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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 speech communication, technical communication, electronic media, 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 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


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 Reserve.

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. 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 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 hpleblanc.com.
DIVISION OF ASSIGNMENTS

EXAMINATIONS (100 pts. each):

ANNOTATED BIBLIOGRAPHY ASSIGNMENT (100 pts.)  
  90.0 - 100: A  
  80.0 - 89.9: B

LITERATURE REVIEW ASSIGNMENT (100 pts.)  
  70.0 - 79.9: C  
  60.0 - 69.9: D

PERSONAL PORTFOLIO ASSIGNMENT (100 pts.)  
  BELOW 60.0: F

INFORMATIONAL PRESENTATION ASSIGNMENT (100 pts.)

QUizzes (25 pts. each)

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 800 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 12.5% of the final grade. However, a raw score of 85 on the Literature Review will yield only 10.6% rather than the 12.5% of the final grade possible for that assignment. Likewise, a raw score of 78 on the Unit I Exam is 9.7% 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.
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.


SCHEDULE OF ASSIGNMENTS AND ACTIVITIES

• Read the Dept. of Communication website. Read the Neumann & Griffin chapters.

Week Two: Building Communication Theory.
• Assignment # 1 due.
• Study for Test One.
• Read the Bizzell and Herzberg chapter (WebCT). Read the DeVito chapters.

• Read the Samovar chapter; the Martin, et al. chapter; the Thussu chapter; and the Levitt article.
• Assignment # 2 due.
• Study for Test Two.

Week Four: New Media and Public Relations, Planning for a career in communication.
• Study for Test Three.

Week Five: Final Week.
• Assignment # 3 due.
• Study for Test Three.
• Assignment # 4 due.
LIST OF IMPORTANT DATES

July 5: Classes begin.

July 6: Final date for adding the course.

July 8: Final date for dropping the course without receiving a grade of “W”.

July 13: Assignment # 1 due by 2:00pm.

July 14: Unit One Exam.

July 22: Assignment # 2 due by 2:00pm. Final date for dropping course.

July 26: Unit Two Exam.

August 2: Assignment # 3 due by 2:00pm.

August 3: Last Day of Class. Unit Three Exam. Assignment # 4 presentations begin.

August 4: Final Exam period: Assignment # 4 presentations continue.

August 6: Final grades due.

Dates for class assignments and exams will not be altered. We will meet during the Final Examination period for this section. Unless otherwise indicated, assignments are due at the beginning of the class period as assigned.
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: 100
  Test 2: Total:___ Possible: 100
  Test 3: Total:___ Possible: 100
               Tests Total: _____

ASSIGNMENTS:

  Assignment 1: Total:___ Possible: 100
  Assignment 2: Total:___ Possible: 100
  Assignment 3: Total:___ Possible: 100
  Assignment 4: Total:___ Possible: 100
               Assignments Total: _____

QUIZZES:

  Quiz 1: Total:___ Possible: 25
  Quiz 2: Total:___ Possible: 25
  Quiz 3: Total:___ Possible: 25
  Quiz 4: Total:___ Possible: 25
                Quizzes Total: _____

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FINAL GRADE Total:___ Possible: 800    Percent:___    Grade: _____
TEST ONE REVIEW

From the Introductory Sessions:

- Syllabus
- Course Materials Handbook
- Supplemental Articles on WebCT
- Course website
- Communication website
- Communication Faculty names
- Comm Faculty research interests
- Comm Faculty specialties
- Comm Program requirements
- Brief history of the discipline

From the Library Sessions:

- Plagiarism
- Review of literature
- Primary source
- Secondary source
- Scholarly article
- General article
- News article
- Review
- Meta-analysis
- Refereed journal
- Online journal
- Trade publication
- Index
- Encyclopedia
- Abstract
- Annotated bibliography
- Communication Abstracts
- Psychological/Sociological Abstracts
- Online databases
- Coral Union list
- The research pyramid
- COM 2213 Library Resources site
- APA reference style and policies

From the Griffin Chapters:

- Theory
  - Objective perspective
  - Interpretive perspective
- Methodology
  - Explanatory
  - Predictability
  - Simplicity
  - Testability
  - Utility
  - Insight
  - Clarification
  - Aesthetic appeal
  - Scholarly consensus
  - Reformation

From the Neuman Chapter:

- Exploration
- Description
- Basic research
  - Applied research
    - Action-oriented research
    - Social impact research
    - Evaluation research
    - Needs assessment
    - Cost-benefit analysis
- Cross-sectional research
- Longitudinal research
- Panel study
  - Time series research
- Cohort analysis
- Case study research
- Empirical research
- Historical-comparative research
- Quantitative data
- Experimentation
- Survey research
  - Content analysis
- Existing statistics
- Qualitative data
- Field research

COM 2213 - Foundations of Communication
LeBlanc
TEST TWO REVIEW

From Lecture on Rhetoric:

Rhetoric
- Brief history of classical rhetoric
- The Sophistic movement
- Aristotelian Rhetoric

Ethos
- Credibility
- Trustworthiness
- Competence
- Dynamism
- Common ground

Logos
- Evidence
- Reasoning
- Deduction
- Induction
- Analogy
- Fallacy

Pathos
- The five stages:
  - Invention
  - Arrangement
  - Style
  - Memory
  - Delivery

From the Samovar Chapter:

Culture
- Elements of culture
- Intercultural Communication
- Visibility
- Artifact
- International contact
- Domestic contact
- Individualism-collectivism
- Objectivity-subjectivity

From the Martin, et al. Chapter:

Dialectical approach
- Communication as process
- Communication as relation
- Communication as contradiction
- Dialectic tensions
- Presentation of self
- Distribution of talk
- Information structure
- Content organization

From the Thussu Chapter:

International Communication
- Trends in international communication

From the Levitt Article:

Reciprocation
- Unilateralism
- Media imperialism
- Cultural influence
- Economic dependence
- Negotiation
TEST THREE REVIEW

From the Lecture on Technical Communication:
- Model
- Graph
- Chart
- Lie factor
- Computer-generated graphics
- Multimedia presentation
- Webpage design
- Denotative meaning
- Connotative meaning
- Effective language
- Thesaurus
- Concrete
- Abstract

From the Manovich Chapter:
- New media
- Numerical representation
- Modularity
- Automation
- Variability
- Transcoding

From the Fidler Chapter:
- Media metamorphosis
- Technomyopia
- Familiarity
- Bridging metaphors
- Convergence

From the Electronic Media Lecture:
- Clients
- Implementers
- Hybrid designers
- Telecommunications
- Reach
- Range
- Responsiveness
- Diffusion Theory
- Diffusion curve
- Five attributes of an innovation
- Adoption rates

From the Hirokawa, et al. Article:
- Power
- Strategy
- Tactic
- Compliance-gaining
- Trait
- Style
- Contingency
- Utilitarian perspective
- Deterrent perspective

From the Cutlip, et al. Chapters:
- Public Relations
- Functions of Public Relations
- Elements of Public Relations
- Distinction between PR and Journalism
- Advertising
- Marketing
- Publicity
- Press Agentry
- Public Affairs
- Issues Management
- Crisis Management
- Lobbying
- Spin Control
- Investor Relations
- Development
- Internal Relations
- Work assignments of PR Professionals
- Roles of PR Professionals
  - Communication technician
  - Expert prescriber
  - Communication facilitator
  - Problem-solving facilitator

From the Career Lecture:
- Career preparation
- Interviewing/Networking
- Technical skills
- Human skills
- Conceptual skills
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.

For each of these assignments, a written document will be created. **These documents must be submitted in hardcopy only.** Assignment three will require a slide presentation which should be submitted in electronic form on a floppy, 100MB zip or CD or as an e-mail attachment (but not as text embedded in the e-mail message) as a Microsoft PowerPoint file (as well as a hard copy print out). For this assignment, use the following file naming protocol: LastnameF.ppt (as in LeBlancP.ppt), where “F” represents the first letter of your first name. It is critical that you use this naming convention to avoid confusion and assure credit as all students will be sending the assignment in this fashion. Furthermore, submit the presentation file with your name in the file itself.

Furthermore, submit all assignments with your name, the assignment number and the date in the document itself. For all assignments, **failure the 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 journal articles from scholarly 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 example of an annotated bibliography provided through the course website at:


The annotated bibliography will be used to develop the Literature Review (see Assignment # 2 below).

Instructions for finding and documenting materials:

1.) Go to the Communication Abstracts located in the UTSA Library. Find a subject in the subjects section, and locate two articles. Make a copy of the subjects page and circle the number for the abstract you will use. Make a copy of the page on which the article abstract is located.

2.) Go to the Web of Science online database, and utilizing the subject heading from the Communication Abstracts conduct a search for two additional articles. Print out the Web of Sciences search results 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.

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 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. Each article abstract should be at least 50 words in length. Also submit for credit, copies or printouts of each item listed above. (100 points).
Criteria for Evaluation:

I. Number of articles (5 pts. each for 6)
II. Correct APA reference style (10 pts.)
III. Article abstracts (5 pts. each for 6)
IV. Copy of Communication Abstracts pages (5 pts.)
V. Copy or printout of the first page of each article (1 pts. each for 6)
VI. Printout of Web of Science search results page (2 pts. each for 2)
VII. Copy or printout of article references pages (5 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) for your outside sources. Although the Internet may be used for supplemental material, your primary (six) sources must be from materials located in the Library or Library-owned databases. Please see the List of Communication Research Journals located in the Course Materials Handbook. Use only recent scientific 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
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 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. Correct grammatical usage (5 pts.)
   B. 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.
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 clip art inserts (end with blank slide, not counted as one of the five). 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 in electronic format. (100 points)

Criteria for Evaluation:

I. Choice of Template
   A. Consistent choice throughout (style, color) (5 pts.)
   B. Appropriate transition effects between and within slides (5 pts.)
   C. Non-distracting (animations, sound clips, 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 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 (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.)
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:

I. Allotted time. (4 minutes, -1 pt per :30, 5 pts.). **You will be stopped at 6:00 minutes.**
II. Eye contact. (5 pts.)
III. Extemporaneous delivery. (20 pts.)
IV. Topic organization. (10 pts.)
V. 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. You are required to turn in, at the beginning of class the day of the presentation, a hard copy of the speech outline of the form specified on the Outline for an Informative Speech.
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:


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 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).

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


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


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 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.

TITLES 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.
Words omitted (ellipses) are shown by three periods with a space before 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

JOURNAL ARTICLE - TWO AUTHORS

JOURNAL ARTICLE - PAGINATED BY ISSUE

ARTICLE IN AN EDITED BOOK

BOOK - ONE AUTHOR

BOOK - EDITOR INSTEAD OF AUTHOR

BOOK - CORPORATE AUTHOR

BOOK - NO AUTHOR

GOVERNMENT PUBLICATION

DOCTORAL DISSERTATION

MASTER’S THESIS

PAPER PRESENTED AT A MEETING

UNPUBLISHED MANUSCRIPT
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
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.
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:
      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 that the contact person with whom the organization wants the public to interact.
FOR IMMEDIATE RELEASE

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--

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.

###
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: ______________________________________
I have enjoyed discussing areas of communication study in the course. However, I would like to know what particular areas you liked or did not like. Please answer the following questions.

1. What do you remember most about communication as discussed in class?

2. Please go back and carefully examine the topics listed on the Schedule of Assignments.
   a) What topics did you find most intriguing and why?
   b) Do you wish more time were spent in a particular area or less time in another?

3. What do you think about the course structure: the number or type of exercises, the form of tests?

4. What do you think about the course packet, the website or the Course Materials Handbook?

5. What do you think about me as an instructor?

6. What suggestions do you have for improvements in the course?

7. Are there any other issues relevant to the course that you would like to discuss?

Thank you for your feedback.

H. Paul LeBlanc III, Ph.D.