

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** COMM 115    **TITLE:** Survey of Human Communication    **C-ID:** COMM 115  
**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours  
**Method of Grading:** Letter Grade Only  
**Recommended Preparation:**  
    Eligibility for ENGL 100 or ENGL 105.
  
2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU; UC  
**AA/AS Degree Requirements:**  
    CSM - GENERAL EDUCATION REQUIREMENTS: E2b. Communication and Analytical Thinking  
    CSM - GENERAL EDUCATION REQUIREMENTS: E5d. Career Exploration and Self-Development  
**CSU GE:**  
    CSU GE Area A: ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING: A1 - Oral Communication  
**IGETC:**  
    IGETC Area 1: ENGLISH COMMUNICATION: C: Oral Communication (CSU requirement only)
  
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
    An introductory course to the field of Communication Studies. Fundamental theories and competencies in public speaking, interpersonal/intercultural communication, and small group communication will be covered. Oral presentations will be required.
  
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
    Upon successful completion of this course, a student will meet the following outcomes:
  1. Explain the theoretical foundations of communication by creating and sharing knowledge including the canons of rhetoric and Aristotelian proofs of ethos, pathos, and logos.
  2. Incorporate critical thinking, sound reasoning based on scholarly research, using supporting materials from primary and secondary sources for credibility, accuracy, and relevance in student speeches presentations and outlines.
  3. Write coherent speech outlines that demonstrate ability to use compelling arguments, appropriate organizational pattern formats, with a clear specific purpose for the audience, occasion, and across a variety of contexts.
  4. Adapt presentations to the audience (diversity, equity, inclusion, belonging, and accessibility) based on situational, demographic, and psychological analysis.
  5. Students will deliver extemporaneously either a special occasion, informative, and/or persuasive speeches that is faculty-supervised and evaluated delivered in face to face and/or remote modalities.
  6. Explain the basic elements of the human communication process in interpersonal settings.
  7. Analyze physiological, social, and cultural factors that affect perception and misunderstandings.
  8. Demonstrate an understanding of ethical interpersonal communication founded on communication theory while recognizing diversity, equity, inclusion, belonging, and accessibility.
  9. Recognize the self-concept development process, its multidimensional identity and its role in communication.
  10. Demonstrate an understanding of task, maintenance, and self-centered roles in group settings.
  
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
    Upon successful completion of this course, a student will be able to:
  1. Explain the theoretical foundations by creating and sharing knowledge including the canons of rhetoric and Aristotelian proofs of ethos, pathos, and logos.
  2. Incorporate critical thinking, sound reasoning based on scholarly research, using supporting materials from primary and secondary sources for credibility, accuracy, and relevance in student speeches presentations and outlines.
  3. Write coherent speech outlines that demonstrate ability to use compelling arguments, appropriate organizational pattern formats, with a clear specific purpose for the audience, occasion, and across a

variety of contexts.

4. Adapt presentations to the audience (diversity, equity, inclusion, belonging, and accessibility) based on situational, demographic, and psychological analysis.
5. The extemporaneously delivery of special occasion, informative, and/or persuasive speeches that is faculty-supervised and evaluated delivered in face to face and/or remote modalities.
6. Explain the basic elements of the communication process in interpersonal settings.
7. Recognize the self-concept development process, its multidimensional identity, and its role in communication.
8. Analyze physiological, social, and cultural factors that affect perception and misunderstandings.
9. Demonstrate an understanding of ethical interpersonal communication founded on communication theory while recognizing diversity, equity, inclusion, belonging, and accessibility.
10. Research and diagnose conflict in interpersonal relationships demonstrating appropriate conflict resolution methods.
11. Recognize the self-concept development process, its multidimensional identity and its role in communication.
12. Design and employ appropriate forms of critical thinking, decision making, conflict resolution, listening, ethical, and problem solving skills as applicable in a variety of group settings.
13. Demonstrate an understanding of task, maintenance, and self-centered roles in group settings.

## 6. COURSE CONTENT:

### **Lecture Content:**

Foundations of Human Communication

#### **Fundamentals of Human Communication**

The Nature of Communication

    The forms of Human Communication

    The benefits of Human Communication

Elements of Human Communication

    Communication Contexts

    Source-Receiver

    Messages

    Channels

    Noise

    Effects

Principles of Human Communication

    Communication is Transactional

    Communication is a Process of Adjustments

    Content and Relational Dimensions

    Communication is Vague

    Communication is Irreversible and Unrepeatable

The Competent Communicator

    The Competent Communicator Thinks Critically and Mindfully

    The Competent Communicator is an Effective Code Switcher

    The Competent Communicator is Culturally Sensitive

    The Competent Communicator is Ethical

    The Competent Communicator is an Effective Listener

#### **Culture and Communication**

The Nature of Culture

    Sex and Gender

    The Transmission of Culture

    The Aim of Cultural Perspective

Cultural Differences

    Individual and Collectivist Orientation

    High and Low Low-Context Cultures

    High and Low Power Distances

    Masculine and Feminine Cultures

    High and Low Ambiguity Tolerant Cultures

#### **Perception of Self and Others**

Self-Concept, Self-Awareness and Self-Esteem

    Self-Concept

    Self-Awareness

- Self-Esteem
- Self-Disclosure
  - Factors influencing self-disclosure
  - Rewards and Dangers of Self-Disclosure
  - Guidelines of Self-Disclosure
- Perception
  - Organization
  - Selection
  - Interpretation
  - Negotiation
- Forming Impressions
  - Affinity
  - Accuracy of Impression Formation
  - Self-Monitoring
- Listening in Human Communication**
- The Importance and Process of Listening
  - The Importance of Listening
  - The Process of Listening
- Listening Barriers
  - Physical and Mental Distractions
  - Biases and Prejudices
  - Premature Judgement
  - Hearing Impairment
- Styles of Effective Listening
  - Empathic Listening
  - Polite Listening
  - Critical Listening
  - Active Listening
- Listening, Culture, and Gender
  - Culture and Listening
  - Gender and Listening
- Verbal Messages**
- Principles of Verbal Messages
  - Meanings are in People
  - Meanings are both Connotative and Denotative
  - Meanings depend on Context
  - Messages Can Deceive
- Nonverbal Messages**
- The Principles of Nonverbal Communication
  - Nonverbal Messages Interact with Verbal Messages
  - Nonverbal Messages Help Manage Impressions
  - Nonverbal Messages Help Form Relationships
  - Nonverbal Messages Are Crucial for Emotional Expressions
- Channels of Nonverbal Communication
  - Body Communication
  - Facial Communication
  - Eye Communication
  - Space Communication
  - Artifactual Communication
  - Touch Communication
  - Paralanguage
  - Silence
  - Time Communication
- Culture and Nonverbal Communication
  - Gestures and Culture
  - Facial Expressions and Culture
  - Touch and Culture
  - Paralanguage, Silence, and Culture
  - Time and Culture
- Interpersonal and Small Group Communication**

- Interpersonal Communication and Conversation
  - The Nature of Interpersonal Communication and Conversation
    - Definition of Interpersonal Communication
    - The Stages of Conversation
  - Principles of Conversation and Interpersonal Communication
    - Making Small Talk
    - Apologizing
    - Giving and Receiving Compliments
    - Giving and Receiving Advice
  - Interpersonal Relationship Stages and Theories
  - Interpersonal Relationships
    - Advantages and Disadvantages of Interpersonal Relationships
    - Relationship Stages
    - Social Exchange Theories
    - Relational Dialectics Theory
- Small Group Communication**
  - Preliminaries to Small Group Communication
    - Advantages to Disadvantages of Small Groups
  - Small Group Stages, Formats, Culture, and Power
    - Small Group Stages
    - Small Group Formats
    - Small Group Cultures
    - Small Group Power
  - Problem-Solving Groups
    - The Problem-Solving Sequence
    - Problem-Solving Groups at Work
  - Membership in Small Group Communication
    - Member Roles
    - Interaction Process Analysis
    - Member Function and Skills
  - Principles of Conflict
    - Conflict May be Positive or Negative
    - Conflict Styles have Consequences
  - Conflict Management Strategies
    - Win-Lose and Win-Win Strategies
    - Avoidance and Active Fighting
    - Blame and Empathy
    - Aggressiveness and Argumentativeness
- Public Speaking**
  - Public Speaking Topics, Audiences, and Research
  - Select your Topic, Purpose and Central Idea
    - Topic Selection Process
    - Developing a Specific Purpose
    - Developing a Central Idea
  - Analyze Your Audience
    - Analyzing the Sociology of the Audience
    - Analyzing the Psychology of the Audience
    - Analyzing and Adapting to the Audience Before and After
  - Researching Your Topic
    - Sources of Information
    - Integrating and Citing Research
- Supporting and Organizing our Speech**
  - Collect and Supporting Materials
    - Examples
    - Statistics
    - Testimony
  - Organization of Main Points
    - Time
    - Sequence
    - Topical

- Problem-Solution
- Cause-Effect/Effect-Cause
- Pro and Con Pattern
- Main Parts and Transitions to the Speech
  - Introduction
  - Body
  - Conclusion
  - Transitions
- Outlining Your Speech
  - Construction of the Outline
- Style and Delivery in Public Speaking**
- Style Your Speech
  - Choosing Words
  - Phrasing Sentences
- Practicing Your Speech
  - Rehearsing
  - Timing Your Speech
  - Make Delivery Notes
- The Informative Speech**
- Principles for Effective Informative Speaking
  - Focus on Your Audience
  - Limit the Information
  - Make Your Speech Easy to Remember
- Introduction and Conclusion Strategies
  - Four Goals of Introduction
  - Key Summary Strategies for Conclusion
- The Persuasive Speech**
- Principles for Effective Persuasive Speaking
  - Know Your Goals
  - Focus on Your Audience
  - Identify With Your Audience
  - Ask for Reasonable Amounts of Change
- Three Persuasive Proofs
  - Logical Proofs (Logos)
  - Emotional Proof (Pathos)
  - Credibility Proof (Ethos)
- Persuasive Speeches on Questions of Fact
  - Central Idea
  - Support
  - Organization
- Persuasive Speeches on Questions of Value
  - Central Idea
  - Support
  - Organization
- Persuasive Speeches on Questions of Policy
  - Central Idea
  - Support
  - Organization

## 7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Activity
- D. Discussion
- E. Other (Specify): The learning process consists of lecturing, discussion, individual and group presentations, workshops, role-plays, and small group work. Lecturing/discussion will be supplemented with a variety of class activities which will allow the students to understand theory through practice. For example, the group research project (regardless of the specific topic) would be an opportunity for students to apply learned

conflict resolution theory in a setting where real conflict exists among interdependent group members. The individual speech and group presentation assignments require the use of rhetorical, organizational and compositional skills. Another method of instruction involves activities that allow students to experience course content. The Stranger in the Classroom Exercise is a good illustration. Usually done in the class, this assignment asks that students make guesses about a stranger who is visiting (roles, interests, professions and other classifications) and then to have the stranger explain who he or she really is. It is a good critical thinking exercise as it helps students to understand the difference between fact and inference, attribution, assumptions, and stereotyping.

## 8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

### Writing Assignments:

Write formal outline using research from the College Library to support ideas for an informative and/or persuasive speech. Students will extemporaneously deliver their speech in class using effective speech delivery techniques.(2-3 speeches, approximately 2-6 minutes in length)

Write a 1-2 page weekly journal accurately reflecting theories of interpersonal/intercultural communication using real-life examples and experiences as support.

Review and provide a case study that poses a problem-solving small group challenge. Students will work in groups in analyzing case study and present effective solutions to the case. Students working in small groups may collectively work together producing a project demonstrating their competencies in the application of small group communication. (1-3 Papers/projects/oral presentations 3-5 pages in length)

### Reading Assignments:

Reading of required textbook(s) (1-2 chapters per week approximately 10-20 pages each chapter).

Research using the College Library accessing 2-4 academic journals (10-20 pages each)

Internet research accessing case studies and additional support for course assignments.

### Other Outside Assignments:

The use of the Communication Studies Center is strongly encouraged to advance student learning and engagement. Students may be required to complete activities shown below in the Communication Studies Center or online, such as video recorded rehearsal of speeches and presentations; peer and self-critiques, including those videos recorded in-class speeches or presentations; group activities; research; and consultation with instructors on lab modules.

Students may work on team projects preparing for in-class presentations/debates. They meet outside class to research, organize, and practice presentations.

## 9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Group Projects
- F. Homework
- G. Oral Presentation
- H. Papers
- I. Portfolios
- J. Projects
- K. Quizzes
- L. Research Projects
- M. Written examination

## 10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Beauchamp, Susan R., Stanley J. Baran. *Introduction to Human Communication: Perception, Meaning, and Identity*, 2nd ed. Oxford University Press, 2019
- B. Adler, Ronald., Rodman, George., du Pre, Athena. *Essential Communication*, 3rd ed. New York: Oxford University Press, 2021
- C. O'Hair, Dan., Wiemann, Mary., Mullin, Dorothy., Teven, Jason. *Real Communication an introduction*, 5th ed. New York: Bedford St. Martins, 2020
- D. Seler, William., Beall, Melissa., Pazer, Joseph. *Communication Making Connections*, 10 ed. Boston: Pearson, 2017

- E. DeVito, Joseph. *Human Communication The Basic Course*, 14 ed. Hoboken: Pearson, 2018
- F. Beebe, Steven., Beebe, Susan., Ivy, Diana. *Communication- Principles for a Lifetime*, 6 ed. Boston: Pearson, 2016
- G. Adler, Ronald., Rodman, George., du Pre, Athena. *Understanding Human Communication*, 13 ed. New York: Oxford University Press, 2017

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**Course Originator:** Fermin Irigoyen II