

INTRODUCTION TO COMMUNICATION
FALL 2017 - SYLLABUS AND COURSE SCHEDULE
COMM 201 – Section 01 – M/W/F 9:00 a.m. – 9:50 a.m. #102 Strickler Hall

Professor: Dr. Mary Z. Ashlock

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Office Hours: Monday/Wednesday/Friday 10:00 a.m. – 11:00 a.m. and by appointment.

Text: Human Communication in Society, Alberts, Nakayama and Martin, 4th ed., 2016.

****Students may use either the textbook or the online Revel text. If you choose Revel, you have access to optional practice quizzes and additional online resources.*

*****When you contact me by email or phone, please indicate you are in Comm. 201, Section 01. This will help me locate any information for you from the appropriate class/section.**

*****Please note: We will have one of our Communication Graduate Assistants, Jessica Sanchez assisting with our class.**

COURSE DESCRIPTION

This course fulfills a portion of the general education requirement for social and behavioral sciences (3 credit hours) and is required for both a major and minor in communication. This course provides an overview of the study of communication, covering a variety of topics, from nature of language, to patterns of communication in large organizations. We will explore a variety of concepts and terms essential to the understanding of communication.

Social & Behavioral Sciences (SB) Social and behavioral sciences are concerned with understanding human behavior, human interactions, human environment, and the related social structures and forms. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Apply knowledge and theories and analyze evidence via qualitative and/or quantitative research methods that are utilized in the field.
2. Identify how different fields of inquiry conceptualize diversity and the dynamics of social inequalities.
3. Represent and critically respond to multiple points of view on cultural issues as expressed in different historical, social, and cultural contexts.
4. Use critical thinking and reasoning skills such as making inferences, evaluating assumptions, and assessing limitations of knowledge claims.
5. Communicate effectively in speech and writing, while respecting others' contributions, through proper citation appropriate to the discipline.

In short, these learning objectives will be assessed by the following assignments:

- a. Four exams
- b. Other in-class assignments and possible simulated communication role plays
- c. Self-growth reflection paper
- d. Topical exercises to reinforce chapter content
- e. Sustainability and how it interfaces with communication
- f. Active participation in the class

Detailed/matching SB Learning Outcomes Assessment:

LO #1: Apply knowledge and theories and analyze evidence via qualitative and/or quantitative research methods that are utilized in the field.

- Students will apply knowledge and theories and analyze case studies in communication via qualitative and/or quantitative research methods that are utilized in the field.
- Students will apply knowledge and theories and analyze “What Would You Do” media scenarios in communication via qualitative and/or quantitative research methods that are utilized in the field.

LO #2: Identify how different fields of inquiry conceptualize diversity and the dynamics of social inequalities.

- Students will work in groups to generate personal examples and experiences of intercultural communication on the borders; e.g., border dwellers through travel (voluntary/involuntary short/long term); border dwellers through socialization; and border dwellers through relationships.
- A panel of six volunteers from the class will compete in a “Citizenship” quiz bowl using 10 questions from the U.S. Citizenship test. This active participation will highlight the process immigrants take to become citizens of the U.S. Each semester at least one student in class comments afterwards about either becoming a citizen in recent month/years or having other family/friends do so.
- Two student volunteers will hold large 3 foot rubber bands to visually illustrate the (6) dialectic tensions: Cultural-Individual, Personal-Contextual, Differences-Similarities, Static-Dynamic, History/Past-Present Future. Students in class will assist the professor in giving examples of each tension while the student volunteers create the dialectic tensions in the rubber bands.
- Students will apply knowledge and theories and analyze “What Would You Do” LGBTQ media scenarios in communication.

LO #3: Represent and critically respond to multiple points of view on cultural issues as expressed in different historical, social, and cultural contexts.

- Students will examine the influence of cultural values on communication by viewing and analyzing a short National Geographic video of the Buginese culture in South Sulawesi, Indonesia.
- Students will analyze a current political communication situation in the world through the lens of the key functions of rhetoric: (1) Reaffirming cultural values (2) Increasing democratic participation (3) Securing justice (4) Promoting social change.

LO #4: Use critical thinking and reasoning skills such as making inferences, evaluating assumptions, and assessing limitations of knowledge claims.

- Students will use the critical thinking framework as a key to successful communication throughout the semester. This framework will be applied to communication scenarios and case studies in interpersonal and organizational communication: (1) Identify the assertion or action (2) Ask, “what is the evidence for and against the assertion or action?” (3) Ask, “what does the bulk of evidence point to?” (4) Ask, “what other explanations or conclusions are possible?” (5) Continue to keep an open mind for new evidence and new ways of evaluating the assertion.
- Students will work in small groups to analyze and report to the larger group their preferred listening styles as related to critical thinking and listening. The four key listening styles include: Action-oriented listening styles, content-oriented listening style, people-oriented listening style and time-oriented listening style.
- Students will work in small groups to identify answers to 12 Trivia Questions (which come from various areas of the social sciences: English, History, Political Science, etc.) Students may not use any electronic devices and will utilize group roles, tasks, problem solving and consensus covered in the Small Group Communication chapter.
- Students will use critical thinking and reasoning skills by taking online assessments and attending events regarding areas of sustainability. Students will discuss how their results shape the way they perceive and communicate about sustainability.

LO #5. Communicate effectively in speech and writing, while respecting others' contributions, through proper citation appropriate to the discipline.

- Students will write a short reflection paper at the end of the semester outlining three key concepts learned in the class.
- Students will communicate effectively in speech through communication role-plays including using “I” statements in conflict communication.

ATTENDANCE AND PARTICIPATION POLICY

Attendance is necessary as the interactive classroom lectures/discussions are structured to give particular advantages on the tests to those who attend class regularly. ***Please note: In-class exercises are based on attendance and participation, which is worth 100 pts. (20%) of a student's grade.***

*****The schedule is tentative, so exams may not occur on the day listed. If you are not in class, you could miss an exam. Any changes will be communicated through Blackboard Announcements and emails to students.**

STUDENTS WITH DISABILITIES

The University of Louisville is committed to providing equal opportunities to students with disabilities. If you need any accommodation in your educational process, you need to identify yourself with the Disability Resource Center #119 Stevenson Hall, 502-852-6938. The center will coordinate programs and services to help you in your learning process.

COURSE PROCEDURES

You will receive more detailed instructions about each assignment during the semester. ***Points/grades will be posted on a regular basis in Blackboard.*** It is your responsibility to keep up with your grade and to know if something is incorrect or missing.

GRADES/EXAMS

Grades will be based on (4) exams and in-class assignments. Exams will cover assigned readings, lecture material and in-class assignments. Exams will have 50 Multiple Choice and True/False questions for 2 points per question = 100 pts.

There will be in-class discussions and 10 assignments that will be worth 10 points each to total 100 points. The nature of these assignments will be determined throughout the semester, and students must be present in class to earn points. **In-class assignments cannot be made up unless the absence is due to a university activity or a sufficiently documented situation.**

Here are Instructions to Make Up an In-Class Assignment that has been excused:

1. Type up a one page double spaced summary/discussion of (3) key points you learned from the textbook chapter covered while you were absent.
2. Please include your name, Chapter #, Date and In-Class Assignment missed.
3. Bring a hard copy of your paper when you return to class within a week of missing the assignment. (No emails)
4. I will review/grade the excused make-up work, record the points in Blackboard and return your paper to you the next class session.

If you have any questions about assignments, exams, and grades, please get in touch with me as soon as you can. Waiting until the end of the semester will result in the unlikelihood of changing your situation.

GRADE DISTRIBUTION

Exam #1:	20 % (100 points)
Exam #2:	20 % (100 points)
Exam #3:	20 % (100 points)
Exam #4:	20 % (100 points)
<u>In-Class Attendance/Participation:</u>	<u>20 % (100 points)</u>
Total:	100% (500 points)

Grades will be assigned according to the following scale:

A+ (98% - 100%)	C (73% - 76%)
A (93% - 97%)	C- (70% - 72%)
A- (90% - 92%)	D+ (67% - 69%)
B+ (87% - 89%)	D (63% - 66%)
B (83% - 86%)	D- (60% - 62%)
B- (80% - 82%)	F (59% or below)
C+ (77% - 79%)	

Important – Exams cannot be made up unless there is sufficient documentation for a serious health issue, accident, etc. In case of emergency, I must be contacted within 24 hours, and written proof of an emergency must be provided. Any make-up exam is given at the discretion of the instructor.

IN-CLASS BEHAVIOR

To avoid any interruption and distraction to you, your professor, and classmates, the following simple rules should be respected by all class members:

- All cell phones should be turned off. This, of course, implies that you are not allowed to read or send messages during the class period.
- Do not use the class time to catch up on late homework for other courses. Your classmates and professor deserve your full attention. Any open books or writing materials on your desk will result in deduction from your in-class assignments / participation grade.
- Come to class prepared to discuss the readings and / or assignments due on that day. Your participation is an important component of your final grade and will allow you to learn better.
- Students are expected to arrive on time for class and stay for the entire class period.

COURSE SCHEDULE

PLEASE NOTE: Changes may be made at the discretion of the instructor. They will be announced in class and through Blackboard. Please note changes on this document for your records.

Week 1	M 8/21	 Lunar Eclipse Today! <u>12:59 p.m. – 3:51 p.m.</u> <u>Maximum viewing time is at 2:27 p.m.</u>
	W 8/23	<u>Introduction, distribution of Course Syllabus and</u> <u>Chapter 1: Introduction to Human Communication</u>
	F 8/25	<u>Chapter 1: Introduction to Human Communication</u> <u>Friday, 8/25 - Last Day to Drop/Add Classes</u>
Week 2	M 8/28	<u>Chapter 2: Perspectives on Human Communication</u>
	W 8/30	<u>Chapter 2: Perspectives on Human Communication</u>
	F 9/1	<u>Guest Speaker: Dr. Justin Mog,</u> <u>Assistant to the Provost for Sustainability Initiatives</u> <u>Topic: What is sustainability and how does it relate to</u> <u>communication?</u>
Week 3	M 9/4	<u>Labor Day – UofL Holiday – No Classes</u>
	W 9/6	<u>Chapter 2: Perspectives on Human Communication</u>
	F 9/8	<u>Chapter 3: Communicating Identities</u>

COURSE SCHEDULE (continued)

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Week 4	M 9/11	<u>Chapter 3</u> : Communicating Identities
	W 9/13	<u>Chapter 3</u> : Communicating Identities
	F 9/15	<i>No Class - Professor Ashlock is at the Kentucky Communication Association Conference. ***<u>Online Assignment Due- Check Discussion Board in Blackboard</u></i>
Week 5	M 9/18	<u>Review for Exam #1 – In Class</u>
	W 9/20	Exam #1: Chapters 1-3 & Course Material – Bring Student ID and #2 pencil
	F 9/22	<u>Chapter 4</u> : Communicating, Perceiving, and Understanding
Week 6	M 9/25	<u>Chapter 4</u> : Communicating, Perceiving, and Understanding
	W 9/27	<u>Chapter 5</u> : Verbal Communication
	F 9/29	<u>Chapter 5</u> : Verbal Communication
Week 7	M 10/2	<u>Chapter 6</u> : Nonverbal Communication
	W 10/4	<u>Chapter 6</u> : Nonverbal Communication
	F 10/6	<u>Review for Exam #2</u>
Week 8	M 10/9	<u>No Class – UofL Mid-term Break (Mon. Oct. 9 & Tues. Oct. 10)</u>
	W 10/11	Exam #2: Chapters 4-6 & Course Material - Bring Student ID and #2 pencil
	F 10/13	<u>Chapter 7</u> : Listening and Responding

COURSE SCHEDULE (continued)

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Week 15	M 11/27	<u>Chapter 14</u> : Communicating Through Social and Other Interactive Media
	W 11/29	<u>Chapter 14</u> : Communicating Through Social and Other Interactive Media
	F 12/1	<u>Review for Exam #4 / Course Wrap-Up/Extra Credit Due</u>
Week 16	M 12/4	Exam #4: Chapters 11-14 & Course Material - Bring Student ID and #2 pencil - Last Day of Classes This is our last exam – we will not have a final exam. Good luck with your other classes!

Important for all UofL students to note: Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).