

## **COMM 175-001, Introduction to Communication**

**Judith Kaplan-Weinger, Ph.D.**

**MWF 9:20-10:10 Corboy 302**

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### **Course Overview**

Introduction to Communication examines communication through both an historical and a critical lens, providing students an intellectual foundation for further study and communication praxis.

### **Course Objectives**

Through course discussions, text readings, and class projects, students will be able to

1. understand and effectively explain communication,
2. explore communication studies academically,
3. attain understanding of historical periods in communication,
4. expand media literacy and develop critical analysis skills as media consumers,
5. develop an understanding of the relationships between communications and culture, and of how social and cultural contexts influence communicative practices of production and interpretation,
6. relate communication theory to the use of modern forms and methods of communication,
7. understand career opportunities and skills required to succeed in the field,
8. acquire a framework for further study and practice in communication.
9. evaluate and produce communication as a means of social action.

### **Course Texts and Materials**

- 1) Paynton, Scott T. & Hahn, Laura K. 2023. (P/H) Introduction to Communication. Libre Texts.  
[https://socialsci.libretexts.org/Bookshelves/Communication/Introduction\\_to\\_Communication/Introduction\\_to\\_Communication\\_\(Paynton\\_and\\_Hahn\)](https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_(Paynton_and_Hahn)) Download the PDF

- 2) Communication in the Real World: An Introduction to Communication Studies. (CRW) produced and distributed under a Creative Commons license (CC BY-NC-SA)

Chapter 15.1 Technological Advances: From the Printing Press to the iPhone.

<https://open.lib.umn.edu/communication/chapter/15-1-technological-advances-from-the-printing-press-to-the-iphone/>

Chapter 16 New Media Technologies

<https://open.lib.umn.edu/communication/part/chapter-16-new-media-and-communication>

Read 16.1, 16.2, and 16.3

- 3) Sakai Readings

- 4) 50 3 x 5 Cards

## **Course Assignments and Requirements**

### **Class Participation (30 points)**

Your active participation in class is essential for your and our learning. We depend upon and value the role of one another's experiences and contributions to our learning. We will begin each class with your responding to a question about the assigned reading. At the end of each class, you will respond to content discussed in class that day. These responses are not graded, but count as participation.

### **Communication and Social Justice (170 points)**

Communication is the core of healing ourselves, others, and the world. Needs must be communicated and responded to for equity and for restoration. To expand your role in this process, select a social justice issue that you are interested in understanding and addressing at both the individual and systemic levels. Throughout the semester, you will complete a variety of tasks focused on applying communication theory and practice to the issue.

As you progress through these tasks, you may find yourself personally called to action. Among these actions are helping others find solutions, contributing to the solutions others are making, writing letters to change makers, attending or creating public forums, supporting or rejecting certain companies or products, and organizing an organization and efforts to inform and, perhaps, recruit others for joint action. If you do find yourself taking action, remember that your responsibility is to the community, not to yourself. Their voices are the ones that matter; their needs are the ones that lead your work. Social action is not charity and, alone, does not constitute social action. We must address and solve injustice at the systemic as well as individual levels.

Here are the tasks that compose this assignment:

1. Define the social justice issue. Be specific. For example, social justice for the unhoused can be narrowed to issues including health care, nutrition, family maintenance, and education. Narrow your concern to one concern, one population, one region, or some other criterion. (5 points)
2. Why are you interested in this issue? Is there a personal or familial relationship to the issue? Do you have experience (prior or current) in addressing this issue? (5 points)
3. What is the history of this issue? What led to its origin? (8 points)
4. Choose one organization or individual closely committed to the issue. What role do they play in addressing the issue? What is their history in addressing the issue? What goals do they have in relation to the issue? (7 points)
5. Identify and research the primary population affected by this issue. (5 points)
6. What products are produced by the organization or individual to communicate the social justice issue and their role in addressing it? (10 points)
7. Collect five different media--print/digital/broadcast news, documentary, podcast, entertainment programming, gaming, social media, outdoor media, transit media--that have covered this organization/individual and the issue. (5 points)
8. Describe and provide visual examples of how each medium communicates the issue. (10 points)
9. What does each medium prescribe as social action for responding to the issue? (5 points)
10. Interview five separate individuals who have produced or have been affected by these media. You may choose any combination of producers and experiencers to total five total interviewees. You may run into barriers in trying to approach individuals and/or sharing your interest with them. There may also be barriers influencing participation in taking social action. We will discuss possible strategies for attending to these obstacles. (20 points)
11. Compose a written analysis of your research. (40 points)
12. Collaborate with a team of classmates to create a campaign that promotes involvement in the social issue. Inform us of and persuade us to support the issue. Include at least two media in your campaign. (20 points—each group members receives the same points)
13. Based on your and your classmates' research, compose a reflective essay discussing how communication
  - a) succeeds in the promotion of social justice and
  - b) can better improve the promotion of social justice.
 Include examples from your and your classmates' research to support this reflection. (30 points)

All assignments must be submitted in order (1 through 13). If any individual assignment is skipped, later assignments will not be accepted.

Criteria and rubrics will be provided for each assignment.

This assignment is based on Classroom Ideas for Promoting Social Justice: Encouraging Student Activism in Intercultural and Gender Communication Courses by Amy Aldridge Sanford. *Journal of Communication Pedagogy* 2018, Vol. 1(1) 70–75.

**Course Evaluation**

%

|                                  |     |
|----------------------------------|-----|
| Participation                    | 15  |
| Communication and Social Justice | 85  |
| Total                            | 100 |

At all times and in all tasks in and out of class, your ethical comportment is mandatory. Be honest, respectful of self and others, and as confident as you can be when defending your perspectives. Always cite your references and acknowledge those who have influenced your viewpoints. Be aware of your needs and those of others in the classroom, and act appropriately. Failure to act in an ethical manner (e.g., respecting, disagreement) will affect your participation grade.

### **Grading Scale**

|            |            |            |            |            |
|------------|------------|------------|------------|------------|
| A = 100-94 | A- = 93-90 | B+ = 89-88 | B = 87-83  | B- = 82-80 |
| C+ = 79-78 | C = 77-73  | C- = 72-70 | D+ = 69-68 | D = 67-63  |
| D- = 62-60 | F = 59-0   |            |            |            |

Students must earn a minimum of a C- in order to have a course count toward their major.

### **COURSE DATES AND READINGS AND ASSIGNMENTS**

Note: This schedule may be modified according to the specific needs of the class. Updates to assignments, readings, and activities will be provided during the semester.

August 28, 30, and September 1

The Foundations of Communication P/H Ch 1

September 4 Labor Day, No Classes

September 6, 8, 11, 13, and 15

History of Communication Study CRW Chs 15.1 and 16  
P/H Ch 4

Rhetorical Criticism P/H Ch 7

Communication and Social Justice

September 18, 20, and 22

Mass Communication P/H Ch 8

September 25 No Class

September 27 and 29

Communication Theory P/H Ch 5

|  |                               |           |
|--|-------------------------------|-----------|
| October 2, 4, and 6                        | Communication Research        | P/H Ch 6  |
| October 9                                  | No Class. Mid-Semester Break  |           |
| October 11 and 13                          | Verbal Communication          | P/H Ch 2  |
| October 16, 18, and 20                     | Nonverbal Communication       | P/H Ch 3  |
| October 23, 25, and 27                     | Intercultural Communication   | P/H Ch 12 |
| October 30, November 1, and 3              | Group Communication           | P/H Ch 10 |
|  | Organizational Communication. | P/H Ch 11 |
| November 6, 8, and 10                      | Interpersonal Communication   | P/H Ch 9  |
| November 13, 15, 17, and 20                | Gender Communication          | P/H Ch 13 |
| November 22-25                             | Thanksgiving Break            |           |
| November 27, 29, and December 1            | Presentations                 |           |
| December 4, 6, and 8                       | Presentations                 |           |
| December 8                                 | Last Day of Class             |           |
| No Final Exam—Exam Date, Saturday, Dec. 16 |                               |           |

## School and Class Policies

### School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Submitting the same work for credit in two or more classes, even if the classes are taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.
- To maintain our culture of excellence and integrity, students are not to use AI assisted technology in the classroom unless they are specifically authorized to do so by their faculty

for an assignment, a test, a quiz, or any deliverable that will be graded. Loyola has added an AI identifier to TurnItIn.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at [https://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml).

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at: [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml).

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

### **Student Accommodations**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

### **Title IX Notice of Reporting Obligations for Responsible Campus Partners**

As an instructor, I am considered a Responsible Campus Partner (“RCP”) under Loyola’s [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](#) (located at [www.luc.edu/equity](http://www.luc.edu/equity)). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University’s [Title IX](#) Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notice/mandatedreportingofchildabuseandneglect/>).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report **will not generate a report to law enforcement** (no student will ever be forced to file a report with the police). Furthermore, the University’s resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the [Office for Equity & Compliance](#) at [equity@luc.edu](mailto:equity@luc.edu) or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call [The Line](#) at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at [luc.edu/coalition](http://luc.edu/coalition) or [luc.edu/wellness](http://luc.edu/wellness).

### **Use of Appropriate Names and Pronouns**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself; and/or on your name placard; and/or on your Zoom profile. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns.

### **Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording.



## **Student Diversity, Equity and Inclusion**

As Loyola's mission statement holds, "We are Chicago's Jesuit, Catholic University-a diverse community seeking God in all things." Together, as a community rich in diversity, we are called to "expand knowledge in the service of humanity through learning, justice and faith." Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enriching academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices.

## **Managing Life Crises and Finding Support**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral ([LUC.edu/csaa](http://LUC.edu/csaa)) for yourself or a peer in need of support. To learn more about the Office of the Dean of Students, please find their websites here: [LUC.edu/dos](http://LUC.edu/dos) or [LUC.edu/csaa](http://LUC.edu/csaa); phone number 773-508-8840, email [deanofstudents@luc.edu](mailto:deanofstudents@luc.edu)