

COMM 105- INTRODUCTION TO THE DISCIPLINE OF COMMUNICATION (MW 3:00-4:15; ADM 22)

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Office Hours: MWF 11:00-2:00

Office: Admin 24B

*Please set up an appointment.

Text [Required]:

Duck, S. & McMahan, D. T. (2018). *Communication in everyday life: A survey of communication* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

Schwartz, B. M., Landrum, R. E., Gurung, R. A. R. (2016). *An easyguide to APA style: Easyguide series* (3rd ed.). London: SAGE Publications, Inc.

Other Course Materials:

Supplemental readings may be assigned. They will be provided in class or via Blackboard.

Statement of Social Justice/ Non-Discrimination Policy: The College fully subscribes to the development of individuals as worthy persons who should be nurtured to their fullest potential regardless of race, color, creed, religion, age, gender, marital status, sexual orientation, veteran status, genetic predisposition, national or ethnic origin, or physical or mental disability.

The College's Policy Regarding Students with Disabilities: West Virginia Wesleyan College ensures that no qualified person shall, by reason of a disability, be denied access to, excluded from participation in, or denied the benefits of any program or activity operated by the College or be subjected to discrimination under any of its programs or activities. The College shall make reasonable accommodations to the known limitations of an otherwise qualified student with a disability to enable the qualified student with the disability to have equal access to educational opportunities, programs and activities. Section 504 of the Rehabilitation Act of 1973 [29 U.S.C. 794(a)] and Americans with Disabilities Act of 1990 (ADA) [42 U.S.C. § 12101, et seq.].

Catalog Description: An introduction to the discipline of communication that focuses on how people generate meanings within and across contexts, cultures, channels, and media. Experiences and projects will be offered to allow students to assess their own communication competence levels and methods of study and research that are used across the communication field.

Learning Outcomes:

Course:

1. Reflect upon the breadth and history of the communication field.
2. Select and apply theories and practices that deal with communication.
3. Develop a personally meaningful and well-developed perspective on communication—a perspective that will enable them to make better use of communication to achieve valued goals.
4. Utilize databases to locate social scientifically based research.
5. Understand how to read and summarize social scientific research.

Department:

1. Students will demonstrate an ability to integrate self-knowledge and communication principles in order to evaluate the effectiveness and appropriateness of communication.
2. Students will demonstrate an understanding of communication theories, principles, and research methods.

School:

1. Demonstrate competency in written and oral communication, and information literacy.
2. Illustrate competencies needed to function in an entry-level social science-related career and/or graduate education.

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Policies:

Attendance: I expect you to attend all class sessions. I expect you to be on time for class. If you miss a class session, you are responsible for all content, announcements, etc. that occurred in class that day.

You should attempt to find out what you missed in class from several classmates before you ask me what you missed.

Should you have cause to miss a class in which an assignment is due, it is still your responsibility to make sure that the assignment gets to the instructor—one way or another—prior to the start of class.

If you become ill or have an emergency that will prevent you from attending class, you should contact me immediately. In worst case, send word with another student and contact me as soon as you can. If you wait to talk to me after an absence, then I must assume your absence was not legitimate.

Your attendance in class will be a function of your final grade (see “Class Participation” under “Grading”).

Late Policy: Papers must be turned in at the start of the class period in which they are due. As all assignment due dates are in the syllabus calendar, be sure to allocate enough time during the semester to complete assignments of the appropriate quality by their due date. Late points will be deducted if the paper is not turned in at the beginning of class time. You will receive no credit for assignments turned in after the assignment has already been graded for the rest of the class.

Technology Policy

All non-class related technological devices should be off when class begins and should remain off until class ends.

Academic Integrity: Academic integrity violations (including cheating, plagiarism, and facilitating either) are serious matters and will not be tolerated. See the West Virginia Wesleyan College Student Handbook for further discussion. Any violations of academic integrity in will result in, at minimum, failure of the assignment and likely failure in the course. All incidents are reported to the Dean of the College.

Citation of Outside Sources/APA Format: The Department of Communication at WVWC utilizes the American Psychological Association style guide (APA). Citations in APA format are required when you paraphrase or directly quote from someone other than yourself. In text citations for direct quotations require quotation marks, name of author, year, and page number. Paraphrases (ideas or concepts discussed by an author expressed in your own words) require name of the author and year. A reference page is required anytime you are required to do an in-text citation in your paper. Grade reductions will occur for in-text and reference page citation errors for all assignments.

Additional Assistance: Students are encouraged to submit drafts of assignments for instructor comments. Each student is limited to one draft per assignment and drafts may be submitted in electronic or paper form, but in either form, the paper must be marked “DRAFT” in type at the top of the page in font size 20 or larger. The purpose of the draft option is to provide feedback on content and idea development, not for proofreading. Therefore, the student is responsible for all mechanical, grammar, etc. errors whether or not marked on a draft document. Drafts are due no later than 48 hours before the assignment I due and students are strongly encouraged to schedule an appointment with the instructor to discuss the draft.

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Grading Philosophy: You have the opportunity to earn up to 500 points in this course. Below are the details of the allocation of those points. At the conclusion of the semester, your earned point total will be totaled and divided by the number of points possible. The resulting percentage will determine your final course letter grade, based on the scale below. Students are responsible for keeping track of their own grades.

Final grades will be assigned on the following basis:

90% and above = A	88-89% = A-	86 - 87% = B+
80 - 85% = B	78-79% = B-	76 - 77% = C+
70 - 75% = C	68 - 69% = C-	66 - 67% = D+
60 - 65% = D	58 - 59% = D-	57% and below = F

Assignment Overview and Descriptions (Assignment descriptions & points are subject to change):

Syllabus Quiz	10	Media Diary	30
APA	20	Participation	40
Database Search	20	Database Search/Annotated Bib. x3	60
Self-Evaluation Project	30	Group Theory Project Presentation	80
Personal Interest in Communication	30	Exams x2	200
TOTAL	520		

Class Participation [40 points]: Participation and involvement in class is crucial to achieving your learning outcomes. This entails more than just “talking” in class. It involves actively listening, taking notes, using critical thinking skills in discussions, reading and outlining the textbook, as well as reviewing notes (all *before* class). It means caring about learning and not just the grade you receive at the end of the semester. **Unless otherwise stated, laptops/tablets, phones, and headphones are not permitted during class time.**

Criteria for Class Participation:

1. Class preparedness—on time, assignments and presentations prepared and complete.
2. Contributions to class discussion and exercises that indicate that assignments have been read.
3. Involvement in in-class discussion groups/activities and always on task.
4. Promotion of a congenial and supportive classroom environment.

Grading Scale for Class Participation:

--Student is always prepared, having read the assigned material and always ready for discussion. Assignments are complete. Very involved and on time for class. Zero to one absence. **(40 points)**

--Student sometimes participates in class. Often appears to know text material, indicating some reading. Interacts with peers in a positive manner. A good and productive student. Assignments fairly complete. Rarely late for class. No more than two absences. **(30 points)**

--Student exhibits only minor involvement in class. Rarely obvious whether text has been read beforehand. Good class participation in some activities and discussion. Occasionally distracted /by phone during class. Assignments often complete. Supportive to peers. No more than three absences. **(20 points)**

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--Student rare, if ever, participates. Seems unprepared or uninterested. Frequently appears “off the subject” during class interactions. Frequently distracted by phone during class. Lack of quality preparation in assignments. No more than four absences. **(10 points)**

--Student does not participate. Appears unprepared and/or uninterested. Is disrespectful of peers and/or the instructor. Assignments are incomplete. No more than five absences. **(0 points)**

(APA) APA Citations [20 points]: You will need to properly cite communication references in the APA format. Using the indexes available through our library, and the topic you searched in the Database Search Assignment, construct five citations of sources using correct APA style for the following categories: one reputable website source, one recent single-authored communication book, one edited (edition other than the first) communication book, one single-authored scholarly communication journal article, and one multi-authored scholarly communication journal article. To receive credit, you **MUST** label each citation with the appropriate type from the five above. Although this appears to be a deceptively simple assignment, each aspect of a correct APA citation will be evaluated and each error will reduce your grade.

Exams [100 points each]: Exams will be given during class time either in the classroom or on Blackboard. Each will be open note, but you should still study as you will only 75 minutes to complete the exam.

(DBS) Database Search [20 points]: This assignment requires you to use EBSCO: Academic Search Elite as well as the two “Best Bets” for communication (EBSCO: Communication Source and ProQuest Social Sciences Premium Collection) for a particular area of communication-related research. The goal is to compare the databases. First, you will brainstorm at least three search terms related to a broader topic (topic: sport communication, search terms: media sports spectators, athlete sponsorships, Twitter sport journalism). Find a minimum of three relevant articles in the first database. Next, take your search terms and go to the other two databases. From each of the last two databases, find a minimum of three relevant articles. You will need a total of at least 9 references (3 from Academic Search Premier, and 6 from the other two databases). **DO NOT** turn in your entire search – just three good sources from each database. Finally, use your search terms in Google to see what kind of results come up. How were the searches different? Did your searches return the results you expected? Specific filters will be established in class.

(AS) Article Summary [60 points- 2x30]: This assignment requires you to search in one of the three main databases for our field for a particular area of communication-related research. As a part of this assignment you will create an annotated bibliography demonstrating your knowledge of the content in the articles. More information will be discussed in class for this assignment. You will need to properly cite communication references in the APA format.

(PIC) Personal Interest in Communication [30 points]: For this assignment, you need to examine and explain an area of interest to you in the communication field. You can use the handout to help generate ideas with this assignment. (2-4 pages)

- a.) BRIEFLY review each of the areas of communication in the Duck and McMahan textbook from Part III: Communication Contexts (excluding chapter 15). Select **one** with which you most closely identify at this point in your education/life. Provide at least **three** brief examples from personal experience or additional research (not from the textbook) of why/how your chosen area stimulates your interest.

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- b.) Research the area using a variety of sources including your text and other credible sources (not Wikipedia). Provide a summary of what the area is about. **Remember paraphrasing requires a citation.**
- c.) Consulting the undergraduate course catalog (<https://www.wvwc.edu/wp-content/uploads/2017/07/2017-18-Final-UG-Catalog.pdf>) list **specific** communication department courses that you expect to address the area of interest identified in “part a,” and how/why you would expect that area to be discussed.
- d.) Based on the information from your research, your experiences, and the course catalog, which program offered at WVWC appeals most to you (communication studies, public relations, or media studies). Why does it appeal to you? How does this area relate to your future career plans?

(MD) Media Diary [30 points]: For one 24-hour period, you must maintain a diary of your media interaction. This means not only all of your consumption (intended and otherwise), but also the times you talk about what you've seen, read, or listened to, and the times you find yourself using (intentionally and otherwise) what you have received from the media; in other words, every time the media touch your life in that period. The diary can be handwritten, but it must be readable and detailed (E.g., Tuesday Aug. 22 10:30 to 11:15 am, read editorials in *NY Times*. Monday March 15, texted for two hours).

Based on the information in your journal, you must discuss in a typed paper (2-3 pages) how the use of various media influences you, your environment, and others in it. Also, describe how you think going 24 hours without those media/technology might change your day/life.

(SEP) Self Evaluation Project [30 points]: This assignment allows you to assess your own communication attitudes and behaviors.

- a.) Obtain the four instruments from the SEP in LESSONS on Blackboard (the attachment here). After completing and scoring the “Quiet Person Survey,” the “PRCA-24 survey,” the “SPCC survey,” and the “PCS Scale.”
- b.) Summarize the purpose of each instrument and what each your scores on these instruments reveal about your attitudes about or behaviors when communicating in a variety of contexts. Support your analysis of your communication attitudes with descriptions of actual behavior from your experiences in interactions in these contexts.
- c.) Then design a LIST (minimum of seven) of very specific and descriptive behaviors, skills, and attitudes that should be considered strengths and a second list of very specific and descriptive behaviors, skills or attitudes that need improvement for you to be considered communicatively competent.
- d.) Finally, design a set of at least five goals that are observable and measurable that would move you toward communication competence. These goals should address the time remaining in your Wesleyan student career.

(GTP) Group Theory Project Presentation [80 points]: For this project, you will be assigned to a small group in which you will select a specific communication theory to present to the class. The goals are to understand the theory in more depth than it is covered in class as well as provide practical application examples of the theory. More information on this assignment will be given in class.

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Week	Date	Topic	Readings	Assignment Due
1	1/10	Introduction		
2	1/15	What is communication? What are your interests?	D&M Ch. 1	SQ
	1/17	Histories & Contexts of Comm	D&M Ch. 2	
3	1/22	Database Search		PIC
	1/24	Database Search		
4	1/29	Using APA	SLM Ch. 1 & 5	DBS
	1/31	Using APA		
5	2/5	Reading Scholarly Journal Articles		APA
	2/7	Identities, Perceptions, & Comm	D&M Ch. 3	
6	2/12	Identities, Perceptions, & Comm		
	2/14	Family Communication	D&M Ch. 9	SEP
7	2/19	Culture & Comm	D&M Ch. 6	
	2/21	MIDTERM EXAM		
8	2/26	Personal Relationships	D&M Ch. 8	
	2/28	Personal Relationships		
9	3/5	Spring Break No class. ☺		
	3/7			
10	3/12	Public Relations		
	3/14	Resumes		AS
11	3/19	Interviewing	D&M Ch. 15	
	3/21	Technology & Media in Everyday Life	D&M Ch. 13	
12	3/26	Public & Personal Influence	D&M Ch. 14	
	3/28	Easter Recess- No class.		
13	4/2	Media Diary Discussion- Catch up.		MD
	4/4	Health Comm	D&M Ch. 12	
14	4/9	Health Comm		
	4/11	Comm in the Workplace	D&M Ch. 11	AS
15	4/16	Instructional Communication		
	4/18	Group Work		
16	4/23	Group Theory Presentation		GTP
	4/25	Review		
Final: Saturday, April 28th at 10:30 AM.				