Communication and Interaction in the Early Years* by Ann Clare (SAGE Publication), 2016

4) *The Gender Communication Handbook: Conquering Conversational Collisions between Men and Women* (Pfeiffer) 2012

5) *Choosing Peace: New Ways to Communicate to Reduce Stress, Create Connection, Resolve Conflicts* by Ilse Lasater (Mediate Your Life), 2014

6) *The Teenage Brain* by Francis Jensen (Harper Publications) 2016

Additional Readings

Relevant articles and papers from both general interest and specialized sources (newspapers, magazines journals, online sites) will be regularly provided by the instructor throughout the semester.

As previously indicated, students also need to read the *12 Angry Men* play by Reginald Rose as that will serve as a basis for analyzing the dynamics inherent in a large group involved in a decision-making process.

Course support site: Pointcarré

Course materials (syllabus, support materials, important messages, etc) will be uploaded on the Vesalius website, Pointcarré. Students are expected to visit the site regularly to keep abreast of course changes and amendments.

Additional sources:

For relevant Communication-related articles, listing of specialized magazines and journals as well as the latest books published on the subject, consult the following web

www.icahdq.org (ICA /International Communication Association)

www.onlinelibrary.wiley.com

www.uab.edu (Human Communication – A Journal of the Pacific and Asian Communication Associations)

www.natcom.org. (The National Communication Association)

Course Assessment

The final grade will be based on the following:

- Presentations (2) : 20%
 - Final large group project 15%
 - Book Report 15%
 - Mid-Term Exam 25%
 - Final Exam 25%
- TOTAL: 100%

The time allocation is estimated as follows:

- Paper 30 hours
- Presentations 30 hours
- Mid-Term Exam 40 hours
- Final Exam 40 hours
- In-Class Participation 40 hours

TOTAL: 180 hours

As a general rule, a 100 level student is expected to read an average of 40 pages on a weekly basis and complete written assignments that will total 2500 words. CMM 101 specifically provides opportunities for students to develop and hone their oral presentation skills and to effectively work within various group dynamic settings.

Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is now as follows:

Letter grade	Scale of 20	Scale of 100
A	17.0-20.0	85-100
A-	16.1-16.9	81-84
B+	15.3-16.0	77-80
B	14.5-15.2	73-76
B-	13.7-14.4	69-72
C+	13.1-13.6	66-68
C	12.3-13.0	62-65
C-	11.5-12.2	58-61
D+	10.7-11.4	54-57
D	10.0-10.6	50-53
F	0-9.9	0-49

Additional Course Policies

Teaching and Learning Methods

Interactive Professor Lectures, Videos, Class Discussions, Debates and Simulations.

Participation

Attendance and active participation is vital to the student's progress. Given the dialogical nature of the course, students are expected to attend classes on time and take copious notes. Participation means attending class and actively contributing to class discussions. Students who are absent are responsible for finding out what was covered in class. Because the ability to meet deadlines is a crucial skill for all communications professionals, late assignments will not be accepted!

Book Report Instructions

The length of the Book Report should be minimum 2700 words and maximum 3000 words (9 to 10 pages long)..

Students are expected to

- 1) effectively condense, edit and summarize the relevant information contained in the book selected from the approved list within 5 pages maximum
- 2) write a one to two page personal commentary on the material they have read, ideally linking it to the theoretical models and human communication dimensions discussed in class
- 3) include a minimum one page long of sample review(s) written by professionals and indicate whether you broadly agree or disagree with the critical stance expressed by said reviewers
- 4) provide a one page comment on the tutorial approach in general and equally on the one used in class in relation to the specific book you selected.

Regarding the latter point, note that in preparation for the report, a **tutorial** system will be implemented which will allow students to receive direct and constructive feedback. During such tutorials, students are expected to defend, analyze, critique and communicate both their and others ideas while in conversation with the tutor and their fellow students.

Written assignments are due on the date clearly indicated in the syllabus.

Failure to submit your written assignment on time will result in a penalty of 15% of the assignment grade for the first 24 hours and an additional 15% of the assignment grade for the following 24 hours.

Failure to complete oral assignments will mean forfeiting the possibility of completing the relevant presentation and thus will negatively impact the overall grade awarded to the various presentations in total (up to 20% of the final grade).

Oral Presentations/ Presentation of Book Report

- a) Who is?... (a formative exercise which highlights the life/career/legacy of an outstanding individual)
- b) What is/ are ...? (a small group presentation of 4 students maximum focusing on an organization, a movement, an ideology or concept...)
- c) Book Report

Given the nature and scope of the various oral presentations, various criteria will be used when assessing the quality of the presentations pending on the type of presentation required. Please refer to the Grading Form for Presentation in the syllabus to gain a sense of the basic criteria used when assessing a presentation.

For your information, the first oral presentation (*Who is...?*) is considered a

formative exercise which is then systematically peer-evaluated. The student who completes the exercise is asked to collect all the feedback provided by the students, go through them and provide a one page reflection report. . Regarding specifically the book report, please note that apart from summarizing the salient points of the book selected, the presenters are required to do additional investigations into the argument/research. They must then present the information to the rest of the class in the clearest possible way. This will generally require at the very least the use of PowerPoint. In addition, the presenter is required to engage the class in discussion of the issues presented in the report, defend his/her conclusions and provide relevant examples (including footage and/or recordings if applicable).

A good presentation demands insight, effort and professionalism. Presentations that lack depth or complexity, or evidence an incomplete grasp of content; and speakers who are careless, unprofessional or have a too-casual attitude will not do well. You have up to 5 minutes for your first individual presentation (*Who is...?*), 15 minutes for the second oral presentation (*What is/are...?*) and the small group book report presentation (which will be done in a round-table discussion format) should not exceed 20 minutes.

You are expected to fill this time wisely and efficiently. Usage of footage or recordings is limited to 1 minute for the first oral presentation and 3 minutes for both small group presentations. You should turn in (directly after you finish presenting) a folder containing your presentation notes/slides.

Final Audiovisual Project

This final large group project needs to be formally presented on week 13 and counts for 15% of your final grade.

From week 1 till week 12, students will be involved in a major audiovisual project that will require the concerted effort and participation of every single student. While the nature and scope of the project will naturally emerge as a result of various proposals, consultations and discussions, the purpose of the exercise is to ensure that a true collaborative spirit will emerge and that as a result students will feel fully engaged in the management and execution of a reasonably ambitious project. It will also serve as a very practical exercise in terms of applying the skills learned throughout the semesters (including time management, listening skills, creativity, meeting of deadlines, solving problems in a group ...).

Please note that a stringent mechanism is put into place to ensure that all the students involved in the project contribute equally to the final outcome. Provisions are made in order to ensure that should that not be the case, the individual students who are part of the small/large group assignments are not unduly penalized. Please refer to the Peer Evaluation Form for Group Work in the annex section in order to gain sense of how the quality of large group work dynamic will be assessed.

Midterm and Final Exams

Both exams are worth 25%.

The mid-term exam will cover the relevant chapters from the textbook, the lectures and presentations as well as the 4 to 5 page individual personality profile test. The latter needs to be completed prior to the exam session and brought in class on the day of the exam and will be worth 5% of the midterm grade.

The final exam will cover the material discussed and analyzed from week 8 to week 14 (including the 12 Angry Men play). The previously completed 900 words in-depth interview needs to be handed in on the day of the final exam.

In both exams, students can expect vocabulary/definition questions, theoretical model questions, textbook-related material and a long or short essay question (typically one page long) dealing with the various issues raised, analyzed and discussed throughout the semester.

Make up exams will not be accepted unless there are serious legitimate reasons. Provision of a signed medical note is required and notice must be given prior to the deadline.

Academic Integrity

Academic dishonesty is NOT tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else's work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Annex I - Grading Form for Exams: Short and Long Answers

	A	B	C	D	F
Accuracy	The author pertinently and succinctly addresses the question	Overall, the answer accurately addresses the question. Some minor omissions or imprecisions	The answer meets the basic requirements for this assignment. Some imprecisions	Major flaws, imprecisions	The answer sheet is left in blank or the answer fails dramatically to address the question
Completeness	The answer correctly addresses all aspects and angles of the question and provides an answer with an excellent level of detail	Some minor omissions or imprecisions	The answer sufficiently addresses the question	The answer is incomplete and fails to address the question	The answer is left in blank or fails dramatically to address the question
Evidence of Reading	Excellent reference to and application of major course material	Good reference to and application of major course material	Average reference to and application of major course material	Little reference to and application of major course material	The answer lacks any reference to any course material
Critical Thinking (if applicable)	The answer demonstrates an excellent level of critical thinking and an original application of independent thought	The answer highlights a good level of critical thinking and independence of thought	The answer shows some evidence of critical thinking and independent thought	The answer does engage only to a very limited extent critically with facts and literature and shows little evidence of independent thinking	The answer lacks any critical reflection and independent thought

Annex II - Grading Form for Exams: Essay Questions

	A	B	C	D	F
Accuracy	The author pertinently and succinctly addresses the question	Overall, the answer accurately addresses the question. Some minor omissions or imprecisions	The answer meets the basic requirements for this assignment. Some imprecisions	Major flaws, imprecisions	The answer sheet is left in blank or the answer fails dramatically to address the question
Completeness	The answer correctly addresses all aspects and angles of the question and provides an answer with an excellent level of detail	Some minor omissions or imprecisions	The answer sufficiently addresses the question	The answer is incomplete and fails to address the question	The answer is left in blank or fails dramatically to address the question
Evidence of Reading	Excellent reference to and application of major course material	Good reference to and application of major course material	Average reference to and application of major course material	Little reference to and application of major course material	The answer lacks any reference to any course material
Critical Thinking	The answer demonstrates an excellent level of critical thinking and an original application of independent thought	The answer highlights a good level of critical thinking and independence of thought	The answer shows some evidence of critical thinking and independent thought	The answer does engage only to a very limited extent critically with facts and literature and shows little evidence of independent thought	The answer lacks any critical reflection and independent thought

Structure of the Answer	The essay is well structured, with a clear introduction, detailed main body with a logical flow of arguments and strong conclusion	The answer has a good structure with an introduction, main body good flow and conclusion	The answer is generally structured, but does not include a clear introduction, logical flow in the main body or conclusion	The answer is largely unstructured, but shows some evidence of an intro, main body and conclusion	The answer lacks sufficient structure
Expression	The examinee uses and applies accurate concepts and excellent language	The examinee uses and applies mostly accurate concepts and good language	Some application of accurate concepts, but flawed language	Concepts are not used accurately, some level of confusion arises out of poor language	Poor conceptual use and poor language that inhibit the understanding of the core message

Annex IV - Grading Form for Book Report

Content / Organization	All necessary information was presented logically and recorded properly. Maintains clear focus.	Necessary information was covered logically and recorded in the proper paragraphs. Maintains clear focus.	Necessary information was covered, but not presented logically or recorded in proper paragraphs. Maintains adequate focus	Some necessary information was covered but not in a logical sequence or recorded in the proper paragraphs. Attempts to focus.	Minimal necessary information was covered but not in a logical sequence or recorded in the proper paragraphs. Little or no focus.
General Information	All general information is included and completely accurate.	All general information is included and mostly accurate.	Some general information is included and accurate.	Some general information is included, but inaccurate.	General information is missing and several parts inaccurate.
Mechanics Usage Grammar Format	There were no errors or evidence of corrections in the report. Paragraphs were properly indented. Words were well chosen and sentences were concise.	A couple of errors occurred in capitalization, punctuation, word usage, sentence structure. Paragraphs were properly formatted. Proofreading evident.	A few errors occurred in capitalization, punctuation, word usage, sentence structure. Paragraphs properly formatted. Proofreading inadequate.	Some errors occurred in capitalization, punctuation, word usage, run-on sentences, and sentence fragments. Paragraph formatting inconsistent. Proofreading questionable.	Numerous errors in spelling, capitalization, punctuation, word usage, run-on sentences, sentence fragments. No evidence of proofreading.

Annex V -. Peer Evaluation Form for Group Work

Feedback on team dynamics

Your name:

Name of Evaluated Peer:

Please evaluate your peer using a numerical scale for each criteria. The scale used goes from 1 = poor, to 5 = excellent. (1 = poor; 2 = below average 3 = average 4 = good 5= very good). Please indicate in the comment box your reasoning for awarding the score and any additional information per criteria you would like to share.

Evaluation Criteria	Scores	Comments / Justification of Score
Attendance of group meetings (attends regularly and arrives on time)		
Meaningful and productive contributions to group discussions.		
Sticking to agreed deadlines in all stages of the work process. (x2)		
Preparation of work in a quality manner.		
Cooperative and supportive attitude.		
Pro-active and constructive leadership		
Volunteering for extra tasks and work		
Contributes significantly to the success of the project (x2)		
TOTAL (add scores)		

A sample of questions to expect when assessing the quality and effectiveness of the group dynamics include::

- 1) How effectively did your group work?
- 2) Were the behaviours of any of your team members particularly valuable or detrimental to the team? Explain.
- 3) Any recommendations for improving the working of the group?
- 4) What did you learn about working in a group from this project that you will carry into your next group experience?
- 5) Any other comments

Annex VI – Learning Objectives, Teaching-Methods, Testing and Feedback

Number of assignments used in this course: **4 (book report, 2 presentations and audiovisual project)**

Number of feedback occasions in this course (either written or oral): **4 (in-class presentations, mid-term exam, final exam, audiovisual project)**

Number and Types of Teaching Methods: **5 (lectures, tutorials, debates in class, interview simulations, videos)**

Does your course require graded student oral presentations? **Yes (book report and in-class presentations)**

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Numbers of Feedback given Student
Have a thorough knowledge of scientific levels, types and components of mediated and not mediated communication	- Systematic study and analysis of not mediated communication, including informative and persuasive presentations, non-verbal communication and group dynamics	- Individual chapters in the textbook - In-class discussions	- Systematic questionnaire on each of the chapters for purposes of in-class discussion - Midterm exam - Application of the 2 chapters dealing with group dynamics in the textbook to the play <i>12 Angry Men</i>	Midterm exam feedback Final exam question includes question on functional and difunctional roles in group dynamics as applied to <i>12 Angry Men</i>
Describing and comparing theories, concepts, authors and paradigms of the domains within the communication science	- Study and comprehend a number of major Communication Theories	- Lectures and in-class student lead research - Questionnaires	- Questionnaires in preparation of exams - Midterm and final exams	- Midterm feedback - Final exam including questions focussing CMM theorie

Assessing the impact of social, cultural, economic, psychological, political, legal and other factors in the communication process	- Gain a basic understanding of the major factors that impact on Human CMM, including culture, personality/ psychological profile, age and gender	- Videos / Ted Talk - Screening of <i>Before Sunrise</i> by Richard Linklater and analysis in terms of culture, gender and personality profile - Book Report (tutorial + written/oral Report)	- In-class lecture/ discussion related to: applying the first 5 chapters of the textbook to <i>Before Sunrise</i> - Completion of minimum 6 personality tests + related midterm assignment	- Midterm feedback - Final exam feedback - Feedback on the personality tests throughout the first weeks
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Annex VI - Grading Form for Presentation

	Superior	Proficient	Poor	Unsatisfactory
Factual information	Used many facts to support all arguments	Used some facts to support all arguments	Used few facts to support arguments	Did not present facts to support arguments
Comprehension	Demonstrated thorough understanding of information	Demonstrated accurate understanding of information	Demonstrated minimal understanding of information	Demonstrated misunderstanding of the information
Persuasiveness	All arguments were logical and convincing.	Most arguments were logical and convincing.	Some arguments were logical and convincing	Few arguments were logical and convincing
Informational Value	The information provided is of very high or superior quality.	The quality and relevance of the information provided is satisfactory.	The quality and relevance of the information provided is poor or insufficient.	The quality and relevance of the information provided is decidedly substandard.
Delivery	Communicated clearly and confidently; maintained eye contact; excellent voice inflection and delivery rate	Communicated clearly; frequent eye contact; good voice and delivery rate	Seldom communicated clearly; poor eye contact; poor voice and delivery rate	Failed to communicate clearly; no eye contact; monotone delivery
Rebuttal	Addressed all audience's questions	Addressed most of audience's questions	Addressed some of audience's questions	Did not address audience's questions
	100 / 100	75 / 100	50 / 100	25 / 100

