

COM 201: Introduction to Communication Studies

Fall Semester 2015

Time & Place: M-W-F, 11:30-12:20 p.m. in Chambers 2146

Professor: Dr. Amanda R. Martinez

Office Hours: Preyer 213, Wednesdays, 2-4:30 p.m. and other days/times by appointment.

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Concepts & Contexts



REQUIRED MATERIALS

- Wood, J. T. (2014). *Communication Mosaics: An Introduction to the Field of Communication, 7th edition*. Belmont, CA: Thomson Wadsworth. **(Available in the Davidson College Store)**
- Routine access to Davidson email, Moodle, & Twitter. Additional readings in .pdf format, assignment details, and links to various resources are available on Moodle by week.
 - *I will tweet items of interest using our class hashtag #COM201Davidson from my Twitter handle: @AMartinezPhd. Feel free to tweet as you come across items your classmates might find interesting and useful as well! [Twitter](#) is an informal, supplemental back channel of communication for our class.*



THE COURSE

One cannot *not* communicate

Course Description:

This course is designed to provide an introduction to communication in contemporary society and, more specifically, the field of communication studies. To explore the nature, roles, and functions of this most basic and significant of human capacities, we will examine the essential *concepts* of communication, and then explore those concepts in a variety of *contexts*. Communication research, anchored in various theoretical frames, is woven throughout the course material and our overarching goal is to bridge the theoretical and the pragmatic as we explore many diverse study topics. The course takes on a survey organization covering the following areas of communication studies: intercultural communication, intra/interpersonal communication, small group communication, organizational communication, mass communication, digital and computer-mediated communication, health communication, and rhetorical and public communication. Ultimately, this course will help you think analytically about the dynamics of communication, so that you may become a better critic and creator of communication throughout your life as you constantly navigate various contexts.

Learning Outcomes:

By the end of this course, students will be able to:

- understand the roots of the study of communication as well as its contemporary dimensions.
- apply the critical roles of the basic *concepts* of communication to a multitude of contexts.

- discuss the similarities as well as the differences among the basic *contexts* of communication.
- identify the ways in which communication affects the individual and the collective society.
- analyze the course concepts and communication theories in a variety of situations through oral presentation, written, and creative visual form.

Course Structure: This class consists of a variety of ways to earn your grade including engagement, participation, presentations, individual analytical and applied writing assignments, and exams. You will earn grades for your routine and engaged discussion-based participation as well as in and outside of class individual and small group assignments, a Flipped Friday discussion leader small group presentation, two short paper case study assignments, two closed books/articles and closed notes take-home reviews, and a final analysis paper that will include a short presentation with a creative visual representation of your analysis focus. The percentage weighed towards your grade and details for each assignment follow. Rubrics for grading are available on Moodle in the Assignment Details folder.

Routine & Engaged Participation:	20%
Flipped Friday Discussion Leader:	10%
Case Study Short Papers (2 total, each worth 10%):	20%
Final Analysis Paper & Presentation:	20%
Review #1:	15%
Review #2:	15%

A	93+
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

General Expectations:

We will discuss a variety of potentially challenging issues. We need to establish a positive, supportive communication climate in which we identify the significant research and theories in the area, and in which we not only respect but seek to truly understand the perspectives of others – a central tenet in communication studies. I expect that you take responsibility for your educational learning experience by taking part in class discussions, keeping up with your reading, participating in in-class activities, homework, small group work, and other creative assignments. It is your responsibility to stay on schedule and communicate when there is course content that you need extra help with. We will adhere strictly to our schedule of deadlines. I hold you accountable to high standards of utmost respect for our classroom environment. I am also your advocate and resource.

ASSIGNMENT DETAILS

Routine & Engaged Participation: This portion of your grade considers your class participation including being a respectfully engaged audience member and presenter for various assignments (homework and major assignments), small reading groups, discussion generally, and other activities that require you to work individually and in small groups (sometimes self-chosen, sometimes assigned) in and outside of class time. Essentially, you are given the opportunity to earn a portion of your grade for simply doing what you are already expected to do: come to class prepared with the readings, which means at a minimum having read the material actively, take notes, and be ready to discuss and engage with your peers beyond summarizing the readings. On Wednesdays, we will go into greater depth on the week’s topic with the assigned reading for that day. Each student will sign up for two different days to be responsible

Class Motto: GRADES ARE NOT GIVEN, THEY ARE EARNED.

for bringing to class, typed and printed, two key points pertaining to the readings accompanied by two prompts for class discussion. These will be collected at the start of class. The points and prompts can include quoted material from the readings, connections to other ideas and realms of communication, issues to debate, and open-ended discussion questions, among other creative formats to prompt discussion. The second part of this participation assignment is to submit on Moodle one question (with some depth and critical forward-thinking to it) you would like the scholar(s) to respond to pertaining to their work we've read for that week. I will compile and email this list of questions to the scholar(s) in hopes that we receive a response by the following week. I will share the responses we receive via email and these can serve as additional food for thought as we think ahead to the reviews, short papers, and final analysis papers.

Question for the scholar(s) → submit a question pertaining to the communication scholars' work we've read & discussed in class.

You will *not* be graded based on your responses and whether others agree or disagree with your stances. It is not my job to judge your lived experiences and standpoints; I will, of course, elaborate and clarify aspects of the scholarly content as the need arises. When there is not a definitive right or wrong answer, open dialogue and debate is always encouraged. We will collectively prioritize a positive, respectful, and open class dynamic in which all ideas are welcome. The quality and level of engagement is the basis for this portion of your grade. A rubric for participation grades is available on Moodle and will be based on particular short small group and individual homework assignments (on-time submission and full completion of them), critical depth to in-class participation that goes beyond summary, attendance, and general engagement during class time (i.e., being routinely mentally checked-in and participating consistently).

Flipped Friday Discussion Leader: On Fridays, we “flip” the classroom! Each student will sign up for a topic area to draw upon for the discussion leader portion of the course grade. All discussion leader presentations/discussions will take place on Fridays and **each group will include 3-4 members**. In your role as discussion leader, you decide what we should discuss in greater depth. You are required to extend readings, theoretical frames, and key concepts as they manifest in various contexts that surround us. Draw upon **at least 2 communication concepts** you've learned about in the topic area for which you are responsible. You are required to provide **4-6 external materials** which may include any combination of the following: media content, pop culture artifacts such as TV show excerpts, newscasts, current events, YouTube clips, photo collages, other forms of artwork, relevant community and/or campus happenings, current or historical events at the international, domestic, or regional level, scholarly articles, news articles, information found on social media outlets, etc. Your goal is to make communication connections. The point of this assignment is for you to be creative, apply the material beyond our classroom, and further guide class discussion based on what we have learned. You may choose to think in terms of specific case studies that build upon each other or some larger picture issues you want to center discussion on. Use some form of visual presentation and make sure every group member presents some portion of it. Operate from the assumption that everyone has read thoroughly so you can extend discussion beyond summarizing what we've already covered. Focus on application and critical depth to any context(s) your group decides worthwhile for the class to focus on. It is the group's responsibility to keep discussion moving for the entire class period. The discussion leader material is due via Moodle on Thursday by 8 p.m., which is the day before your discussion leader presentation and discussion takes place. Detailed guidelines and a checklist to make sure you've met all expectations when planning with your group members are on Moodle. Each group member will complete a group member evaluation form to be submitted on Moodle shortly after the Flipped Friday takes place.

Discussion leader material is due Thursday (the day before your discussion day) by 8 p.m. on Moodle.

Case Study Short Papers: In the case study short papers, you will use the concepts from the week's course materials to write about the communication that you experience in your everyday life--on campus, at work, at home, at your place of worship, where you volunteer, in your social life, etc. You are encouraged to make connections, but your first case study should focus on the communication *concepts* of your choice, and the second case study should focus on the communication *context(s)* of your choice pertaining to and extending beyond the course materials covered. Approach the case study short papers as opportunities to see how the ideas we are discussing function in your daily life and/or in broader society (i.e., current events, media, pop culture, social justice issues, etc.), and to test how well they can guide your observations. The case studies will be *confidential*. You should move well beyond summarizing what we cover in class. Do not simply list a series of terms without applying them, or include them piecemeal by separate paragraphs of the case from the analysis. Demonstrate that you understand how the concepts work by the way you use them to explain and explore the communication you encounter in a coherent, connected, and in-depth manner.

Case studies are an opportunity to apply & analyze communication.

Each case study should start with a cover page including your name, the title of the chapter and/or reading to be discussed, a title that captures what you wrote about, and the date on which the entry was written. Case studies should be a full **4-5 pages of writing**. Less than that and the entry likely will not have sufficient depth; more than that and the entry likely will not have sufficient focus. You can write in a conversational style (for instance, you should use "I"); but you must still use proper English. *Be sure to give the authors credit for their ideas and yourself credit for seeing their value!* When citing course materials, do so parenthetically in context. Here's an example:

- When Lynn told me that Pat often brings chocolates for everyone on the team after the successful completion of a project, this "collegial story" served as "part of the informal network that teaches new members of an organization how to get along with various other members of the culture" by informing me of how Pat values the rewards and camaraderie in the group (Wood, 249). Thus I knew that showing appreciation is an implicit organizational rule, one of the "patterned ways of interacting" (Wood, 252).

Final Analysis Paper & Presentation: This assignment is an opportunity for you to think about how materials from the course help you to understand communication in your daily life and beyond to the bigger picture contexts in society. Think about what you have learned, how your perspective has changed, and when the course concepts have enabled you to see communication in a different way. Think also about what kinds of connections you can make among the course materials--among climates and mass communication, for example, or nonverbal and interpersonal communication, or adaptation and public communication. Remember that you want to show your knowledge and understanding of the course materials--both Wood's book *and* the additional readings--as well as how the course has affected your understanding of communication. The final paper will be **8-10 pages of writing** and include the integration of scholarly communication research (beyond what you've been assigned to read) to inform and enhance your analysis. Strive to include **5-8 research articles and/or books/book chapters by communication studies scholars** in addition to the Wood book and articles assigned and available on Moodle. Our research guide link will be available on Moodle complete with a list of communication studies journals and databases to help tailor your focus to relevant scholarship within the discipline and your intersectional areas of interest/focus for your analysis. Citations should follow the same format noted above for the case studies.

Final Analysis Paper → 8-10 pages of writing, 5-8 research articles and/or books/book chapters by communication studies scholars + a presentation.

The second major component of the final analysis paper includes sharing your work through an oral and visual presentation. We will sign up for days and order of presentations that will take place the last days of our semester before finals begin. The goal with this portion of the final analysis assignment is to creatively think of how you best want to communicate the key ideas, concepts, and arguments in your analysis. At a minimum, highlight your focus, communication concepts and theoretical frames, relevant research findings that have informed your analysis, and your key arguments that provide some answers to the “so what?” question, drawing upon a note of finality centered on practical and/or theoretical implications. Feel free to exercise your academic freedom in integrating some form of visual aid to the presentation. Perhaps a multimedia presentation in PowerPoint or Prezi will work best for you, or a collage of images, a few short video clips with exemplar interactions or communication phenomena in action, etc. You will be applying what you learn about rhetoric and public communication in the last section of the course content so you should plan to prepare well, organize, practice, and polish the presentation, keeping the time limit in mind, which means you’ll have to make some strategic decisions about what you want to include in your visual and presentation overall. You won’t be able to include everything so prioritize the highlights.

Reviews: The first review consists of the content we have covered focusing on communication *concepts* through the first half of the semester. The second review consists of the content we have covered focusing on communication *contexts* in the latter half of the semester. Although the second review is not explicitly comprehensive, it will reflect the fact that the course continually builds on the previously discussed materials. The format for your reviews will include the following: scenario and application-based multiple choice, true/false, fill-in-the-blank, short answer, and essay. All content from the main textbook and other scholarly readings are fair game for inclusion and application in the reviews. The reviews are closed-book/notes/readings and take-home, with an Honor Code self-timed limit of max. 3 hours to complete each. Reviews will be released on Moodle as .doc files where indicated in the course calendar and due via Moodle submission (you’ll see the upload links) saved as LastNameFirstName.doc by the deadlines indicated.

POLICIES

***3 *freebie* unexcused absences per student →
no excuses/explanations required, no questions asked.***

Attendance Policy:

Regular class attendance is the student's obligation. I take attendance each time we meet. I expect that everyone treat our class meetings respectfully by recognizing that they are vital to our success as a class community. Each student has a total of 3 *freebie* unexcused absences to use during the semester, no excuses required, no questions asked. After the 3 freebies (which is a week’s worth of class), every subsequent absence will result in a 15-point deduction from the participation grade. If a student misses more than one quarter of a semester, the student effectively fails the course. Davidson athletics, religious observances, and other College-mandated excusable absences must be communicated in advance for proper marking in my attendance records.

Late Work Policy:

I do not accept late work. You have all due dates mapped out in the course calendar. Plan well and work to meet the deadlines. I reserve the right to make exceptions with penalties on extreme rare occasions on a case-by-case basis.

Technology Policy:

The use of laptops to take notes is permitted during class time. However, I reserve the right to alter this policy should the level of interactive and attentive engagement diminish. On student-led discussion days, electronics should be silenced and put away. Any disruption during discussion leader presentations will result in participation point deductions.

Davidson Honor Code & Pledged Work:

All work is pledged work. Please write (or type) “pledge” and your name in full on the top corner of any work you hand in. Please make sure you understand the Honor Code, and especially the definition of plagiarism.

Citing Sources & Avoiding Plagiarism:

I encourage you to speak to others about your written work: colleagues, friends, and consultants in the Speaking Center and the Writing Center. All of the work that you do for the course must be your own and you should not "recycle" work from prior classes, but you are welcome to get feedback and suggestions from anyone in the community. Written work must include appropriate citations. We have APA and MLA citation examples on our course research guide to make sure that the basics are clear including how to cite when paraphrasing and directly quoting. The librarians will make resources available that thoroughly cover the basics in our research guide and also serve as resources themselves for students.

*The students and faculty of Davidson College are committed to the **Honor Code** and will not tolerate any violation of this principle. Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work. Students must clearly cite any sources consulted – not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. As indicated in Davidson College's Student Handbook, I must refer every act of academic dishonesty; violations may result in failure in the course, as well as suspension or expulsion.*

Written Assignment Submissions: To be **green friendly** and save paper/trees, all written work will be submitted electronically via Moodle. Please attach your document in Word .doc format to the appropriate assignment link. I will provide feedback in bubble comments and indicate the grade earned at the end in a bubble comment. Graded work will be sent back via email.

RESOURCES

Accommodations for Students with Disabilities and Learning Differences:

Accommodations are the legal right of students with disabilities. If you are a student with a disability or learning difference who anticipates needing accommodations, and the disability is documented by Davidson College, come talk to me early in the semester so that we can discuss accommodations. All such discussion will be confidential. Pedagogically, I strive to employ a variety of strategies and approaches to appeal to an array of preferred learning styles throughout the duration of our course.

Title IX and Student Misconduct:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has

DR. MARTINEZ' QUICK CHECKLIST FOR WRITTEN WORK:

- ✓ Microsoft Word .doc format.
- ✓ Font = 12 point, Times New Roman.
- ✓ One inch margins.
- ✓ Double-spaced (without extra spacing before or after paragraphs).
- ✓ Edit thoroughly for the basics of grammar, spelling, punctuation, content, clarity, sentence structure, etc.
- ✓ Citations follow APA or MLA style consistently and accurately.

been harassed or assaulted, you can find the appropriate resources here:
<http://www.davidson.edu/offices/dean-of-students/sexual-misconduct> and
<http://www.davidson.edu/student-life/health-and-counseling/counseling>. Dean of Students, Kathy Bray
 (Office: Chambers 1255), is the Title IX Coordinator and may be reached at: 704-894-2225,
kabray@davidson.edu. Full policy details may be found on Inside Davidson provided by the Sexual
 Misconduct Task Force.

The Speaking Center:

The Speaking Center on campus provides free consultations for your presentations for any course. Consultants will meet with you about any aspect of your work, from invention to delivery. The tutors in the Speaking Center are your peers who have had COM 101 and performed exceedingly well in their presentations. They are peer experts with the practice and experience necessary to perform well on presentations.
Speaking Center hours: Sunday – Thursday, 8-11 p.m., Studio D & Group Tutor Room 2 (Library)

The Writing Center:

The College provides free consultations on writing that you do in any course. Consultants, who are themselves practiced writers, trained to help you with any aspect of your work – from forming ideas, to developing arguments, to helping with grammar and style – will work with you individually and free of charge. Visit the Writing Center for further information.
Writing Center hours: Sunday – Thursday, 2-4 p.m. and 8-11 p.m., CTL (Library)

Library Services:

Research Consultations - The librarians are happy to work with you individually. Drop-in and scheduled consultations are available Monday – Friday, 9-5 p.m. and Monday – Thursday, 7-9 p.m.
 Visit the library website for all forms and details:
<http://davidson.libguides.com/askalibrarian>

*Questions, comments, concerns? Silence is satisfaction unless I hear otherwise.
 Please do feel free to talk to me at any point in our semester together!*

COURSE CALENDAR

Minor changes may be made to this schedule at Dr. Martinez's discretion.

KEY FOR COURSE CALENDAR:
 Gray = Readings on Moodle
 Pink = Case study short paper due
 Blue = Flipped Friday
 Yellow = Review/Final paper due
 Green = Breaks/No class meeting

WEEK	DAY	TOPIC	READINGS	DUE TODAY
1	Monday August 24	-Welcome to COM 201! <i>What is Communication?</i>		
	Wednesday August 26	<u>PART 1: Concepts of Communication</u> A First Look at Communication	Wood, Ch. 1	

	Friday August 28	The Field of Communication from Historical and Contemporary Perspectives	Wood, Ch. 2 Chapters from <i>Communication as... Perspectives on Theory</i> : “Part III: Contextualizing”	
2	Monday August 31	<u>Processes of Perception</u> Perceiving & Understanding	Wood, Ch. 3 Shachtman: “Learning to Speak”	In class: Flipped Friday sign-up.
	Wednesday September 2	Activities & Discussion	Wright & Roloff (2015)	Discussion points & prompts due (hard copy) at the start of class; question for the scholars due via Moodle.
	Friday September 4	Activities & Discussion	Video: “The Danger of a Single Story” (<i>TED talk link on Moodle & Twitter</i>)	
3	Monday September 7	<u>Language</u> Engaging in Verbal Communication	Wood, Ch. 4 Hayakawa: “Semantic Parable” Pinker: “Words and Worlds”	
	Wednesday September 9	Activities & Discussion	Watts: “Confessions of a Thirty-Something Hip-Hop (Old) Head” Burgers et al. (2015)	Discussion points & prompts due (hard copy) at the start of class; question for the scholars due via Moodle.
	Friday September 11	*Flipped Friday*		
4	Monday September 14	<u>Nonverbal Communication</u> Engaging in Nonverbal Communication	Wood, Ch. 5 Trenholm: “The Persuasive Environment”	
	Wednesday September 16	Activities & Discussion	Matsumoto: “Culture and Nonverbal	Discussion points & prompts due

			Behavior” Moore, Hickson, & Stacks: “Nonverbal Communication at Work”	(hard copy) at the start of class; question for the scholars due via Moodle.
	Friday September 18	*Flipped Friday*		
5	Monday September 21	<u>Listening</u> Listening & Responding to Others	Wood, Ch. 6 Gearhart et al. (2014) Imhof (2003)	Discussion points & prompts due (hard copy) at the start of class; question for the scholar due via Moodle.
	Wednesday September 23	<u>Communication</u> <u>Climates</u> Creating Communication Climates	Wood, Ch. 7 Zhang et al. (2014)	Discussion points & prompts due (hard copy) at the start of class; question for the scholar due via Moodle.
	Friday September 25	*Flipped Friday*		
6	Monday September 28	<u>Adaptation</u> Adapting Communication to Cultures & Social Communities	Wood, Ch. 8 Croucher (2011) Philipsen (1975)	
	Wednesday September 30	(Inter)Cultural Communication Activities & Discussion	Pham (2015) Cisneros & Nakayama (2015)	Discussion points & prompts due (hard copy) at the start of class; question for the scholar due via Moodle.
	Friday October 2	*Flipped Friday* Review #1 is released on Moodle!		Case study short paper #1 due by 4 p.m.!
7	Monday October 5	Davidson Grab Bag: Open Discussion Day		

	Wednesday October 7	No class meeting! <i>Use this time to study for the review.</i>		
	Friday October 9	No class meeting! <i>Use this time to study and take the review.</i>		Review #1 is due by midnight on Moodle!
8	Monday October 12	**FALL BREAK** <i>No classes!</i>		
	Wednesday October 14	<u>PART 2: Contexts of Communication</u> Intrapersonal Communication: Communication & Personal Identity	Wood, Ch. 9 Harwood: "Communication as Social Identity" Waisanen (2011)	Discussion points & prompts due (hard copy) at the start of class; question for the scholar due via Moodle.
	Friday October 16	*Flipped Friday*		
9	Monday October 19	Interpersonal Communication: Communication in Personal Relationships	Wood, Ch. 10	
	Wednesday October 21	Activities & Discussion	Vangelisti et al. (2007) Guthrie & Kunkel (2013)	Discussion points & prompts due (hard copy) at the start of class; question for the scholar due via Moodle.
	Friday October 23 <i>Fall Convocation</i>	*Flipped Friday*		
10	Monday October 26	Communication in Groups & Teams	Wood, Ch. 11	
	Wednesday October 28	Activities & Discussion	Sunwolf: Section from <i>Peer Groups</i> book McNamee et al. (2010)	Discussion points & prompts due (hard copy) at the start of class; question for the scholar due via Moodle.
	Friday	*Flipped Friday*		

	October 30			
11	Monday November 2	Communication in Organizations	Wood, Ch. 12	
	Wednesday November 4	Activities & Discussion	Cowan & Bochantin: "Pregnancy & Motherhood on the Thin Blue Line" Bochantin & Cowan (2014)	Discussion points & prompts due (hard copy) at the start of class; question for the scholar due via Moodle.
	Friday November 6	*Flipped Friday*		
12	Monday November 9	Mass Communication	Wood, Ch. 14 Boyle et al. (2013) Martinez & Ramasubramanian (2015)	Discussion points & prompts due (hard copy) at the start of class; question for the scholar due via Moodle.
	Wednesday November 11	Digital Media & the Online World (aka computer-mediated communication)	Wood, Ch. 15 Walther (2009) Yeshua-Katz & Martins (2013)	Discussion points & prompts due (hard copy) at the start of class; question for the scholar due via Moodle.
	Friday November 13	*Flipped Friday*		
13	Monday November 16	Mass communication & CMC continued Review #2 is released on Moodle by Tuesday, Nov. 17!	Berger chapter on analyzing ads Alhabash et al. (2015) Lee & Taylor (2014)	Discussion points & prompts due (hard copy) at the start of class; question for the scholar due via Moodle.
	Wednesday November 18	No class meeting! Dr. Martinez is at NCA but available to you via email.		Case study short paper #2 due by 4 p.m.!

	Friday November 20	No class meeting! Dr. Martinez is at NCA but available to you via email.		
14	Monday November 23	Public Communication <i>Discuss expectations for analysis presentations</i>	Wood, Ch. 13 Hariman (2008) Chapters from <i>Visual Rhetoric: Confronting & Resisting</i> section: LaWare Demo	In class: Presentation day/order sign-up Review #2 is due by Tuesday, Nov. 24, midnight on Moodle!
	Wednesday November 25 – Friday November 27	Thanksgiving Break! <i>No classes</i>		
15	Monday November 30	Analysis Presentations		
	Wednesday December 2	Analysis Presentations		
	Friday December 4	Analysis Presentations		
16	Monday December 7	Analysis Presentations		
	Wednesday December 9 <i>*December 10 is Reading Day</i>	Analysis Presentations <i>Classes end today</i>		
	December 11-17 = Final Exams Period			Final Analysis Papers due Dec. 17 by 5 p.m. on Moodle!