

Communication 175: Introduction to Communication**Professor:** B. Hannah Rockwell, Ph.D**Class Meets:** T 1:00-3:30**Office Hours:** T, 3:30-4:30 & by appt.**Scheduling:** please e-mail available times at least 24 hours in advance to hrockwe@luc.edu

(I will make a good faith effort to work with your schedule; please work far enough in advance to help me do that)

Course Overview

This course will introduce you to Communication Studies. It is a discipline whose history emerges from oral and written traditions to new and different kinds of processes because of evolving technologies. In this digital media age, a radical transformation in human *experience* is upon us. You are the first digital “native” generation. Android phones, computers in all their current types, industry automated voice data systems, and entertainment systems (e.g. televisions, i-pods, wii games and others) are designed for and *depend on* human activation for messages to be received or conveyed.

It is an extraordinary time to study communication—how it happens, what its processes look like, how people use communication practices and to what ends? What kinds of tools are used during communication processes, what are the mediating effects of those tools, and what is the significance of all those questions? How does communication matter? And what difference might it make that we may be less likely to talk to one another face to face than in the last several decades, now and in coming years?

This course will take you through several ways to think about studying communication and help you understand the history and effects of traditional and new media on current social practices. The primary goals of this course are to familiarize you with how communication practices change with new technologies, to convey several frameworks for studying communication, and to help you become familiar with and conversant in key terms and concepts common to communication disciplines.

Learning Objectives: My hope is that by the end of the semester, you will have met the following goals:

- 1) To be able to demonstrate an understanding of how new communication technologies change human experience.
- 2) To be able to name and explain different communication research traditions and their value for understanding communication practices.
- 3) To be able to demonstrate your ability to use terms and concepts associated with communication disciplines accurately.

Required Texts:

Schirato, T. & Yell, S. (2004) *Communication and Culture: An Introduction*: Thousand Oaks, CA: Sage Publications. ISBN # 0-7619-6827 (pbk) (Available at the Loyola Bookstore, WTC)

Occasional short Supplemental Readings as assigned by Instructor; hyperlink viewing.

Course Requirements:

Two hyperlink submissions related to the week's topic	50 points
Three in-class quizzes	150 points
One take-home quiz	50 points
In class participation	150 points
Presentation	200 points
Content review/discussion	100 points
Final Exam	200 points
Total Possible:	1000 points

Note to Students : Your reading and assignment schedules will be distributed week two of class.

Final Grading Scale:

The key to successful performance in this class is consistency—that means attending class regularly, doing assigned readings, participating in structured exercises as a member of the class community. (Note. . . “reading” does not mean looking over a chapter. . . take notes for retention and to identify key points). Achievement in this class is demonstrated by the thoughtfulness and informed quality of your comments, questions, presentations, quiz and exam performances and hyperlink contributions. It is difficult to respond thoughtfully to material you have not read or considered carefully.

940-1000= A

900-939=A-

870-899= B+

840-869= B

800-839=B-

770-799=C+

740-769=C

700-739=C-

670-699=D+

640-669=D

639 or below = non-passing grade F

Participation: I expect you to come to every class and to participate in at least three important ways—as a prepared listener and contributor to class discussions, as an active member of the class “community” and as a willing learner who contributes to a productive and respectful atmosphere. Participation is especially important if you have a borderline grade.

Evaluation Standards for all Coursework: Work is evaluated on the basis of:

substance (the depth of your understanding of reading material demonstrated in discussions, quizzes, presentations and blog posts),

thoroughness, (how broad your understanding is of course materials; are you able to put specific ideas into a larger context of understanding?),

precision (how accurate is your understanding of key concepts and do you use relevant terms thoughtfully and appropriately?), and

critical insight (your ability to assess the strengths and limitations of the readings, to connect them to concrete examples from your own life and understand the significance of both).

Class Policies

Academic Integrity: There is no room for dishonesty in the School of Communication or Loyola University Chicago. We take these matters seriously and will follow through on any case where there is even an *appearance* that something may be awry. Please do not put yourself at risk.

Accommodations for Students with Disabilities If you have a learning challenge that you are aware of or a chronic health condition that may affect your ability to perform in this class, please visit the Office for Students with Disabilities in the Hub on Lake Shore Campus. You are entitled to a confidential evaluation and if warranted, you will be given a letter that will specify any accommodations you need. These matters are confidential.

Students who travel on behalf of Loyola University Chicago If you are an athlete or member of another Loyola student organization that requires travel and possible absences, please let me know **in advance** that you will be gone on particular dates. I will expect you to complete your work ahead of the due date.

Absences Missed assignments due to absences may NOT be made up unless you have clear, dated and specific documentation from, for example, a medical specialist or a memorial service. If you have a chronic medical condition that you think may interfere with your performance in class, *please visit the Office for Students with Disabilities* early in the semester or with the first onset of symptoms. **If you do not, you have no recourse for missed assignments without clearly dated medical excuses that verify your reason for absence.**

Responsibilities and Basic Courtesy:

- If you are late to class or absent and miss announcements, it is **your** responsibility to get the information from a classmate. If you have an excused absence (with documentation), feel free to schedule a time to meet with me to get missed materials.
- Your syllabus, the schedule and formal assignment instructions handed out in class are my “contract” with you, the student. All evaluation of your work is based on the criteria outlined in these documents without exception. Please read instructions carefully and be aware of the relative weight of each assignment.
- Please turn off ALL electronic devices PRIOR to entering the classroom. They will distract you and others.
- If you must eat during class, PLEASE consume something that you can eat QUIETLY—no crunching wrappers, noisy chewing, etc.
- DO NOT get up and leave class while it is in session except in the most urgent situation (e.g. childbirth, vomiting).
- If you arrive late, please come in quietly. If you have a compelling reason to leave class early, please sit by the door and notify me before class starts.
- If you have questions about assignments, etc., it is best to speak with me after class or during an office appointment. When class is about to begin, I will likely be focused on what we will be doing for the next hour.

School of Communication Statement on Academic Integrity **Please Read Carefully in its Entirety:** 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 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;
- 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.

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://luc.edu/english/writing.shtml#source>.

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 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 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 similar organizations.

(The School of Communication policy is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)