

**CO 210 Fundamentals of Communication**

## Course Syllabus and Calendar

**Section Information**Section 04 (064650)  
MTWTHF 1300-1450

July 1 – August 3, 2024

**Instructor Information****Adjunct Professor Melissa Quinata**Email [quinatama@triton.uog.edu](mailto:quinatama@triton.uog.edu) &[mdquinata@gmail.com](mailto:mdquinata@gmail.com)

Office Location – Digital Format (Moodle, Zoom)

Office Hours – by appointment

Office Phone Number (671)735-2700 &amp; (671)689-6001

**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. There are oral presentations in various lengths that are required. 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. No matter what your personal and career goals are, you will benefit from developing a knowledge and skill base in communication. This course is geared toward helping you develop skill sets based in communication.

**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, evaluating, and critiquing 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: Oral Communication 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, 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.



			ILO 7. An interest in personal development and lifelong learning.
SLO 2. Demonstrate the ability to apply the communication principles in interpersonal, intercultural, organizational, mass media, listening, and small group contexts.	<p>GE OC LO 2. Using organization and language to effectively present material to an audience.</p> <p>GE OC LO 3. Considering contexts and cultures when crafting and delivering messages for different audiences.</p>	<p>CLO 1. Articulate the theories of perception, interaction, and the creation of shared meaning in individual, group, intercultural, mass and digital communication settings.</p> <p>CLO 2. Analyze the effects of media messages and form on the individual and society.</p> <p>CLO 3. Apply basic logic, reasoning, ethics, and interpretation in producing and consuming messages.</p>	<p>ILO 1. Mastery of critical thinking.</p> <p>ILO 3. Effective oral and written communication.</p> <p>ILO 4. Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.</p> <p>ILO 5. Responsible use of knowledge, natural resources, and technology.</p> <p>ILO 7. An interest in personal development and lifelong learning.</p>
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.	<p>GE OC LO 1. Developing and presenting material around a central theme.</p> <p>GE OC LO 2. Using organization and language to effectively present material to an audience.</p> <p>GE OC LO 3. Considering contexts and cultures when crafting and delivering messages for different audiences.</p> <p>GE OC LO 4. Identifying, evaluating, and applying different styles and modes of presentation in public speaking and listening.</p> <p>GE OC LO 5. Demonstrating appropriate ethical standards and properly citing sources while researching and presenting materials.</p>	<p>CLO 3. Apply basic logic, reasoning, ethics, and interpretation in producing and consuming messages.</p> <p>CLO 4. 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>CLO 5. Utilize contemporary and understand developing communication technologies.</p>	<p>ILO 1. Mastery of critical thinking.</p> <p>ILO 3. Effective oral and written communication.</p> <p>ILO 4. Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.</p> <p>ILO 5. Responsible use of knowledge, natural resources, and technology.</p> <p>ILO 7. An interest in personal development and lifelong learning.</p>

### III. Course Requirements

#### 1) Required Texts

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

Supplemental texts, available online or PDF

-DeVito, Joseph A. *Human Communication: The Basic Course*, 14th Edition. Pearson Education Limited, 2019.

-Griffin, Michael A. *A Survey of Human Communication*. Lunham, MD: University Press of America, Inc, 2016.



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### 2) Grading Scale and Final Grades

Grade	Percentage %
A	90 – 100
B	80 – 89.9
C	70 – 79.9
D	60 – 69.9
F	0 – 59.9

- A:** A- 90-93 Approaching Excellent, A 94-96 Excellent, A+ 97-100 Outstanding, ++ includes extra credit work added to overall score; grades based on mastery of skills, content, & material, as well as, comprehensive writing, effort, preparation, punctuality, and showcase of improvement. Student completed all course assignments with outstanding percentages or above, excellent attendance, executed all 5 speeches with outstanding scores, participates in class, and has an excellent and an organized writing style.
- B:** B- 80-83 Approaching Good, B 84-86 Good, B+ 87-89 Very Good; grades based on some mastery of skills, content, & material, effort, content writing, punctuality, and some improvement. Student completed all course assignments with very good percentages or above, excellent attendance, executed all 5 speeches with good scores, participates in class, and writes well.
- C:** C- 70-73 Below Average, C 74-76 Average, C+ 77-79; grades based on some understanding of skills & content, adequate writing, effort, preparation, punctuality, and can use improvement. Student completed all course assignments with average percentages or above, executed all 5 speeches with average scores, participates in class, and writing expresses effort but can use work.
- D:** D- 60-63 Below Marginal, D 64-66 Marginal, D+ 67-69 Approaching Marginal; grades based on the partial of understanding of course content, material, and skills, writing organization, preparation, and punctuality of assignments. Student completed course assignments with marginal percentages or above, executed all 5 speeches with moderate scores, sometimes participates in class, and writing is structured yet needs practice. 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 Failure; grades based on minimal understanding of course content, material, and skills. Student did not complete course assignments, broken attendance record, incomplete speeches, does not participates in class, and writing below college level standard. Students who earn a "F" will need to retake CO 210 until a final grade of "C" or better is earned.
- NC:** Student's work does not display evidence and 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.

Please note that the professor will determine the grades for the course, but it is consistent with UOG's catalog. Please be aware that this course may not use +/- in the final grading.



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## Finakpo' (Summer C) 2024

### 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 in class with further details.

1. Participation	5 points
2. Homework	10 points
3. Pre-Instruction Assessment Common Assignment	5 points
4. Exam 1	10 points
5. Speech 1 Memorable Moment	10 points
6. Exam 2	10 points
7. Speech 2 Demonstration Topic	10 points
8. Intercultural Communication Paper	10 points
9. Exam 3	10 points
10. Speech 3 Informative Topic	15 points
11. Final Assessment Speech 4	5 points

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**Total = 100 points**

#### Assignments

It is the student's obligation to read and prepare for meaningful discussions before every class meeting. It is the student's responsibility to also complete assignments on time and the evaluations will reflect the thoughtfulness and effort given in all coursework.

#### 1. Pre-Instruction Speech Sample (Day Two Assessment)

*Assignment Description:* The Common Assignment is a program-wide requirement. All students enrolled in CO 210 must give a short untutored speech. Your performance on this speech will be reported to the Dean as 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. **Mandatory Speech 1.** You will complete the Common Assignment again at finals.

*Assignment Components/Points Earned for each:* 5 points

#### 2. Speech 1: Memorable Moment Speech

*Target Learning Outcomes:* Developing and presenting material around a central theme. Using organization and language to effectively present material to an audience using oral (and written) communication. Apply basic logic, reasoning, ethics, and interpretation in producing and consuming messages. An interest in personal development and lifelong learning.

*Assignment Description:* On Speech Day you will present a 2-3 minute organized speech of a memorable moment and incorporate a purpose of story. **Mandatory Speech 2.**

*Assignment Components/Points Earned for each:* 10 points, rubric

#### 3. Speech 2: Demonstrative Speech

*Target Learning Outcomes:* Developing and presenting material around a central theme. 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. Identifying, evaluating, and applying different styles and modes of presentation in public speaking and listening. Responsible use of knowledge, natural resources, and technology. Demonstrate the ability to apply the communication principles in interpersonal, intercultural, organizational, mass media, listening, and small group contexts.

*Assignment Description:* On Speech Day you will present a 5-7 minute organized speech on how to do something. You will demonstrate for the class step-by-step for 75-85% of the time. **Mandatory Speech 3.**

*Assignment Components/Points Earned for each:* 10 points, rubric, materials



**4. Speech 3 : Informative Topic**

*Target Learning Outcomes:* 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. 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. Considering contexts and cultures when crafting and delivering messages for different audiences. Analyze the effects of media messages and form on the individual and society. Utilize contemporary and understand developing communication technologies.

*Assignment Description:* 7-10 min long speech in an informative style on any topic of the student's choice.

*Mandatory Speech 4.*

*Assignment Components/Points Earned for each:* 15 points; rubric, outline, thesis statement, resources, visual aid, and dress the part.

**5. Final Speech 4 : "Common Assignment" (In-class Assignment) - Final Assessment**

*Target Learning Outcomes:* Mastery of critical thinking. Effective oral and written communication. Understanding and appreciation of culturally diverse people, ideas and values in a democratic context. Responsible use of knowledge, natural resources, and technology. An interest in personal development and lifelong learning.

*Assignment Description:* 2-3 min long speech in an extemporaneous/memorable moment/informative/demonstrative/ impromptu form. *Mandatory Speech 5.*

*Assignment Components/Points Earned for each:* 5 points

**6. Intercultural Communication Paper**

*Target Learning Outcomes:* 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. Understanding and appreciation of culturally diverse people, ideas and values in a democratic context. Articulate the theories of perception, interaction, and the creation of shared meaning in individual, group, intercultural, mass and digital communication settings. Using organization and language to effectively present material to an audience. Demonstrating appropriate ethical standards and properly citing sources while researching and presenting materials. 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. An interest in personal development and lifelong learning.

*Assignment Description:* You will conduct an interview with someone of a different culture and write an essay that is a minimum of 4 pages about the experience. It will not be a transcription of the conversation, but rather an in-depth and academic look at culture and communication by applying what you learned in class and in the textbook.

*Assignment Components/Points Earned for each:* 10 points; Title page, essay format, 4 pages minimum of content, single space or 1.5 spacing, Appendix with photo of interviewee (and other photos you would like to include), 4 minimum citations (interviewee, textbook, academic source, open source), APA/MLA format

**7. Group Activities & Classroom Exercises**

*Target Learning Outcomes:* Explain the basic parts of the communication process; understand effective communication interactions in interpersonal, intercultural, organizational, perception, verbal, nonverbal, listening, and small group communication. Considering contexts and cultures when crafting and delivering messages for different audiences. Analyze the effects of media messages and form on the individual and society. Utilize contemporary and understand developing communication technologies. Demonstrate the ability to apply the communication principles in interpersonal, intercultural, organizational, mass media, listening, and small group contexts.



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*Assignment Description:* Read each chapter before class, engage in discussions and provide personal insight, analyze current events and different media, present communication content to an audience of peers by utilizing the exercises to improve public speaking ability, effectively communicate to group and peers to accomplish a common goal with professionalism.

*Assignment Components/Points Earned:* 5 points, two presentations, video responses, video tapings, media literacy exercises, classroom activities.

### 8. Homework Assignments

*Target Learning Outcomes:* Apply basic logic, reasoning, ethics, and interpretation in producing and consuming messages. Utilizing what is learned in the text and applying it to past and present experiences. Understanding that we have options in our responses and practicing the various options we have available to us.

*Assignment Components/Points Earned:* 10 points, 13 assignments that align with the readings, thoughtful and responses with content, utilize proper grammar and be open to about self-analysis for better understanding of your personal communication style and how to improve or choose desirable options available. Essays should be 1.5 spacing.

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## IV. Course and Program Policies

### 1. Assignment Submission Policy

Written assignments should be legible and neat. Typed assignments should be 12 sized font and single to 1.5 spacing. Quality work is favorable over quantity of pages. All homework and attendance documents will be collected and logged after each respective class. All late submissions of homework will be penalized a full letter grade.

Homework is used as part of each lecture—failure to submit your documents in class will result in a zero grade for that respective lecture period. Discussion about your respective grades should be in person not via email or by text messages. Grading inquiries must be made in advanced.

There will be a total of four speeches in this class. You will choose your own topics. More guidelines will follow, but rubrics and information can be found in the text. There is no way around doing a speech. All three speeches must be completed.

### 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 particularly critical during speech days. Thus, the class is expected to provide a supportive audience for all the speakers, otherwise points will be reduced.

Absences: Students are allowed a maximum of two absences (excused or unexcused) without penalty. The instructor may advise students with three 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 obtaining all information, assignments, and handouts distributed during the session(s) missed. Having zero absences is recommended.

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 thirty minutes or more may be counted as an absence. The occasional tardiness may be unavoidable, but frequent tardiness and early departures of lesser time may also accumulate into absences especially on speech days, at the instructor's discretion.



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.

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.

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. There is a list of make-up assignments for a missed class available. It is the student's responsibility to do these assignments in a timely manner.

4. Classroom Ethics

e-Learning environments are being incorporated into our traditional classrooms, now more than ever. This requires policies balancing various expectations and diverse participants and how they perceive ethics throughout the digital platforms. Though this is still a face-to-face format, learners must show respect to each other and practice tolerance amongst typical social rules and norms, as well as, to the instructors pre-determined rules. Dress-code, atmosphere, in class chat box, participation, cameras, time, etc.

Learning Environment

Learning is a process of change and may pose as a difficult task for the student at times. One of the goals of the course is to provide a humanized online experience for students. There is a responsibility with the online environment that is different from that of a face-to-face and on-campus, in-class setting. We understand that both students and faculty have outside lives and cannot be expected to be available 24/7, so please allow for some time to respond to all the posts, messages, and assignments. Likewise, please be responsible with your responses, attendance, and posts. Group activities will still be assigned, and it is your responsibility to communicate with them and myself. The learning environment also refers to your physical world in which you decide to log on, it should be appropriate, and you should still conduct yourself professionally.

Technical Requirements

Personal computer/laptop/mobile device with Word/PDF applications, stable internet connection, email address, Zoom account, and Moodle. Items to support readings, group chats for group assignments, classroom meetings, research, viewing videos assignments, participating in classroom activities. This course platform is both synchronous and asynchronous.

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, authors, and creators like yourselves, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses and its content may violate federal law.

5. 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. Commitment to Student Learning: ADA Policy and Title IX Coordinator

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the Disability Support Services office to discuss your specific accommodation needs confidentially. You will need to provide me with a Faculty Notification letter from the DSS counselor. If you are not registered, you should do so immediately at the Student Center, Rotunda office #6, ph/TTY: 735-2460, or [uogdss@triton.uog.edu](mailto:uogdss@triton.uog.edu) to coordinate your accommodation request.

#### SEXUAL MISCONDUCT TRAINING

All students must take the annual Sexual Misconduct Training annually. For more information, you can contact the EEO/ADA & TITLE IX Office at 735-2244, (TTY) 735-2243 or through the EEO/Title IX office website. The Title IX Coordinator can be located the EEO/ADA Office, Dorm 2, Iya Hami Hall, Room 106; or to the Office of Civil Rights (OCR).

### 2. Academic Honesty and 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.

Students enrolled in this course and this class are bound by the University of Guam standards of professionalism, academic integrity, and student conduct and discipline that are listed in the Student Handbook. 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.

On page 35 of the 2016-2019 University of Guam Handbook says, "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 acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials." Respect for intellectual property and documentation of sources for oral presentations are just as important as they are for written presentations. Refer to the UOG Student Handbook, your notes from EN110 & EN 111 for general guidelines and for specific instructions for documentation which will be provided with the guidelines for speeches and other class requirements. You may also visit the Writing Center in the EC building or any other student service on campus to assist you if needed. Plagiarism is not tolerated at this university or in this class.

### 3. COVID Statement

The University of Guam is experiencing continued disruption to delivery of instruction during the global coronavirus pandemic. The University will follow executive orders and may be forced to close again, causing more modifications as the semester progresses. All changes will be posted on the UOG website, [www.uog.edu](http://www.uog.edu).

Contact Office of Information Technology at 735-2630 or [oit@triton.uog.edu](mailto:oit@triton.uog.edu)

Contact the Triton Advising Center at 735 – 2271 or [tac@triton.uog.edu](mailto:tac@triton.uog.edu)

Contact Uplift Counseling Services at 787-7978 or [uplift@westcare.com](mailto:uplift@westcare.com)

Contact Project Tulaika Mental Health Services at 647-5317; 647-1901; 647-5440; 647-8833/34 or [care@gbhwc.guam.gov](mailto:care@gbhwc.guam.gov)

In face to face courses, wearing masks and social distancing is required. Anyone who has a fever, or any other symptom, should stay home. If you do not comply with these directions, you will be asked to leave, and if you do not, class will be cancelled. Patience, respect, and cooperation are needed from all of us to persist through these uncomfortable times.





## Course Calendar

\*Course Calendar and schedule of events may be revised to accommodate student progress; Changes will be announced in class if needed\*

<u>Calendar Date</u>	<u>Session</u>	<u>Activities and Assignments</u>	<u>SLO Alignment</u>
<b>WEEK 1</b>			
July 1	Course Session 1	Introduction to course, classroom activity, Icebreaker	GE OC LO 2
July 2	<b>Course Session 2</b>	Introduction to course and textbook, classroom activity, <b>Speech: Common Assignment Course Syllabus</b> Syllabus review, course schedule, homework explained Chapter 1: The Communication Process HW 1	SLO 1, 3, CLO 1,3
July 3	Course Session 3	Chapter 2: Culture and Communication HW 2: stereotype, disclosure PLEASE follow the instructions.	SLO 1, ILO 4
July 4	Holiday	Independence Day Holiday	
July 5	Course Session 4	<b>Speech 1: Memorable Moment</b> Chapter 3: Perception, the Self, and Communication HW 3: <i>Bring in Favorite Song lyric</i>	SLO 3, CLO 2 GE OC LO 1 ILO 1,2,3,4, 5, 7
<b>WEEK 2</b>			
July 8	Course Session 5	<b>Exam 1: Chapters 1 to 3</b>	SLO 1, 2, 3, ILO5
July 9	<b>Course Session 6</b>	Chapter 4: Verbal and Nonverbal Communication HW 4: <i>Verbal Messages, abstraction, connotations</i> HW 5: <i>Nonverbal Messages;</i>	SLO 1, 2, 3, ILO5
July 10	Course Session 7	Chapter 5: Listening and Responding HW 6: <i>Active Listening Responses Moodle Forum: Intercultural Paper- what is your thesis statement?</i>	SLO 1, 2, 3
July 11	<b>Course Session 8</b>	HW 7: movie (MUST record a video of your Speech 1 for HW8 assign.)	SLO 3
July 12	<b>Course Session 9</b>	<b>Demonstrative Speech</b>	SLO 1, 2, 3
<b>WEEK 3</b>			
July 15	<b>Course Session 10</b>	<b>Exam 2: Chapters 4 and 5</b> Chapter 6: Interpersonal and Relational Communication HW 8: Critique & HW 9: I-messages	SLO 1,2, 3, GE OC LO 1
July 16	Course Session 11	<i>Chapter 6: Interpersonal and Relational Communication</i>	SLO 1, 2
July 17	Course Session 12	Chapter 7: Communication in Small Groups and Organizations HW 10: <i>defensive vs. supportive climate</i>	SLO 1, 2
July 18	Course Session 13	Chapter 7: Communication in Small Groups and Organizations HW 11: <i>Conflict</i>	SLO 1, 2 ILO 1,2,3,4, 5, 7
July 19	<b>Course Session 14</b>	Chapter 8: Social/Mass Media and Communication HW 12: <i>Public Speaking</i> <b>Intercultural Paper Due</b>	SLO 1, 2
<b>WEEK 4</b>			
July 22	Holiday	Liberation Day Holiday- No Classes	
July 23	Course Session 15	Chapter 9: Preparing and Composing your Speech	SLO 1, 2, 3
July 24	Course Session 16	Chapter 9: Preparing and Composing your Speech Chapter 10: Audience Analysis and Speech Delivery HW 13: <i>Thesis Statements</i>	SLO 1, 2, 3



## UNIBETSEDĀT GUAHAN

## Finakpo' (Summer C) 2024

July 25	Course Session 17	Chapter 9: Preparing and Composing your Speech Chapter 10: Audience Analysis and Speech Delivery <i>HW 13: Thesis Statements</i>	SLO 1, 2, 3
July 26	<b>Course Session 18</b>	<b>Exam 3: Chapters 6-8</b>	

### WEEK 5

July 29	Course Session 19	Conflict Discussion and Group Activity Speech Review and Informative Speech Sample	SLO 1, 2, 3 ILO 1,2,3,4, 5,7
July 30	<b>Course Session 20</b>	<b>Speech 3: Informative Speech</b>	SLO 1, 2, 3 ILO 1,2,3,4, 5,7
July 31	<b>Course Session 21</b>	<b>Speech 3: Informative Speech</b>	SLO 1, 2, 3 ILO 1,2,3,4, 5,7
August 1	<b>Course Session 22</b>	<b>Exam 4: Chapters 9 to 10</b> Video examples	SLO 1, 2, 3, ILO 1 CLO3, 4, 5
August 2	<b>Course Session 23</b>	<b>Final Speech: COMMON ASSIGNMENT</b>	SLO 1, 2, 3

\*During Final Exam Week, the class meets according to the Exam Schedule.

\*Course Calendar and schedule of events may be revised to accommodate student progress; Changes will be announced in class if needed\*

Moodle Help: Page 4; <https://www.uog.edu/resources/files/admissions/course-schedule/2020-Fanuchanan-Fall-CourseSchedule-04162020.pdf>

## 2024: Summer Academic Calendar

<https://www.uog.edu/resources/files/admissions/course-schedule/2024-Finakpo-Summer-CourseSchedule-JUNE2024.pdf>

July 1:	First Day of Instruction / Session c classes
July 10:	Voluntary Withdrawal Deadline
June :	Faculty Evaluations for full-term
July 4:	Independence Day
July 21:	Liberation Day
August 2:	Withdrawal by Petition Deadline
August 3:	Last Day for Session C Classes
August 9:	Session A-C Last Day for Payment

### Important Numbers

G4S Dispatch Office Phone	646-9275/73	Guam Fire Department	734-2264 (Barrigada)
Security Office	735-2365	Plant Maintenance Division	735-2385/76
Security Guard on Duty I	888-2456	Building Maintenance Supt.	689-8769
Student Health Service	735-2225	Student Counseling Services	735-2271/3342
Safety Office	735-2370/82	Tadeo/ UOG Moodle Help	735-2620
Safety Administrator	482-8671		
EEO / ADA / Title IX Office	735-2244		

Student Government Association	735-2222
Emergency Assistance	911
Guam Police Department	472-8911



## Homework Listing:

### HW 1: (DeVito Chapter 1 Fundamentals of Human Comm/Griffin Text Chapter 1 & 2)

1. Give one written example of a message (write it out) someone provided for you that you interpreted differently than did the sender of that message.
2. Give one example of an accurate prediction you made of someone's expected communication response to a message you provided them. Provide the prediction and the messages.
3. Give one example of a specific noise that reduced the quality or completeness of the message content (words) you received from someone.
  - a. Describe the **noise** occurring. (Type of *NOISE*)
  - b. Write down the words—the message—you thought you heard.
  - c. Describe what you said and/or did thereafter, based up the meaning you formed.
  - d. Briefly explain the problem/s that occurred as a result of what you said or did.
  - e. What was the complete message (words) you missed receiving as a result of the noise?
4. Write about one communication interaction (incident) which recently occurred between you and someone else. Include all the dialogue and other pieces of information you can remember. For example, while walking across campus, let us assume that you saw your friend Bill approaching you. Maybe you stopped about three feet from him, smiled, and said "Hi Bill. Nice to see you. Where are you headed?" [and so on]
  - a. Write down your communication interaction, continuing the description of what transpired between the two of you.
  - b. Which principle (or principles) of communication listed at the beginning of this chapter is being illustrated by this interaction you just described and explain how this (or these) principle fits the situation.

### HW 2: (DeVito Chapter 3 Perception of Self and Others/Griffin Text Chapter 3 Listening & 4 Self-Disclosure)

1. Stereotype. [Omit your name on the paper containing the stereotype so your work can be anonymous. A separate paper will be circulated in class so you can record that you submitted your homework.]
  - a. Concisely write a stereotype you have of a place (village/city, territory/ state, country), a type of food, a religion, an organization, a career/activity, or a group of people (specific family (omit real name), ethnicity, height, age, intelligence, etc.).
  - b. How accurate is this stereotype? Do you think it reflects 5% of the people or phenomenon in this group? 25%? 50%? 75%? 95% 100%? Write down a number, your best estimate.
  - c. Do you think this stereotype is still legitimate for the group, as a whole?
2. [Write your name for the following questions] Changing a First Impression Describe a first impression you had of someone or some belief system (religious, political, ideological) that you later significantly altered.
  - a. What was your first impression?
  - b. What did it change to over time? (What did it later become?)
  - c. Why did you change your first impression?
3. Inconsistency Give an example of an inconsistency exhibited by an individual, territory/ state/federal government, business, law, or religion. You can omit names and labels if needed. Briefly explain how the phenomenon is inconsistent.
4. Give one example of someone (not yourself or someone who could be identified locally) who publicly self-disclosed something (state it here) that you think should have been kept private and explain why. Which risks did they take and which guidelines for disclosing did they overlook?
5. Which subjects typically not disclosed would you be willing to discuss with the media, and why? If none, explain why not. Which risks are you taking, and which guidelines for disclosing help explain your position?

### HW 3: Song Lyrics Assignment\*\*

Bring the lyrics to your favorite songs.

-Typed or handwritten or digital



## UNIBETSEDĀT GUAHAN

## FANAKPO'/ Summer C 2024

### HW 4: (DeVito Chapter 5 Verbal Messages /Griffin Text: Chapter 6 Language in Comm)

1. Levels of Abstraction. An abstract word is one that does not reflect a concrete idea in our mind about what is being referenced. In General Semantics, abstraction refers to the use of words/symbols that are removed (and remove our thinking) from the extensional (physical) reality around us.

Directions: Starting with the sentence at the **lowest level** of abstraction (the most specific, clear, concrete), renumber the following statements in order of increasing abstraction. The lowest, least abstract statement should be numbered as #1, on up to the most abstract statement as #5.

- \_\_\_\_\_ a. Dave ensures all of our cars are safe to drive on the road.
  - \_\_\_\_\_ b. Dave is some kind of an automotive guru.
  - \_\_\_\_\_ c. Dave knows what to do with his car tools.
  - \_\_\_\_\_ d. Dave is a good old boy.
  - \_\_\_\_\_ e. Today, Dave installed a new Volkswagen engine in Tom's dune buggy.
2. Euphemisms and Inflated Language.

A euphemism is an inoffensive or positive word or phrase that attempts to avoid an unpleasant reality, while inflated language attempts to make something ordinary seem impressive.

Directions: In the exercise below, list the euphemisms you have heard or could be used to make the listed behaviors (or objects) seem better than they more accurately are. Consider thinking of a creative way to make these negative phenomena sound acceptable or even good. For words implying an ordinary job, think of terms to make the jobs seem impressive.

- a. Physical beating (spouse, child, etc.) \_\_\_\_\_
- b. Cheating on in-class school exams \_\_\_\_\_
- c. Stealing \_\_\_\_\_
- d. Loud, heated argument \_\_\_\_\_
- e. Mean tempered \_\_\_\_\_
- f. Secretary \_\_\_\_\_
- g. Plumber \_\_\_\_\_

For the following, you will create your own or choose three disdainful or even ordinary situations or objects, and provide a coinciding euphemism or inflated term for them.

- h. 8. \_\_\_\_\_
- i. 9. \_\_\_\_\_
- j. 10. \_\_\_\_\_

3. Connotative Meanings.

These are the subjective, personal meanings we have for phenomena. This exercise is designed to illustrate how we are subjective with our descriptions and have a bias towards favoring what we do over what others do, even when they do the same or a similar thing.

Directions: Demonstrate how the connotative meanings of the expressions below can be changed by choosing alternate words. Note the shift in degrees of meaning as you provide a positive sounding word for the first level, to a neutral word in the middle level, to a negative sounding word for the third or last (bottom) level. Put words on the blank lines that relate to the italicized words/concepts provided to you in each case.

Example:

- a. I'm (prudent). (*give a positive word relating to spending money in a conscious way*)
- b. You're *mindful of your money*. (*a neutral word, given here, relating to the spending of money*)
- c. He's (stingy, cheap). (*give a negative meaning for the conscious spending of money*)

1.
  - a. I'm *respectful*.
  - b. You're \_\_\_\_\_.
  - c. He's \_\_\_\_\_.



## UNIBETSEDĀT GUAHAN

## FANAKPO'/ Summer C 2024

2. a. I'm \_\_\_\_\_.  
b. You're *mean*.  
c. She's \_\_\_\_\_.
3. a. I'm *modest*  
b. You're \_\_\_\_\_.  
c. He's \_\_\_\_\_.
4. a. I watch \_\_\_\_\_.  
b. You watch *sensual movies*.  
c. He watches \_\_\_\_\_.
5. a. I'm \_\_\_\_\_.  
b. You're *under the influence of alcohol*.  
c. She's \_\_\_\_\_.

### HW 5: (DeVito Chapter 6 Nonverbal Messages /Griffin Text: Chapter 7 Nonverbal Comm)

1. What would a stranger think about you, as a person, based upon the clothes you typically wear here to school? In short, what do your (school) clothes suggest about the type of person you are? Provide **four** different and distinct characteristics (e.g., moody, outgoing, nerd, and so on). You must tell the reader how or why you feel that these adjectives can be assumed.
2. What is the image a stranger might have of you as a person based upon the car you normally drive (or the car you'd like to own). State the make, model, and year. Provide **four** different personal characteristics suggested about you. You must tell the reader how or why you feel that these adjectives can be assumed.
3. Describe one of the most embarrassing experiences involving human touching that has occurred to you. What did that experience reveal about the touch norms or values for touching that are important to you? [if you cannot remember your own incident, you can refer to an incident that happened to someone else]

### HW 6: (DeVito Chapter 4 Listening /Griffin text: Chapter 5)

#### Active Listening Sentences

Multiple-choice. For each of the three sets of statements below, identify the one that is an active listening response, a concise yet complete and accurate reflection of the speaker's thoughts and feelings. These responses should be a paraphrase of the message content, in the listener's own words, and include a feeling word conveying the first speaker's emotion/s. No advice, leading questions, evaluations of the message content, or what the listener feels. Circle the letter next to the correct response or write an active listener response.

1. [student to teacher] "Sir, sometimes I think I'd like to fight that kid but I don't want to get kicked out of school."  
[respond as the teacher, speaking to the student]
  - a. "Maybe it would be helpful to cool off. You wouldn't want to get kicked out of school, would you?"
  - b. "You can't fight anyone. You're too small. Anyway, why waste your time?"
  - c. "I can really relate to what you're saying. I like to occasionally express my frustrations."
  - d. "So you occasionally feel angry toward Ryan and think hitting him would be good and bad?"
2. [school teacher to administrator] "The kids are crazy, like animals. What can I do?" [respond as the administrator]
  - a. "Well, you can always get out the duct tape. See the aide for more if you run out."
  - b. "It's not your fault that parents send us kids who have no respect for legitimate authorities."
  - c. "You seem frustrated with the students' poor discipline and manners, and seek answers."
  - d. "I know what you mean. That's why I got out of the classroom after 20 years of headaches."
3. College student to parents: "I'm thinking of dropping out of school, but I don't want you to be mad at me." [give a parental response]
  - a. "Maybe it would be useful to find out what you really want. No sense wasting our money."
  - b. "You're afraid that you would be wasting our money getting low grades, is that it?"
  - c. "I hear what you're saying. I wanted to drop out of school, too. I'd like to drop work, too."
  - d. "You're considering quitting college but you're afraid we'll be upset if you do?"
4. Maria, a friend of yours, just got a little raise but is depressed because she did not get the promotion and additional money she thought she deserved. Maria: "I know I'm more qualified than the person selected. I wanted that big salary, too. [respond to your friend]:
5. School teacher speaking to a school aide: "You're doing such a good job monitoring the students and clearing the hallways." [the aide's active listening response to the teacher]:



## UNIBETSEDÅT GUAHAN

## FANAKPO'/ Summer C 2024

6. School teacher speaking to the Assistant Principal: "How can you expect us to teach without supplies? We don't even have books." [Asst. Principal's active listening response to the teacher]:
7. School teacher to a friend: "I wouldn't trade that hard-working custodian for anything. I never have to clean my room. Even the chalkboard is cleaned daily." [the friend's active listening response to the teacher]:

### HW 7: Show/Movie Assignment see NonVerbal Chapter or (Griffin Text: Chapter 7 Nonverbal Comm)\*\*

Watch a show/movie for 1 hour & write about your experience. ESSAY FORMAT: 1 page

1. The first 30 minutes with no sound (nonverbal comm), and the next 30 minutes with sound (audio, packages of signals, music, color, camera angles, paralanguage, etc.)
2. This assignment should include topics and concepts from the texts and what you've learned in class.

### HW 8: Critique Due after Speech 1\*\*

Must record your Memorable Moment Speech. Critique your first speech. ESSAY FORMAT: 1 page

1. What were your expectations, did you perform that way?
2. How did you feel before, during, and afterwards?
3. What were your strengths and weaknesses?
4. What could you have done differently or what would you change?

### HW 9: (DeVito Chapter 8 Interpersonal Comm & Conversations /Griffin Text: Chapter 8 Relationship Comm)

Practicing I-Messages

Directions: Rewrite/Replace the following statements with *I-messages*. To do so, determine a feeling someone is likely to have had to make each individual statements, a simple, everyday situation in which each of the statements may have been said, and then give the basis, standard, or criterion a person could believe in that is the basis of the feeling experienced. These rewritten *I-Messages* should not blame or praise the other person (or yourself) for you feeling the way you do. Your *I-message* topic situations should be consistent with the subjects provided or implied by the given statements.

There are 4 basic parts to an I-message:

"I"—feel [a specific feeling] about [a specific individual action and situation occurring] since I ..." [provide *your* basis/criterion/underlying reason for your feeling about the situation the way you say you do].

Or "I feel \_\_\_\_\_ when \_\_\_\_\_, because \_\_\_\_\_."

1. You always think of yourself.
2. We get along so well.
3. You've been very thoughtful about this.
4. You're very sloppy with your money.
5. You only want to be friends with me because of my money.

### HW 10: Chapter 9 Friends, Lovers, & Families (MUST REFER TO: Griffin Text Chapter 8 Relationship Comm)

Defensive Climates	- and -	Supportive Climates
Evaluation	- versus -	Description
Control	- versus -	Problem Orientation
Strategy	- versus -	Spontaneity
Neutrality	- versus -	Empathy
Superiority	- versus -	Equality
Certainty	- versus -	Provisionalism

Example (situation): Your brother is always coming over to your house to "borrow" some spam and rice to feed his family. [Create some likely responses.]

a. **Defensive-arousing statement:** "Hey bro, get a life. You always bum food off me?"

b. *Type/s of defensive language used:* evaluation, certainty

c. **Supportive-arousing statement:** "Jose, I feel frustrated with your continual living off me."

d. *Type/s of supportive language used:* descriptive



## UNIBETSEDĀT GUAHAN

## FANAKPO'/ Summer C 2024

1. Your spouse frequently buys raffle tickets (or beer) with his/her paycheck before arriving home with the balance.
  - a. Defensive-arousing statement to your spouse:  
" \_\_\_\_\_ "
  - b. Type/s of defensive language used: \_\_\_\_\_ "
  - c. Supportive-arousing statement to your spouse:  
" \_\_\_\_\_ "
  - d. Type/s of supportive language used: \_\_\_\_\_ "
2. One friend of yours continually comes to your parties without bringing anything—no snacks, barbeque, or drinks.
  - a. Defensive-arousing statement to your friend:  
" \_\_\_\_\_ "
  - b. Type/s of defensive language used: \_\_\_\_\_ "
  - c. Supportive-arousing statement to your friend:  
" \_\_\_\_\_ "
  - d. Type/s of supportive language used: \_\_\_\_\_ "
3. Your child requests more than the agreed-upon allowance money you give him/her.
  - a. Defensive-arousing statement to your child:  
" \_\_\_\_\_ "
  - b. Type/s of defensive language used: \_\_\_\_\_ "
  - c. Supportive-arousing statement to your child:  
" \_\_\_\_\_ "
  - d. Type/s of supportive language used: \_\_\_\_\_ "
4. You and your spouse previously agreed to make joint household purchases, but now he/she solely bought furniture.
  - a. Defensive-arousing statement to your spouse:  
" \_\_\_\_\_ "
  - b. Type/s of defensive language used: \_\_\_\_\_ "
  - c. Supportive-arousing statement to your spouse:  
" \_\_\_\_\_ "
  - d. Type/s of supportive language used: \_\_\_\_\_ "
5. You are very rich, and a certain other person clearly wants to spend a lot of time with you.
  - a. Defensive-arousing statement to this other person:  
" \_\_\_\_\_ "
  - b. Type/s of defensive language used: \_\_\_\_\_ "
  - c. Supportive-arousing statement to this other person:  
" \_\_\_\_\_ "
  - d. Type/s of supportive language used: \_\_\_\_\_ "

### HW 11: (DeVito Conflict /Griffin text Chapter 9)

Directions: Choose a recent conflict you had with someone and fill in the spaces below so you can trace its development and possible escalation. If this conflict is not yet resolved, create some possible solutions for it. Please do not reveal a conflict that would be considered personal, or very personal. Please create a fictitious name for the person with whom you are having a conflict, and omit references to Mom or Dad if your description of the conflict makes them look inept or ill-intentioned in any way (again, maintain personal privacy).





## UNIBETSEDĀT GUAHAN

## FANAKPO'/ Summer C 2024

1. The existing conditions before the conflict arose: What is the source of the conflict?  
\_\_\_\_\_  
\_\_\_\_\_
2. Frustration awareness: When did you become aware of the conflict?  
\_\_\_\_\_  
\_\_\_\_\_
3. Active conflict: When and why did the conflict become an active conflict?  
\_\_\_\_\_  
\_\_\_\_\_
4. Resolution: Is there a resolution? If so, what is it? If not, what are some ways the conflict could be managed?  
\_\_\_\_\_  
\_\_\_\_\_
5. Follow-up: Is the conflict over? Do you still harbor some resentment? If so, what are strategies to help you manage the resentment?  
\_\_\_\_\_  
\_\_\_\_\_

### HW 12: (DeVito Chapter 14 Public Speaking Topics /Griffin Text: Chapter 12 Public Speaking Subject)

1. List the **three** most common and important characteristics shared by the class (such as religion, age, etc.) and briefly explain how each would be important to a speaker (in short, what is the significance of each of these characteristics for a speaker?).
2. List **three** topics that you consider to be inappropriate subject matter for class speeches and explain why for each.
3. Create a list of **ten** subjects you are interested in, then list two sub-areas within each subject for which a more specific speech might be given. Examples are provided in the section on Subject Selection discussed in the Griffin chapter 12.

ie: Music > classical, hip-hop, country, EDM USE YOUR OWN EXAMPLES!!  
Fine Art > impressionism, abstract, watercolor, history  
Religion > Christianity, Muslim, Judaism

### HW 13: (DeVito Chapter 15 Supporting & Organizing Your Speech /Griffin Text: Chapter 13 Creating a Main Idea)

Thesis Characteristic Review (criteria list):

Briefly worded, grammatically complete sentence, one idea, clear and simple declarative statement, purposive, direct— not indirect (as in, is not), for audience acceptance, avoids figurative, vague, and general language or ambiguous words, avoids definitions, personal pronouns (I/me), comparisons, and compound phrases. The main subject should be placed near the beginning of the sentence, the thesis should ideally be 10 words or less (barring exceptions) and avoid both persuasive words and promises.

1. Giving children an allowance (an amount granted) is not a good idea.
  - a. weakness: \_\_\_\_\_
  - b. rewrite: \_\_\_\_\_
  - c. rewrite, with 3 main points added: \_\_\_\_\_
2. Bad things happen to your body when you eat a lot of fat.
  - a. weakness: \_\_\_\_\_
  - b. rewrite: \_\_\_\_\_
  - c. rewrite, with 3 main points added: \_\_\_\_\_
3. The benefits of owning land in San Francisco.
  - a. weakness: \_\_\_\_\_
  - b. rewrite: \_\_\_\_\_
  - c. rewrite, with 3 main points added: \_\_\_\_\_



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## Missed Class Assignment (Make-up for an absence):

### A. Violate Civil Inattention and Violate Nonverbal Norms Essay

1. Violate "civil inattention" behavior in one communication experiment. Rather than glancing at an approaching stranger and then looking away until the two of you have passed one another, keep looking at the stranger until he/she has passed. Observe and detail the stranger's nonverbal reaction
2. Describe exactly what you did and how the other people reacted, both verbally and nonverbally, to your nonverbal behavior. Be sure to describe how the event ended. Be concise. *Perform only 1 of the following, one that you feel comfortable with.*
  - a. Sit directly next to a stranger at an empty table in the library, a restaurant, a bar, a near-empty theater, etc.
  - b. Face the people in an elevator (rather than face the elevator door).
  - c. Stand closer than normal to another person in an otherwise empty elevator, in front of a store about to open its door, etc.
  - d. Take someone else's chair in a restaurant/cafeteria/library.
  - e. Invade the space of the same person (a stranger) for several successive days.
  - f. For one to two days, maintain a greater than normal physical distance from a close friend.
  - g. Provide your own suggestion of a proxemic (informal space/distance) norm to break and do it.

### B. Community Event Essay

1. Attend a community/school event and write an essay about the experience, the communication you had observed, and how it relates to the class, reading assignments, and what you are learning.