

## CO210 Fundamentals of Communication

### Course Syllabus and Calendar

**FAÑOMNĀKAN 2025**

<p><b><u>Section Information</u></b></p> <p><b>Location:</b> EC211 CO210-04 MW 11:00-12:20pm CO210-05 MW 12:30-1:50pm</p>	<p><b><u>Instructor Information</u></b></p> <p><b>Instructor:</b> Hope M. Ananich <b>Email:</b> <a href="mailto:hmananich@triton.uog.edu">hmananich@triton.uog.edu</a> <b>Office Hours:</b> By appointment only <b>Cell #:</b> [REDACTED]</p>
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## I. Course Description

### 1. Catalog Description

This online 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 include Most Memorable Moment, demonstrative, informative speeches of 4-5 minutes in length. CO 210 must be completed with a grade of “C” or better. Grades are A, B, 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 Edu Tier 1 CF: <i>Oral Communication</i> GE OC LO	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,	<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>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

organizational, perception, verbal, nonverbal, listening, and small group communication.		<b>CLO 3.</b> Apply basic logic, reasoning, ethics, and interpretation in producing and consuming messages.	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.
<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.	<b>GE OC LO 1.</b> Developing and presenting material around a central theme.  <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>GE OC LO 4.</b> Identifying, evaluating, and applying different styles and modes of presentation in public speaking and listening.  <b>GE OC LO 5.</b> Demonstrating appropriate ethical standards and properly citing sources while researching and presenting materials.	<b>CLO 3.</b> Apply basic logic, reasoning, ethics, and interpretation in producing and consuming messages.  <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.  <b>CLO 5.</b> Utilize contemporary and understand developing communication technologies.	<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.



### III. Course Requirements

#### 1) Required Texts

Turner, Lynn H., and West, Richard. *An Introduction to Communication*. Sheridan Books, Inc., 2019. Print.

#### 2) Final Grades

A:

B:

C:

D: (Please note that “D” as a final grade 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 CO210 until a final grade of “C” or better is earned).

F:

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.

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 online, participating during lecture-discussion classes, participating in forums and activities, completing and submitting all assignments, and completing assessments. In the section below the number of points for each course activity are described.

1. Midterm, Final Exam	25
2. Pre-Assessment Common Assignment Speech 1 Speech 2, Final Assessment Speech 3	35
3. Intercultural Interview Paper	20 points
4. <u>Homework/Activity Participation</u>	<u>20</u>
Total	100

#### Assignments

##### 1. *Pre-Instruction Speech 1- MOST MEMORABLE MOMENT*

**Target Learning Outcomes: SLO #3:** 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.

**Assignment Description:** On the day of the speech, you will present a 2-3 minute speech on your Most Memorable Moment. Life is a sum of memories, events, moments and experiences. Choose your most memorable moment and present it to your audience. Use imagery, details, etc. Explain why this moment is so important to you. Include an Introduction, Body and Conclusion to wrap up your speech. *\*You are*

allowed to use index cards during your speech as *reference* only. You must be familiar with your content and not rely on your notes.

Your first speech will be used for the Common Assignment. The Common Assignment is a program-wide requirement. All students enrolled in CO 210 must give a short speech. Your performance on this speech will be reported to the Dean as evidence of the program-wide assessment of student learning outcomes.

***\*Assignment Components/Points Earned for each:***

A Most Memorable Moment Outline must be turned in to the instructor on the day of your speech presentation BEFORE you submit your speech. Speech 1 is 10 points. The outline counts as a *homework* assignment.

## 2. ***Speech 2 – DEMONSTRATIVE SPEECH***

**Target Learning Outcomes: SLO #3:** 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.

**Assignment Description:** Students will be required to deliver a 4-5 minute Demonstrative Speech that *physically* and successfully teaches your audience a process or skill.

As with every good speech, your demonstration needs a **3 part format**. You will have an *introduction* in which you tell the audience what it is they're going to learn, why they'll benefit from learning it and why you chose the topic. You will also need to inform your audience of what materials or ingredients are needed for your demonstration. Next you have the *body* of the speech. This is the demonstration itself and lastly, you'll have a *conclusion* summarizing what it is that's been learnt and reinforcing its benefits.

Woven throughout each of these segments you'll provide *visual aids* or *props* and personal stories to illustrate. You may even include the audience if appropriate. For example, if you're tying ties, then having one for everybody to practice with as you're going through the steps makes sense.

*\*You are allowed to use index cards during your speech as reference only. You must be familiar with your content and not rely on your notes.*

***\*Assignment Components/Points Earned for each:***

A Demonstrative Speech Outline must be turned in to the instructor on the day of your presentation BEFORE you submit speech. Speech 2 is 12.5 points of your grade. Your outline counts towards a homework assignment.

## 3. ***Post-Instruction Speech 3 – Informative Speech***

**Target Learning Outcomes: SLO #3.** 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.

**Assignment Description:**

A 4-5 minute informative speech which builds on the results of your Intercultural Communication Paper (Note: The interview paper is a separate requirement). Your speech will only focus on a *specific aspect* of the culture [e.g., If you are interviewing someone from the Maori culture of New Zealand, you could focus specifically on the *Haka*]. It is not a report

of your interview, although you can use some information from it as supporting details in your speech.

The purpose of this speech is to substantially increase the audience's understanding of the culture of your interviewee, and to inform them about something of interest to you and unique about that culture. This assignment's goal is to assist the audience in clearly understanding "one" important aspect of the specific culture. This speech should demonstrate adequate depth and substance through the use of materials of support (quotations, testimonies, statistics, etc.)

**STEP 1:** Choose a specific topic about the culture you chose. All topics must be approved by the instructor.

**STEP 2:** Begin your research on the topic. Keep in mind that you need a minimum of 3 sources for full credit on speech. \*You may use electronic sources but avoid web-based sources. Use sources that, although, available online, they exist in some kind of print form. Wikipedia.org may not be used as a reference for your speeches! You will include your 3 sources on your **outline** when turned in.

**STEP 3:** You are expected to state clearly your specific purpose and central idea in this speech. The organizational pattern of the speech may vary [chronological, topical, etc.], depending on the focus of the speech, but it must reflect an appropriate and logical progression of ideas.

**STEP 4:** Prepare a detailed outline of your speech. Be sure to include a thorough description of your topic in the introduction.

You will be expected to use effective **INTRODUCTION** and **CONCLUSION** strategies. Your language should be precise and carefully selected to stimulate intended meaning. Slang should be avoided. You will be expected to make effective use of gestures, voice, and eye contact. Rehearse your speech before some friends or family members – it will help you manage your time effectively and improve your confidence in your presentation.

*\*You are allowed to use index cards during your speech as **reference** only. You must be familiar with your content and not rely on your notes.*

**Assignment Components/Points Earned for each:** An Informative Speech Outline must be turned in to the instructor on the day of your speech. Speech 3 is 12.5 points of your grade. Your outline is considered a homework assignment.

**Outline for all speeches will consist of these three points:**

- 1). Complete **INTRODUCTION** paragraph typed out
- 2). Bulleted main points of **BODY OF SPEECH**
- 3). Complete **CONCLUSION** of speech typed out

Your last speech will be used for the Common Assignment. I will compare your last speech with your first speech and the information will be reported to the Dean as evidence of the program-wide assessment of student learning outcomes.

#### 4. ***Intercultural Communication Paper***

**Target Learning Outcomes:** **SLO #1.** Explain the basic parts of the communication process; understand effective communication interactions in interpersonal, intercultural, organizational, perception, verbal, nonverbal, listening, and small group communication. **SLO #2:** Demonstrate the ability to apply the communication principles in interpersonal, intercultural, organizational, mass media, listening, and small group contexts.

**Assignment Description:**

*Find someone from another culture (**MUST BE DIFFERENT FROM YOUR OWN CULTURE**) to interview about intercultural communication. To make its scope realistic and manageable, limit your interview to a specific communication context [e.g., family, workplace].*

*Ask the questions listed below, as well as others you might consider relevant. Submit a 3-4 page summary and analysis of your interview, typewritten, double-spaced. (I am not picky with the format). Aside from the answers to the questions, your paper should also contain (a) your insights and reactions to the interview (b) reference to relevant intercultural communication issues, and (c) the potential “problem areas” in communication between your two cultures which communicators should be aware of.*

*Indicate when and where you conducted the interview. Provide some form of documentation that you actually met the person, such as a business card or photograph.*

*If possible, interview someone whom you don’t know very well. It may take more effort to draw him or her out, but you might come up with more interesting insights.*

1. Specify - your culture? Your interviewee’s culture?
2. Demographic info about the interviewee - age, occupation, educational background, etc.
3. What differences have you observed between our cultures? [e.g., values, attitudes, communication style, social practices and beliefs, etc.
4. Have you had any problems communicating with people from my culture? Can you give me some specific examples?
5. What should someone from my culture know about yours to make our communication more effective?
6. Other questions about intercultural communication which you might want to ask ...

**\*Assignment Components/Points Earned for each:** You must turn in a picture or business card of the person you interviewed and attach it with your paper upon submission. Failure to do so will result in 10 points deducted from your grade. Your Intercultural Interview Paper is 20 points of your total grade.

#### 5). **Discussions, Writing Assignments & Activities (20% of overall grade)**

ALL HOMEWORK ASSIGNMENTS AND OUTLINES ARE TO BE SUBMITTED IN MOODLE. TESTS WILL ALSO BE GIVEN ON THE MOODLE PLATFORM.

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## IV. Course and Program Policies

### 1. Course Format

It is **extremely** important that you pay close attention to your syllabus and follow the meeting schedules. Check course announcements *often* in Moodle. I will also spend time explaining the out of class tasks for the next class (see syllabus for schedule). This may include writing assignments, worksheets, or forum participation. On certain days of class you will be required to login to Moodle and watch an assigned video or participate in the class forum and complete the assignment for the day. **Pay close attention to when assignments are due. \*\*\*I DO NOT EXCEPT "LATE" WORK.**

### 2. Attendance and Time Consideration:

Attendance and participation are essential to the nature of this course. This is a communication course, therefore attendance is important. Attendance is particularly critical during speech days. Thus, the class is expected to provide a supportive audience for all the speakers. **STUDENTS ARE ALLOWED 3 ABSENCES ONLY!!!!**. I will take attendance at the beginning of each class.

If a student has excessive absences, the instructor may advise students 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 obtaining all information, assignments, and handouts distributed during the session(s) missed. Having zero absences is recommended.

Students should be prepared to spend a minimum of 5 hours a week on reading and on course assignments. In our online course environment, my expectations is that you will be spending 3 "class hours" on your own working on the concepts that you would usually set in a live lecture. Please be sure to budget your time accordingly!!

### 3. Make-Up Assignments Policy

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. **MAKEUP WORK FOR SPEECHES, EXAMS, WRITING ASSIGNMENTS, OR THE INTERCULTURAL INTERVIEW PAPER WILL NOT BE ACCEPTED UNLESS APPROVED BEFORE HAND BY THE INSTRUCTOR. PLEASE SEE YOUR SYLLABUS FOR SCHEDULED DATES OF ASSIGNMENTS AND CLASS MEETINGS.**

A death in the family, military leave, or Jury Duty are the only excused absences. 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

Students should not expect (or demand) the instructor to sign a withdrawal form. 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 had passed. The course withdrawal deadline is the same deadline as the university's voluntary withdrawal deadline. In such case, students should reread the attendance policy (above).

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## V. University Policies and Student Services

### 1. **EEO/ADA Statement:**

The University of Guam (UOG) is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and /or Title IX concerns, please contact the Director of EEO/ADA & Title IX Office at (671) 735-2244, (671) 735-2971, TDD (671) 735-2243 or [eeo-ada@triton.uog.edu](mailto:eeo-ada@triton.uog.edu).

achieving equal opportunity and full participation of persons with disabilities by providing nondiscriminatory access to its services and facilities through the ADA Office. The Mission of the ADA Office is to ensure non-discriminatory access to all benefits, privileges, opportunities and obligations to faculty, staff and community members with disabilities and to ensure a process for full compliance by UOG with the ADA of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended, taking into account the economic climate and multi-cultural diversity of the institution.

ADA Accommodation Services – For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, [disabilitysupport@triton.uog.edu](mailto:disabilitysupport@triton.uog.edu) or telephone/TDD (671) 735-2460.

### 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 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, if discovered, may be referred to the Student Discipline and Appeals Committee for more severe consequences.

### 3. **TOBACCOO-FREE/SMOKE-FREE Campus:** UOG is a tobacco-free campus. Thank you for not using tobacco products on campus, and for helping make UOG a healthy learning and living environment.

### 4. **No Recording Policy:**

Recording of online class meetings is not allowed. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.



## Tentative Course Calendar

<u>Calendar Date</u>	<u>Session</u>	<u>Activities and Assignments</u>	<u>SLO Alignment</u>	
WEEK 1				
1/22	Course Session 1	Course Overview – CLASS MEETING	EC211	
WEEK 2				
1/27	Course Session 2	Introduction to Speech Activity/Exercise	EC211	SLO 1 SLO 2
1/29	Course Session 3	Chapter 3 – Perception Lecture / Activity	EC211	SLO 3
WEEK 3				
2/3	Course Session 4	Chapter 3 – Perception	EC211	SLO 1 SLO 2
2/5	Course Session 5	Chapter 1 – Human Communication	EC211	SLO 1 SLO 2
WEEK 4				
2/10	Course Session 6	Chapter 1 - Communication	EC211	SLO 1 SLO 2   SLO 3
2/12	Course Session 7	Chapter 2 - Culture & Communication Lecture	EC211	SLO 1   SLO 2
WEEK 5				
2/17	Course Session 8	CHAPTER 9 – SPEECH PREPERATION	EC211	SLO1 SLO 2
2/19	Course Session 9	Unit 9 – Round-About Speech Activity	EC211	SLO 3
WEEK 6				
2/24	Course Session 10	Speech 1 – (Common Assignment) Most Memorable Moment	EC211	SLO 3
2/26	Course Session 11	Speech 1 – (Common Assignment) Most Memorable Moment	EC211	SLO 3
WEEK 7				
3/3	Course Session 12	NO CLASS – GUAM HERIATAGE & CULTURE DAY		
3/5	Course Session 13	Chapter 4 – Verbal & Nonverbal Communication	EC211	SLO 1 SLO 2

This syllabus and course calendar may be revised to accommodate student progress.  
Changes will be announced in class, [via email](#), or [the Moodle course page](#) (if applicable).

**WEEK 8**

3/10	Course Session 14	Chapter 5 – Listening & Responding Lecture	EC211	SLO 1 SLO 2
3/12	Course Session 15	<b>MID-TERM 1-5,9</b>	EC211	SLO 3

**WEEK 9**

3/17	Course Session 16	NO CLASS – SPRING BREAK		
3/19	Course Session 17	NO CLASS – SPRING BREAK		

**WEEK 10**

3/24	Course Session 18	Chapter 6 – Interpersonal & Relational Comm.		SLO 1 SLO 2
3/26	Course Session 19	Chapter 6 – Interpersonal & Relational Comm.		SLO 1 SLO 2

**WEEK 11**

3/31	Course Session 20	Chapter 7 – Communication in Small Groups & Organizations Lecture	EC211	SLO1 SLO2
4/2	Course Session 21	<b>SPEECH 2 – DEMONSTRATIVE SPEECH</b>	EC211	SLO 3

**WEEK 12**

4/7	Course Session 22	<b>SPEECH 2 – DEMONSTRATIVE SPEECH</b>	EC211	SLO 3
4/9	Course Session 23	<b>SPEECH 2 – DEMONSTRATIVE SPEECH</b>	EC211	SLO 3

**WEEK 13**

4/14	Course Session 24	Chapter 8– Social/Mass Media Communication Lecture	EC211	SLO 1 SLO 2
4/16	Course Session 25	Chapter 8 – Discussion & Exercise on Social Media	EC211	SLO 1 SLO 2. SLO 3

**WEEK 14**

4/21	Course Session 26	Discuss Intercultural Interview Paper / Go over requirements / In class research	EC211	SLO 1 SLO 2
4/23	Course Session 27	<b>**INTERCULTURAL INTERVIEW PAPER DUE!**</b>	EC211	SLO3

**WEEK 15**

4/28	Course Session 28	Chapter 9 – Speech Timing / Audience	EC211	SLO 1 SLO 2
4/30	Course Session 29	Chapter 10 – Audience Analysis Lecture	EC211	SLO 1 SLO 2

**WEEK 16**

5/5	Course Session 30	<b>SPEECH 3 – INFORMATIVE SPEECH</b>	EC211	SLO 3
5/7	Course Session 31	<b>SPEECH 3 – INFORMATIVE SPEECH</b>	EC211	SLO 3

**WEEK 17**

5/12	Course Session 32	<b>SPEECH 3 – INFORMATIVE SPEECH</b>	EC211	SLO 3
5/14	Course Session 33	<b>Final Review</b>		SLO 1 SLO 2

**WEEK 18**

5/19	Course Session 34	<b>FINAL EXAM</b>	EC211	SLO 3
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