

California Lutheran University

Bachelor's Degree for Professionals

Communication Theories COMM 401

Fall 2015:

Wednesday, 6-9:30 PM, Every Other Week Online

Woodland Hills Center

Classroom: Room 115

Instructor: Dr. Aaron Heresco (please call me Aaron)

Email: aheresco@callutheran.edu

Phone: 814-889-5161

Office: Woodland Hills #103C

Office Hours: Monday: 4-6 PM

Wednesday: 2-4 PM

If you cannot make these times, let me know and I will find another time that works

Drop Date: September 14, 2014 – Last day to add; last day to drop (without a “W”)

Last day to drop without financial penalty (100% tuition charge for classes dropped after this date)

October 12, 2014 - Last day to withdraw without academic penalty (Responsible for 100% of tuition)

Course Description: An advanced study of communication theories based on professional literature. Theories are drawn from a variety of disciplines, including psychology, sociology, linguistics and anthropology, which allow the student to study communication phenomena from a variety of competing and complementary perspectives. Students also study the scientific method and the relationship between theory and research. Course assignments include completion of a major research paper and presentation of portfolio project.

Textbooks: Mass Comm Theory: Foundations Ferment, and Future – **6th Edition**

Gender, Race, and Class in Media (Dines and Humez) - **3rd Edition**

Other readings will be posted on the course Blackboard space

Course Outcomes: Students who successfully complete COMM 401 should:

- Gain field-specific knowledge and **information literacy**
- Practice **communication skills (written and oral)**
- Hone **creative and critical thinking** skills
- Develop **interpersonal and teamwork** skills
- Practice **cross-cultural competency**

Course Structure

First and foremost, the structure of this course will be different because it will be “blended” in its delivery. This means that the class will meet 6 times in person and 5 times online. Both the class dynamic and the class assignments will be designed with this alternating delivery method in mind.

Face-to-face – In our face-to-face meetings, we will be discussing communication theory, its implications, and its applications. There will be class exercises, examples, some lecture, and a good amount of discussion. You will need to be prepared for such a discussion, having read and thoughtfully analyzed the week’s readings. Participation, including leading class discussions, will be an important component of both the face to face weeks, and this will be reflected in its weight in the final grade

Online Component – Every other week class will take place asynchronously online. One of the key features of “blended” learning is the flexibility it allows, and I want to try to avoid “synchronous” events where we all have to be online at the same time. The downside of asynchronous learning, however, is that it can become easy to feel disconnected from the classroom, the professor, and your classmates. With that in mind, there will be ample opportunity for **substantive** discussion and dialogue. Each online week I will upload a video lecture and set of discussion prompts and exercises that will enable us to engage with other and the course material.

Assignments/Requirements/Course Schedule

Individual Blackboard Journal and Responses

This class is largely organized around critical thinking and class discussion. To facilitate both, it is vital that you come to class having read, and analyzed, the material for the day. Before the weeks’ readings are due you will need to write a short essay responding to prompts about the readings. I will make some comments on your paper and ask you to consider further questions, then you will need to respond with a shorter rebuttal. A template form with the questions I will ask you to answer is available on Blackboard – you will need to provide responses for each of the weeks’ readings on your course blog. Over the course of the semester, there will be 10 weeks journal responses and each week’s analysis will be worth a maximum of 4 points. The grade breakdown is as follows:

- 4 Points – it is clear to me that you read and thought critically about the readings.
- 2 Points – it is clear that you did the readings, but did not think critically about them
- 0 Points – It is obvious that you did not do the readings

Class Discussion and Online Participation

The class posts are designed to be less formal venues in which we can share observations, opinions, analysis, and web links. You can view it is a chance to write what you feel and engage with both myself and your classmates. How has the cell phone changed the way we think? Are

race, class, and gender fairly portrayed on primetime television? What impact does the media really have? Many of the more engaging class discussions may take place through the class discussion board, so this will be an important site in the learning process. During the weeks in which the class meets online you will need to respond to a prompt provided in the discussion board for that week. These posts may include Youtube videos, web stories, blog entries, or any material you encounter that you feel relates to a topic we are discussing in class. In class we will briefly discuss what you post and how it relates to class content.

Discussion Leading

During the face-to-face weeks, you will be responsible for leading discussion on a short reading on your choosing (we will be using the Dines and Humez book for this assignment). The goal here is not necessarily to summarize the reading, but rather to find ways to relate the material to your classmates and “go beyond the reading” to think about its theoretical assumptions and broader implications.

Research Project

Part of the Communication capstone experience is the development of an original research project. We will be working together throughout the semester on developing your research – from the proposal stage through writing, rewriting, re-re-writing, and finishing. The practices of completing an original research project are informative in themselves, but can also contribute to social knowledge and a general understanding of the world. Being able to conduct original research is not strictly an academic pursuit – it can be useful in professional settings and in understanding the process of knowledge development. This is meant to be collaborative – we will be working on these projects throughout the semester and talking about how the processes and projects come together.

Participation and Attendance

We each bring a different set of experiences to the classroom. Finding a way to use these experiences to either build new knowledge, or change preconceptions, is a large part of the learning process. This can only happen, however, if people contribute meaningfully to the classroom dialogue. Share your thoughts, show your knowledge, and help apply the concepts we will be discussing to everyday life. Beyond contributing to class, part of the participation process is contributing to the overall class experience and discussion. You cannot participate if you do not show up for class or regularly turn in assignments late. You are allotted 1 “free” absence. After that, each additional absence will result in losing 7% points off your final grade. However, I do understand that school, home, and work responsibilities often overlap, so if you let me know in advance you cannot make it to class, we can work together to devise a make-up plan.

Notes on Blended Learning

The blended course introduces a number of opportunities and challenges. The asynchronous nature of the course adds more flexibility in scheduling, but it can also become easy to get “lost” or out of sync with the course content and your classmates. For these reasons, turning in material on time, and participating meaningfully in online discussions, will be vital.

Late Assignments: Because of the nature of the material and the blended environment, late assignments and discussion board participation will be penalized 1 point for each day late they are submitted.

Course Grades: There will be 100 possible points in this class. The breakdown is as follows:

Blackboard Blog Assignments	40 Points
Research Project	25 Points
Online Participation	20 Points
Discussion Leading	15 Points

Grade Scale

93 – 100	A
90 - 92.9	A-
87 – 89.9	B+
83 - 86.9	B
80 – 82.9	B-
77 – 79.9	C+
70 – 76.9	C
60 – 69.9	D
0 – 59.9	F

Course Evaluations Statement:

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is:

<http://courseval.callutheran.edu>

Disability Statement:

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office located at 3259 Pioneer Street, and can be contacted by calling 805.493.3260 or emailing wjimene@callutheran.edu

Statement on Academic Honesty:

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F

in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

University Harassment Policy

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:**

[Student Life Handbook](#)

Pearson Library

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/iss/research/>

- To contact a librarian:
- Chat on the Library's home page
- Email: CLUlibrary@callutheran.edu
- Phone: (805) 493-3250.
- CLU's satellite locations, see <http://www.callutheran.edu/iss/research/satellite.php> for the full range of services provided.

CLU Writing Center

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at CLU. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the CLU community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at http://earth.callutheran.edu/writing_center/ or call 805-493-3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

Sexual Misconduct

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must

notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

Veterans Resources

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or 805.493.3648, for more information.

Help Desk

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call: 805.493.3698

Syllabus content is subject to change

Student Workload/Carnegie Hours:

The expectation for this course is that you will spend the equivalent of 4 hours per week in class (an hour is defined as 50 minutes), and you will spend approximately 9 hours per week studying and completing assignments for this course.

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
Readings of required text			5	55	Over 11 weeks, uneven distribution
Weekly Classes	3 hr. 20 min.	20			Includes final exam
Discussion Board		4		10	Average, varies by student
Flipped Class (recorded lectures)		15			
Discussion Leading		6		6	Average, varies by student
Weekly Journals			2	22	Average, varies by student
Research Project				7	Average, varies by student
Total		50		100	

Final Note

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely manner.

Preliminary Course Schedule

Week 1 – Woodland Hills Campus – Introduction and Overview, Baran and Davis, Chapter 1 and 2

Week 2 – Online – Baran and Davis, Chapter 3 and Research Share

Week 3 – Woodland Hills – Baran and Davis, Chapter 4, Dines and Humez Readings

Week 4 – Online – Baran and Davis, Chapter 5, Research Share

Week 5 – Woodland Hills – Baran and Davis, Chapter 6, Dines and Humez Readings

Week 6 – Online – Baran and Davis, Chapter 7, Research Share

Week 7 – Woodland Hills – Baran and Davis, Chapter 8

Week 8 – Online – Baran and Davis, Chapter 9

Week 9 – Woodland Hills – Baran and Davis, Chapter 10, Dines and Humez Readings

Week 10 – Online – Baran and Davis, Chapter 11

Week 11 – Woodland Hills – Baran and Davis 12, Dines and Humez, Research Presentation