

## **CO 210 Fundamentals of Communication Course Syllabus and Calendar**

### **Section Information**

Section CO-210-03  
M/W 9:30AM–10:50AM | EC211

### **Instructor:**

Jenna G. Blas

**Email:** [xx](#)

**Office Hours:** Email, by appointment

## **I. Course Description**

### **1. Catalog Description**

This course introduces students to public speaking and person-to-person communication, as well as to group and intercultural communication. Students learn about basic speech preparation and delivery, as well as effective communication skills suited to the people with whom they interact in a variety of everyday contexts. Oral presentations may include demonstrative, informative, and/or persuasive speeches of 6-8 minutes in length. CO 210 must be completed with a grade of “C” or better. Grades are A+, A, A-, B+, B, B-, C+, C, D, F, I, or NC. Prerequisite: Completion of EN 110 or test out.

### **2. Course Content**

This course is a survey of Speech Communication theories, concepts, and skills existing in interpersonal, intercultural, small group, and organizational interaction, as well as in oral public presentations. This course offers a combination of humanistic and pragmatic approaches to understanding and evaluating communication. An emphasis is placed on developing skills in public communication, including speech preparation and listening.

## II. Student Learning Outcomes

CO 210 Course Learning Outcomes	Gen Education Tier 1 CF: <i>Oral Communication GE</i>	Communication Program PLO	Institutional ILO
By the end of the course, students will demonstrate the ability to:	UOG students will be able to communicate ideas, perspectives, and values clearly and persuasively in oral form by:	Upon successful completion of the Communication program, the student should be able to demonstrate the ability to successfully:	Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of any degree are:
<b>SLO 1.</b> Explain the basic parts of the communication process; understand effective communication interactions in interpersonal, intercultural, organizational, perception, verbal, nonverbal, listening, and small group communication.	<b>GE OC LO 2.</b> Using organization and language to effectively present material to an audience.  <b>GE OC LO 3.</b> Considering contexts and cultures when crafting and delivering messages for different audiences.	<b>CLO 1.</b> Articulate the theories of perception, interaction, and the creation of shared meaning in individual, group, intercultural, mass and digital communication settings.  <b>CLO 2.</b> Analyze the effects of media messages and form on the individual and society.  <b>CLO 3.</b> Apply basic logic, reasoning, ethics, and interpretation in producing and consuming messages.	<b>ILO 1.</b> Mastery of critical thinking.  <b>ILO 3.</b> Effective oral and written communication.  <b>ILO 4.</b> Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.  <b>ILO 5.</b> Responsible use of knowledge, natural resources, and technology.  <b>ILO 7.</b> An interest in personal development and lifelong learning.
<b>SLO 2.</b> Demonstrate the ability to apply the communication principles in interpersonal, intercultural, organizational, mass media, listening, and small group contexts.	<b>GE OC LO 2.</b> Using organization and language to effectively present material to an audience.  <b>GE OC LO 3.</b> Considering contexts and cultures when crafting and delivering messages for different audiences.	<b>CLO 1.</b> Articulate the theories of perception, interaction, and the creation of shared meaning in individual, group, intercultural, mass and digital communication settings.  <b>CLO 2.</b> Analyze the effects of media messages and form on the individual and society.  <b>CLO 3.</b> Apply basic logic, reasoning, ethics, and interpretation in producing and consuming messages.	<b>ILO 1.</b> Mastery of critical thinking.  <b>ILO 3.</b> Effective oral and written communication.  <b>ILO 4.</b> Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.  <b>ILO 5.</b> Responsible use of knowledge, natural resources, and technology.  <b>ILO 7.</b> An interest in personal development and lifelong learning.

<p><b>SLO 3.</b> Demonstrate knowledge of speech preparation in research, organization, audience analysis, visual aids, outlining, critiquing and effective presentation skills used in a variety of public speaking contexts to increase speaker credibility.</p>	<p><b>GE OC LO 1.</b> Developing and presenting material around a central theme.</p> <p><b>GE OC LO 2.</b> Using organization and language to effectively present material to an audience.</p> <p><b>GE OC LO 3.</b> Considering contexts and cultures when crafting and delivering messages for different audiences.</p> <p><b>GE OC LO 4.</b> Identifying, evaluating, and applying different styles and modes of presentation in public speaking and listening.</p> <p><b>GE OC LO 5.</b> Demonstrating appropriate ethical standards and properly citing sources while researching and presenting materials.</p>	<p><b>CLO 3.</b> Apply basic logic, reasoning, ethics, and interpretation in producing and consuming messages.</p> <p><b>CLO 4.</b> Construct and express a cohesive idea, across multiple platforms, drawn from multiple sources of information that arrives at a rational conclusion expressing a defensible point of view.</p> <p><b>CLO 5.</b> Utilize contemporary and understand developing communication technologies.</p>	<p><b>ILO 1.</b> Mastery of critical thinking.</p> <p><b>ILO 3.</b> Effective oral and written communication.</p> <p><b>ILO 4.</b> Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.</p> <p><b>ILO 5.</b> Responsible use of knowledge, natural resources, and technology.</p> <p><b>ILO 7.</b> An interest in personal development and lifelong learning.</p>
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### III. Course Requirements

#### 1) Required Texts

Turner, Lynn H. and Richard West. *An Introduction to Communication*. New York, NY: Cambridge University Press, 2018. Print.

#### 2) Final Grades

**A+:** 98-100%  
**A:** 93-97%  
**A-:** 90-92%  
**B+:** 87-89%  
**B:** 83-86%  
**B-:** 80-82%  
**C+:** 77-79%  
**C:** 70-76%  
**D:** 60-69%

Students whose final grade is “D” will earn credit for the course, but will not fulfill the course prerequisite for CO 210. Students who earn a “D” will need to retake CO 210 until a final grade of “C” or better is earned.

**F:** 59% or less

**NC:** Student’s work does not evidence competency of the Learning Outcomes. The student must retake CO 210.

**UW:** Unofficial withdrawal assigned by Registrar—Student stopped attending classes and did not submit/file required documents.

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**W:** Withdrawal assigned by Registrar—Student stopped attending classes and submits/files required documents.

### **3) Description Course Assignments and Calculation of Assignment Scores**

Students earn points by attending class, participating during lecture-discussion classes, completing and submitting all assignments, completing assessments, and producing a course portfolio. In the section below the number of points for each course activity are described. Specific guidelines and evaluation criteria will be provided for each assignment.

<b>1. Pre-Instruction Assessment Common Assignment Speech 1</b>	<b>10</b>
<b>2. Critical Reflexivity Research Paper</b>	<b>15</b>
<b>3. Midterm Assessment Common Assignment Speech 2</b>	<b>20</b>
<b>4. Participation &amp; Weekly Assignments</b>	<b>20</b>
<b>5. Final Assessment Common Assignment Speech 3</b>	<b>20</b>
<b>6. Critical Conversations Group Project</b>	<b>15</b>

**Total 100%**

## **IV. Assignments**

### **Pre-Instruction Speech**

Assignment Description: The Common Assignment is a program-wide requirement. All students enrolled in CO 210 must give a short untutored speech. The assessment of this speech will be used as an artifact/evidence of the program-wide assessment of student learning outcomes. On the day of the speech, you will present a 2–3 minute speech in response to the Common Assignment prompt. You will complete the Common Assignment at midterm and then again at finals.

### **Speech 1**

Target Learning Outcomes: SLO 3 Assignment Description: Introductory Speech  
Assignment Components - Written outline, class presentation

### **Speech 2**

Target Learning Outcomes: SLO 3 Assignment Description: Informative Speech  
Assignment Components - Written outline, slides, class presentation

### **Speech 3 (In-class Assignment)**

Target Learning Outcomes: SLO 1, 3

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Assignment Description: Persuasive Speech

Assignment Components - Written outline, class presentation

### **Critical Reflexivity Research Paper**

Target Learning Outcomes: SLO 2

Assignment Description: Using what we've learned over the semester, research and write a paper examining your own lived experiences and positionality.

Assignment Components - Reflective paper based on Research

### **Critical Conversations Group Project**

Target Learning Outcomes: SLO 2, 3

Assignment Components: Presentation, Research Paper, Presentation Materials

## **V. Course and Program Policies**

### **1. Assignment Submission Policy**

Late papers will not be accepted, unless the instructor has been informed before the due date and has determined that there is a valid reason for the late submission.

Speech dates will be scheduled early in the semester, and will not be rescheduled except for major medical reasons, with verifiable documentation from a health provider. Any extenuating circumstances will be handled on a case-to-case basis.

### **2. Attendance Policy**

Attendance and participation are essential to the nature of this course. Various group activities will require active participation. This is a communication course, therefore attendance is important. Attendance is critical during speech days. Thus, the class is expected to provide a supportive audience for all speakers.

Tardiness and early departures: Late arrivals and early departures disrupt the class, can be inconsiderate, and will affect a student's final grade. Tardiness or an early departure of ten minutes or more may be counted as an absence. Frequent tardiness and early departures of lesser time may also accumulate into absences, at the instructor's discretion.

Absences: Students are allowed a maximum of three absences (excused or unexcused) without penalty. The instructor may advise students with four or more absences to withdraw from the course, as passing the course may be unattainable. In this case, it will be the student's responsibility to withdraw from the course, with the understanding that the student will otherwise receive an "F" grade for the semester (see below). Students are responsible for informing the instructor regarding an absence, especially if there are extenuating circumstances preventing class attendance. Students are also responsible for

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obtaining all information, assignments, and handouts distributed during the session(s) missed. Having zero absences is recommended.

### 3. Make-Up Assignments Policy

When a student is absent or anticipates a future absence, the student must inform the instructor immediately. Students should inform the instructor via email about their absence and its cause, and request to make-up missed assignments or in-class assessments that include Midterm and Final Assessment activities. Those dates are identified on the Course Calendar.

When a student is absent for lecture-discussion sessions, students should retrieve lesson and assignment information from peers. Seek the instructor for assistance to clarify information from peers.

If the instructor approves a make-up session, especially for assessment purposes, students are reminded to attend any scheduled make-up session. Students should show up on the agreed date, time, and place. Failure to do so forfeits the assessments and students may have to repeat CO 210. Make-up assessment times and days are at the discretion of the instructor.

### 4. Withdrawal Policy

If a student elects to withdraw from the course, the student must do so before the university's voluntary withdrawal deadline (see UOG's undergraduate catalog). If a student electing to withdraw from the course is required by the registrar's office to complete the "Petition to Withdraw" form, then the deadline to withdraw from this course has passed. The course withdrawal deadline is the same deadline as the university's voluntary withdrawal deadline.

## VI. University Policies and Student Services

### 1. ADA Policy and Commitment to Student Learning

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact me or the Institutional Compliance Officer privately to discuss your specific needs. You will need to provide documentation concerning your need for accommodation(s) from the EEO/ADA & TITLE IX Office. If you have not registered with the EEO/ADA & TITLE IX Office, you should do so immediately at 735-2244, (TTY) 735-2243 to coordinate your accommodation request.

### 2. Plagiarism Policy

The University of Guam defines plagiarism in the Student Code of Conduct as follows: "The term 'plagiarism' includes, but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear

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acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.” Plagiarism is a serious academic offense. As such, any student found to have committed an act of plagiarism in an CO 210 course will, at the very least, fail the assignment.

Multiple offenses may be referred to the Student Discipline and Appeals Committee for more severe consequences.

## **Tentative Course Schedule**

This syllabus and course calendar may be revised to accommodate student progress. Changes will be announced in class or via email. Calendar Date Activities and Assignments:

<b>WEEK 1</b>	
1/22	Introduction to course: Course Syllabus   <b>Introductory Speech Assigned</b>
<b>WEEK 2</b>	
1/27	<b>Chapter 1: The Communication Process  Introductory Speech: Common Assignment</b>
1/29	<b>Introductory Speech: Common Assignment (continued)</b>
<b>WEEK 3</b>	
2/3	<b>Chapter 2: Culture and Communication</b>
2/5	<b>Chapter 2: Culture and Communication (cont.)</b>
<b>WEEK 4</b>	
2/10	<b>Chapter 3: Perception, the Self, and Communication  Critical Reflexivity Research Paper Overview</b>
2/12	<b>Chapter 3: Perception, the Self, and Communication (cont.)</b>
<b>WEEK 5</b>	
2/17	<b>Chapter 6: Interpersonal and Relational Communication</b>
2/19	<b>Chapter 6: Interpersonal and Relational Communication (cont.)</b>
<b>WEEK 6</b>	
2/24	<b>Chapter 7: Communication in Small Groups and Organizations</b>
2/26	<b>Chapter 7: Communication in Small Groups and Organizations (cont.)  Informative Speech Overview</b>
<b>WEEK 7</b>	
3/3	<b>Guam History &amp; CHamoru Heritage Day (Observed)</b>
3/5	Writing Lab: Reflective Research Paper
<b>WEEK 8</b>	
3/10	<b>Critical Reflexivity Research Paper Due</b>

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3/12	<b>Chapter 9: Preparing and Composing Your Speech</b>
<b>WEEK 9</b>	<b>SPRING BREAK</b>
3/17 – 3/21 No Classes	
<b>WEEK 10</b>	
3/24	<b>Chapter 10: Audience Analysis and Speech Delivery</b>
3/26	<b>Chapter 10: Audience Analysis and Speech Delivery (cont.)</b>
<b>WEEK 11</b>	
3/31	<b>Midterm Assessment Speech 2: Informative Speech</b>
4/2	<b>Midterm Assessment Speech 2: Informative Speech</b>
<b>WEEK 12</b>	
4/7	<b>Midterm Assessment Speech 2: Informative Speech</b>
4/9	Speech Reflections   <b>Persuasive Speech Overview</b>
<b>WEEK 13</b>	
4/14	<b>Chapter 8: Social/Mass Media and Communication   Critical Conversations Project Overview</b>
4/16	<b>Chapter 8: Social/Mass Media and Communication (cont.)</b>
<b>WEEK 14</b>	
4/15	<b>Critical Conversations Project Presentations</b>
4/17	<b>Critical Conversations Project Presentations</b>
<b>WEEK 15</b>	
4/21	<b>Critical Conversations Project Presentations</b>
4/23	<b>Critical Conversations Project Presentations</b>
<b>WEEK 16</b>	
4/28	<b>Final Assessment Speech 3: Persuasive Speech</b>
4/30	<b>Final Assessment Speech 3: Persuasive Speech</b>
<b>WEEK 17</b>	
5/5	<b>Final Assessment Speech 3: Persuasive Speech</b>
5/7	Persuasive Speech Reflection
<b>FINALS WEEK</b>	
TBD	<b>Critical Conversations Research Paper Due</b>
TBD	