

COM 3023 – Foundations of Communication

Course Materials Handbook

(Fall 2007)

Prepared by

H. Paul LeBlanc III

for

The University of Texas at San Antonio

Department of Communication

Copyright © 2002-2007, H. Paul LeBlanc III.

All rights reserved.

## TABLE OF CONTENTS

Syllabus .....	1
List of Important Dates .....	4
Schedule of Assignments and Activities .....	5
Classroom Decorum .....	6
Grade Monitoring Form .....	7
Overview of Assignments 1 through 4 .....	8
Assignment # 1: Annotated Bibliography .....	9
Sample Annotated Bibliography .....	11
Assignment # 2: Literature Review .....	13
Sample Literature Review .....	15
Outline for a Literature Review .....	17
List of Communication Research Journals .....	18
Assignment # 3: Personal Portfolio .....	19
Creating the Personal Portfolio .....	20
Using Presentation Software .....	21
Creating the Press Release .....	22
Sample Press Release .....	23
Assignment # 4: Informational Presentation .....	24
Outline for an Informative Speech .....	25
Tips for Writing Essays and Research Reports .....	26
References .....	33

## SYLLABUS

---

H. Paul LeBlanc III, PhD  
Department of Communication  
MB 2.248D

Office: 458-7724, Fax: 458-5991  
E-mail through WebCT  
Office hours: 1-2 TR or 4-5 T

---

### **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 degree program
- To inform students about the Department of Communication and the expectations of its faculty
- To develop library research skills
- To develop writing and presentation skills
- To develop skills in the use of information technology

### **TEXT**

Levitt, S. R. (Ed.). (2004). *Readings for foundations of communication*. Southlake, TX: Fountainhead.

The course text will be available at the 1604 Campus Bookstore in the University Center. 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.

**Course requirements must be fulfilled in order to successfully pass the course.** Late assignments will not be accepted. 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 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 Schedule of Assignments 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 or examinations will not be accepted**. 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. Four exams will cover approximately one fourth of the course each and will consist of a variety of types of questions: multiple choice, true-false, and identification.

**Annotated Bibliography:** Students will conduct a library search and create an annotated bibliography. The annotated bibliography is designed to assist each student in the preparation of the literature review.

**Literature Review:** Students will write a formal essay, utilizing the annotated bibliography, to analyze a communication phenomenon. The essay will include synthesizing the literature and proposing a direction for future study.

**Personal Portfolio:** Students will create a personal career portfolio including a press release and a slide presentation utilizing computer software. The portfolio should present information about the student's experience, skills and career qualifications.

**Informational Presentation:** Students will present their personal portfolio to the class in the form of a speech. The informational presentation will be four minutes in length. All presentations will be scheduled in advance. Students are expected to follow the schedule.

**Quizzes:** Students will be quizzed four 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 can be found in the Course Materials Handbook, which is located in WebCT, or through the course website Student Section at [hleblanc.com](http://hleblanc.com).

## DIVISION OF ASSIGNMENTS

EXAMINATIONS (100 pts. each):	<u>GRADING SCALE:</u>	
ANNOTATED BIBLIOGRAPHY ASSIGNMENT (100 pts.)	90.0 - 100:	A
LITERATURE REVIEW ASSIGNMENT (100 pts.)	80.0 - 89.9:	B
PERSONAL PORTFOLIO ASSIGNMENT (100 pts.)	70.0 - 79.9:	C
INFORMATIONAL PRESENTATION ASSIGNMENT (100 pts.)	60.0 - 69.9:	D
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 900 point scale. For example, if the total number of points that can be achieved on the Literature Review is 100, then the assignment is worth 11.1% of the final grade. However, a raw score of 85 on the Literature Review will yield only 9.4% rather than the 11.1% of the final grade possible for that assignment. Likewise, a raw score of 78 on the Unit I Exam is 8.6% 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.

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.

LIST OF IMPORTANT DATES

August 23:	Classes begin.
August 28:	Final date for adding the course.
September 6:	Assignment # 1 due by 10am.
September 7:	Final date for dropping the course without receiving a grade of “W”.
September 13:	Unit I Exam.
September 27:	Assignment # 2 due by 10am.
October 4:	Unit II Exam.
October 18:	Assignment # 3 due by 10am.
October 23:	Final date for dropping course.
October 25:	Unit III Exam.
October 29:	Revision to Assignment # 3 Slides due by 9pm.
October 30:	Assignment # 4 Presentations begin.
November 1 & 6:	Assignment # 4 Presentations continue.
November 22-23:	Thanksgiving Day Holiday.
November 29:	Last Day of Class.
December 11:	Unit IV Exam. (10:30am - 1:00pm)
December 14:	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. Surviving the Communication Program.

- Familiarize yourself with the Online Course Materials.

Week Two: Conducting Library Research. Using a style manual.

- Read the COM 3023 Library website.

Week Three: About Communication Research and Theory.

Week Four: Unit I Review and Exam.

- Study for Test One.

Week Five: Introduction to Social Interaction. (Rhetoric and Persuasion)

- Assignment # 1 due.

Week Six: Introduction to Social Interaction. (Interpersonal, Small Group, and Relational)

Week Seven: Unit II Review and Exam.

- Study for Test Two.

Week Eight: Introduction to Technical Communication. (Editing and Writing for New Media)

- Assignment # 2 due.

Week Nine: Introduction to Technical Communication. (Commercial Pubs and Media Prod.)

Week Ten: Unit III Review and Exam.

- Study for Test Three.

Week Eleven: Introduction to Public Relations. (Writing for PR and Public Relations)

- Assignment # 3 due.

Week Twelve: Introduction to Public Relations. (Case Studies in PR and PR Campaigns)

- Revise Assignment # 3 and prepare presentations.

Week Thirteen: Student Presentations.

- Assignment # 4 due.

Week Fourteen: Student Presentations.

- Assignment # 4 due.

Week Fifteen: Unit III Review.

- Study for Test Four.

Final Exam Week: Unit III Exam.

### CLASSROOM DECORUM

Some common courtesies for your fellow classmates and your instructor:

- Come to class on time.
- Turn off your cell phones.
- If you use your laptop, please use it only for taking notes for the class you are currently attending.
- Always show up for student presentation days, even if you are not scheduled, or if you have already presented.
- Ask relevant questions.

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>	
Test 4:	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>	
Assignment 4:	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>	Quizzes Total: _____

.....  
FINAL GRADE                      Total:\_\_\_      Possible: 900      Percent:\_\_\_      Grade: \_\_\_\_\_

## OVERVIEW OF EXERCISE ASSIGNMENTS 1 THROUGH 4

The purpose of the following assignments one through four is to assist you in preparing for the types of assignments you will be responsible for in your upper division classes. The first assignment involves learning how to use the library resources for conducting communication research. The next assignment involves closer investigation of previous research on a topic related to the domain of communication studies including the development of a logical and cogent argument regarding the qualities of a speech event. The third assignment involves the development of a public relations presentation utilizing mediated communication tools. The final assignment 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 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:  
Annotated Bibliography

Objective: To demonstrate the ability to find and abstract the important elements of research articles within a narrow domain of interest.

Directions: Choose a communication phenomenon of particular interest to you personally (or select and seek approval for a unique topic among possible topics provided by the instructor), find (see specific instructions below) and read six primary source articles from scholarly, peer-reviewed journals, that are no more than eight years old, relevant to the chosen topic (see the List of Communication Research Journals in the Course Materials Handbook). Create an annotated bibliography covering the six articles by writing an abstract for each article in your own words. See the Sample Annotated Bibliography in the Course Materials Handbook. The annotated bibliography will be used to develop the Literature Review (see Assignment # 2 below).

Instructions for finding and documenting materials through the UTSA library:

- 1.) Go to the Communication Abstracts online database. Locate **two** articles on your chosen topic. **Print out** the abstract page for each article.
- 2.) Go to the Web of Science online database, and utilizing the topic from step one, conduct a search for **two** additional articles. **Print out** the Web of Sciences abstract page for each article found.
- 3.) Locate and read the four articles found in steps one and two above. **Copy or print out** the first page of each article. **Copy** the references page(s) of two of the four articles. You may use the cited references link from one or both of your Web of Science articles from step two to locate your articles five and six. Highlight the references chosen for step 4 below.
- 4.) Locate and read two additional articles from the references page(s) copied in step 3 above. **Copy or print out** the first page of each article.

Report: Submit for credit through WebCT a document which lists each article read in proper APA reference form (as specified in the Tips for Writing Essays and Research Reports in the Course Materials Handbook), followed by an abstract written in your own words for each article. Include a running head at the top of the annotated bibliography. Each article abstract should be at least 50 words in length, single-spaced.

Also submit for credit in class, copies or printouts of each item listed above. The order of elements in your assignment should be: a) Communication Abstracts printouts, b) Web of Science printouts, c) reference pages, d) first page of each article in the order they are listed in the annotated bibliography. Please include a cover page with your name and the running head from your annotated bibliography (100 points).

Criteria for Evaluation:

- I. Annotated bibliography (5 pts. for each abstract for 6)
- II. Number of articles (5 pts. each for 6)
- III. Copy of Communication Abstracts article abstract page (2 pts. each for 2)
- IV. Printout of Web of Science article abstract page (2 pts. each for 2)
- V. Copy or printout of article references page(s) (3 pts. each for 2)
- VI. Copy or printout (from the PDF file) of the first page of each article (1 pt. each for 6)
- VII. Correct APA reference style (10 pts.)
- VIII. Instructions followed? (10 pts.)

**Note:** You are required to consult credible sources located in scientific journals. You MAY NOT rely on the world wide web (the Internet, e.g. Yahoo, Google, etc.) for your required sources. Although the Internet may be used for supplemental material, your (six) primary sources must be from materials located in the Library or Library-owned databases. Use only recent scholarly journal articles published within the past eight years. Avoid pop psychology that you may encounter in places such as Parade, People Magazine, Psychology Today, or the Internet, etc. Do not define terms by citing a dictionary or an online encyclopedia. Focus on the findings of empirical research. If you have difficulty finding your topic in the library, feel free to ask for tips in locating information. Two resources for communication students developed by Celita DeArmond and Vanessa Burford of the UTSA library, and members of the Department of Communication at UTSA include:

<http://www.lib.utsa.edu/Instruction/Classes/com2213/> and

<http://www.lib.utsa.edu/Research/Subject/communicationguide.html>

Additionally, please see the Sample Annotated Bibliography in the Course Materials Handbook for an example of formatting and content for this assignment.

SAMPLE ANNOTATED  
BIBLIOGRAPHY

LeBlanc 1

Chronemics:  
Person's Nonverbal Reactions  
as They Relate to the Use of Time  
H. Paul LeBlanc III

Course Name (ex: COM 3023 Section 004)  
Course Instructor (ex: Dr. LeBlanc)  
Due Date (ex: September 16, 2004)

Chronemics:  
Persons' Nonverbal Reactions  
as They Relate to the Use of Time

Topic: To discover if there are differences in communicative reactions to waiting according to gender and other demographic variables.

Ahmadi, K. S. (1984). Effects of social influences and waiting on time judgment. *Perceptual and Motor Skills, 59*, 771-776.

Ahmadi (1984) found that persons tend to judge time as longer in duration when waiting in unexpected conditions as compared to waiting in expected conditions. The author also found that persons tend to judge time as shorter in duration when acting alone as compared to interacting with others.

LeBlanc 2

Doob, L. W. (1971). *Patterning of time*. New Haven, CT: Yale University.

Doob (1971) suggested, when comparing various research findings, that if differences between the sexes in the judgment of time intervals do exist, then it is most likely to be a function of roles as determined by the culture.

Galloway, C. M. (1979). Teaching and nonverbal behavior. In A. Wolfgang (Ed.), *Nonverbal behavior: Applications and cultural implications*, (p. 206-237). New York: Academic.

Galloway (1979) noted that uses of time and our values have a positive correlation.

Gross, D. R. (1984). Time allocation: A tool for the study of cultural behavior. *Annual Review of Anthropology, 13*, 519-558.

LeBlanc 3

Gross (1984) argued that the study of time allocation is a valuable tool for measuring differences between cultures, due to the ability to code microscopic behaviors. The author posited that time is a resource for work and leisure and that civilizations arise out of the desire to have more leisure time.

Hall, E. T. (1959). *The silent language*. Garden City, NY: Doubleday.

Hall (1959) described the perceptions about time in various parts of the world. For example, in the Middle East it is considered presumptuous to even suggest a future scenario. To the Arab, only God knows the future. Another example is the comparison between the North American attitude of "doing nothing" and the Indian idea that just sitting still is doing something. Time for North Americans is thus a matter of a resource which must be used to better ourselves or others.

LeBlanc 4

Osuna, E. E. (1985). The psychological cost of waiting.

*Journal of Mathematical Psychology*, 29(1), 82-105.

Osuna (1985) found that there is greater psychological cost involved in a situation of uncertain time duration for persons waiting. The author also found that stress associated with waiting could be reduced if the individual was informed regarding the duration of the wait.

Stewart, E. C. (1985). Culture and decision-making.

*International and Intercultural Communication*

*Annual*, 9, 177-211.

According to Stewart (1985), North Americans subscribe to the idea of a linear progression of time.

ASSIGNMENT # 2:  
Literature Review

Objective: To demonstrate the ability to synthesize previous research and report on communication phenomena in the domain of interest.

Directions: Write a critical essay about a communication phenomenon of interest. The essay should include a review of literature based on the articles listed in the annotated bibliography (Assignment # 1), which compares and combines previous findings. The review of literature should cover articles from scholarly journals (see the List of Communication Research Journals in the Course Materials Handbook) that are no more than eight years old.

Report: Submit for credit through WebCT a report on a communication phenomenon in a coherent essay format. The essay should synthesize the literature and provide critical analysis of the phenomenon of interest. 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. Definitions and identification of topic (10 pts.)
- B. Rationale and justification for the study (5 pts.)
- C. Concise statement of purpose (5 pts.)

II. Literature review:

- A. Number and agreement between citation of sources and references (10 pts.)
- B. Synthesis of concepts (5 pts.)
- C. Logical reasoning leading to the thesis statement (5 pts.)

III. Treatment of Topic:

- A. Description of the communication phenomenon of interest (10 pts.)
- B. Relation of the topic to the domain of communication (10 pts.)
- C. Discussion of directions for future research (10 pts.)

IV. Mechanics and delivery

- A. Appropriate title (5 pts.)
- B. Correct grammatical usage and spelling (5 pts.)
- C. APA style and formatting (10 pts.)

V. Instructions followed? (10 pts.)

**Note:** Keep in mind that a review of literature is informative in nature. The goal is to report and synthesize a body of knowledge on a specific domain of interest. It is not simply a sequential listing of article abstracts, but rather it ties together and organizes common findings and arguments. The organizational method of the literature review is topical.

The review of literature is not an argumentative essay. You are not to input your opinion or value assessments about the research you are reporting. Your purpose is not to persuade the audience,

but rather to come to a conclusion about what is known and not known about a domain of study. Under treatment of topic, you may critically analyze the theories used to explain a phenomenon, after you have appropriately described the phenomenon. Your assignment is to take that information gathered through the review of literature and develop a concise and coherent essay as well as provide a direction for study. The best examples for literature reviews are those that exist in scholarly articles. Examine closely how the authors of the articles you read for Assignment # 1 constructed the section of the article leading up to the analysis of the phenomenon of interest.

SAMPLE LITERATURE REVIEW

(original student paper by H. Paul LeBlanc III)

Chronemics:  
Person's Nonverbal Reactions  
as They Relate to the Use of Time  
(your name)

Course Name (ex: COM 3023 Section 004)  
Course Instructor (ex: Dr. LeBlanc)  
Due Date (ex: September 22, 2004)

Student's Lastname 1

Chronemics:  
Persons' Nonverbal Reactions  
as They Relate to the Use of Time

Introduction

Many functions of everyday life have enormous effects on how persons interact with each other. These functions, however, often are taken for granted because they are habituated, routine behaviors. An example of this is the use of time. There are various fundamental differences in attitudes, values, or beliefs about time from person to person or from culture to culture. In fact, Galloway (1979)<sup>1</sup> noted that uses of time and our values have a positive correlation.

When observing chronemics, which is the use of time as a form of nonverbal communication,<sup>2</sup> the observer must decide if the behaviors manifested are linked to an attitude, value or belief.<sup>3</sup> This study will attempt to demonstrate whether differences exist between males and females in responses associated with time.<sup>4</sup>

Student's Lastname 2

Review of Literature

According to Stewart (1985), North Americans subscribe to the idea of a linear progression of time.<sup>5</sup> This affects one's view on events. With a linear progression of time, relationships are viewed in terms of cause and effect which gives one the appearance of control over the environment, oneself or others.

This view of time has practical consequences. One's allocation of time, judgment of time duration, and attitudes about the use of time are based on the values grounded in one's view of abstract time. In a study conducted in 1984, Ahmadi found that persons tend to judge time as longer in duration when waiting in unexpected conditions as compared to waiting in expected conditions.<sup>6</sup> Thus, if an individual knows how long they will have to wait from one event to another, then the time between the two events seems shorter in duration than it would had the individual not been told.

Student's Lastname 3

Osuna's (1985)<sup>7</sup> findings concur with Ahmadi (1984). There is greater psychological cost involved in a situation of uncertain time duration for persons waiting. Conduciveness to waiting can be increased through interaction with others. In the same study, Ahmadi (1984) found that persons tend to judge time as shorter in duration when acting alone as compared to interacting with others.

The study of time allocation is one of the most studied areas in the field of anthropology and cross-cultural studies. Gross (1984)<sup>8</sup> suggests the study of time allocation is a valuable tool for measuring differences between cultures, due to the ability to code microscopic behaviors. The author posited that time is a resource for work and leisure and that civilizations arise out of the desire to have more leisure time. This can be reflected in the values held by a given cultural group.

Hall (1959)<sup>9</sup> described the perceptions about time in various parts of the world. For example, in the Middle East it

Student's Lastname 4

considered presumptuous to even suggest a future scenario. To the Arab, only God knows the future. Another example is the comparison between the North American attitude of "doing nothing" and the Indian idea that just sitting still is doing something. Time for North Americans is thus a matter of a resource which must be used to better ourselves or others. Time allocation in our society is based on a hierarchical priority list of most important tasks to least important tasks. As a result, we may expend much energy making decisions about the next task in order to maintain efficiency.

Given that demonstrable differences exist in behaviors as they relate to time cross-culturally, it seems an easy assumption to make that given sex-role typing as a function of socialization could create similar types of differences between the genders. Indeed, Doob (1971)<sup>10</sup> suggested, when comparing various research findings, that if differences between the sexes in the judgment of time intervals do exist,

Student's Lastname 5

function of roles as determined by the culture. Therefore, an intracultural examination of gendered chronemics might be warranted.<sup>11</sup>

#### Discussion

Cultural or gender-based differences in the use of time seem to be a function of social roles. Further research on these differences can flesh them out. However, in doing such research, the researcher must begin with the perspective that any measurable differences can be attributed to socialization. Further studies might survey attitudes to determine whether socialization plays an important role in gender differences in the use of time.<sup>12</sup>

Student's Lastname 6

#### References

- Ahmadi, K. S. (1984). Effects of social influences and waiting on time judgment. *Perceptual and Motor Skills*, 59, 771-776.
- Doob, L. W. (1971). *Patterning of time*. New Haven, CT: Yale University.
- Galloway, C. M. (1979). Teaching and nonverbal behavior. In A. Wolfgang (Ed.), *Nonverbal behavior: Applications and cultural implications*, (p. 206-237). New York: Academic.
- Gross, D. R. (1984). Time allocation: A tool for the study of cultural behavior. *Annual Review of Anthropology*, 13, 519-558.
- Hall, E. T. (1959). *The silent language*. Garden City, NY: Doubleday.
- Osuna, E. E. (1985). The psychological cost of waiting. *Journal of Mathematical Psychology*, 29(1), 82-105.

Student's Lastname 7

Stewart, E. C. (1985). Culture and decision-making. *International and Intercultural Communication Annual*, 9, 177-211.

#### Notes for Students (see Outline for a Literature Review):

1. Citation of source # 1
2. Definition of phenomena
3. Rationale for study
4. Statement of purpose
- 5-10. Citation of sources # 2 through 7
11. Thesis statement
12. Direction of future studies

## OUTLINE FOR A LITERATURE REVIEW

### I. Introduction (1-2 pages):

- A. Identification of general area of study
- B. Importance and rationale of the investigation
  - 1. Specify a general research question
  - 2. Explain why answering that question is of interest to your audience

### II. Review of the Literature (2-3 pages):

- A. Review of previous research and thinking that is relevant to the question
  - 1. Link together articles which cover similar topics (including articles with contradictory findings).
  - 2. Transition between general topic areas
- B. Reasoning and evidence that leads to a specific thesis statement.

### III. Discussion and Conclusion (1-2 pages):

- A. Critically analyze and discuss the communication phenomenon of interest
  - 1. Description of the phenomenon and its relevance to the domain of communication.
  - 2. Evaluate previous attempts at investigating the phenomenon
- B. Make suggestions for future research: other relevant topic areas which were not investigated directly in the literature.

Note: A review of literature should be organized topically, that is, common findings or arguments should be grouped together.

## LIST OF COMMUNICATION RESEARCH JOURNALS

### **Journals**

Communication Education  
Communication Monographs  
Communication Quarterly  
Communication Reports  
Communication Research  
Communication Research Reports  
Communication Studies (formerly Central States Speech Journal)  
Communication Theory  
Discourse Processes  
Human Communication Research  
Journal of Applied Communication Research  
Journal of Communication  
Journal of Nonverbal Behavior  
Quarterly Journal of Speech  
Research on Language and Social Interaction  
Southern (Speech) Communication Journal  
Western Journal of (Speech) Communication

### **Related Journals**

American Sociological Review  
Child Development  
Developmental Psychology  
Family Relations  
Family Process  
Journal of Adolescence  
Journal of Applied Social Psychology  
Journal of Early Adolescence  
Journal of Family Issues  
Journal of Marriage and the Family  
Journal of Personality and Social Psychology  
Journal of Social Issues  
Journal of Social and Personal Relationships  
Journal of Youth and Adolescence  
Research in Sociology of Education and Socialization  
Small Group Research  
Social Psychology Quarterly

### **Abstracts (Reference)**

Communication Abstracts  
Psychological Abstracts  
Sociological Abstracts

ASSIGNMENT # 3  
Personal Portfolio

Objectives: To produce a career portfolio to manage the presentation of self, to familiarize students with basic concepts of rhetorical design, and to demonstrate the use of computer-aided visual aids for use in a publicly delivered speech,

Directions: You will create 5 presentation slides with text and images. You will need to select and use formatting options, transition and animation tools, color schemes, font sizes, etc. Your slides should present some information of substance (see below). The slides must conform to basic presentation and aesthetic guidelines listed under Using Presentation Software in the Course Materials Handbook, as well as the following:

1. Dark background with light font
2. Absolute minimum of 28 font at all times, avoid shadow effect, use italics sparingly
3. Each slide should have an appropriate transition
4. Each line of text should animate appropriately unless there is a very good reason not to animate.
5. No spelling or other grammatical errors.

In addition, you will create a one page press release to accompany the PowerPoint slides. The press release will contain information about the subject as presented in the slides. The characteristics of the press release can be found in Creating the Press Release in the Course Materials Handbook. As well, a Sample Press Release is provided in the Course Materials Handbook.

The subject matter of the assignment is you. You will present information about your professional credentials, your business or career as if you are trying to sell services. For example, if you own a business, you will create a presentation about that business. If you are interested in proposing a venture, you are to create your presentation as if you are attempting to persuade a bank to loan money for the venture.

Report: Submit for credit the PowerPoint presentation and press release document through WebCT. (100 points)

Criteria for Evaluation:

I. Choice of Template

- A. Consistent choice throughout (style, color) (5 pts.)
- B. Appropriate transition effects between slides (5 pts.)
- C. Non-distracting animations, sound clips, or background image clutter (5 pts.)

II. Choice of Font

- A. Consistent choice throughout (typeface, color) (5 pts.)
- B. Appropriate level of contrast (size, legibility) (5 pts.)
- C. Non-distracting, appropriate text animation (5 pts.)

III. Content

- A. One main point per slide (5 pts.)
- B. Conciseness and organization (5 pts.)
- C. Supplemental charts, graphs and images - minimum of one (self-explanatory) (5 pts.)

IV. Mechanics

- A. Grammar (5 pts.)
- B. Spelling (5 pts.)
- C. Total number of slides (5 pts.)

V. Press Release

- A. Format: (5 pts.)
- B. Mechanics - Grammar/spelling: (5 pts.)
- C. Content - Summary lead: (10 pts.)
- D. Content - Clarity, brevity, completeness: (10 pts.)

VI. 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.
  - 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, blue text with white background.
  - d. The color scheme and text font should be consistent throughout.
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 errors and readability.
  - b. Practice with your presentation a minimum of three times.
  - c. Do not read your presentation to your audience.
  - d. Use the “Blank Screen” feature between slides.

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

## CREATING THE PRESS RELEASE

The press release is a short document in ready to publish form designed to disseminate information and create attention. The well written press release provides the reader with information that has immediate local interest, and is accurate, brief, and complete. The press release should contain complete contact information for the sender at the top, a specific addressee, the date of release and the phrase: For Immediate Release. Formatting and content criteria also include:

### FORMAT:

- Leave two inches of space for editing convenience before starting the text.
- Begin with a summary headline above the text.
- Use a concise summary "slug line" and put a page number at the top of each page *after the first*.
- Start the text with a clearly stated summary lead before starting the text. **Do not bury the lead!**
- Leave wide margins (1.5 inches) and double-space for editing convenience.
- Never split a paragraph from one page to the next. Put --more-- (centered) at the bottom of each unfinished page.
- Put ### (centered) at the bottom of the last paragraph to indicate the end of the release.

### CONTENT:

- Begin with a tightly written summary lead and state the fundamentals: who, what, when, where, why early in the copy.
- Be concise.
- Avoid unnecessary clichés and fancy phrases (unless highly appropriate).
- Never use excessively technical terminology for a general audience.
- Be absolutely certain that every fact, title, name, phone number, date, time, location, *spelling*, etc. is correct. **Copyedit and proofread several times!!!**
- Make sure a contact person and phone number for more information appears in the text: *the header of the press release is for media use, and does not get published*. Often, the contact person for the media will be different than the contact person with whom the organization wants the public to interact.

SAMPLE PRESS RELEASE

FOR IMMEDIATE RELEASE

Mr. John B. Employer  
Vibrafree, Inc.  
200 Business Park Dr., Ste. 100  
San Antonio, Texas 78200  
(210) 555-1111  
(210) 555-1112 Fax  
jemployer@vibrafree.com

December 3, 2002

**Jane Student Joins Vibrafree, Inc.**

Jane A. Student, a recent graduate of the University of Texas at San Antonio, has joined Vibrafree, Inc. in its International Market Development Department. Having majored in Communication and Public Relations, Ms. Student offers our marketing department many new perspectives in developing an international market for our products.

Ms. Student helped establish an advertising presence for a product in the Rio Grande Valley area of Texas. Her ability to speak, write, and read Spanish offers Vibrafree, Inc. an opportunity to grow outside of the United States as well as at home. Ms. Student will head up the new International Market Development Department in January 2003, as Vibrafree moves to extend its customer base beyond the borders of the United States.

--more--

Jane Student Joins Vibrafree

2

Vibrafree, Inc. is hosting an open house where current and prospective customers can meet and greet Ms. Student and the International Market Development Department. The open house will be held at 200 Business Park Drive, Suite 100, San Antonio, Texas 78200. The open house will begin at 6:00 p.m. on January 18, 2002. Any member of the community is welcome to join us in welcoming Jane Student as we look forward to a great many years of her service.

###

ASSIGNMENT # 4  
Informational Presentation

Objective: To learn the techniques for effective presentation of self in a professional environment.

Directions: This presentation assignment requires the management of career related self-image to an audience of potential employers. For example, if you wish to sell an idea you have created such as a business plan to a bank, or a product such as a software application to a venture capitalist, you have to strategically develop a means to inform your target audience about it. You will utilize the information you gathered for Assignment # 3, 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).

The evaluation of this assignment will be based on your presentation skills and not on the materials developed for Assignment # 3. Please see the criteria for an informative speech listed below.

Evaluation of the presentation will be based on these criteria for a speech to inform:

Allotted time. (4 minutes, -2 pt per :30, 10 pts.) **You will be stopped at 6:00 minutes.**

- I. Eye contact. (10 pts.)
- II. Extemporaneous delivery. (10 pts.)
- III. Topic organization. (10 pts.)
- IV. Dramatic delivery:
  - A. Vocal – loudness, emphasis, rate, variety, fluency, articulation, naturalness. (10 pts.)
  - B. Body – posture, movement, vitality, facial expression, gestures. (10 pts.)
- VI. Use of visual aids. (10 pts.)
- VII. Written outline:
  - A. Organization (introduction, body, and conclusion). (10 pts.)
  - B. Mechanics: spelling, grammar, etc. (10 pts.)
- VIII. Instructions followed? (10 pts.)

The presentation should reflect your personal style while achieving the goal of informing the audience of your career qualifications. You must present the material in a manner that can be understood by a general audience. To further assist the development of the presentation, please see the Outline for an Informative Speech in the Course Materials Handbook. Submit for credit through WebCT the outline for your presentation of the form specified on the Outline for an Informative Speech. Additionally, if you have made changes to your presentation slides from Assignment # 3, please submit them along with the outline by the deadline specified in the List of Important Dates located in the Course Materials Handbook.

## 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: \_\_\_\_\_

## 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 the 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 the 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. See the Outline for a Literature Review in the Course Materials Handbook for more information.

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? (See the List of Communication Research Journals in the Course Materials Handbook).
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? (See the Outline for a Literature Review in the Course Materials Handbook).
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 such as the List of Communication Research Journals and the Outline for a Literature Review 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.
- Griffin, E. (2000). *A first look at communication theory* (4th ed.). New York: McGraw Hill.
- 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.