



# Independent Study | in Idaho

**COMM 101**  
**Fundamentals of Oral**  
**Communication**

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Boise State University — Idaho State University — Lewis-Clark State College

# Course Guide

Independent  
Study | in Idaho

*Self-paced study. Anytime. Anywhere!*

## Communications 101 Fundamentals of Oral Communication

Lewis-Clark State College  
3 Semester-Hour Credits

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## **Table of Contents**

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Welcome! .....	1
Policies and Procedures.....	1
Course Description .....	1
Course Materials .....	1
Course Delivery.....	1
Course Objectives.....	1
Technology Requirement/Skills, Formatting, Submission of Assignments .....	2
General Education Learning Outcomes - State of Idaho .....	2
Statement on Information Literacy and Effective Research .....	3
Grading Breakdown and Scale.....	4
Study Hints and Exams .....	4
About the Course Developer .....	5
Contacting Your Instructor .....	5
<b>MODULE 1</b>	
Chapter 1: Communication: What and Why .....	6
Chapter 2: Communicating with Social Media .....	7
Chapter 3: The Self, Perception, and Communication .....	8
Chapter 4: Communication and Culture.....	9
Written Assignment 1: Communication and Culture Paper .....	10
Written Assignment 2: Journal #1 The Other Person’s Point of View.....	11
<b>Exam 1: Covers Chapters 1–4.....</b>	<b>12</b>
<b>MODULE 2</b>	
Chapter 5: Language.....	13
Chapter 6: Listening.....	14
Chapter 7: Nonverbal Communication.....	15
Chapter 8: Understanding Interpersonal Communication.....	16
Chapter 9: Managing Conflict.....	17
Written Assignment 3: Journal #2 Listening.....	18
Written Assignment 4: The Interpersonal Conflict in Television/Movie Paper.....	19
<b>Exam 2: C overs Chapters 5–9.....</b>	<b>20</b>
<b>MODULE 3</b>	
Chapter 10: Communicating for Career Success .....	21
Chapter 11: Leadership and Teamwork .....	22
Chapter 12: Preparing and Presenting Your Speech .....	23
Chapter 13: Organization and Support.....	24
Chapter 14: Informative Speaking.....	25
Chapter 15: Persuasive Speaking .....	26
Written Assignment 5: Informative Speech .....	27
Written Assignment 6: Persuasive Speech.....	29
<b>Exam 3: Covers Chapters 10–15.....</b>	<b>30</b>

## COMM 101 FUNDAMENTALS OF ORAL COMMUNICATION

### 3 Semester-Hour Credits: LCSC

#### **Welcome!**

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Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course, including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, don't hesitate to contact the ISI office for clarification before beginning your course.

#### **Policies and Procedures**

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Refer to the ISI website at [www.uidaho.edu/isi](http://www.uidaho.edu/isi) and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support, and other services.

#### **Course Description**

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This course is designed to provide the student with an understanding of the skills necessary to communicate with others and in groups. In addition, the course will prepare students to present material orally and visually.

**General Education Competency Area:** *Oral Communication*

*6 assignments, 3 exams*  
*Available online only.*

Students may submit 3 assignments per week; however, assignments and exams must be submitted consecutively, in the order outlined in the course. ALL assignments and exams must be submitted to receive a final grade for the course.

#### **Course Materials**

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##### **Required Course Materials**

Adler, Ronald B., George Rodman, Athena du Pré. [Understanding Human Communication 14th Edition](#), Oxford University Press; 14th edition (12.6.2019). ISBN-10: 0190925698; ISBN-13: 978-0190925697

#### **Course Delivery**

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All ISI courses are delivered through BbLearn, an online management system that hosts the course lessons and assignments and other essential items. Upon registration, the student will receive a *Registration Confirmation Email* with information on how to access ISI courses online.

#### **Course Objectives**

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As a result of the practice and instruction afforded by this class, a student should be able to:

1. Display knowledge of key communication concepts.
2. Communicate effectively in a range of situations.
3. Analyze communication challenges and competencies.
4. Demonstrate effective written and oral communication skills.
5. Follow ethical speaking guidelines.
6. Select a speech topic and purpose appropriate to his/her disciplinary interests and the knowledge of the audience.
7. Clearly organize and outline a speech.
8. Identify his/her personal values and value systems and their influences, as well as those of some other cultures and systems.
9. Attract and maintain an audience's attention.
10. Employ methods that enhance source credibility.
11. Analyze an audience and tailor a speech to fit it.
12. Identify and analyze a variety of social problems in various cultures and compare possible solutions.
13. Present ideas using effective style and delivery.
14. Develop and present sound reasoning and evidence.
15. Identify and implement ethical, effective strategies for the purpose of informing or persuading an audience.

### **General Education Learning Outcomes - State of Idaho**

Upon successful completion of this course, you should be able to demonstrate the following competencies:

1. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
2. Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
3. Understand interpersonal rules, roles, and strategies in varied contexts.
4. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
5. Employ effective verbal and nonverbal behaviors that support communication goals.
6. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

### **Technology Requirement/Skills**

Papers in this class are submitted and graded in BbLearn. Students should have the ability to use word processing software and save in specified file formats; ability to check email; ability to use BbLearn.

### **Formatting**

All work for this class is to follow precise APA formatting rules as outlined in the APA manual suggested above. In its most basic form this means that everything turned in needs to be stapled together, typed and double-spaced in 12-point, Times New Roman font. It is also required that a correctly formatted cover page and reference page(s) be included with every assignment unless otherwise stated. Using proper spelling, grammar, and punctuation is also critical and failure to do so will result in a loss of points for that assignment.

***Written work (E.g., outlines, extra credit, etc.) can be submitted electronically (BbLearn dropbox).***

## **Submission of Assignments**

When submitting written assignments and extra credit, please submit in the dropbox on BbLearn.

## **Statement on Information Literacy**

Information Literacy – What Constitutes Effective Research?

To produce a quality paper, you need to use a variety of sources in order to follow different angles in the pursuit of your topic. Recognize that in doing good research, nothing good comes easy. A well-planned, systematic approach to research will allow the student to uncover valuable information toward mastery of the research topic.

A preferred approach to doing better research involves the following sequence:

- First, consult the reference resources that provide the overall content needed for your topic.
- Second, use the library catalog to locate books and journals that will contribute more specifically to your topic.
- Third, use the library research databases to find peer-reviewed articles and other sources.
- Fourth, use the library web resources to locate quality websites.

As a critical thinking component, it will be important for the student to determine what constitutes a better-quality, professional source. For example, the internet contains both paragraphs of content with no listed author (not very useful), as well as scholarly information that is undeniably practical. Research is a progression of discovery and evaluation, requiring a first-rate strategy and efficient time management on the student's part. Flexibility in the process is important as well since research ideas are naturally reformulated and redirected while creating the final product.

This course is reading intensive and is designed to lay the foundation for much of your future research as a communication scholar. It is important that you read and comprehend the information as much as possible. I understand that it is a lot to read and take in and I don't expect you to memorize all of the information. You should, however, use this course material and textbook as a resource for finding information in the future. A person who has developed skills in information literacy will always know when information is needed and where to go to find that information. This course is designed to familiarize you with information that you can later rely on and re-visit.

## **Effective Research**

Students should always incorporate effective research in every assignment as a component of critical thinking. Developing a well-planned, systematic strategy is necessary to uncover valuable information. It is important for you to determine what constitutes a quality, professional source. The internet contains information that may be scholarly. Students should always evaluate the selected material for authority, accuracy, content, and usefulness.

The following questions should be asked:

Who wrote it? — Authority

Is the information accurate? — Accuracy

Why was it written? — Purpose

What is the bias? — Objectivity

Is the information dated? — Currency.

## **Study Hints and Exams**

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- Description of Speeches, Assignments, Exams can be found on BbLearn. Exams are delivered through BbLearn
- Complete all reading assignments. Keep a copy of every assignment submitted.
- Set a schedule allowing for course completion one month before your personal deadline.
- Web pages and URL links in the World Wide Web are continuously changing. Contact your instructor if you find a broken Web page or URL.
- For your instructor's exam guidelines and other information, refer to the **Course Rules** in BbLearn.

## **Grading Breakdown**

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There are 800 points possible for the course.

<b>Assignment</b>	<b>Points</b>
Written Assignment 1: Culture and Communication	100 points
Written Assignment 2: Interpersonal Conflict	100 points
Journal 1	50 points
Journal 2	50 points
Informative Speech & Outline	100 points
Persuasive Speech & Outline	100 points
Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
<b>Total Points</b>	<b>800 points</b>

## **Grading Scale**

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Final grades will be determined as follows:

Percentage	Grade
93-100%	A
90-92.99%	A-
87-89.99%	B+
83-86.99%	B
80-82.99%	B-
77-79.99%	C+
73-76.99%	C
70-72.99%	C-
67-69.99%	D+
63-66.99%	D

The final course grade is issued after all assignments and exams have been graded.

Acts of academic dishonesty, including cheating or plagiarism, are considered a grave transgression and may result in a grade of F for the course.

### **About the Course Developer**

After being born and raised in Nebraska, I married a California girl and moved to Central California, only to move to San Diego a few months later. We stayed nearly nine years in the San Diego area before I accepted a full-time teaching job at Lewis-Clark State in 2016. While I miss parts of San Diego, I am thrilled to be in a nice community.



I have a B.A. in Communication from York College (Nebraska) and hold an M.A. in Communication from Spring Arbor University (Michigan). Previously, I was the Athletic Director at San Diego Christian College, as well as an Adjunct Instructor in the Communication Department for a few colleges. I am currently in a doctoral program at Idaho State University. In all, higher education is a passion of mine and I feel very blessed to work here.

In my downtime (as if there is any) I enjoy reading, fixing up our house, fishing, and watching and playing sports. I am a Nebraska football fan (Go Big Red) as well as a Kansas City Royals and San Diego Padres baseball fan. In addition, my favorite thing to do is to spend time with my family. It does not matter what we are doing, as long as we are together, I am having fun. Kyle J. Ferguson 7/14/2021

### **Contacting Your Instructor**

Instructor contact information is posted on your BbLearn site under *Course Rules*.



## MODULE 1: Chapters 1-4

- Chapter 1: Communication: What and Why
- Chapter 2: Communicating with Social Media
- Chapter 3: The Self, Perception, and Communication
- Chapter 4: Communication and Culture

### Chapter 1 Communication: What and Why

#### Chapter 1 Outline

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- I. Functions of Communication
- II. Characteristics of Communication
  - a. Definition of Communication
  - b. Models of Communication Understanding Diversity: The Limits of Language When Describing People On Your Feet
- III. Types of Communication
  - a. Intrapersonal Communication
  - b. Dyadic and Interpersonal Communication
  - c. Small-Group Communication
  - d. Organizational Communication
  - e. Public Communication
  - f. Mass Communication
  - g. Social Media
- IV. Communication in a Changing World
  - a. Changing Technology
  - b. Changing Discipline
- V. Communication Competence: What Makes an Effective Communicator?
  - a. Communication Competence Defined
  - b. Characteristics of Competent Communicators
- VI. Misconceptions about Communication
  - a. Myth: Communication Requires Complete Understanding
  - b. Myth: Communication Can Solve All Problems
  - c. Myth: Communication Is a Good Thing
  - d. Myth: Meanings are in Words
  - e. Myth: Communication Is Simple
  - f. Myth: More Communication Is Always Better

#### Reading Assignment

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Chapter 1 and PowerPoint. Read the *Course Rules* in BbLearn.

#### Videos

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- What is Communication by Alex Lyon, Ph. D. [https://www.youtube.com/watch?v=5m\\_u-GSvkPE&t=27s](https://www.youtube.com/watch?v=5m_u-GSvkPE&t=27s)
- Love Letters to Strangers by Hannah Brencher TED <https://www.youtube.com/watch?v=LVFVaWCV1TE>