



Deer Valley Unified School District



“Learn Lead Contribute”

Course: Intro to Human Communication (COM 100)

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Course Description:

Theory and practice of communication skills in public, small group, and interpersonal settings. Includes study of the speech communication process. This dual enrollment college course is intended for high school students at the sophomore, junior and senior level. There are no official course prerequisites.

Official Course Competencies:

1. Define the process of communication in terms of models and principles (Week 1)
2. Describe the influence of perception in human communication (Week 2)
3. Describe the influence of self-concept in human communication (Week 2)
4. Identify the strength and weakness of language in human communication (Week 3)
5. Describe the influence of nonverbal behavior in human communication (Week 4)
6. Identify the characteristics of active listening (Week 5)
7. Describe a technique for reducing defensiveness in the conflict resolution process (Week 7)
8. Describe the impact of intercultural variables on interpersonal interactions (Week 6)
9. Identify and define the elements and risks of self-disclosure (Week 5)
10. Identify and describe the task, maintenance, and negative roles found in small group behavior (Week 11)
11. Demonstrate the skills necessary to organize, plan, and manage a group meeting (Week 12)
12. Demonstrate effective group communication skills in a public presentation and/or discussion (Week 14)
13. Identify and demonstrate leadership functions in a group (Week 13)
14. Identify and describe the characteristics, strengths, and weaknesses of a variety of leadership styles (Week 13)
15. Describe the process of audience analysis in the development of a public speech (Week 8)
16. Identify, prepare, and develop support materials for a specific speech type (Week 9)
17. Demonstrate the proper use of oral language in a public speech (Weeks 10 and 17)
18. Prepare and demonstrate the use of a speech outline format which contains an introduction, body, conclusion, and bibliographic notation (Weeks 10 and 17)
19. Demonstrate the effective delivery of a speech by using appropriate verbal and nonverbal techniques (Weeks 10 and 17)
20. Identify and describe the basic elements of a variety of speech types (Weeks 8 and 15)
21. Present at least one public speech which follows the specific guidelines of a selected type. (Weeks 10 and 17)
22. Participate in at least one other public speech experience (Weeks 10 and 17)

Standards and Expectations:

- Compose each reading, writing, and speaking assignment thoughtfully.
- Participate in all class activities whether small group, independent practice, or presenting/listening.
- Work cooperatively with others to complete assigned projects which involve effective communication, collaboration, and delegation of responsibilities.
- Give and receive criticism in a respectful manner.
- Follow all policies and procedures prescribed by Deer Valley Unified School District.

Grading Policy:

Aspire believes that authentic grading accurately measures and reflects a student's performance based upon mastery of the standards.

Aspire implements a research-based, unified grading and reporting policy that is focused on a standards-based mindset in which all grades are proficiency-based that effectively communicate what students know and can do, so students can focus on growth and learning. Grades will have consistent meaning throughout the system and be based upon grade level standards.

In order to increase grading consistency, accuracy, equity, and focus on learning, Aspire strives to employ the following tenets:

- A student's grade should reflect academic learning and should never be used as a punitive tool.
- Grades are for reporting the status of academic learning, not behavioral conduct.
- The primary purpose of assessment and grading is to provide detailed feedback to inform student learning.
- Learning is a process that takes place over time and at different speeds for different students.
- A coordinated assessment and grading system clarifies the expectations for all students and maximizes academic opportunities.

Social Behavior Agreement:

We at Aspire believe that all students have the right to learn, all teachers have the right to teach and that all students will have the opportunity to demonstrate their learning. We believe that we do not leave this decision of learning up to choice. Thus the reason for the Social Behavior Agreement.

Social emotional learning (SEL) is an important process through which students are supported in social skill development to engage in positive relationships with their peers, teachers, and other adults while learning to access their emotional intelligence to foster awareness of self and others.

Integrated through a whole-school approach in the teaching and learning communities, school climate and culture, and supporting structures, SEL can promote good decision-making, positive relationships, and self-care. By implementing SEL in a school-wide approach, educators can help students become more successful in high school and beyond. There are five interrelated sets of cognitive, affective and behavioral competencies. These along with our Standards Based Mindset Academic Behavior Framework and Flowchart. Assist our teachers in helping our students make good educational choices, along with assisting students with self-advocating, responsible and self-awareness of their academic choices.

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Aspire will be using Traditional Grading as defined by the DVUSD Grading Practices 2023-2024 Document:

Highly Proficient A 100%–90%			Proficient B 89%–80%		Proficient C 79%–70%	
100–97	96–94	93–90	89–85	84–80	79–75	74–70
All 4's on standards	All 4's except for one 3	Mostly 4's with some 3's and/or 2's	Mostly 3's with some 4's All 3's on standards	Mostly 3's and 4's with a 2	Mostly 3's with some 2's	Mostly 2's with 3's and/or 4's
Partially Proficient D 69%–60%			Minimally Proficient F 59%–50%			
69–65		64–60	59–56		55–50	
Mostly 2's and 3's with a 1		All 2's on standards	Mostly 2's and some 1's		All 1's on standards	
No Evidence						
49% – 0%						

Aspire will be utilizing the categories and weights associated with DVUSD Grading Practices, specifically the use of Assessment, Coursework, and Practice categories for all entries in the gradebook. A breakdown of these changes are listed below:

Assessment: This category includes all items used to measure a student's proficiency toward the learning standards once the student has had sufficient practice and at a specified point in time. This category can include summative tests, performance assessments, reports, unit or module assessments, quizzes, long-term projects, short-term projects, presentations, capstone projects, research papers, and lab reports.

Coursework: This category includes formative work that provides students with the opportunity to learn content and skills and to receive feedback on their learning. Coursework is assigned to provide meaningful, independent practice, reinforce learning targets, and extend learning. This category can include in-class assignments, quizzes, exit tickets, checks-for-understanding, and daily activities.

Practice: This category includes formative student work that a student completes while in the process of learning specific skills. Student work that is done inside and outside of the classroom, such as classwork and homework, falls into this category.

Weights:

All teacher gradebooks will utilize the following weights for each category in the gradebook.

Assessment Category	80%
Coursework Category	20%
Practice Category	0%

In addition to the percentage score for entries in the gradebook, Assessment category entries will have standards tagged for informational purposes only. This will give the student, parent, and teacher the ability to quickly assess what skill or content section needs improvement.

PowerSchool Access:

The PowerSchool site allows parents/guardians and students to access the student's grades, attendance, and other information. If you need your access information, please stop by the front desk during business hours. You will need a photo I.D. The web address is: ps.dvUSD.org/public

Make-Up Work:

When a student is absent from school, the student will be provided the opportunity to make up work in order to close learning gaps from time away from school. The teacher will provide access to the student's assignment(s) and any hand-out or materials necessary for accomplishment of such assignment, allowing a minimum make-up period of one (1) day for each day absent.

Students are responsible for communicating with the teacher the first day back from an absence to develop a plan to make-up lost learning/assignments. Students are encouraged to communicate electronically with the teacher during the absence.

Students who miss school work because of unexcused absences or suspensions will be given the opportunity to make-up missed work for credit. The teacher may assign such make-up work as necessary to ensure academic progress, ***not as a punitive measure.***

Late Work Procedure:

In order to accurately reflect a student's academic performance level, teachers will accept late work and missing work for full credit if the work is submitted within the timeframe of the current unit of study. A zero will be entered in the gradebook until the work is submitted. Students will be responsible for turning in late work in addition to their current work, which results in the natural consequence of a heavier workload. The primary consequence for not completing the work is to **complete the work**. Students may be assigned to our academic intervention time, assigned behavioral consequences such as lunch and/or after school detention for not completing work. It is the expectation that during these assigned intervention and/or detentions, the student utilizes the time to **complete the missing work**.

In order for **Late Work** to be accepted, students must meet the following parameters:

- Assignment is not due within the class period
- Assignment is not a timed activity (such as a Quick-Write Essay)
- Assignment is not a Long-Term assignment (over multiple weeks)
- Assignment is turned in within the following time frame
- 9-12 Grades: By the end of the unit

If a student meets the above criteria, he/she will be issued full credit for the work submitted (no added penalties or caps on the grade that can be earned). The teacher will mark the student's assignment with the "Late" special code. If the assignment is an assessment, the proficiency level of the standards attached will be entered.

Long-Term Project Procedure:

There is an important distinction between daily/formative assignments and long-term/summative projects. Make-up policies regarding long-term/summative projects are based on the timeframe of the student's absence and the requirements of the long-term project. It is the expectation that students submit long-term projects on the day they are due. ***Students should self-advocate for assistance if they need extensions.***

Re-Take/Reassessment Procedure:

Retake: The student completes another assessment of the same learning targets. The assessment to be retaken may be in the same format or a different format. The higher of the two scores will be entered in the gradebook.*

Reperformance: The student will be reassessed on the same learning target later in the marking period as part of the instruction cycle, thus providing an additional measurement of the learning. All reperformance scores related to the learning target will be entered in the gradebook.

Retakes or reperformance of essential skills is important to support learning of critical skills and filling gaps in learning. Retakes are allowed for assessments in which scores are entered into the gradebook, for full credit, if reperformance opportunities will not be available during the marking period or in addition to reperformance opportunities during the marking period.

In order to earn a retake opportunity, a student must complete all of the following:

- Complete all formative coursework related to the content/skill assessed
- Consult with the teacher
- Submit a reassessment plan or application, if required by the teacher

A reassessment plan must be scheduled within the following time frames:

- 9-12th Grades: **Within 5 school days of receiving the assessment score**, the student must communicate with the teacher to create a reassessment plan

Plagiarism and Cheating

Cheating: In cheating, a student is taking the work of another, on any assignment, and claiming it as his/her own. At Aspire cheating includes but is not limited to:

- Copying and/or offering homework verbally, in written form, or by electronic means from/to another student.
- Copying and/or offering questions and/or answers on tests or quizzes verbally, in written form, or by electronic means from/to another student.
- Pressuring other students to copy and/or offer homework, answers and/or questions on tests or quizzes verbally, in written form or by electronic means.
- Bringing in and using unauthorized information during class time, including information stored in any electronic device.
- Offering or receiving information under circumstances in which information is not to be shared.
- Having anyone, including parents or tutors, complete assignments and submitting the work as one's own.
- Presenting collaborative work as independent work and independent work as collaborative. (In group work, one person should not and will not bear the burden for the entire group assignment.)
- Copying answers from answer guides in texts.
- Fabricating data, information, or sources. Presenting made up material as authentic.

Plagiarism: The act of plagiarism may include direct copying, but it may also be more complex than verbatim repetition. A student, in preparing a project for a class, will have plagiarized if he/she has taken information from sources without citing the sources that have been used. Plagiarized material may appear in a student's paper as word-for-word copying, a summation, or a paraphrase of another's ideas. A student has plagiarized whether the material from another source has been taken in whole or in part. In effect, by not naming the source, the student is claiming the work of another as his/hers.

At Aspire plagiarism includes but is not limited to:

- Submitting images and/or documents in whole or in part from the Internet without citation of the source(s).
- Copying another's work.
- Using another's ideas without proper citations.
- Incorporating portions of another's writing within the context of your own work.
- Failing to acknowledge a source of information.
- Using "unique" phrases without citations.
- Using graphics, charts, diagrams, or illustrations without citations.
- Using a translator (either in-person or on-line) without proper citations

Consequences for instances of academic dishonesty range from a conference and loss of credit (student will be given another opportunity to show mastery of learning) up to a 5-day suspension and loss of credit.

9-12 Artificial Intelligence (AI) statement:

In the Deer Valley Unified School District, we are committed to providing our students with the best possible education while ensuring their safety, privacy, and well-being. As part of our ongoing efforts to enhance learning experiences, teachers may incorporate generative Artificial Intelligence (AI) in the classroom for students.

Students must adhere to the specific guidelines provided in the assignment details. If no guidance around the use of generative AI is provided, students should follow the "restrictive" level (see chart). Teachers should direct students to contact their teacher before submitting classwork if the student is unsure if the tool or website they are using is permitted on a specific assignment.

Civility Policy:

The faculty of Rio Salado place a high value on the importance of general ethical standards of academic behavior and expect that communication between students and instructors or among students shall maintain the level of formality and mutual respect appropriate to any college teaching/learning situation. Language or behavior that is rude, abusive, profane, disruptive, or threatening will not be tolerated. Activity of this type is Academic Misconduct as defined in MCCCDC Policy AR 2.3.11. Students engaging in such behavior will be removed from the course with a failing grade. Additional sanctions may be applied pursuant to AR 2.3.11.

Refund Policy:

Refunds are not automatic. Students who drop courses within the refund period are eligible for a reimbursement of appropriate tuition and fees. Please see the refund policy online for deadlines and details.

Disability Statement:

Rio Salado College will make reasonable accommodations for persons with documented disabilities. Notify Disability Services and Resources and your instructor of any special needs. Contact Disability Services and Resources at (480) 517-8562.

Tuition Assistance is available to students enrolled in a Rio Salado College dual enrollment course who demonstrate financial need. Please refer to: <http://www.riosalado.edu/dual/>

The student is responsible for the information outlined in the syllabus. The student is also responsible for knowing the Rio Salado College policies in the college catalog and the student handbook. Please refer to: <http://www.riosalado.edu/dual/>

Course content and syllabus may vary from the course calendar listed below in order to meet the needs of the particular group in this course section.

Communication

Please contact the teacher for any student concerns. It is crucial that teachers, parents, and students maintain open lines of communication in order to ensure the best support for student success. Contact information is provided at the top of the first page of this syllabus.

The Deer Valley Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. For any inquiries regarding nondiscrimination policies contact the Superintendent's Department, 20402 N. 15th Avenue, Phoenix, AZ 85027. 623.445.5000.