

Introduction to Communication

Spring 2015

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Office Hours
T/R 4:00-6:00p or by appt.
SOC 223D

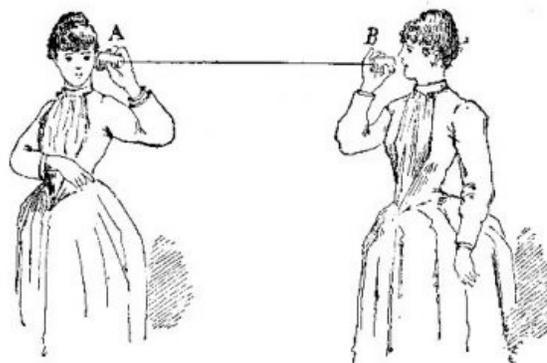


FIG. 76. Trådtelefon.

Course Description

This course is an introduction to the study of communication within the social, historical, and political contexts within which they emerge. It examines communication as a set of social practices by which a human community exchanges information, creates a common vision of the future and the past, produces knowledge, reproduces social and philosophical values, controls itself and the environment, and attempts to regulate and mediate conflict. The course focuses on the settings, events and actors that have characterized communication practices. Class content is interdisciplinary and includes ideas from art history, photography, film, music, politics, journalism, television and global media studies. By the end of this class students will:

- Understand on a broad scale the major shifts in communication theory and practice.
- Learn specific events, actors and technologies from the history of communication.
- Recognize the social, political, economic and ethical contexts for theory and practice.
- Analyze and apply concepts to the contemporary communication scene with a deeper understanding of the past.

The course is organized around major technological shifts that have transformed communication practices. Historically, social communication has been defined by major modes: the oral, the written, the electronic, and the networked. Depending on the form of communication prevalent in a given era, we speak of oral, literate and post-literate, and digital cultures. Though these forms of exchange have emerged in different historical periods, they have not necessarily replaced or suppressed one another. Rather, they have transformed one another, mutually rearranging their functions and roles. This course focuses on their chronology and presence and importance in contemporary society.

If you have questions or concerns, please see me **before** there is a problem!

Assignments

Reading Quizzes (50)

Ongoing. Ten quizzes scheduled throughout the semester, each worth 5 points.

Reading Responses (50)

Ongoing. Two essays, each worth 25 points. Choose two readings — readings *not* from the M&C textbook — during the semester, and write response essays. See Assignment Requirements for details.

Midterm exam (100)

26 February, on Sakai. Multiple choice, short answer, and essay questions.

Book Review Project (150)

Presentations due week 14-15. Papers due 23 April. Working in groups of 3, students will choose a book to read, review in a co-authored paper, and present to class in a panel discussion. See review assignment page for details.

Final exam (150)

Friday 1 May, 1:00-3:00p, on Sakai. Multiple choice, short answer, and essay questions. This exam is cumulative.

500 points total.

Required Reading

(M&C) Campbell, Martin & Fabos. (2010). *Media and Culture: An Introduction to Mass Communication*. Seventh OR Eighth Edition.

available new in the university bookstore, used on Amazon or other online book sellers.

Additional readings linked from coursereadings.wordpress.com.

Schedule

All readings and assignments are due on the day they are listed.

week one	T J13	Introductions
	R J15	Communication Practice and Theory in Nutshell
week two	T J20	Communication, Culture, Literacy and Storytelling READ M&C ch 1
	R J22	Orality and Literacy READ Ong <i>Some Psychodynamics of Orality</i>
week three	T J27	Mechanical Reproducibility: Writing and Printing READ Fang <i>Writing, Printing, and Mail</i>
	R J29	Mechanical Reproducibility: Publishing and the Print Industry READ M&C ch 8 and 10 <i>Carey, Harold Adams Innis and Marshall McLuhan</i>
week four	T F03	Mechanical Reproducibility: Still images READ Sontag <i>On Photography Ch 1</i> <i>Manovich, The Automation of Sight</i>
	R F05	Mechanical Reproducibility: Moving Image READ M&C ch 7 <i>Briggs & Burke, From Camera to Film</i>
week five	T F10	Electronic Media: Telegraph, Telephone, Wireless READ Briggs & Burke, <i>Telegraphs Telephones, Wireless, and Gramophones</i>
	R F12	Electronic Media: Radio & Sound Recording READ M&C ch 4 and 5 <i>Czitrom, The Ethereal Hearth: American Radio from Wireless Through Broadcasting, 1892-1940</i>
week six	T F17	Electronic Media: Broadcast TV and Cable READ M&C ch 6 <i>Horkheimer & Adorno, The Culture Industry: Enlightenment as Mass Deception</i>

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R F19 New Media and Network Culture

READ M&C ch 2 and 3
Gleick, *The Information*, ch 7 and 8

week seven T F24 Library Research Workshop / Review Assignment Intro / Exam Review

Doing library research online, finding scholarly sources, citation styles, etc.
Choose books, choose groups for Review Assignment.
Review for midterm exam.

R F26 Midterm Exam

On Sakai, during class time.

week eight T M03 SPRING BREAK!

R M05 *no class this week*

week nine T M10 The Media

READ IM pgs. 1-56
Habermas, *The Public Sphere*

R M12 Truthiness Part 1: News

READ M&C ch9
IM pgs. 57-110
Park, *The Natural History of the Newspaper*

week ten T M17 Truthiness Part 2: Advertising

READ M&C ch 11
IM pgs. 111-128

R M19 Truthiness Part 3: Public Relations

READ M&C ch 12
Deuze, *Advertising, Public Relations, and Marketing Communication*

week eleven T M24 Democratic Expression

READ M&C ch 13 and 14
Herman, *Media in the US Political Economy*

R M26 Media Law

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READ M&C ch 16
Branscombe, *Common Law for the Electronic Frontier*

week twelve	T M31	Media Research: Effects
		READ M&C ch15 Lasswell <i>The Structure and Function of Communication in Society</i>
	R A02	EASTER BREAK!
		<i>No class meeting today.</i>
week thirteen	T A07	Media Research: Cultural Studies
		READ M&C ch15 Gauntlett <i>Ten Things Wrong with Media "Effects" models</i>
	R A09	Rewiring the Mind
		LISTEN Hendy <i>Rewiring the Mind</i> READ IM pgs. 129-156 Viadhyathan, <i>The Googlization of Memory</i>
week fourteen	T A14	Presentations
	R A16	Presentations
week fifteen	T A21	Presentations
	R A23	Final Exam REVIEW

Final Exam, on Sakai, Friday 1 May 1:00-3:00p

POLICIES

Attendance/Lateness

Attendance counts. Missed quizzes cannot be made up or excused except in the case of severe illness, death in the family, or religious holiday. For an exception, your absence must be documented and approved. Documentation for a university-authorized absence must be cleared with the professor in advance. Come to class on time. Coming in late disrupts the class, and you'll likely miss important information. It is your responsibility to ask classmates for announcements you may have missed by arriving late.

Illness

If you have, or think you have the flu (swine, bird or whatever) do not come to class. Do not come to class to tell me you have the flu. Send me an email before class and contact the Wellness Center for advice - and get documentation!

Classroom Citizenship

Students are expected to respect each other. When you enter a classroom, you are a member of a cohort - a community of learning. Your success depends on your neighbors' success. Learning is a collaborative effort - in discussion, group work, and even lecture, understanding is co-produced. Your questions and perspectives matter, and so do your classmates'. Treat each other with tolerance and understanding. The people you'll interact with in class are your peers and future colleagues. Strive to do better on your own, but also strive to help your classmates to elevate the level of conversation in the classroom. You are responsible for your own work, but you are also responsible to your teacher and your peers - your positive substantive participation in discussion and group work is a valuable aspect of the class.

Technology in the Classroom

Use of technology in the classroom is encouraged! Bring laptops, smartphones, tablets, etc. Use note-taking software; use bibliographic software; use the Internet. Class topics are not bound to lecture, discussion, and the room we are sitting in. Take your discussion, questions, exploration online - look up definitions and more information as we discuss and share that with the class. Use Twitter to post class related comments (use #comm175 to mark your class-related tweets). With laptops, smartphones, tablets and other communication devices, you have a world of resources to help you learn - use them!

A Warning: Be respectful with your use of technology. Using technology is a skilled literacy and is a privilege - **do not take advantage of this privilege.** If you have a laptop or smartphone in front of you, expect to be called on to look up additional information. The presence of technology in the classroom does not give you an excuse to be physically present in the room but intellectually absent. If you are not using your technology as a learning tool relevant to this classroom, put it away. Technology can be a distraction to you, me and your classmates. You are here to substantively add to a community of learning. Texting under the table, using headphones to listen to music, messages or videos, giggling at facebook status updates, chatting, etc. during lecture, discussion, workshops, or any other in-class activity is rude! If I suspect that you are not using your laptop, smartphone, or whatever as a learning tool, you will be asked to leave.

Accessibility

If you have a documented disability and wish to discuss academic accommodations, please contact the Services for Students with Disabilities Office (773-508-3700 and SSWD@luc.edu) as soon as possible. They can help in many ways and will serve as your advocate to make certain your learning needs are being appropriately accommodated.

Academic Honesty

Academic dishonesty of any kind will not be tolerated. Plagiarism in your work will result in a minimum of a failing grade for that assignment. The case may carry further sanctions from the School of Communication or the University, the most serious being permanent expulsion. Avoid turning in work that could be interpreted as plagiarism or academically dishonest (e.g., failing to properly credit a source or using someone else's ideas without clarifying that they are not yours).

This is an academic community; being uninformed or naïve is not an acceptable excuse for not properly referencing your sources.

It is dishonest to:

- turn in the same work for two classes;
- turn in a paper you have not written yourself; or
- copy from another student or use a "cheat sheet" during an exam.

Especially in a digital era where it is easy to cut and paste from the web, be careful to document your sources. Familiarize yourself with the concept of plagiarism so you can understand and avoid possible problems. If you are unsure what constitutes plagiarism, you are responsible for talking to the instructor for clarification. Please do not guess.....ask!

Late work/ Lost work

Late work will not be accepted. Extensions will not be granted. Make-up work will not be assigned unless pre-arranged, or due to an authorized documented absence.

Grading

The grade given to **average work** on all assignments is a C. So, if you just complete the bare minimum for each assignment, expect to earn a C for your work. Grades of B or A indicate impressive achievement above the average. Grades of A in particular indicate especially exceptional work. Grades below C indicate inadequacies or errors in any or all of the grading criteria.

The grading scale is as follows:

94%	A	77%	C+
90%	A-	74%	C
87%	B+	70%	C-
84%	B	67%	D+
80%	B-	65%	D
		0%	F

Percentage grades are not rounded up. An 87.45 % is a B+, not an A-.

Students will receive comments and grades for each assignment on Sakai. It is your responsibility to keep track of the grades you earn.

To discuss a grade, make an appointment to meet during office hours. Bring the assignment, comments, and a written explanation of how your work met the requirements of the assignment and showed impressive achievement above the average. Requesting further scrutiny of your work could result in a lower grade. You have two weeks from the day we return the assignment to request further assessment of that work. After two weeks, we will not reassess your work for any reason.

ASSIGNMENT REQUIREMENTS

Reading Responses (100 points)

You will write two essays in response to readings during the semester. Choose any two readings — any two readings that *are not* in the Media & Culture textbook — and write a thoughtful 2250-2500 word response. Hand in a hard copy of your response on the day the reading is due. It is your responsibility to schedule your writing and complete the assignment.

A response paper *is not* a summary, a book review, (i.e. "I really enjoyed the...") or a rehashing of the content or story (i.e. this happened, and then that happened").

A response is a critique or evaluation of another author's work. Unlike a simple summary, it is composed of *your* opinions in relation to the article being summarized. It examines ideas, contextualizes those ideas with concepts from class. It identifies and explains the author's strengths and weaknesses in reasoning and logic, in quality of supporting examples, and in organization and style. A good response is persuasive; therefore, it should cite facts, examples, and concepts from class that either refute or support the article you're responding to, depending on your stance.

When reading, that is dialoguing with the text, keep in mind that every author writes to make a point, to promote a position, a set of beliefs or values. Your first task in a response paper is to tell your reader what you think these are. This conveys to the reader not only that you have read the book, but how well you have analyzed its content.

Your second task is to reflect on the point, positions, and values you have ascribed to the work. Spend time with the author's position and discern *whether and how* that perspective is aligned with concepts from class. Whatever you discover in reflecting on the author's position and how it relates to your own position and values becomes the raw material for addressing the next task of the response paper.

Your third task is to describe the outcome of the process mentioned above. Specifically address how the reading's perspective and your own interweave. Do they agree? Are they similar in some way? Are they at odds? What is the conflict? How has seeing things from the author's perspective changed (or reaffirmed) your own viewpoint? Tell why all of this is so.

Your response essay should be approximately 2250 - 2500 words.

Hand in a hard copy of your essay on the day the reading is due.

Review Project (150 points total)

Working in groups of 2-3, students will review a scholarly book in Communication (from a list provided). Each group will collaboratively (1) write a paper that explores the topic introduced in the book and offers a review of the book; and (2) present their work to class.

Paper (75 points of 150 total for review project)

Your 5000+ word paper (8-10 pages) will explore the topic introduced by the book you've chosen. It should also offer a scholarly review of the book you've chosen.

Your exploration of the topics should cite a number of scholarly sources, place your topics in context with the social, historical and political constructs we've explored in class, and discuss implications. For your topic, consider what you want to know and why it is important. Your exploration should critically analyze the topic, not just summarize it. Use your reading response essays as practice.

The review should read in context with the rest of the paper (do not write a short paper and slap on a review at the end). Write a *scholarly* review. A scholarly review situates the book's main ideas in context. It critically evaluates the author's purpose, thesis, and contentions. Find a creative way to communicate your critical evaluation of the book/movie/website in a short essay.

The beginning, we know is important. The first [paragraph] should present an idea of interest to the readers If your first words are "This book . . ." they will not be able to distinguish your review from twenty others, and they will be entitled to conclude that you have not expended much thought on enlisting their attention. The opening statement takes the readers from where they presumably stand in point of knowledge and brings them to the book under review. [Jacques Barzun, *The Modern Researcher*, 4th ed. (New York, 1985), 290.]

You will likely want to make references to specific portions of the book to illustrate your evaluation. The challenge will be to do as much of this as possible and yet not let it interfere with the restricted length of the essay. In other words, find creative ways to give examples from the book in a limited space. Quotations should be kept to a minimum, and should rarely exceed one sentence.

Your paper should be collaboratively written, and flow with one coherent voice.

Panel Discussion (75 points of 150 total for review project)

Your group present your topic, book, and exploration of the ideas discusses therein to class in a 25 minute presentation. Be creative. Each group member will be responsible for presenting some portion of the work you've reviewed.