



LOYOLA
UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

COMM 175/205 (3003) —INTRODUCTION TO COMMUNICATION
SCHOOL OF COMMUNICATION, WATER TOWER CAMPUS, FALL 2018

Instructor: Milan Pribisic, Ph.D. (mpribis@luc.edu)

Class meetings: TuTh 02:30 pm to 03:45PM; Corboy Law School, Room 522

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Office Hours: **WTC/Lewis Tower** Tuesdays 1:15 PM to 02:15 PM, or by appointment

COURSE DESCRIPTION: This course is an introduction to the study of communication seen through theoretical, critical and cultural studies lens. We will examine what is communication, how we experience it, why do we communicate and what happens when we communicate in different contexts; also, we will explore the forms, styles and conventions of communication and media through which humans have been exchanging information and producing meaning and knowledge to regulate or transform themselves and the environment.

COURSE OBJECTIVES: The goal of the course is to invigorate the students' communication literacy both theoretically and historically by providing an intellectual framework for further study and practice in communication. More specifically, after taking this course the students will be able to:

- # provide definitions of key communication concepts and use them in appropriate discursive context;
- # identify different theories of communication, their main tenets and application contexts;

classify the different modes of address (the spoken, the written, and the electronic) in accordance with the technological and media innovations in history;

list the key players, social and epistemological consequences that the media changes have produced.

TEXTS: Fassett, Warren, Nainby. *Communication: A Critical/Cultural Introduction*. [CCC] 3rd edition (ISBN: 978-1-5165-2534-8)

ATTENDANCE: I am using a discussion teaching method which includes traditional lecturing but stresses interactive, question and answer, exchange during class time between teacher and students, and among students in small groups and small group projects, therefore, all students are expected to attend the class regularly and to be prepared to actively participate in the discussions and activities after reading the required material. For attending a class a student will receive **1 (one)** point that will be part of his/her course Participation grade. No show in class means no participation points for attendance. To make up for the missed assignments, such as oral presentation, group projects, online assignments, quiz, exam, the written medical doctor's excuse needs to be presented or a proper documentation showing you were representing Loyola University in intercollegiate athletics, debate, or model government organizations on these dates.

SAKAI (<https://sakai.luc.edu>) is an online learning tool that allow us to communicate and collaborate with each other during the semester. You will find on it the course syllabus, e-mail addresses of all course participants, announcements, online assignments, online gradebook, etc.

LOCUS (<https://locus.luc.edu>) is Loyola's information portal for a wide variety of tasks. The instructor posts on Locus the midterm academic alerts and the final grades.

ACADEMIC HONESTY: 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. Academic cheating is a serious violation of academic integrity. **Cheating** includes, but is not limited to, obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher; providing information to another student during 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; 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, compromise the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty; it 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 other without proper acknowledgement of the sources, and includes, but is not limited, to 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. 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 <http://www.luc.edu/english/aboutthewritingprogram/theuseandmisuseofsourcematerials/#d.en.238783>

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during 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.

Plagiarism or any 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 appropriate area head and to the Office of the Dean of the School of Communication.

The Office of the Dean 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

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 a similar organization.

STUDENTS WITH DISABILITIES: Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignments due dates.

CLASSROOM ETIQUETTE: The attendance is taken at the beginning of the class! Up to fifteen minutes lateness is acceptable according to the academic rules; beyond that it is on your own discretion to decide whether you should interrupt the class already in progress or not; in any case, if you enter the classroom after the attendance has been taken it is your responsibility to check with the instructor after the class to be sure to get the attendance credit. We will have a classroom that is comfortable for all. It is important that we 1. display respect for all members of the classroom including the instructor and students, 2. pay attention to and participate in all class sessions and activities, 3. avoid unnecessary disruption during class time (e.g. having private conversations; reading the newspaper, shopping online...) and 4. avoid racist, sexist, homophobic or other hateful language that may exclude members of our classroom.

GRADING ASSIGNMENTS: I am using the cumulative point system which means each assignment carries a certain number of points. To receive D letter grade for the course you need to earn 61% of the total points or 183 points out of 300. Please respect 24/7 policy: wait 24 hours after receiving a grade to talk with me about it but talk to me about the grade within 7 days if you have a question related to it. After one week has passed, I will not discuss the grade for that assignment.

Participation (attendance and class activities; individual digital presentation; peer teaching, one-minute paper/quiz; various online assignments such as Forums topics or Short written assignment)	100 points
Exams (midterm and final)	100 points
Group oral presentation	50 points
Term paper (Annotated Bibliography)	50 points
TOTAL POINTS	300 points

TOTAL= 300 POINTS:

A (EXCELLENT)=285-300;

A-minus=273-284;

B+=261-72;

B (GOOD)=249-260;

B-minus= 240-248;

C+=231-239;

C (AVERAGE)=219-230;

C-minus=213-218;

D+=201-212;

D (FAIR)=183-200;

F (POOR)=below 183

STATEMENT OF INTENT: By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in this document.

WEEKLY SCHEDULE

WEEK ONE of August 27: Course intro and overview

FIRST PRINCIPLES

COMMUNICATION: A CULTURAL INTRODUCTION

READ: CCC ch. 1

WEEK TWO of September 3: *COMMUNICATION and POWER*

READ: CCC ch. 2

WEEK THREE of September 10: *PUBLIC ADVOCACY: COMMITMENTS and RESPONSIBILITY*

READ: CCC ch. 3

WEEK FOUR of September 17: *COMMUNICATION PROCESSES AND SKILLS*

Compassionate Critical Listening

READ: CCC ch. 4

WEEK FIVE of September 24: Identity and Perception

READ: CCC ch. 5

WEEK SIX of October 1: Language and Culture

READ: CCC ch. 6

EXAM # 1 (10/04/18)

WEEK SEVEN of October 8: **NO CLASS ON TUESDAY (10/09/18)/FALL BREAK**

Embodied Knowledge and Nonverbal Communication

READ: CCC ch. 7

WEEK EIGHT of October 15: **COMMUNICATION CONTEXTS**

Language and Power in Our Cultural Lives

READ: CCC ch. 8

WEEK NINE of October 22: Interpersonal Relationships in Culture

READ: CCC ch. 9

WEEK TEN of October 29: Groups and Alliances in Culture

READ: CCC ch. 10

ONLINE DIGITAL PRESENTATION DUE (11/01/18)

WEEK ELEVEN of November 5: Mediated Culture(s)

READ: CCC ch. 11

WEEK TWELVE of November 12: Communication as Means of Social Action

READ: CCC ch. 12

WEEK THIRTEEN of November 19: EXAM #2 (10/20/18)—please plan your holiday trip accordingly!!!!

NO CLASS ON THURSDAY (11/22/18)—HAPPY THANKSGIVING

WEEK FOURTEEN of November 26: **GROUP ORAL PRESENTATIONS!!!**

WEEK FIFTEEN of December 03: **GROUP ORAL PRESENTATIONS!!!**

FINAL EXAM DATE is Saturday, December 15, 2018, 04:15PM to 06:15PM

GROUP ORAL PRESENTATIONS: You will be divided in groups of four; each group will do a 30-minute public advocacy presentation on one of the controversial, debatable issues. Introduce the topic clearly and economically; cite the author's name and a brief background on him/her; briefly preview your presentation; using main- and sub-points

state the group's main claims and support each with concrete evidence, and provide a strong, meaningful conclusion. Each member of the group has to be part of the presentation. End the presentation with a call to action that should help your audience make their own mind; feel free to use visual aids or other presentation devices.

At the time of your presentation submit:

1. **KEY WORD OUTLINE** for the group presentation due at the time of the presentation (ONE per group; no longer than two pages of a double-spaced, typed and stapled text; please ask instructor if you are unfamiliar with the outline format). Include in the outline the basic information (the names of the group members, title of the presentation, Introduction—Body of presentation—Conclusion--Works Cited/References page)
2. **INDIVIDUAL TWO PAGE PROJECT REACTION** due at the time of the presentation (20 points that count toward your Participation points; Each student should submit a personal reaction to this assignment evaluating: A. the usefulness of the project, B. the workings within the group/group dynamics, C. the article's significance for the learning process and what the student learned from the article/project; D. individual student's contribution to the Discussion Questions—write down your questions)

The group oral reports are due at the end of the semester (see the syllabus for exact dates). The presentations that last under 25 minutes are too short and the ones over 35 minutes are too long and will be cut; in each case 10% deduction will be automatically taken. The group project report is worth up to 50 points, of which up to 5 points go for the group key-word outline.

RUBRIC FOR THE GROUP ORAL PRESENTATION

An EXCELLENT (A) group oral presentation will:

1. present the article's main points clearly, well adapted for the classroom with the current, updated examples,

2. come across as a group effort presentation with clearly manifested positive synergy,
3. engage the class with the material either with questions and/or the class activity,
4. rely on the notes and slides as little as possible with NO READING unless it is a larger quote (which should be avoided in the first place),
5. use the visuals that are organically incorporated into the presentation without turning the presentation into a slide show,
6. have an outline that clearly demonstrates the planned presentation's organization and sequence, contains all the required elements, and has no grammatical or typographical errors,
7. observe the presentation's time limitations (no less than 25 minutes no more than 35 minutes)

Grades of B, C, D and F will be given to those presentation that are missing, not observing, or having problems with one (letter B [Good] grade), three (C [Average] grade), five (D [Fair] grade) or all six (F [Poor] grade) of the above mentioned elements.

WRITTEN ASSIGNMENT/ANNOTATED BIBLIOGRAPHY: All written work must be typed, double-spaced, TNR font, size 12, stapled with your name—no name no grade. This assignment is part of your on-going homework in this course. No later than the week four of the semester you will choose a topic (e.g. a communication or media concept, a media theory ...) from the course material that you want explored beyond what our textbooks and class discussions provide. Start your research with the notes/references at the end of each chapter of our textbooks; you may also use the search

engines such as Google or the library database search (e.g. when using Google type: “Scholarly Articles for (your topic here)”. Be sure that the chosen source (study, article...) is not only mentioning the term/topic but has it as its core.

Annotated bibliography is a list of citation to the books, articles and documents. Each FULL citation of the source (typed using either MLA or APA Style Manual) is followed by a brief (usually 150 words) ANNOTATION, that is a descriptive and evaluative paragraph about the source. The purpose is to inform the reader about the relevance, accuracy and quality of the sources cited. In a 1. **descriptive** part of the annotation write a short summary of the source’s content and in its 2. **evaluative** part provide a critique of the source and its relevance/recommendation for the study of communication. For more on annotated bibliography, its samples and the correct format (MLA or APA) for the citations click on the link below:

<http://guides.library.cornell.edu/annotatedbibliography>

Each student needs to provide ten annotations for ten different sources (a book, a book chapter, an article in a scholarly journal or a similar trade paper).

The assignment is due on **Saturday, December 15 at 6:15pm (final exam date)**. No late submissions are accepted unless previous arrangement has been made with the instructor.

GRADING:

Letter A (Excellent):

All annotations are from the scholarly, reputable, print sources;

The annotations are clear, to the point, with both parts to them—descriptive and evaluative/critical one;

All citations are complete and listed in alphabetical order following consistently either MLA or APA Style Manual;

The annotations are written using appropriate language, in a grammatically correct manner and with virtually no typographic errors;

Letter B (Good):

Few of the annotations are not from the scholarly, reputable, print sources;

The annotations lack either descriptive or evaluative/critical part to them and the citations are either incomplete or combine elements from the different Style Manuals;

There are only nine annotations;

The annotations are written in a language that is not easy to follow, with some errors in style of writing and grammar and with 5+ typographic errors per the whole paper;

Letter C (Average):

There is an insufficient number of annotations (eight or less)

and more than half of them are not from the scholarly, reputable, print sources;

The annotations lack the required elements (either descriptive or evaluative) throughout the bibliography;

The annotations are generic-sounding (e.g. “This article is a very good source of information”) without the specifics to support the statement/claim;

The citations have many problems and do not follow a specific Style Manual;

There are quite a few typographic errors;

Letter D (Fair):

The annotations are lacking substance/information and are either too short or too general;

There are too few annotations (6 or less annotations);

Annotations are from too many online only sources such as blogs and little known websites;

There are many problems with the proper documentation/citation of sources, grammar and/or style of writing and a lot of typing errors

Letter F (Poor)

There are too few annotations (less than five);

Annotations sound too abstract and without clear purpose and/or relation to the class's subject matter;

There are too many errors in proper documentation of sources, style of writing, grammar, and typing;

Majority, if not all, Annotations are from little known, not well respected sources.

INDIVIDUAL DIGITAL PRESENTATION: For this assignment you will have to pick up a term/concept from the list provided by the instructor (all of them are covered by our textbook); after you research (you are encouraged to go beyond the material in our textbook!) is done share it with the class through a short digital presentation (minimum of 5 slides, maximum 10 slides) by: 1. defining and explaining the term/concept, 2. providing examples/illustrations for it, 3. posting the presentation on time (**deadline: 11/01/18**) on Sakai under Resources/Folder Short Digital Presentation for everyone in the class to see/use, 4. providing the questions for the class (minimum of two questions) to motivate further research and thinking of the classmates and 5. providing the Works Cited/References/links slide listing full documentation of all sources used for the presentation.

Letter grade A (Excellent) will be given to a presentation that:

1. Clearly defines and explains the term and provides the examples/illustrations that clarify it,

2. Uses the presentation aid (e.g. PowerPoint, Prezi, Google slides, etc.) that is easy to follow and aesthetically pleasing devoid of factual, grammatical or spelling errors,
3. Posts the presentation on time on Sakai under Resources,
4. Clearly engages the classroom with questions motivating further research on the term/concept or through a discussion about the term/concept.

Letter grade B (Good) will be awarded to a presentation that lacks or has issues with one of the above criteria; letter C (Average) will be awarded to a presentation which lacks/has issues with two of the above criteria; letter D (Fair) will be awarded to a presentation with issues with three of the criteria and letter F (Poor) to the one that has problems with ALL of the above criteria.

This assignment is worth twenty (20) points that count toward your Participation grade.