**CMST& 101: Introduction to Communication Studies**

**Term:**Fall 2025

**Section:**CMST&101 10 7807

**Credits:** 5

**Dates of the Quarter:**September 22-December 5, 2025 (Finals December 8-11, 2025)

**Day/Time/ Location:**All Online

**Location:** This class is completely online. While it is an online class, I strive to make this as interactive as possible. I expect you all to interact with fellow classmates and me through the course discussions and activities.

**Instructor:** Dr. Davi Kallman (she/her/hers)

**Contact:** dkallman@pierce.ctc.edu

**A note about email:**I get a lot in a day, if you send me one from an email that is not TCC generated I may not get it as private emails often end up in my clutter folder. If I do not respond to Canvas messaging within 72 hours, please email me at dkallman@pierce.ctc.edu and I will respond to you. You can always leave me a message on my Pierce College office phone number at: 253-912-3715.

**Student Office Hours:** I will have office hours available on Friday mornings from 8:00-10:00 am via [**Teams**](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_ODQ4Y2UxNDUtY2NkOC00MDA5LTkzMTctNzJhNzM5ODM5YTIx%40thread.v2/0?context=%7b%22Tid%22%3a%22aeaad8a8-0dbc-41e0-87dc-1ef9ce3abc12%22%2c%22Oid%22%3a%22050e280a-8bc6-4f2d-8bb4-e9dbb9fd22d3%22%7d). Since I am also the Dean of Student Engagement at Pierce College, office hours may be cancelled for student emergencies. I will notify the class before office hours are cancelled and I will give students an opportunity to meet with me outside of these hours.

**Teams Office Hours Information:**

[Join the meeting now](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_ZTNhYzQ0ZTktMTBjOS00MWIzLTk5NDAtNDdhZTE1NzRhZGY5%40thread.v2/0?context=%7b%22Tid%22%3a%22aeaad8a8-0dbc-41e0-87dc-1ef9ce3abc12%22%2c%22Oid%22%3a%22050e280a-8bc6-4f2d-8bb4-e9dbb9fd22d3%22%7d)

Meeting ID: 229 273 767 059

Passcode: Ze6WD9YR

 **Dial in by phone**

+1 360-726-3370,,526947604# United States, Vancouver

[Find a local number](https://dialin.teams.microsoft.com/48ebba62-e195-430a-999c-aab99b9d5977?id=526947604)

Phone conference ID: 526 947 604#

**General Course Information and Class Information**

Course Catalog Description**:**A survey of fundamental principles of communication theory. Students are introduced to verbal and nonverbal communication, effective listening, interpersonal communication, small group discussion as well as culture and gender factors in communication. Written assignments, examinations and informal oral presentations are included.

Textbook: This course does not require the purchase of a textbook. All course materials are open educational resources (OER) and will be provided online at no charge. If you prefer a printed version, please check with me and/or the bookstore to see if a low-cost printed copy is available for purchase. If this is an accommodation you need, I will help you work with Access Services to get you the alternative format you need.

**Instructional Methods and Resources Used:**

* Canvas – a virtual academic class environment; Zoom Lecture
* Lecture, discussion, individual activity, and small group activity.
* TCC Library, Google, and other web-based research.

**Civil Participation & “Attendance” in the online and Face-to-face classroom:**

Your participation in class related activities only serves to support your success. You are expected to contribute to class discussions and participate in all class activities. Attendance in an online class is in-part determined by logging in. I expect that you login a minimum of 4 times per week and spend a reasonable amount of time in the course. You are expected to participate in class discussions. Regarding the “Discussions” online in Canvas, post appropriate, courteous, engaging, and relevant content, applying the constructs that you are learning in the courses.

**Assignments (point values are approximate and subject to change):**

This course grade is based on points and percentages. (See appendix A for Service-Learning Project Guidelines). **While this is subject to change or alteration, I will never change it in a way that harms students’ grades.** Assignments are made up of projects, quizzes, essays, discussions and other written assignments.

**Grading Scale:**

|  |  |  |  |
| --- | --- | --- | --- |
| A | 94% | C+ | 77% - 78% |
| A- | 89.5% - 93% | C | 73% - 76% |
| B+ | 87% - 88% | C- | 69% - 72% |
| B | 83% - 86% | D | 59% - 68% |
| B- | 79% - 82% | Fail | 58% or less |

Total points, and thus a letter grade, are not provided until the end of the course via Canvas. You should monitor and track your grade during the course and bring up any grading concerns within 3 days of the grade being issued.

Always retain a copy of your work.You may wish to do your work on a MS Word document and transfer or upload to Canvas. A version of Microsoft Office is available free of charge to TCC students. Save your work frequently while you’re composing as we all have experienced power outages that lead to losing our work. While content is important, errors in grammar or punctuation, poor organization of material, lack of support for details, and careless proofreading will make it difficult for your reader to follow your ideas and will reduce the grade. If you are unsure about your writing skills, utilize the Writing Center. It is a free resource and they are willing to tutor you online.

**Late Work and Resubmission Policy:**

Discussions cannot be made up, but assignments can be turned in late at a penalty of 10% per day. I will give you till the day before finals to turn in work. Just note that the assignment will be penalized heavily. Students only get one attempt and submission and may only resubmit work when directed so by the instructor. **I understand that things happen. If you anticipate any issues with turning in assignments, please let me know early and I will work with you.**

**Academic Integrity:**

Introduction: Violations of academic integrity usually refers to acts of [plagiarism](https://www.bowdoin.edu/dean-of-students/conduct-review-board/academic-honesty-and-plagiarism/common-types-of-plagiarism.html), cheating, fabrication, falsification, and forgery. Violations are sometimes referred to as "academic dishonesty." You may also see references to "academic misconduct" - that is an "umbrella" term that includes other actions not included in this section. See your [TCC Code of Student Conduct for more information](https://app.leg.wa.gov/wac/default.aspx?cite=132V-121-060).

* Generally, **plagiarism**involves presenting the work of others as one's own.
	+ This includes copying the work, ideas, or words of others, in large or small amounts, without crediting or acknowledging the origins, authors, artists, etc.
	+ I will approach incidences of plagiarism instructively first, offering guidance and tutoring, with an opportunity to re-submit the affected assignment for a grade. (Making the choice not to re-submit would result in a zero grade for the affected work.)
	+ Repeated incidences would result in a zero grade, and referral to Student Services, without the offer of resubmission for that assignment.
* Generally, **cheating**involves gaining unfair advantage to mispresent knowledge or skills. Examples:
	+ This includes using unauthorized tools or materials to write or provide answers in assignments.
	+ Two or more students copying/duplicating each other’s work in large or small amounts for any assignment.
		- In both examples, a zero grade would be assigned to the work until original individual work is submitted.
		- Repeated incidences would result in a zero grade, and referral to Student Services, without the offer of resubmission for that assignment.

**Please submit your own original work because you are an original person with your own good ideas; this world needs all the original and new ideas it can get.**

* Generally, **fabrication or falsification**includes falsely claiming or providing false documentation of participation in a course assignment or activity. Falsification includes falsely representing knowledge or skills in an assignment through "cheating".
* Generally, **forgery** refers to misrepresenting a signature on documentation, or a false copy of an original work, to bypass a process and/or gain an advantage.
	+ Fabrication, falsification. and forgery are often conscious intentional acts, that include self-awareness of one's actions as violations of academic integrity expectations, and would likely result directly in a zero grade and referral to Student Services.

When you have questions about what constitutes plagiarism or other forms of academic dishonesty or academic misconduct, please talk with me, your other instructors, your program Dean, your Librarians, or your Tutors!

**Academic Integrity and Generative Artificial Intelligence**

**About generative AI (including, but not limited to, ChatGPT) and Academic Integrity**([What is ChatGPT.Links to an external site.](https://www.zdnet.com/article/what-is-chatgpt-and-why-does-it-matter-heres-everything-you-need-to-know/)?)

(I will refer to ChatGPT specifically and as a short cut for **all** generative AI)

* **First**, know that I am very interested in ChatGPT, and other generative AI, for its uses and potential uses in teaching and learning. I am also a member of a group of faculty who actively using ChatGPT, experimenting with it, and engaging students and faculty in conversations about it.
* **Second**, acknowledging that ChatGPT can most likely help you complete many of your assignments in Comm 101, depending on the quality of your queries, I have some **non-negotiable** Please make sure that you understand the following:

For work in this class (and all your other classes) please do not turn in any work that is not 100% your own. I want your style and your ideas to take center as you share what you have gained, what you wonder about, what you think. Work completed using AI, such as ChatGPT, and not cited, is considered work that has been plagiarized; fabricated or falsified; or completed through cheating, depending on the nature of the assignment and the use of the gAI tool. Please see Academic Integrity section above.

1. Having said that, ChatGPT and other gAI can be a good way to get over a creative or intellectual block (when you aren't sure how to **start** writing about something or answering a question) for example.
2. **If**you use ChatGPT to help you with any Comm 101 assignment, please informally cite ChatGPT or other gAI tool and describe its role in assisting you, **and** attach the chat transcript itself.
* Example citation: For this answer, I used ChatGPT to help me \_\_\_\_ and \_\_\_.
* Follow this with the transcript of your gAI chat, or attach it as a separate document.

**Note**: gAI outputs from ChatGPT or other gAI tools are not appropriate as citable sources of information in academic work. Academic work is founded on the ability to accurately track and cite the work of individuals, and this is not possible with gAI outputs (outputs are also not the product of individually identifiable human works).

**Reasonable Accommodations for Religion/Conscience:**

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the quarter and should follow the procedures listed in the [Leave for Faith & Conscience policy webpage](https://www.tacomacc.edu/about/policies/leave-for-faith-and-conscience).

**Class Protocol:**

Canvas, our virtual classroom, should be treated in the same manner as a campus classroom. During the quarter, we will be engaged in learning about the many different characteristics and strategies for being a successful college student. We will cover a broad array of topics. Understand, some of these topics may involve the discussion of emotionally volatile subjects. I expect you to show respect for others, and consideration for an inclusive learning environment. I reserve the right to take down any post that I deem improper communication or harmful to others.

**Chosen Names and Pronouns:**

Please let me know if you wish to be called a different name than is on the roster. Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns, for example: they/them/theirs, etc. Rosters do not list gender or pronouns so you may be asked to indicate the pronouns you use so that I don't make assumptions based on your name and/or appearance/self-presentation (you are not obligated to do so). If you use a chosen name, please let me know. Chosen names and pronouns are always to be respected in the classroom. Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not however, tolerate repeated comments which disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen name and personal pronouns may evolve over time, so if at any point during the quarter you would like to be addressed differently, please let me know.

**Professor and Student Expectations**

**Respect, Civil Participation, and Equity, Diversity, and Inclusion:**

Respect is one of the foundations of an environment conducive to learning. In this class, I have a commitment to creating an inclusive, positive and respectful learning environment. I expect all of us to contribute to a safe, productive, and fun classroom space, valuing each of our strengths and differences. A lack of respect for inclusion regarding religion, race, ethnicity, socio-economic status, age, gender, gender identification, ability, religion, sexual orientation, and political beliefs will not be tolerated. Expect to be called out for stereotyping, racism, homophobia, ableism, etc. Freedom of speech comes with great responsibility. Treat it with respect.

**Disagreements:**

There may be times when you hear statements that you disagree with and have the need to respond to. It is healthy to consider appropriate ways to respond, practicing measured responses rather than verbally attacking the person. Also remember that while you have the right to free speech, some opinions are simply emotional responses that are not grounded in logic and reason. With the right of free speech also comes responsibility, and accountability. Your viewpoints should be factually supported. Viewpoints that lack tolerance are not conducive to learning.

**Listen and Be Supportive:**

Take the time to listen to what others have to say, and not “just hear.” Try to remain open to other points of view.  Remember, each of us has our own perspective on the nature of things and we want to encourage each other to share thoughts and opinions. In this way, we can learn from one another. it is important that we encourage and support each other in our efforts to share opinions, thoughts, and ideas on the various subjects we will be discussing. Remember that we may all feel vulnerable when we share our thought with others.

**Learning Assumptions and Expectations:**

I want to help hold you accountable and give you the space to successful, and I am happy to help support your efforts. Each of us holds a different measure of success.  Inasmuch, every student can achieve such success in whatever measure they wish, without criticism (e.g., an A or B, passing, confronting one’s fear, gaining greater appreciation for communication and writing, acquire communication skills, etc.)

Likewise, foresight and effective time management can often mitigate life’s surprises.  Waiting until the last minute of a deadline may be met with failure if you experience any unexpected difficulty. Of course, life throws us curve balls all the time! So, be sure to reach out for help if you experience unexpected difficulties. While I am here to help, I can’t help if I don’t know! I am open to your feedback about how I can best meet your needs as a student.

**Student Resources**

**National Suicide Prevention Hotline**

1-800-273-8255

**National Sexual Assault Hotline**

1-800-656-HOPE (4673)

**The**[multimedia production team.](https://www.tacomacc.edu/academics-programs/academic-support/elearning/multimedia_production)**will be invaluable for you this quarter**

**Visit the**[TCC Library site.](http://tacomacc.libguides.com/TCCLibrary)**when doing research for this class.**

**If you need some help with writing your papers, visit the**[writing and tutor center website.](https://www.tacomacc.edu/academics-programs/academic-support/tutoring_centers/writing-tutoring-center)

[Visit the computer lab for technical support.](https://www.tacomacc.edu/academics-programs/academic-support/computer-lab-tech-support)

The [Access Services Website.](https://www.tacomacc.edu/academics-programs/academic-support/access-services/access_services) has a lot of information and support services for students with disabilities. Additional information about Access Services is below.

**Access Services Accommodations:**

Your access in the learning environment is important to me. If you have already established disability accommodations with the Access Services office, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. You can request that Access Services email your Letter of Accommodation to me, or you can provide me with printed copies.

If you have a disability or health condition that may benefit from accommodations to ensure access and support success in this course—and have not yet established services, please contact Access Services at (360) 504-6357 (call or text) or email them at access@tacomacc.edu.

Access Services offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Services are established through an interactive process that begins with an intake appointment. Access Services is in Building 7.

* Please note that accommodations are not retroactive, which means they begin the day that your accommodation letter is sent to me, so please work with Access Services accordingly.

**Land Acknowledgement:**

We must acknowledge that TCC was built on the ancestral and un-ceded territory of First Nations peoples. Our collective presence at TCC is part of an ongoing invasion, for these lands were and continue to be forcibly and unlawfully taken from their original indigenous inhabitants. The Puyallup tribe, a member of the Coast Salish tribal people, has called this area home since time immemorial. In 1854, the Medicine Creek Treaty forcibly removed them from their lands and onto the Puyallup reservation. We must recognize that the privilege of our campus being located on the land comes at a profound cost to the Coast Salish peoples.

**Important Student Information**

**Student Conduct:**

Admission to Tacoma Community College carries with it the expectation that the student will conduct himself/herself as a responsible member of the academic community and observe the principles of mutual respect, personal and academic integrity and civility. The [Code of Student Conduct.](https://app.leg.wa.gov/wac/default.aspx?cite=132V-121-060) establishes rules governing academic and social conduct of students, including due process rights. Violations of the Code may result in dismissal from class for the day and/or referral to the Student Conduct Administrator for sanctions.

**Withdraw from Class:**

Students may withdraw from class before the 60th calendar day of the quarter following the procedures below:

* Drop - Through the 10th day of the quarter, complete an Add/Drop form to submit to Enrollment Services.
* W - student initiated official withdrawal through the 60th calendar day of the quarter.
* Withdrawal after 60th day: students can [submit a petition on the TCC website.](https://www.tacomacc.edu/_attachments/costs-admission/Petition-for-Policy-Exception-04012019-fillable.pdf) [Open this document with ReadSpeaker docReader](https://docreader.readspeaker.com/docreader/?cid=7583&lang=en_us&url=https%3A%2F%2Fwww.tacomacc.edu%2F_attachments%2Fcosts-admission%2FPetition-for-Policy-Exception-04012019-fillable.pdf)to enrollment services to still receive a W grade for extenuating circumstances.

**Procedure for Classroom Dispute Resolution:**

If you have any questions or concerns about this class or me, please visit with me.  If we are unable to resolve your concerns, you may contact my chair, Steve Johns. Steve Johns can be reached at sjohns@tacomacc.edu

**Final Grade Grievance:**

Students who believe they have received a final course grade that has been awarded improperly or in an arbitrary or capricious manner may grieve or appeal the grade. Details of the process are located on the TCC Portal under [Final Course Grade Appeal Process.](https://www.tacomacc.edu/about/policies/final-course-grade-appeal-policy)

**College Wide Student Learning Outcomes**

Tacoma Community College has identified six college-wide student-learning outcomes that form the foundation of our educational emphasis:  1) communication **(COM)**, 2) critical thinking & problem-solving **(CRT)**, 3) responsibility & ethics **(RSP)**, 4) information & information technology **(IIT)**, 5) living & working cooperatively **(LWC)**, and 6) core of knowledge **(COK)**.

**Degree Learning Outcomes (DLO):**

Tacoma Community College has identified six college-wide student-learning outcomes that form the foundation of our educational emphasis:

1. **Core of Knowledge (COK):** Demonstrate a basic knowledge of each of the distribution areas (Written Communication, Humanities, Quantitative Skills, Natural Sciences and Social Sciences; or, as applicable, specific professional/technical programs), integrate knowledge across disciplines, and apply this knowledge to academic, occupational, civic and personal endeavors.
2. **Communication (COM):** Listen, speak, read, and write effectively and use nonverbal and technological means to make connections between self and others.
3. **Critical Thinking & Problem Solving (CRT):** Compare, analyze, and evaluate information and ideas, and use sound thinking skills to solve problems.
4. **Information & Information Technology (IIT):** Locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for both academic and personal applications.
5. **Living & Working Cooperatively/Valuing Differences (LWC):**Respectfully acknowledge diverse points of view, and draw upon the knowledge and experience of others to collaborate in a multicultural and complex world.
6. **Responsibility & Ethics (RES):**Demonstrate an understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.

**Program Learning Objectives (PLO):**

1. Craft, develop, and support a specific, debatable thesis. DLO: 1, 2, 3
2. Draft and refine a well-organized essay, speech, or other forms of communication appropriate to context and audience. DLO: 1, 2, 3
3. Read critically and research effectively to support thesis. DLO: 3, 4
4. Use appropriate writing and or communication strategies, standard grammar, and academic documentation conventions. DLO: 1, 2
5. Demonstrate ethical standards in all phases of the writing and or communication process to include using collaboration within academically appropriate guidelines. DLO: 5, 6

Course Learning Objectives (CLO) - CMST&101**:**

1. Recognize the elements of the communication process. PLO: 3, 5
2. Describe and categorize the elements of the listening process. PLO: 2, 5
3. Explain how the various elements of nonverbal communication influence the perception process. PLO: 3, 5
4. Describe effective conflict resolution management skills. PLO: 3, 5
5. Appraise how socio-cultural factors affect the communication process. PLO: 2, 3, 5

**Syllabus Subject to Change**

**Please note:**This syllabus and course content is subject to change. Students will be notified of any changes as soon as possible using multiple means of communication. Please check Canvas for the most updated schedule and assignment list during the quarter.