

## Cover Sheet: Request 14657

### New Course request: COM3XXX--Biology of Human Communication

#### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Kellie Roberts robertsk@ufl.edu
Created	1/28/2020 2:48:21 PM
Updated	2/17/2020 9:11:05 PM
Description of request	New course request for COM3XXX--Biology of Human Communication. The course has been offered several times as a special topics course (COM4930) in the Dial Center for Written & Oral Communication.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Center for Written and Oral Communications	Kellie Roberts		1/28/2020
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/17/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/17/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 14657

### Info

**Request:** New Course request: COM3XXX--Biology of Human Communication

**Description of request:** New course request for COM3XXX--Biology of Human Communication. The course has been offered several times as a special topics course (COM4930) in the Dial Center for Written & Oral Communication.

**Submitter:** Kellie Roberts robertsk@ufl.edu

**Created:** 3/9/2020 11:19:26 AM

**Form version:** 2

### Responses

**Recommended Prefix** COM

**Course Level** 3

**Course Number** XXX

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title** Biology of Human Communication

**Transcript Title** Bio of Human Comm

**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus, Online

**Co-Listing** No

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** Focuses on the interaction between the body and communication behavior. Examines how physiology affects communication, and how communication affects physiology.

**Prerequisites** COM1000 or SPC2300

**Co-requisites** N/A

**Rationale and Placement in Curriculum** The interplay between communication behavior and the human body's physiological processes is like no other animal. It is important to understand the basic anatomy and physiology of some of the body's major systems, including the brain, the nervous system, the endocrine system, and the musculature system in order to relate physiological processes to various communicative contexts. Focus throughout the course is on the interaction between body and behavior: how physiology affects communication, and how communication, in turn, affects physiology. This course has been taught several times in the past few years as a special topics course in the Dial Center for Written & Oral Communication. Its addition to the unit's offerings would provide students with an opportunity to delve into another component within the Communication Studies discipline.

PHHP offers SPA3101 Speech Anatomy and Physiology to Communication Science and Disorders majors only. Its focus is on how physiology affects language leading to communication disorders. The two courses have very few similarities. For example, the basic anatomy, etc., we address is only that which is directly related to the communication experience, not to the "speaking mechanism". So, we're concerned with looking at facial muscles in direct relation to the expression of emotion (faces communicate things), the endocrine and nervous system with respect to (for example) the experience of conflict, sexual attraction, jealousy, etc. Additionally, an important part of this class is that students learn how their communication with others physiologically impacts those others. We can help to increase positive affect in other people simply by how we communicate, and numerous research studies suggest the positive affect can have direct health benefits (including, for example, humor

increasing T4 cells in AIDS patients). Knowing this can have tremendous benefits for healthcare providers. What they communicate and how they communicate what they communicate can have direct and indirect physical benefits to others. How important that is! Speaking of humor, one of our class activities involves watching and learning from "Patch Adams"!

**Course Objectives** By the end of this course, students should be able to:

- Identify the communication-related anatomy of the circulatory, endocrine, muscular, nervous, reproductive, respiratory and skeletal systems.
- Describe the communication-related functions of the circulatory, endocrine, muscular, nervous, reproductive, respiratory and skeletal systems.
- Compare the impact of communication on physiology and the impact of physiology on communication in specific communication contexts.
- Explain communication as a biopsychosocial process.
- Define and explain affection exchange.
- Explain and perform expressive writing.
- Recognize and manage physiological effects of communicative interactions.
- Employ communication to influence affect.
- Utilize communication to promote physical and psychological healing and wellbeing.

**Course Textbook(s) and/or Other Assigned Reading** The Biology of Human Communication by Kory Floyd, Alan C. Mikkelson, & Colin Hesse, 2nd edition, Cengage Learning, 2007, ISBN 9781426626760

**Weekly Schedule of Topics** Biology of Human Communication

Tentative Weekly Schedule

Week 1

Introduction to course

Week 2 Skull & Brain (Ch. 2)

Week 3 Nervous System (Ch. 3)

Quiz 1 & TH1

Week 4 Endocrine System (Ch. 4)

Quiz 2 & TH2

Week 5 Facial Musculature (Ch. 5)

Quiz 3 & TH3

Week 6 Exam 1

Week 7 Sex & Attraction (Chs. 6 & 10)

TH4, Research Article Assignment #1

Team: Sex/Attraction

Week 8 The Self

TH5, Research Article Assignment #2

Week 9 Emotions, Stress, & Health: Part 1 (Chs. 7, 8, & 9)

TH6

Team: Conflict

Week 10

Exam 2

Project Proposal due  
Week 11

Emotions, Stress, & Health: Love, Humor, & Support (Chs. 7 & 9)

TH7, Research Article Assignment #3

Teams: Touch/Affection & Positive Communication  
Week 12

Deception

TH8

Team: Deception  
Week 13

Wrap up/Review/Final Project Instructions  
Week 14

Final Project Workshopping  
Week 15

Final Project Presentations

Project Video & Presentations due

**Grading Scheme POINTS & GRADES**

100 pts = 2 Exams X 50 pts each

60 pts = 3 Quizzes X 20 points each

50 pts = Semester Project

40 pts = 8 Take-Home (TH) assignments X 5 points each

30 pts = 3 Research Article assignments X 10 points each

20 pts = Team Presentation

300 TOTAL POINTS

**MAJOR ASSIGNMENTS:**

Take-Home (TH) Assignments

These assignments are intended to help students better understand course material, including the key concepts introduced in the weekly readings, and to prepare for class discussions. THs are due on Canvas the night before class each week.

**Research Article Assignments**

These assignments allow students to begin exploring recent academic literature related to the biology of human communication in the context of their choosing. For each Research Article assignment, students will find 5 recent research articles related to the week's topic. They will then submit an annotated bibliography and attach a PDF copy of the articles to the discussion board.

**Team Presentation**

Students will be grouped into teams for this assignment and will present a workshop over one course topic. Workshops should include approximately 15 minutes worth of activities/games that help the audience to better understand key concepts and terminology relevant to the course topic, and 8-10 minutes of discussion.

Each team will present a workshop over one course topic. Workshops should include approximately

15 minutes worth of activities/games that help the audience (our class) to better understand key concepts and terminology relevant to the course topic, as well as 8-10 minutes of discussion. Each group will submit a Team Plan for instructor approval at least two weeks before their presentation date. Team Presentation Point Breakdown:

10 pts = Activities/Games: Educational value (5 pts)—Activities help audience better understand concepts/terminology; Entertainment value (5 pts)—Activities are creative and help students engage relevant concepts/terms in an engaging, interactive and interesting way.

5 pts = Discussion: Educational value—Discussion addresses relevant concepts/terms and helps audience make a direct connection between the activities and the chapter material.

5 pts = Your team's assessment of your teamwork and contribution to the final product. These points are individual and may vary between students in a group.

(Though the instructor does not typically include anything in the syllabus that explicitly addresses grievances with team scores, they do stress it repeatedly throughout their instructions and talk with both the class as a whole and the teams individually.)

### Semester Project

Students will create a project that illustrates the most important lessons they have learned about the biology of human communication. Projects must include a 10-12 page, double-spaced written report and accompanying creative piece. The creative piece can take most any artistic form (e.g., poetry, painting, dance, music, photography, etc.). See Canvas for specific details. Project proposals must be approved by the professor.

### FINAL GRADE

Below is the percentage and point break-down for each letter grade. Please be advised that final letter grades are determined by the number of points earned (to the nearest one-hundredth of a point).

Letter Grade	Percentage
A	93 – 100 %
A-	90 – 92.99 %
B+	87 – 89.99 %
B	83 – 86.99 %
B-	80 – 82.99 %
C+	77 – 79.99 %
C	73 – 76.99 %
C-	70 – 72.99 %
D	60 – 69.99 %
E	0 – 59.99 %

**Instructor(s)** Dr. Jade Williams

**Attendance & Make-up** Yes

**Accommodations** Yes

**UF Grading Policies for assigning Grade Points** Yes

**Course Evaluation Policy** Yes