Comm 101: Communication in the 21st Century
Fall 2014

Instructors: Dr. Aaron Duncan
Katie Brockhage
Chigozirim Utah

Class/Room: 12:30pm-1:20pm MWF Othmer Hall 106

Office: Aaron’s Office Oldfather Hall 410
Aaron’s Office Hours T-TH 12:30pm-2:00 p.m., & by appointment
Katie’s Office 422
Katie’s Office Hours 2-4pm Tuesday
Chigozirim Office Oldfather Hall 415
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Departmental Mission Statement:
The mission of the faculty and students of the Department of Communication Studies is to examine human symbolic activity as it shapes and is shaped by relationships, institutions, technology, and culture. This work concerns the creation, analysis, and critique of messages ranging from face-to-face to digital media contexts. The department's research and teaching devote particular attention to scholarly initiatives aimed at understanding and explaining the role of communication in (a) facilitating civic engagement, mediating public controversies, and organizing for social change, (b) constituting individual and family health, promoting healthy behaviors, and helping persons navigate relational challenges, and (c) creating, maintaining, and challenging personal, social, and community identity in a complex and diverse world.

Required Texts
Custom Comm 101 Book (available at the bookstore)
Deezt Book (available via blackboard)
Reading packet (available via blackboard)

Class Description & Goals
This course is designed to provide you with an introductory understanding of the discipline of communication studies through a problem centered learning approach. This course provides students with an understanding of communication theory and how that theory can be applied to solve everyday problems we face in our public, professional, and private lives by teaching students how to advocate, negotiate, and relate. To this end we will have a variety of assignments to help you build these skills.

Class Description & ACE 2 Outcome
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course provides students with an understanding of communication theory and how that theory can be applied to solve everyday problems we face in our public, professional, and private lives by teaching students how to advocate, negotiate, and relate.

This course is designed to satisfy **ACE Outcome #2**. In particular, through lecture, discussion, readings, and in-class application activities, students will have the opportunities to acquire the skills necessary to “Demonstrate communication competence in one or more of the following ways: (a) by making oral presentations with supporting materials, (b) by leading and participating in problem-solving teams, and (c) by employing a repertoire of communication skills for developing and maintaining professional and personal relationships. Student achievement of the outcome will be assessed through problem-solving exercises, homework, exams, and assignments, including an extemporaneous speech, a small group problem-solving exercise, and an interpersonal problem application.

**Instructional Objectives** – By the time you have completed this course, students will be able to:

a. Understand the history and roots of communication
b. Articulate what communication is and why it is important, including the promise of communication and how a communication lens helps understand and address societal challenges and opportunities/possibilities
c. Define and apply the communicative capacities of advocate, negotiate, and relate
d. Advocate for a cause by making an oral presentation
e. Negotiate solutions for a small group problem or conflict
f. Relate competently by applying theory to an interpersonal problem
g. Evaluate and criticize messages across public, professional, and private contexts
h. Apply various communication theories and concepts pressing 21st century problems and opportunities
i. Design interactions that help solve problems

**Attendance and Participation Policy**
Friday meetings of this class are designed around in class activities that require your participation. Attendance will not be taken on Mondays and Wednesdays (although pop quizzes may be given). Attendance for **Friday classes is required. You are allowed to miss 2 Fridays throughout the semester. For every absence beyond these 2 “free” absence, students will receive a 5 point reduction in their course grade.** If you come to class we expect both your **physical and mental attendance.** I expect you to not only be in class to be present and engaged in what we are doing. Texting, surfing the internet, reading outside materials, or being otherwise unengaged during class will result in you being counted as absent. Everyone’s presence is necessary in order to facilitate discussions. Additionally, **NO LATE WORK WILL BE ACCEPTED.** It is your responsibility to turn work in at the **BEGINNING** of the class period for which it is assigned.
Excused absences include illness as verified by a doctor’s note, death in the immediate family, jury duty, military service, religious holidays, and participation in school related activities. Excused absences do not include vacations, transportation problems, or employment issues. **In case of an excused absence, you must notify me before you miss class. Make-up work must be done before you leave unless other arrangements were made with me.** Failure to do so may result in a grade reduction, as **I will not accept late work.**

If you are absent for any reason, you are responsible for all material covered in class that day. You are also responsible for coming to class on time. Tardiness may be considered equivalent to an unexcused absence. Texting, talking, sleeping, and/or reading outside materials during class time will be considered an absence. I take both physical and mental attendance. You need to both be here physically and be mentally attending to the topics we are discussing.

Students are expected to actively participate in class, this is especially true during activity days. Fail to actively engage will be counted as an absence.

**ACADEMIC DISHONESTY:** Academic dishonesty is a serious matter and will result in automatic failure of this class as well as referral to the proper university officials. Academic dishonesty includes: handing in another person’s work or part of another person’s work as your own, turning in one of your old papers for a current class, turning in the same or similar past or current paper for two different classes, and purchasing or otherwise obtaining research or papers by another and turning that work in as your own. Using unauthorized notes or study aids or otherwise obtaining another person’s answers for an examination also represents a breach of academic dishonesty.

Plagiarism means intentionally or knowingly representing the words or ideas of another person as your own. This includes quoting or paraphrasing from published sources without acknowledging/citing the source of your information or presenting quoted material as your own words. Students who are unfamiliar with how to cite sources should purchase a style manual such as APA (American Psychological Association). Claiming lack of knowledge about standards for writing is not an acceptable excuse for committing plagiarism. Come to a faculty member for help or seek help at the UNL Writing Assistance Center: 472-8803 129 Andrews Hall.

**Statement on Special Needs Accommodation**
Students with disabilities and /or special needs are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.
**Pop Quizzes**
This class will require student participating. In order to have effective participation, students must do the reading. If I notice a lag in discussion or participation, pop quizzes will be implemented as part of your participation grade. Therefore, keep up with the readings to lessen your anxiety level.

**Exams**
There will be three exams during the semester. Tests will be drawn from the assigned readings for the course, related in-class notes, and supplemental material. It is, therefore, important that students take good notes. The test will include some multiple choice, short answer, and essay questions.

**Assignment Requirements**
To pass the class, all major assignments must be completed. All written assignments are to be typed, double-spaced (except graphs and charts), stapled, and reflecting college-level grammar and punctuation. Work that does not meet these guidelines will not be accepted.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Extemporaneous speech</td>
<td>25</td>
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<tr>
<td>Interpersonal problem paper</td>
<td>50</td>
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<tr>
<td>Organizational audit</td>
<td>50</td>
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<tr>
<td>Attendance/In Class Activities/Homework</td>
<td>50</td>
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<tr>
<td>Exams 1</td>
<td>100</td>
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<tr>
<td>Exams 2</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>125</td>
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TOTAL 500

**Grading Scale:**

A+ 97-100 %
A 93-96 %
A- 90-93 %
B+ 88-90 %
B 83-88 %
B- 80-83 %
C+ 78-80 %
C 73-78 %
C- 70-73 %
D+ 67-70 %
D 63-67 %
D- 60-63 %
F Below 60 %
**Evaluation:**
Communication Studies faculty assume that all students enter course with the ability to earn at least a “C” average in the course. Students who meet *minimum* requirements will earn a “C” for that work. Students who earn a “B” or “A” average *exceed* the minimum requirements.

A = EXCELLENT. Greatly exceeds the requirements. Shows outstanding creativity, skill, initiative, and effort.

B = GOOD. Exceeds requirements. Shows substantial creativity, skills, initiative, and/or effort.

C = AVERAGE. Meets the requirements in every respect, but does not exceed requirements.

D = BELOW AVERAGE. Meets some requirements, but deficient in others.

F = DEFICIENT in most or all requirements.

**Description of Assignments**

**Extemporaneous Speech:**
The purpose of the persuasive speech is to influence the audience’s beliefs or actions. Specific requirements are:
- Length of 2-3 minutes
- Minimum of 1
- Reference page (APA format) required
- Use of Visual Aid is optional

**Group Project: Group Organization Audit** Working in groups of 3-5 you will be tasked with conducting an organizational audit of a group of your choosing. You may do a group on campus or one off campus. If you choose an on-campus group it needs to be an RSO (recognized student organization). So a group like the Microbiology Club would work but your intermural soccer team would not. Off campus organizations need to be either a for profit company, a charitable organization, or a recognized non-profit organization. Your job is to act as organizational detectives to discover as much about the organization and its communication practices as possible. Strategies you should use ought to include online research, ethnographic observational research, and interviewing of organizational members. Remember the goal of the project is to understand as much about the communication practices of the organization as possible. You will be asked to turn in a group paper 3-5 pages in length explaining what you learned about the organization and to present your findings to the class. Your paper should include the following sections. 1) An introduction and overview of the organization you decided to examine and an explanation of why you choose this organization. 2) A detailed description of the methods you used to gather information. For example, please include
an explanation of when and for how long you observed the organization, who in the organization you talked to, and where you went to gather information online and off. 3) A discussion of the organizations communicative strengths and weaknesses. 4) Critical implications for the communicative practices of the organizations. Critical scholars focus their observations and research on issues related to power and power disparities. Please include analysis of both surface power structures (i.e. power structures that are obvious and are easy to see) and hidden power structures (i.e. power structures that exercise influence often indirectly or informally within an organization). Think about who has power within an organization and who does not and/or may be excluded or absent from the organization.

**Interpersonal Problem Paper:**
Students will first begin by describing a family communication conflict. The conflict situation can be one taken either form the students own life, from someone they know, or a fictional one from film or television. The paper should begin by describing the situation, the family members involved, and the nature of the conflict. Next, students will discuss all the messages present in the scene and identify the types of communication messages present in the scene (i.e. confirming, disconfirming, defensive, supportive, etc…). Finally, students will suggest a proper remedy for the communication conflict.

**Grade Appeals:** All grade appeals must be made in writing and must be made within two weeks of receiving the initial grade on an assignment. Grade appeals should first be given to the graduate teaching assistant in charge of the Friday section you are in. If concerns over a grade persist than the appeal should be given to Dr. Duncan.

**In Class Activities and Homework:**
Throughout the semester students will be given actsives and task to complete (these will typically occur on the Friday of each week) to demonstrate their knowledge and understanding of course materials. As part of these activities you will be asked to turn in products and projects you will create for them. Each activity assignment will be work 5 points, unless otherwise noted.

**Week 1: What is Communication and Why Should You Study it?**
8/25 M: Course introduction and syllabus review
8/27 W: Introduction to Human Communication
   (Book p. 1-26)
8/29 F: Introductions

**Week 2: Communication Present and Future**
9/01 M: Labor Day
9/03 W: Introduction: Studying communication
   (Book p. 27-32)
   Communication Study Today and Tomorrow
   (Book p.33-52)
9/05 F: Impromptu Speeches
Week 3 Advocate: Plato, Politics, and Persuasion
9/08 M: The Beginning of Communication Study
   (Book p. 55-69)
9/11 W: Don’t Think of an Elephant and Global Warming vs Climate Change
   (Readings posted on Blackboard)
9/13 F: Constructing Your Cave

Week 4 Advocate: Rhetoric and Debating Climate Change
9/15 M: The Rhetoric
   (Book p. 70-87)
9/17 W: Political Polarization and Extremist Rhetoric
   Amy Gutmann, “The Lure and Dangers of Extremist Rhetoric”
   (Readings posted on Blackboard)
9/19 F: Fall Out Shelter Activity

Week 5 Advocate: The Good, The Bad, and the Ugly of Argument
9/22 M: An Introduction to the Study of Argument
   (Book p. 88-101)
9/24 W: Rape Cultural and Rhetoric
   (Reading on Blackboard)
9/26 F: Extemporaneous speeches

Week 6 Advocate: Media and Culture
9/29 M: Convergence and the Reshaping of Mass Communication
   (Book)
10/01 W: Reimaging the Self-Made Man
   (Reading posted on blackboard)
10/03 F: Extemporaneous Speeches

Week 7 Exam & Ethical Practices
10/06 M: Communication and Ethics
   (Book, not on Exam 1)
10/07 W: Communication and the changing world of work
   (Reading posted on blackboard, not on Exam 1)
10/09 F: Exam 1

Week 8 Negotiate: Creating Successful Interactions
10/13 M: Defining Organizational Communication
   (Reading posted on blackboard)
10/15 W: Casing the Promise Land
   (On Blackboard)
10/17 F: Crafting an Ethical Code
   Discuss Organization Audit
Week 9 Negotiate: Globalization, Pluralism, and Collaboration
10/20 M: Fall Break
10/22 W: Social Changes and New Demands on Communication Conceptions and Practices
   (from Deetz Reading packet “Reading 1”)
10/24 F: The building blowup

Week 10 Negotiate: Participation and Community
10/27 M Interaction Design
   (from Deetz Reading packet “Reading 2”)
10/29 W: Interaction Skills by Design
   (from Deetz Reading packet “Reading 3”)
10/31 F: Organizational Audit Presentations
   Group Paper Due today
   Students will present papers in class

Week 11 Negotiate: Where do we go from here?
11/03 M: Intercultural Communication
   (Reading Posted on Blackboard)
11/05 W: Finish up discussion of Org Comm and review for the exam
11/07 F: Exam 2

Week 12: Negotiate: Where do we go from here?
11/10 M: Interpersonal Communication in Romantic Relationships
   (Book p. 155-174)
11/12 W: Interpersonal Communication in Family Relationships
   Book Chapter 9 (p. 174-188)
11/14 F: Internet dating Activity
   Discuss Interpersonal Communication Problem Paper

Week 13: Relating and Health
   Bridges not walls, 11th ed. (On Black Board Read p. 42-52).
   (Book Read p. 216-227)
11/19 W: NO CLASS Professors at National Communication Association Annual Meeting
11/21 F: NO CLASS Professors at National Communication Association Annual Meeting

Week 14: Relating Across Boundaries
11/24 M: Conflict and health.
   Outliers: The Mystery of Roseto (on Blackboard)
11/26 W: Thanksgiving
11/28 F: Thanksgiving
**Week 15: Relating Across Boundaries cont.**
12/01 M: Communication and Culture  
    Book Chapter 12  
    Interpersonal Problem Paper Due  
12/03 W: Relating online  
    Baym, N. (2010). Ch. 6 in *Personal Connections in a Digital Age* (Blackboard)  
12/05 F: Intercultural Activity

**Week 16: Relating in a Culture of Family Diversity**
12/07 M: Gendered Lives  
    Julia Wood (On Blackboard)  
12/09 W: Review for Exam  
12/11 F: Interpersonal Communication Activity

**Week 17: Relate: Final Exam Week**
Final Exam 3:30 to 5:30 p.m. Tuesday, December 16th