

COM 3023 – Foundations of Communication

Course Materials Handbook

(Fall 2008)

Prepared by

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for

The University of Texas at San Antonio

Department of Communication

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SYLLABUS

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COURSE OBJECTIVES

This course will introduce majors to the discipline of communication and to the communication program at UTSA. Students will be presented with the fundamental concepts in social interaction, technical communication, and public relations. Emphasis is placed on the development of research and writing skills, as well as the use of information technologies. Students will have opportunities to interact with and learn the research interests of Communication faculty. Lectures, discussion, classroom exercises, written assignments, oral presentations, and in-class and out-of-class observations will be used to aid the development of knowledge and skills relating to the study of communication. The course is required of all communication majors and minors. The following objectives are core to the course:

- To ensure students have a good understanding of the principles of human communication as they apply to the major concentrations of the UTSA B.A. in Communication degree program,
- To inform students about the Department of Communication and the expectations of its faculty,
- To develop writing and presentation skills, and
- To develop skills in the use of information technology.

TEXT

Foundations of communication: Custom edition for UTSA. Boston: Pearson Custom.

The course text will be available at the 1604 Campus Bookstore in the University Center, as well as through local bookstores. Supplementary readings will be posted on WebCT or made available through the UTSA Library.

POLICIES

Cheating, plagiarism and collusion will not be tolerated. All work submitted must be the original work of the student, for this course only (no submitting the same assignment in more than one class). The penalty for plagiarism, cheating or collusion may include failing the assignment, failing the course, or expulsion from the University depending on the severity of the infraction. Please see the University's Student Code of Conduct for information regarding these policies.

Classroom decorum will be maintained. Please turn off all electronic devices during classtime. Electronic devices include cell-phones, pagers, personal music players, and computers. Please keep all communication relevant to the subject matter and addressed to the class as a whole.

Please see your Course Materials Handbook for further information on assignments, grading criteria and course schedule. All other University policies will be followed.

ATTENDANCE AND PARTICIPATION

In order for this course to be a successful learning experience for you, active and committed participation on your part is crucial; therefore, as specified in the Information Guide, **students are expected to attend class**. All assignments are due according to the List of Important Dates in the Course Materials Handbook. Students are expected to take examinations and turn in assignments at the scheduled time. Students who may miss an examination or assignment deadline due to an authorized University activity should make arrangements to complete the assignment in advance, which includes approval from the student's Dean. **Late assignments, make-up quizzes or examinations will not be accepted**. Course incompletes will be given only in very limited cases and only when they meet the Policy for Incompletes on file in the Department of Communication office, as well as the University requirements for Incompletes as specified in the Information Guide and the Handbook of Operating Procedures. Please also see the Handbook of Operating Procedures for policies regarding attendance.

The Americans With Disabilities Act and the Rehabilitation Act of 1973: If you have a disability that may have some impact on your work in this class and for which you may require special accommodations, please see a coordinator at Disability Services (MS 2.03.18) so that such accommodations may be arranged. You can contact that office at (210) 458-4157. After you receive your accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.

ASSIGNMENTS

Examinations: Students will be assessed on knowledge of course material through examination. Three exams will cover approximately one third of the course each and will consist of a variety of types of questions: multiple choice, true-false, and short answer.

Career Brochure: Students will produce a brochure that provides a job description, along with statistics regarding the availability of jobs in the field, starting salaries, location of jobs, and career advancement, along with a bibliography of sources.

Communication Essay: Students will write a formal essay that describes the history of a subdiscipline within communication, lists some important advancements and innovators, and projects direction of advancement into the future, along with a bibliography of sources (in APA).

Informational Presentation: Students will present their personal career portfolio, including an outline and a slide presentation utilizing computer software, to the class in the form of a speech. The informational presentation will be four minutes in length, and scheduled in advance.

Quizzes: Students will be quizzed six times during the semester. Quizzes will not be announced in advance and will comprise material from the reading and/or from class lectures.

A full description of each of these assignments, along with grading criteria, can be found in the Course Materials Handbook, which is located in WebCT, or through the course website Student Section at hpleblanc.com.

DIVISION OF ASSIGNMENTS

EXAMINATIONS (100 pts. each):	<u>GRADING SCALE:</u>	
CAREER BROCHURE ASSIGNMENT (100 pts.)	90.0 - 100:	A
	80.0 - 89.9:	B
COMMUNICATION ESSAY ASSIGNMENT (100 pts.)	70.0 - 79.9:	C
	60.0 - 69.9:	D
INFORMATIONAL PRESENTATION ASSIGNMENT (100 pts.)		
QUIZZES (25 pts. each)	BELOW 60.0:	F

Grades are earned and will be calculated on a cumulative scale. Grades can be calculated by dividing the raw score of the assignment by the total points possible for the assignment. Grades are calculated using an 750 point scale. For example, if the total number of points that can be achieved on the Communication Essay is 100, then the assignment is worth 13.3% of the final grade. However, a raw score of 85 on the Communication Essay will yield only 11.3% rather than the 13.3% of the final grade possible for that assignment. Likewise, a raw score of 75 on the Unit I Exam is 10.0% of the final grade. Extra credit will not be assigned for any student due to poor performance or missed assignment. **Grades are not rounded.** You may use the Grade Monitoring Form located in the Course Materials Handbook to calculate your grade average in the course at any time. Furthermore, you may obtain your current grade for assignments in WebCT for this course.

GRADING RATIONALE

- A** Exceptionally well-prepared completion of assignment indicating effort, individualized style, and impact expected of effective communication.
- B** Unusually well-prepared completion of assignment indicating original application of course materials and individual imagination distinctly superior to average effort.
- C** Satisfactory completion of assignment indicating effort normally expected of the majority of students (basic preparation, correct procedure, and disciplined technique.)
- D** Unsatisfactory completion of assignment indicating technical irregularity, misperceived objectives or methods, unorganized effort, or failure to follow directions.
- F** Failure to complete assignment during the scheduled time through lack of evident effort.

Course requirements must be fulfilled in order to successfully pass the course. All students will be expected to follow the instructions as they are presented, meet the grading criteria, and turn in each assignment by the due date in order to earn a "B." All course requirements are explicitly written in the Course Materials Handbook. As per regulations, neither the instructor nor the office staff will report grades by telephone, fax, or email. Individual assignment grades will be reported in WebCT. Final grades will be reported on ASAP.

LIST OF IMPORTANT DATES

August 28:	Classes begin.
September 3:	Final date for adding the course.
September 12:	Final date for dropping the course without receiving a grade of “W”.
September 25:	Unit I Exam.
October 8:	Assignment # 1 due by 9pm.
October 28:	Unit II Exam.
October 30:	Final date for dropping course.
November 5:	Assignment # 2 due by 9pm.
November 12:	Assignment # 3 outline and visual aids due by 9pm.
November 13:	Assignment # 3 Presentations begin.
November 18 & 20:	Assignment # 3 Presentations continue.
November 27-29:	Thanksgiving Day Holiday.
December 5:	Last Day of Class.
December 16:	Unit III Exam. (10:30am - 1:00pm)
December 19:	Final grades due.

Dates for class assignments and exams will not be altered. We will meet during the Final Examination period for your section. Unless otherwise indicated, assignments are due as assigned.

Please contact the instructor via WebCT email if you wish to receive a hardcopy of this syllabus.

SCHEDULE OF ASSIGNMENTS AND ACTIVITIES

Week One: Introduction and Outline of the Course.

- Familiarize yourself with the Online Course Materials.

Week Two: Surviving the Communication Program. Conducting Library Research.

- Read Chapter 1.

Week Three: Defining Communication.

- Read Chapter 2.

Week Four: History of the Discipline.

- Study for Test One.

Week Five: Unit I Review and Exam.

- Investigate communication careers.
- Read Chapter 8.

Week Six: Introduction to Social Interaction: Interpersonal.

- Read Chapter 7.

Week Seven: Introduction to Social Interaction: Intercultural.

- Read Chapter 10.
- Assignment # 1 due.

Week Eight: Introduction to Social Interaction: Organizational.

- Investigate subdisciplines within communication.

Week Nine: Unit II Review and Exam.

- Study for Test Two.

Week Ten: Introduction to Rhetoric and Persuasion.

- Read Chapter 11.

Week Eleven: Introduction to Technical Communication.

- Read Lannon Chapter 1.
- Assignment # 2 due.

Week Twelve: Student Presentations.

- Assignment # 3 due.

Week Thirteen: Student Presentations.

- Assignment # 3 continuing.

Week Fourteen: Introduction to Public Relations.

- Read Cameron, et al. Chapter 1.

Week Fifteen: Unit III Review.

- Study for Test Three.

Final Exam Week: Unit III Exam.

GRADE MONITORING FORM

Name: _____

Banner ID: _____

GRADING SCALE:

90.0 - 100:	A
80.0 - 89.9:	B
70.0 - 79.9:	C
60.0 - 69.9:	D
BELOW 60:	F

EXAMINATIONS:

Test 1:	Total:___	Possible: <u>100</u>	
Test 2:	Total:___	Possible: <u>100</u>	
Test 3:	Total:___	Possible: <u>100</u>	Tests Total: _____

ASSIGNMENTS:

Assignment 1:	Total:___	Possible: <u>100</u>	
Assignment 2:	Total:___	Possible: <u>100</u>	
Assignment 3:	Total:___	Possible: <u>100</u>	Assignments Total: _____

QUIZZES:

Quiz 1:	Total:___	Possible: <u>25</u>	
Quiz 2:	Total:___	Possible: <u>25</u>	
Quiz 3:	Total:___	Possible: <u>25</u>	
Quiz 4:	Total:___	Possible: <u>25</u>	
Quiz 5:	Total:___	Possible: <u>25</u>	
Quiz 6:	Total:___	Possible: <u>25</u>	Quizzes Total: _____

.....
FINAL GRADE Total:___ Possible: 750 Percent:___ Grade: _____

GENERAL INSTRUCTIONS FOR ASSIGNMENTS 1 THROUGH 3

The purpose of the following assignments one through three is to assist you in preparing for a career in communication. The first assignment involves finding resources on jobs in the field of communication related to your interests. The second assignment involves investigating the history of a subdiscipline within communication including its advancements and innovations. The third assignment involves the development of an informative presentation utilizing mediated communication tools and requires the practice of public speaking skills.

Unless otherwise indicated, these assignments must be submitted electronically as an attachment through the WebCT Assignments link for this class (but not as text embedded in an e-mail). Furthermore, submit all assignments with your name, the assignment number and the date in the document itself, in a standard format such as Microsoft Word or PowerPoint. **Assignments created and submitted in Microsoft Works format will not be accepted.** When you submit the assignment in electronic form, use the following file naming protocol: **LastnameF1.doc** (as in LeBlancP1.doc), where “F” represents the first letter of your first name and “1” represents the assignment number. It is critical that you use this naming convention to avoid confusion and assure credit as each student will be sending multiple assignments in this fashion. When you submit your assignment through WebCT, the timestamp on the assignment submission will serve as documentation for meeting the deadline for the assignment. The assignments feature in WebCT is designed not to accept submissions after the deadline. You will be notified automatically via the e-mail address you provide when your assignment has been submitted. Failure to attach the document will not serve as grounds for accepting late assignments.

For all assignments, **failure to properly follow these general instructions or the specific instructions for any assignment will result in a ten percent deduction on the grade for that assignment.** These instructions include the guidelines specified in Tips for Writing Essays and Research Reports in the Course Materials Handbook.

ASSIGNMENT # 1:
Career Brochure

Objective: To determine those characteristics of a career that integrates personal interests and talents with the knowledge and skills associated with the discipline of communication.

Directions: Produce a brochure that provides a job description, along with statistics regarding the availability of jobs in the field, starting salaries, location of jobs, and career advancement, along with a bibliography of sources.

Report: Submit for credit through WebCT a document in the form of a brochure on the characteristics of a career in communication. (100 points).

Criteria for Evaluation:

- I. Careers in Communication
 - A. Job Description (15 pts.).
 - B. Career Advancement (15 pts.).
- II. Career Statistics
 - A. Availability of Jobs in Communication Subdisciplines (10 pts.).
 - B. Location of Jobs in Communication Subdisciplines (10 pts.).
 - C. Starting and advancing salaries of Jobs in Communication Subdisciplines (10 pts.).
- III. Bibliography of sources (minimum of 5 credible sources, 1 for each of the five subtopics above). (20 pts.)
- IV. Mechanics and delivery
 - A. Appropriate formatting (5 pts.)
 - B. Correct grammatical usage and spelling (5 pts.)
- V. General Instructions followed? (10 pts.)

ASSIGNMENT # 2:
Communication Essay

Objective: To determine the nature and qualities of an area of study within the discipline of communication.

Directions: Produce an essay that describes the history of a subdiscipline within communication, lists some important advancements and innovators, and projects direction of advancement into the future, along with a bibliography of sources (in APA). This subdiscipline of communication under investigation should be related to the career field(s) investigated for Assignment 1.

Report: Submit for credit through WebCT a report on a communication subdiscipline in a coherent essay format. The essay should follow proper format (including use of APA style) as specified in the Tips for Writing Essays and Research Reports in the Course Materials Handbook, and be approximately 750 to 1000 words in length. (100 points)

Criteria for Evaluation:

- I. Introduction
 - A. Description and definition of the subdiscipline within the field of communication. (10 pts.)
 - B. Description of the relationship between the subdiscipline and other subdisciplines within the field of communication. (10 pts.)
 - C. Description of the relationship between the subdiscipline and other disciplines outside the field of communication. (5 pts.)
- II. Trends and directions in the subdiscipline
 - A. History of developments and advancements within the subdiscipline. (10 pts.)
 - B. Short biographies of important innovators within the subdiscipline. (10 pts.)
 - C. Description of predicted future advancements within the subdiscipline. (10 pts.)
- III. Bibliography
 - A. Bibliography of sources on history and trends in the subdiscipline (minimum 5 credible sources). (10 pts.)
 - B. Bibliography of articles written by innovators listed in II above (minimum 5 credible sources). (5 pts.)
- IV. Mechanics and delivery
 - A. Appropriate formatting (5 pts.)
 - B. Correct grammatical usage and spelling (5 pts.)
 - C. APA style and formatting (10 pts.)
- V. General Instructions followed? (10 pts.)

ASSIGNMENT # 3
Informational Presentation

Objectives: To produce a career portfolio to manage the presentation of self, to demonstrate the use of computer-aided visual aids for use in a publicly delivered speech, and to develop and practice the skill of verbally and non-verbally presenting the communication career goals.

Directions: Produce an outline and computer-based visual aids to accompany an oral presentation on the relationship between the field of communication your chosen career. You will utilize the information you gathered for Assignments 1 and 2, and apply that information to your specific career goals. You will then organize and present the information to the class, utilizing current technological tools such as presentation software (see Using Presentation Software in the Course Materials Handbook). To further assist the development of the presentation, please see Creating the Personal Portfolio, and the Outline for an Informative Speech in the Course Materials Handbook.

Report: Submit for credit through WebCT the outline and slides for your presentation as two separate documents. Prepare and practice an informative speech to be presented in class. (100 points).

Criteria for Evaluation:

- I. Presentation
 - A. Allotted time (4 minutes, -2 pt per :30, 10 pts.). **You will be stopped at 6:00 minutes.**
 - B. Eye contact (10 pts.).
 - C. Extemporaneous delivery (10 pts.).
 - D. Nonverbal delivery (10 pts.).
- II. Visual Aids
 - A. Consistency of Font/Template (5 pts.).
 - B. Appropriateness of Animation (5pts.).
 - C. Conciseness of Content (5 pts.).
 - D. Mechanics and Spelling (5 pts.).
- III. Outline
 - A. Content (15 pts.).
 - B. Organization (5 pts.).
 - C. Formatting (5 pts.)
 - D. Mechanics and Spelling (5 pts.)
- IV. General Instructions Followed? (10 pts.).

CREATING THE PERSONAL PORTFOLIO

There are three steps to creating the personal portfolio: examination, organization, and presentation.

I. Examination: Careful and disciplined self-investigation.

A. Brainstorming:

1. Write down all events/experiences that impact who you are as an individual in reference to career qualifications.
2. Write down the names of all individuals who impacted your development.
3. Write down all products that you have created, including school reports, plans and designs, objects, etc.

B. Aptitude evaluation:

1. Informal - consider and write down known and possible talents.
2. Formal - take tests such as the ASVAB or other aptitude tests including ACT, SAT, GRE, Miller's Analogies Test.

C. Personality evaluation:

1. Informal - consider and write down likes and dislikes in human and task interaction.
2. Formal - take tests such as the Myers-Briggs or the Enneagram.

II. Organization: Careful and disciplined collection of materials.

A. Creating files:

1. Develop a filing system for dealing with the different types of information, i.e. an events folder, a talents folder, an awards folder.
2. Separate materials according to the filing system.
3. Order the folders by topic.

B. Organizing files:

1. Choose a relevant system of organization for folders: chronological, relevance to career goals, relevance to aptitude or personality characteristics.
2. Systematically organize each folder according to chosen system from step one above.

III. Presentation: Strategic design of portfolio.

A. Consider goals of portfolio:

1. Each potential job assignment may have different characteristics, where particular skills are privileged over others.
2. Choose elements from your files to match the goals of the assignment.

B. Follow elements of good design:

1. Learn what makes for good design. (See Using Presentation Software in the Course Materials Handbook).
2. Consider the context of the audience. The design should be within the global expectations of the audience.
3. Choose elements that accentuate your qualities.

C. Practice, practice, practice!

USING PRESENTATION SOFTWARE

The purpose of visual presentation is to enhance and not detract from the oral presentation. Expertise is demonstrated through what you know!

All presentations for this course should be delivered extemporaneously. Limit the use of visual aids, including presentation slides, to the bare minimum necessary to get the point across.

1. Choose a template or background that promotes the information to be presented.
 - a. Templates should not be animated, overly busy or contrasty, or utilize sound clips.
 - b. Templates should be light or dark in color to contrast with the text.
 - c. Style of templates should be consistent throughout.
2. Text should be presented in a clear and concise manner.
 - a. Choose a standard, legible font (Times Roman, Arial, Garamond).
 - b. Text should be large enough to be viewed in the back of the room (minimum font size = 28 pts).
 - c. Choose a color which contrasts with the background template (i.e. light color letters with a dark background, or dark color letters with a light background). Suggestions: yellow text with navy background, dark blue text with white background.
 - d. The color scheme and text font should be consistent throughout.
 - e. Avoid shadow effect, use italics sparingly.
 - f. Each line (not each word or letter) of text should animate appropriately unless there is a very good reason not to animate.
3. Content of the presentation should be clear.
 - a. Create a title slide with a title of the presentation and your name.
 - b. Put only one main point per slide.
 - c. Use only well-worded, concise phrases.
4. Use supplemental information sparingly.
 - a. Charts should be self-explanatory and not too detailed.
 - b. Tables should summarize: do not give raw data.
5. Be very comfortable with your presentation.
 - a. Proofread your presentation for spelling or grammatical errors and readability.
 - b. Practice with your presentation a minimum of three times.
 - c. Do not read your presentation to your audience.
 - d. When appropriate, use the “Blank Screen” (letter “B”) feature between bullet points or slides.

Finally, be sure to save your presentation on more than one storage device.

OUTLINE FOR AN INFORMATIVE SPEECH

I. Introduction

- A. Statements to arouse attention: _____
- B. Statements to motivate attention: _____
 - 1. Relate the speech topic to the audience: _____
 - 2. Show relationship between speaker and topic: _____
- C. Statements to orient audience to central idea: _____
and to motivate intelligent listening: _____
 - 1. State central idea in a concise (10 words or less), declarative sentence:

 - a. Clarify definitions if necessary: _____
 - b. Cite brief history of topic if necessary: _____
 - 2. Preview your main points in concise, declarative sentences: _____
 - 3. Transition to the body of the speech: _____

II. Body of Message

- A. State first main point exactly as phrased in the preview: _____
 - 1. State first subordinate point: _____
 - a. Provide amplification through examples, analogies, statistics, etc.: _____
 - 2. State second subordinate point: _____
 - a. Provide amplification: _____
 - 3. Restate the first main point and transition to next point: _____
- B. State second main point exactly as phrased in the preview: _____
 - 1. State first subordinate point: _____
 - a. Provide amplification: _____
 - 2. State second subordinate point: _____
 - a. Provide amplification: _____
 - 3. Restate the second main point and transition to next point: _____
- C. State subsequent main points as above and transition to the conclusion: _____

III. Conclusion

- A. Provide a summary by briefly restating the main points: _____
- B. Restate the central idea: _____
- C. Provide a final statement of closure: _____

Note: This is a template to assist in the preparation of the outline for Assignment 3. Do not turn this page in for assignment credit. Create an outline in Word for submission through WebCT according to the instructions for Assignment 3, as well as according to the General Instructions for Assignments 1 through 3.

TIPS FOR WRITING ESSAYS AND RESEARCH REPORTS

This quick reference may be useful for helping writers catch common problems. This quick reference should not supplant a style manual to which writers (including students) should have access. The most common style manual currently in use by researchers and writers in the fields of Communication, Psychology, Sociology, Education, and other social sciences is:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

The APA manual is also used by journals in the social sciences. The reference above is typed in the form appropriate for the manual to which they refer. For example, the reference for the APA manual is typed in APA style. For purposes of social scientific research (conducted in this class), APA style should be used. All of the following examples will be given in APA style, which is required for this course.

Common Errors:

1. **Typographical errors:** please proofread your paper. It would serve you well to organize your time in such a way as to give yourself ample time to proofread before the paper due date. If you are using a computer or word processor, this process will go much quicker. However, do not rely on the word processing program's spell checker to do your proofreading. Spell checkers only check spelling, they do not check context or usage (See number two below). Sometimes it may be helpful to read the paper out loud to catch phrases that do not sound correct.
2. **Proper usage:** be sure to use the proper word within the context. The most common usage problems involve the words: (a) of / have, (b) affect / effect, (c) accept / except, (d) then / than, (e) no / know, and (f) to / too / two, etc. These errors may be considered misspellings.
3. **Agreement:** be sure that subjects and verbs within sentences agree in number. Plural verbs should be used with plural subjects. Also, be sure that personal pronouns agree in number with their antecedents.
4. **Bigoted language:** try to avoid the use of terms which might offend your audience. Audience analysis is important to achieve the goal of communicating ideas. The use of sexist, racist, or otherwise bigoted language may offend the audience and sabotage your goal as a communicator.
5. **Use of the apostrophe ('): do not use contractions in a formal paper, unless they are used in a direct quote. Apostrophes should only be used in formal papers to signify a possessive, such as Jeff's car, the Jones' yard, etc. (*It's* is a contraction of *it is*. *Its* is the possessive of *it*.)**
6. **Quoting:** be sure to quote accurately, and place quotation marks in their proper location in relation to other punctuation. For example, quotation marks should be placed after the period.

7. Sentence structure: avoid run-on or fused sentences, comma splices, incomplete sentences or sentence fragments, and otherwise awkward constructions:
- a) A run-on is a construction which contains more than one complete thought, such as several clauses strung together without the proper conjunctive or punctuation.
 - b) A comma-splice occurs when two complete sentences are connected by a comma.
 - with a conjunction (and, but, or, for, nor, so, yet):
[independent clause], and [independent clause].
 - without a conjunction:
[independent clause]; [independent clause].
 - c) Incomplete sentences or sentence fragments occur when any one or more of the following components are missing: (A sentence should convey a complete thought.)
 - subject
 - predicate (verb)
 - the idea which the sentence is attempting to convey.
 - d) Awkward constructions occur when the order of components gets in the way of conveying a thought. This occurs most frequently with misplaced modifiers, prepositional phrases, and unclear (vague or ambiguous) references.
8. Tense: use the proper tense, and do not switch tense within a sentence or paragraph unless context demands the switch of tense.

Writing Tips:

1. Avoid passive voice: minimize the use of "to be" verbs. Use action verbs.
2. Keep one main idea per paragraph. The paragraph should begin with the thesis statement. Sentences following the thesis statement should modify the thesis. The last sentence should serve as a transition to the next paragraph. This tip implies that paragraphs should contain more than one sentence.
3. Do not use slang, colloquialisms, or clichés in a formal paper (unless in a direct quote).
4. Do not address your reader directly in a formal paper through the use of the second person pronouns *you*, *your*, or *yours*, or indirectly through the use of the first person plural pronouns *we*, *our*, *ours*, or *us*. The author of a paper can never have enough evidence to make claims about all others, including the audience of the paper. (Formal papers are not for giving advice or prescribing behavior.)
5. Use parallel construction within sentences, paragraphs, and the paper as a whole. Do not be afraid to refer back to a statement made earlier in the paper, either directly or indirectly.
6. Do not split infinitives. Modifiers should be placed before or after the "to be" verb form.

Structure of Essays:

Essays such as a literature review should follow the basic structure of an argument. This structure requires an introduction in which the thesis of the paper is set forth, a body in which the evidence is presented, and a conclusion in which the claims are summarized. For a literature review, the majority of evidence should be from the findings of previously published research. This evidence should describe, interpret or explain only the phenomenon or phenomena under study.

1. The introduction should include:
 - a. a setting of context: briefly describe the background information necessary for understanding the thesis statement.
 - b. a statement of the thesis which is to be proved.
 - c. the definition of terms used in the thesis statement.
2. The body should include:
 - a. evidence from prior research (a review of literature).
 - b. evidence from current research (see below).
 - c. a synthesis of the two forms of evidence.
3. The conclusion should include:
 - a. a restatement of the thesis.
 - b. a brief description of the evidence presented in the body.
 - c. a concluding statement affirming the thesis statement given the evidence.

The Use of Evidence in Research:

When writing an essay or research paper, evidence will be required to provide proof for declarative statements, or statements of fact. However, not all evidence may be appropriate or valid. The use of evidence in research papers must follow basic the guidelines of source credibility. Evidence, sources of factual information, must be objective, reproducible, and accepted by experts in the field of inquiry. In general, evidence is considered credible when the source of the evidence is considered trustworthy by a consensus of scholars. For example, scientific evidence must be presented to the community of scholars within the discipline, or field of study, for discussion and possible refutation. For these reasons, research requires careful consideration of the sources of factual information. There are three basic types of evidence: examples, authority, and statistics. (See the table below for a description of these basic types).

Type	Definition	Characteristics	Test of Validity
Examples	case studies or hypothetical instances	1. difficult to generalize 2. provides strong identification 3. adds good will	Is it a typical case?
Statistics	numerical measure of scope or frequency of occurrence	1. easy to generalize 2. limits identification 3. adds expertise	Is the methodology sound? Is the sampling adequate?
Authority	Expert testimony which interprets and draws conclusions, or witness testimony which provides facts	1. depends on authority's expertise 2. depends on witness's trustworthiness 3. depends upon audience perception of source	Is the expert qualified in this area? Is the witness biased in any way?

For sources of evidence, several questions should be asked when assessing the credibility of the source (Ormondroyd, Engle, & Cosgrave, 1999):

1. Author: Who is the author? What are the author's credentials? Is this author cited in other research within the discipline of study? Is the topic of the research within the author's field of expertise?
2. Date of Publication: When was the article published? Is it timely? Is this the first edition or a later revision?
3. Publisher or Title of Journal: Who is the publisher? Is the article refereed or edited by scholars in the field? Is the research found in a scholarly journal?
4. Audience: Who is the intended audience of the research?
5. Objectivity: Is the evidence presented valid and reliable? Can the evidence be verified? Is the evidence free of bias?
6. Coverage: Does the research corroborate other sources? Does it add to the body of knowledge in the field of study? Is the source primary or secondary in nature?
7. Structure: Does the article follow a logical structure?
8. Evaluation: Is the article reviewed or evaluated by other researchers? What is the consensus of scholarly opinion on the evidence presented in the article?

Research begins with a review of literature on the topic. The search for information on a topic may start with class notes or references in the course textbook. Once a topic has been located in the subject index of a book (such as your textbook), a citation of an outside source may accompany the information on the topic.

Use of the Internet for Conducting Research:

Generally, Internet sources are not allowed in this class without special permission. The Internet, and more specifically the World Wide Web, often provides students and scholars many conveniences previously unavailable for conducting research. The convenience is allowed courtesy of the vast amounts of information and the software, or search engines, available for accessing that information. However, the information available on the Internet is not always credible. The lack of credibility of Internet sources is attributable to the fact that anyone can post or publish information on the Internet. (See discussion above on the credibility of evidence). Therefore, special precautions should be taken when accessing and using Internet information.

Credible sources on the Internet will provide, minimally, information regarding the author, the date of publication, the publisher, and the URL (Internet address). Sources which do not provide this basic information should be avoided.

Once a credible source has been located on the Internet, the author and date of the source should be cited in the text following the same guidelines specified for traditional paper sources as demonstrated on the next page. The source must also be listed on the reference page. According to the APA, the form of the reference should be:

Author. (Date of Publication). *Title*. Location: Publisher. (or *Journal, Volume, Page(s)*, for online journals). Date and URL where article was retrieved.

For example, the article by Ormondroyd, Engle, and Cosgrave which was cited in the section titled *The Use of Evidence in Research* would be:

Ormondroyd, J., Engle, M., & Cosgrave, T. (1998). *How to critically analyze information sources*. Cornell, NY: Cornell University, Olin Kroch Uris Libraries, Reference Services Division. Retrieved December 12, 1999 from the World Wide Web: <http://www.library.cornell.edu/okuref/research/skill26.htm>

The information regarding how to cite internet sources was taken from:

American Psychological Association. (n.d.). *Electronic references*. Washington, DC: Author. Retrieved August 21, 2001 from the World Wide Web: <http://www.apastyle.org/eleceref.html>

Specific Tips for Papers in H. Paul LeBlanc's Classes:

1. Do not use any form of folder or other device for holding the paper. Use a staple in the upper, left-hand corner only.
2. Use only 10 or 12 point fonts listed below. The font may be measured by point size or characters per inch. Monospaced type such as Courier, or type on a typewriter (Pica or Elite) is measured by characters per inch: 10 cpi is normal. Proportionally spaced type such as Times New Roman (the font on this handout) or Arial (Helvetica) is measured by point size: 12 pt is normal.
3. Use a title page following the guidelines specified on the next page. Graphics (including special fonts for the title) on the title page are not necessary and do not enhance the quality of the paper.
4. Use page numbers. Placement of page numbers should follow the style manual guidelines.
5. Use left justification only. Fully-justified text creates large spaces between words which may make the paper hard to read. Also, avoid large spaces between words: neatness counts.
6. Do not place the first or last line of a paragraph on the bottom or top of the page. The command for controlling this is referred to as widow/orphan control in most word processors.
7. Make use of other materials located in the Course Materials Handbook to help in writing.

AUTHOR-DATE CITATION

Insert the last name of the author and year of publication in parentheses in the text.

A study of nonverbal behavior (Burgoon, 1984) . . .

If the author's name appears in the text, insert only the year of publication in parentheses.

Burgoon's (1984) study of nonverbal behavior indicated . . .

Second or later mention of the same work: the year within parentheses may be omitted if there will be no confusion.

In the study of nonverbal behavior, Burgoon . . .

Mention of a work by two authors should always include both names separated by an "&" in parentheses or the word *and* in the text.

In a study on interpersonal conflict, (Fitzpatrick & Winke, 1979) .
Fitzpatrick and Winke (1979) studied interpersonal conflict . . .

First mention of a work by three or more authors should include all the authors' last names.

Research on loneliness and social interaction (Wheeler, Reis & Nezlek, 1983) . . .

Later mention of a work by three or more authors may be shortened to the last name of first author, et al. and the year of publication in parentheses only if there is no confusion, or as:

In a study on loneliness, Wheeler and colleagues (1983) . . .

Include initials of authors with the same last names.

All sources cited in the text must be in the reference list.

Conversely, all sources in the reference list must be cited in the text.

TITLE PAGE

Center the full title on page in upper and lower case, double spacing if more than one line. Double space and center the author's name in upper and lower case. At the bottom of the page center course name in upper and lower case. Single space and center the instructor's name in upper and lower case. Single space and center the due date.

PAGINATION

Beginning with the second page, place the author's last name followed by the page number in the upper right corner, one half inch from the top of the page and flush with the right margin.

REFERENCE PAGE

Begin references on a new page. Type the word References centered on the top line. Double space. Type references, as demonstrated by the samples, unnumbered and alphabetized. The first line is flush with the left margin. The following lines are indented five spaces. Double space within and between references.

MARGINS

Top, bottom, and side margins are 1 inch. Do not increase or decrease spaces between words to make lines even. Do not hyphenate. Allow lines to be shorter; left justify all text. Indent paragraphs five spaces.

QUOTATIONS

Quotations of 40 words or fewer are not set off from the text but are placed within double quotation marks. Use single quotation marks for a quotation within a short quotation.

For longer quotations, use a colon after the last word of text, double space, indent five spaces and type in block form without paragraph indentation. Do not use quotation marks. Double space quotation. Use double quotation marks for quotations within long quotations. Avoid excessively long quotations. Attempt to paraphrase. Page numbers are necessary for direct quotes. Give the page number for quotations in the form (Author, Date, p. #).

GENERAL RULES

Periods and commas are placed within quotation marks. Question marks and exclamation marks not originally in the quotation go outside the quotation marks. Place author-date citation prior to direct quote.

Words omitted (ellipses) are shown by three periods with a space between each and a space before the first period and after the last.

SPECIAL NOTES:

These instructions are based on the APA manual (5th ed.), with some variation for purposes of student papers not intended for publication. Writers may wish to follow the APA manual more closely than suggested on this style sheet.

APA REFERENCE SAMPLES

JOURNAL ARTICLE - ONE AUTHOR

Martin, R. (1992). Relational cognition complexity and relational communication in personal relationships. *Communication Monographs*, 59, 150-163.

JOURNAL ARTICLE - TWO AUTHORS

Fitzpatrick, M. A., & Winke, J. (1979). You always hurt the one you love: Strategies and tactics in interpersonal conflict. *Communication Quarterly*, 27, 3-11.

JOURNAL ARTICLE - PAGINATED BY ISSUE

Beier, E. G., & Sternberg, D. P. (1977). Subtle cues between newlyweds. *Journal of Communication*, 27(3), 92-97.

ARTICLE IN AN EDITED BOOK

LeBlanc, H. P., III. (1998). Plurality and Affirmative Action: The social requirement of diversity. In P. Minarik (Ed.), *Illinois Consultation: Focus on Affirmative Action* (pp. 49-54). Bellwood, IL: Richards Graphic Communications.

BOOK - ONE AUTHOR

Pearson, J. C. (1989). *Communication in the family: Seeking satisfaction in changing times*. New York: Harper and Row.

BOOK - EDITOR INSTEAD OF AUTHOR

Socha, T. J., & Diggs, R. C. (Eds.). (1999). *Communication, race and family: Exploring communication in Black, White, and Biracial families*. Mahwah, NJ: Lawrence Erlbaum.

BOOK - CORPORATE AUTHOR

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

BOOK - NO AUTHOR

Psychology and you. (1979). New York: Macmillan.

GOVERNMENT PUBLICATION

National Institute of Mental Health. (1982). *Television and behavior: Ten years of scientific progress and implications for the eighties*. (DHHS Publication No. ADM 82-1195). Washington, DC: U.S. Government Printing Office.

DOCTORAL DISSERTATION

LeBlanc, H. P., III. (2000). Family boundary negotiation in parent-adolescent interaction. (Doctoral dissertation, Southern Illinois University, 2000). *Dissertation Abstracts International*, 61, 2995-A.

MASTER'S THESIS

LeBlanc, H. P., III. (1992). *Student perceptions of rules for classroom interaction*. Unpublished master's thesis, Louisiana State University, Baton Rouge.

PAPER PRESENTED AT A MEETING

LeBlanc, H. P., III. (1994, November). *Building little communities: Relational communication and early parenthood in two young couples*. Paper presented at the annual meeting of the Speech Communication Association, New Orleans, LA.

UNPUBLISHED MANUSCRIPT

LeBlanc, H. P., III. (1990). *Minimal responses*. Unpublished manuscript, Louisiana State University, Baton Rouge.

REFERENCES

The following references are reading materials for the course. For additional sources, see the bibliography available through the course website Student Section at hpleblanc.com.

- Bizzell, P., & Herzberg, B. (1990). General introduction. In P. Bizzell & B. Herzberg, (Eds.). *The rhetorical tradition: Readings from classical times to the present*, (pp. 1 - 15). Boston: Bedford.
- Cutlip, S., Center, A. & Broom, G. (2000). *Effective public relations* (8th ed.). Upper Saddle River, NJ: Prentice-Hall/Pearson Education.
- DeVito, J. (1992). *The interpersonal communication book* (6th ed.). New York: HarperCollins.
- Fidler, R. (1997). *Mediamorphosis: Understanding new media*. Thousand Oaks, CA: Pine Forge.
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- Hirokawa, R. Y., Kodama, R. A., & Harper, N. L. (1990). Impact of managerial power on persuasive strategy selection by female and male managers. *Management Communication Quarterly*, 4, 30-45.
- Levitt, S. R. (1993). Technology transfer and media imperialism: The U.S.-Canadian case. In C. Scodari & J. Thorpe (Eds.). *Media criticism: Journeys in interpretation*, (pp. 154-164). Dubuque, IA: Kendall/Hunt.
- Manovich, L. (2001). *The language of new media*. Cambridge, MA: MIT Press.
- Martin, J. N., Nakayama, T. K., & Flores, L. A. (1997). A dialectical approach to intercultural communication. In J. Martin (Ed.), *Readings in cultural contexts*, (pp. 5-14). Mountain View, CA: Mayfield.
- Neuman, W. L. (1994). *Social research methods: Qualitative and quantitative approaches* (2nd ed.). Boston: Allyn and Bacon.
- Rubin, R. B., Rubin, A. M., & Piele, L. J. (2005). *Communication research: Strategies and sources* (6th ed.). Belmont, CA: Wadsworth.
- Samovar, L. A. & Porter, R. E. (1998). *Communication between cultures* (3rd ed.). Belmont, CA: Wadsworth/Thompson Learning.
- Thussu, D. K. (2000). *International communication*. New York: Oxford University.
- Tufte, E. R. (1997). *Visual and statistical thinking: Displays of evidence for making decisions*. Cheshire, CT: Graphics.