



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
RACHEL SMITH	ras57	Liberal Arts (LA)	Not Available
LORI BEDELL	lab41	Liberal Arts (LA)	Not Available
BRADFORD VIVIAN	bjv113	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: **CAS**

Number: **101**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines?

Course Designation

(CAS 101N) Introduction to Human Communication

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Intro Human Comm

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Communication Arts And Sciences (UPLA_CAS)

Curricular Responsibility:

Effective Semester: After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

Introduction to the course

Concept that cuts across both areas: Power

Unit 1: Histories and Paradigms

Communication as Art & Interpretation

Communication as Social Science, Quantitative

Communication as Social Science, Qualitative

Communication as Critical Engagement

History of the Field, 1800s to WWII

History of the Field, WWII to 1960s

History of the Field, 1960s – 1990s

History of the Field, 1960s – 1990s

History of the Field, 2000-present

Unit 2: Concept of Communication

Self, Identity, & Subjectivity

Persuasion

Nonverbal Communication

Material Forms of Communication

Meaning Making and Sharing

Ethics

Emotion

Conflict

Unit 3: Research Areas of Communication Inquiry

Interpersonal Communication

Health Communication

Rhetorical Studies

Public Address

Intercultural Communication

Deliberation and Argumentation

Careers in Communication

Small Group Communication

Organizational Communication

Political Communication

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Course Description:

CAS 101 introduces students to the field of communication studies and to the most important concepts, questions, and ideas that surround the study of communication today. This class is essential for any student who wishes to consider a major or minor in Communication Arts and Sciences. The course is also an important elective for students who want to understand processes of communication in a variety of social forms or settings, including: interpersonal, small group, organizational, intercultural, public, and technological. The main objectives of the course are: 1) to expose students to the concepts and best practices that cut across every aspect of modern communication, 2) to prepare students to excel in advanced classes within the Department of Communication Arts and Sciences, and 3) to help non-CAS majors incorporate essential communication principles into their own fields of study and future professions. Students from every major or college are welcome. Student grades may be determined by a variety of assignments, including quizzes, exams, in-class discussions, and major individual or group projects. This course invites students not only to learn about major concepts or ideas in the study of communication, but to explore their practical implications.

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: KIRTLEY WILSON (KHW2)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

| Name: RACHEL SMITH (ras57)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

| Name: BRADFORD VIVIAN (bjv113)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

| Name: LORI BEDELL (lab41)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

The course has three major objectives:

- 1) To expose students to the concepts and best practices that cut across every aspect of modern communication.
- 2) To prepare students to excel in advanced classes within the Communication Arts & Sciences Department.
- 3) To help non-CAS majors incorporate essential communication principles into their own fields of study and future professions.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Students' grasp of course concepts and their ability to understand appropriateness of application will be evaluated through performance on quizzes and exams, in-class discussion, and projects.

3 Exams (300 Points, 100 each; 50% of total course grade)

Documentary Film, Group Exercise (180 Points; 30% of total grade)

Participation and Quizzes (120 Points; 20% of total grade)

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course provides an introduction to human communication from both the humanistic and social science perspectives, providing a platform from which to consider subject matter from across the disciplines and by which students may critically approach and reflect upon their own practices in a variety of communication contexts and modes.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course is an introduction to the fundamental concepts of human communication from both the humanistic and social science perspectives. As an Interdomain General Education course, CAS 101 provides a clear distinction between the disciplines while also offering students insight about the usefulness of investigating problems and ideas from various perspectives.

As a course within the CAS major, CAS 101 presents essential principles that will prepare students for future study in the major and also help them make decisions about pursuing coursework in the social sciences or in rhetoric/humanities.

A description of any special facilities:**Frequency of Offering and Enrollment:****Justification for Changing The Proposal:**

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

The course was designed to introduce and represent the fullness of the Communication Arts & Sciences program which, by name, is an "Interdomain" field of study. To ensure rich attention to both the humanities and social sciences, this course is team taught by faculty representing both points of view. Offering it as a Gen Ed with an Interdomain distinction would accurately define the course content.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Effective Communication - In both discussion and in a major group project, students are challenged to articulate theoretical constructs and concepts in their explanations of communication phenomena. Both structured discussion and the scripting and production of a documentary provide opportunities for students to exhibit the development of their mastery with course material.

Critical and Analytical Thinking - Working from distinct disciplinary approaches and introductions to concepts of self, identity, persuasion, ethics, emotion, and conflict, students are introduced to a range of research areas of Communication inquiry (e.g.

Interpersonal, Health, Rhetoric, Intercultural, Deliberation and Argumentation, Small Group, Organizational, Political, Mass Communication, New Media) that challenge their thinking by inviting their synthesis and analysis of both the subject matter and the role of particular modes of inquiry and explanations.

Integrative Thinking - With hooks both in social sciences and humanities and a significant examination of the history of the field of communication, this course provides students with lenses of investigation that recognize both the origins and evolution of the communication disciplines as influenced by culture and society as well as by experts and scholars.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Students will be assessed on their understanding of principles, concepts, and modes of inquiry by way of their attention to lectures and a wide range of readings through quizzes, exams, and discussion. Their ability to explain and synthesize course theories and principles, as well as their ability to practice communication concepts, will be assessed through a group documentary film project.

All assessments are week to evaluate mastery/facility of material as related to Critical and Analytical Thinking and Integrative Thinking General Education Objectives:

Exams - 50% of course grade; this portion of the course will assess students' mastery of concepts and ability to understand history, make connections across disciplines and subjects, and apply subject matter practically.

Documentary Film, Group Exercise - 30% of total grade; students in small groups research, script, record, and post-edit a short documentary film about a specific theory or idea covered in class. The 10 to 15-minute film focuses on an aspect of communication theory that the instructor helps teams identify. Videos include interviews with at least one faculty expert, comments or testimonials from students, and perhaps some scripted/fictional dialogue. This assignment is an assessment of students' ability to synthesize concepts and points of view and apply these to relatable experience for the consumption of others as a means of instruction. Thus, this assignment assessed both understanding and communication.

Participation and Quizzes - 20% of total grade; key to success in achievement of General Education goals is the building of knowledge and understanding. Through quizzes and discussion, students are held accountable for maintaining attention to material and are challenged to provide evidence of that attention and their ability to explain, synthesize, and apply it.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

Foundational to this course is a grounding in understanding of what Humanities looks like in the field of Communication. This course juxtaposes humanities-based inquiry with its social science counterpart to draw a distinction for the sake of understanding, and to recognize how the humanities can lend to a more critical understanding of communication topics and problems. Through historical and theoretical examination, students will investigate the ways humanistic approaches to communication have evolved as a result of societal, cultural, and technological shifts and scholarly research, theorizing, and application. By reading and studying key contributors to the theory and practice of the humanistic perspective, students will better understand the place of humanistic communication inquiry today.

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

Foundational to this course is a grounding in understanding of what Social Science inquiry looks like in the field of Communication. This course juxtaposes social science-based inquiry with its humanities counterpart to draw a distinction for the sake of

understanding, and to recognize how the social scientific approaches can lead to a more critical understanding of communication topics and problems. Through historical and theoretical examination, students will investigate the ways social sciences have evolved and contributed to the evolution of our understanding of the field of communication as a result of societal, cultural, and technological shifts and scholarly research, theorizing, and application. By reading and studying key contributors to the theories and practice of the social science perspective, students will better understand the place of social science inquiry in communication today.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The course begins with a challenge for students to understand Communication as: 1) art and interpretation; 2) social science from a quantitative perspective; 3) social science from a qualitative perspective; and 4) critical engagement. Fundamental to these is the notion of power and the way it cuts across both humanistic and social science disciplines. Next, through considerable attention to the history of Communication (1800s - present), students will be made aware of the ways each of the Knowledge Domains grew, evolved, and affected the study of Communication. Concepts intrinsic to both domains will be introduced and then followed with equal examinations of research areas in both domains.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

In order to present the department fully, this course was designed to provide an evenness of content from both the social science and humanities perspectives.

The first two weeks of the course are spent, in equal parts, defining the two approaches by characterizing Communication as: 1) art and interpretation; 2) social science from a quantitative perspective; 3) social science from a qualitative perspective; and 4) critical engagement.

Two full weeks are allotted to an understanding of the history of the field of communication (1800s-today) in a way that highlights developments of each approach as they evolve over time.

Over the next 4-5 weeks, concepts broadly related to Communication (self, identity, subjectivity, persuasion, nonverbal, etc) are investigated so that over the rest of the course, they can be understood within the context of research areas from each.

These research areas are samples from each approach and allotted to give equal attention. Each research area provides insights about theoretical frameworks, methodologies, and application.

The goal is to provide students with a strong survey of the study of Communication from the department's disciplinary perspectives.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

This course is always team taught by a scholar with expertise in each domain. Most often, a tenure-line faculty member and a graduate student staff this course.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Students are assessed by quizzes, examinations, group discussions, and a group project that charges students with producing a documentary that explains a communication theory.

Students will be assessed on their understanding of principles, concepts, and modes of inquiry by way of their attention to lectures and a wide range of readings through quizzes, exams, and discussion. Their ability to explain and synthesize course theories and principles, as well as their ability to practice communication concepts, will be assessed through a group documentary film project.

All assessments are week to evaluate mastery/facility of material as related to Critical and Analytical Thinking and Integrative Thinking General Education Objectives:

Exams - 50% of course grade; this portion of the course will assess students' mastery of concepts and ability to understand history, make connections across disciplines and subjects, and apply subject matter practically.

Documentary Film, Group Exercise - 30% of total grade; students in small groups research, script, record, and post-edit a short documentary film about a specific theory or idea covered in class. The 10 to 15-minute film focuses on an aspect of communication theory that the instructor helps teams identify. Videos include interviews with at least one faculty expert, comments or testimonials from students, and perhaps some scripted/fictional dialogue. This assignment is an assessment of students' ability to synthesize concepts and points of view and apply these to relatable experience for the consumption of others as a means of instruction. Thus, this assignment assessed both understanding and communication.

Participation and Quizzes - 20% of total grade; key to success in achievement of General Education goals is the building of knowledge and understanding. Through quizzes and discussion, students are held accountable for maintaining attention to material and are challenged to provide evidence of that attention and their ability to explain, synthesize, and apply it.

Campuses That Have Offered (CAS 101) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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CAS 101: Introduction to Human Communication

Fall Semester, 2015

Instructor:	Dr. Kirt Wilson
Mailbox:	240 Sparks Building
Office Hours:	Mon. 11:15-12:30pm, Wed. 1:00-3:30pm, Fri. 1:00-2:30pm and by appointment
Offices:	Sparks Building Room 220
Office Phone:	814.865.1985
Email:	kirtwilson@psu.edu (Wilson)
Web Page:	ANGEL Website (access for course participants only)

Course Description

CAS 101 introduces students to the field of communication studies and to the most important concepts, questions, and ideas that surround the study of communication today. It is an essential class for anyone considering a major or minor in Communication Arts & Sciences, and it is an important elective for students who want to understand how interpersonal, small group, organizational, intercultural, public, and technology assisted acts of communication occur in society.

The course has three major objectives:

- 1) To expose students to the concepts and best practices that cut across every aspect of modern communication.
- 2) To prepare students to excel in advanced classes within the Communication Arts & Sciences Department.
- 3) To help non-CAS majors incorporate essential communication principles into their own fields of study and future professions.

Students from every major or college are welcome. Your grade will be determined by quizzes, exam performance, in-class discussion, and one major group project. In addition to learning from the instructors and from your classmates, you will explore practical applications of the ideas we cover in class.

General Education

This course satisfies requirement for the Social and Behavioral Sciences (GS) and Humanities (GH) general education requirements.

To address GH criteria, students will:

-Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

To address GS criteria, students will:

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems

Required Texts

Judith Martin, Jess K. Alberts and Thomas K. Nakayama, *Human Communication in Society*, 3rd Edition, (New York: Pearson, 2012). ISBN-13: 978-0205029389.

PDF Readings available on the ANGEL website under the “Lessons” tab and in the folder titled, “Online Readings.”

The assigned readings are due *on the day* that the Course Schedule stipulates. In other words, if we have a quiz on September 16, that quiz will include questions from the reading that is associated with September 16. You will want to read that **day’s** material *before* class.

Our textbook, *Human Communication in Society*, is available at the Penn State Bookstore. In addition, you can rent (\$30.99) or purchase (\$60.85) a used paperback version or an electronic version (rent = \$49.64; buy = \$83.99) from Amazon.com. You also are welcome to look for the textbook at Half.com or your preferred vendor, but please be sure to use the 3rd or 4th edition.

Assignments and Grading Procedures

3 Exams (300 Points , 100 each; 50% of total course grade)

On three occasions this semester you will have 50 minutes to complete an exam during the assigned class period. The first two exams will take place on **September 25** and **October 28**. Our third exam will be during finals week. I will inform you of the appropriate date and time when the registrar assigns a final exam period.

The exams are NOT cumulative; each will cover only the material that we have read or discussed in class since the last exam. The average of all three exams will constitute your grade for this portion of the course.

These exams will involve multiple choice, true / false, matching, and short answer questions. The quizzes that you take throughout the semester will feature similar questions, so think of the quizzes as important preparation for the exams.

Documentary Film, Group Exercise (180 Points; 30% of total grade)

You and two to three of your classmates will research, script, record, and post-edit a short documentary film about a specific theory or idea we cover in class. The 10 to 15-minute film that you create will be screened in front of the class between December 4 and 9.

By the third week of class, you will be assigned to a group and given a production role based on your skills, interests, and experience. (I will do my best to make sure that someone in each group has experience with video production in some capacity). It will be your **team's** responsibility to focus on an aspect of communication theory that the instructor helps your team identify. Your video will include interviews with at least one faculty expert, comments or testimonials from students, and perhaps some scripted/fictional dialogue. The documentary cannot be just a recording of a conversation between friends or a small group, though everyday conversation can be a part of the project.

I will provide further instructions for this assignment and a detailed schedule of the relevant tasks once the teams are decided. If you do not have access to video equipment, you will have the opportunity to use equipment from the library's MediaTech services (<http://www.libraries.psu.edu/psul/mtss.html>). In addition, the folks at the Media Commons (<http://mediacommons.psu.edu/students>) can provide you with expertise and planning strategies.

Participation and Quizzes (120 Points; 20% of total grade)

Periodically, I will give unannounced quizzes in this class. These quizzes will take place randomly and constitute one half of your participation grade. You will want to consistently attend class to be sure not to miss out on the points from quizzes. Quizzes will also help you prepare for the exams. I will determine the other half of your grade through an admittedly subjective analysis of your involvement in class discussion, your contribution to the group project and in-class exercises, and how well you keep up with the reading. Active participation necessitates your sharing of insights and your efforts to extend your own and others' learning through mature academic behavior.

Please be considerate of others and their opinions so we can all enjoy a dynamic, engaging, and comfortable environment. Your participation grade will be negatively affected if you are disruptive, distracting, or inconsiderate to your fellow students and/or to the instructor. Cell phone use during class in particular and other disruptive behavior will negatively impact your participation grade. Your absence will be noted and it will negatively impact one-half of your participation grade. If you know you will have to miss a class or are able to provide a documented reason for absences, please contact me as soon as possible. Students who come to class once a week and/or miss three classes in a row without an explanation or excuse can expect to receive a D or lower in the area of participation. It will be very difficult to receive a final grade of B or better if you do not attend class regularly.

Late Assignment Policy

All of the assignments for this course must be completed and turned in at the beginning of class unless otherwise noted by Dr. Wilson. Late work will be penalized 5 points for every day that it is late. ALWAYS backup your work on your computer as you write it; losing an assignment because of computer or printer failure is not an acceptable excuse.

To receive a passing grade you must complete every assignment for this course. Furthermore, incompletes will be allowed only for **extraordinary** circumstances. If you feel that you require an incomplete, come and speak with me. If we concur, we will construct a contract that includes a schedule of expectations that all parties must sign.

Grading Standards and Distribution

In this course, we will be using both points and letter grades. With respect to these grades, an A signifies achievement that is outstanding relative to the course requirements. B signifies achievement that meets the course requirements. C signifies achievement that is worthy of credit, although it fails to meet the course requirements. F signifies that the work was not worthy of credit or not completed. Please note that these are the criteria established by Penn State University.

Grading will be on based on these general guidelines:

A	93.5%-100%	C+	76.5%-79.4%
A-	89.5%-93.4%	C	73.5%-76.4%
B+	86.5%-89.4%	C-	69.5%-73.4%
B	83.5%-86.4%	D	60%-69.4%
B-	79.5%-83.4%	F	59% - 0

Course Technology and Email

Students should use Penn State’sANGEL website as a resource. Logon to ANGEL and look for the class, CAS 101 – Introduction to Human Communication. Once you click on that link you will have access to digital copies of the syllabus and course schedule, lecture slides, assignment descriptions, etc. Most items will be located under the “Lessons”tab. Individuals grades and averages will be available from ANGEL, as well.

If you would like to communicate to the instructor through email, please email Dr. Wilson: kirtwilson@psu.edu. When you send him an email, please type “[CAS 101]” in the subject line before your description. Using [CAS 101] ensures that you will get a confirmation that I received your email. If you do not receive a confirmation response within 24 hours, you should assume that the email was lost. Furthermore, although you may receive a confirmation quickly, I may not be able to address your email at length before the next class session. If this happens, please come and speak with me directly. Please don’t send completed assignments via email.

Statement Regarding Accommodations

If you have a documented disability and wish to receive academic accommodations, please contact the campus disability liaison as soon as possible. For additional information, check the university web site: <http://www.equity.psu.edu/ods/> NOTE: Accommodations require documentation from the office of disability services.

If you are a Penn State athlete and will be engaged in your sport this semester, please inform the instructors as soon as possible. You will be excused from class when your games/matches require travel, but only if you inform the instructors, in writing, before the date that you are absent. If you miss a class and then come to me afterward, I may not count the absence as

“excused.”

Academic Honesty

All Penn State policies regarding ethics and honorable behavior apply to this course (see links below for policy statements). Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. All University policies regarding academic integrity apply to this course. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. For any material or ideas obtained from other sources, such as the text or things you see on the web, in the library, etc., a source reference must be given. Direct quotes from any source must be identified as such. Acts of plagiarism may result in a 0 for the item or for the entire course. *Please see <http://www.la.psu.edu/current-students/student-services/academic-integrity/liberal-arts-policies-and-procedures> for more detailed information. If you are worried about whether your paper constitutes plagiarism, please go to the following link: <http://tlt.its.psu.edu/plagiarism/tutorial> and read the examples and information carefully.*

Course Schedule

(Topics and readings are tentative and subject to change based on time constraints.
The most up to date version of the schedule is on the ANGEL website)

Date	Topics	Readings
M 8/24	Introduction to the course	
W 8/26	Concept that cuts across both areas: Power	Chapter 1, pp. 3-20
Unit 1: Histories and Paradigms		
F 8/28	Communication as Art & Interpretation	Chapter 2, pp. 41-44
M 8/31	Communication as Social Science, Quantitative	Chapter 2, pp. 35-38 & Singleton & Straits, "The Nature of Science"
W 9/2	Communication as Social Science, Qualitative	Tracy & Munoz, "Qualitative Research"
M 9/4	Communication as Critical Engagement	Chapter 2, pp. 45-51
M 9/7	NO CLASS - HOLIDAY	
W 9/9	History of the Field, 1800s to WWII	Keith, "On the Origins of Speech"
F 9/11	History of the Field, WWII to 1960s	Berger, "A Historical Overview of Research in Communication Studies"
M 9/14	History of the Field, 1960s – 1990s	Campbell, "Race, Sex, and Class"
W 9/16	History of the Field, 1960s – 1990s	Knapp & Daly, "Background and Current Trends"
F 9/18	History of the Field, 2000-present	
M 9/21	Video Production Workshop	
W 9/23	Catch-up/Review	
F 9/25	EXAM #1	
Unit 2: Concept of Communication		
M 9/28	Self, Identity, & Subjectivity Day 1	Chapter 3, pp. 52-66
W 9/30	Self, Identity, & Subjectivity Day 2	Chapter 3, pp. 66-81
F 10/2	Persuasion Day 1	Aristotle, "The Rhetoric"
M 10/5	Persuasion Day 2	O'Keefe, "Persuasion"
W 10/7	Nonverbal Communication	Chapter 6
F 10/9	Material Forms of Communication	Review Online examples
M 10/12	Meaning Making and Sharing Day 1	Chapter 4, pp. 82-94 & Chapter 5 (pp. 106-121 only)
W 10/14	Meaning Making and Sharing Day 2	Chapter 4, pp. 94-104
F 10/16	Ethics	Chapter 1, pp. 20-29
M 10/19	Emotion Day 1	Jasinski, "Pathos"

W 10/21	Emotion Day 2	Guerrero et al., "Communication and Emotion"
F 10/23	Conflict Day 1	Guerrero et al., "Coping with Conflict"
M 10/26	Conflict Day 2	Scott, "Confrontational Rhetoric"
W 10/28	EXAM #2	
Unit 3: Research Areas of Communication Inquiry		
F 10/30	Interpersonal Communication	Chapter 9
M 11/2	Health Communication	Thompson et al., "Interpersonal Communication and Health Care"
W 11/4	Rhetorical Studies	Chapter 12, pp. 318-334
F 11/6	Public Address	Zarefsky, "Four Senses"
M 11/9	Intercultural Communication	Chapter 8 & Tomsha & Hernandez, "Communication Accommodation Theory"
W 11/11	Deliberation and Argumentation	Goodnight, "Spheres of Argument"
F 11/13	Careers in Communication	NCA Career Pamphlet
M 11/16	Small Group Communication	Chapter 10
W 11/18	Organizational Communication	Chapter 11
F 11/20	Political Communication	Handbook Introduction on Political Communication
11/23-11/28	NO CLASS – Thanksgiving Break	
M 11/30	Mass Communication	Chapter 13
W 12/2	New Media	Chapter 14
F 12/4	Group Presentations	
M 12/7	Group Presentations	
W 12/9	Group Presentations	
F 12/11	Last Day of Class	
12/14-12/18	FINAL EXAM WEEK	