California Lutheran University

Bachelor's Degree for Professionals

Introduction to Mass Communication
Comm 101

Fall 2016: August 29 – November 14
Monday, 6-9:30 PM
Woodland Hills Center
Classroom: Room 124
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: Sept. 12, – 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)
Oct. 10, - Last day to withdraw without academic penalty (Responsible for 100% of tuition)

Course Description: This course offers a preliminary study of communication theory with particular emphasis on mediated communication, including internet, television, radio, film and print. The class also fulfills the speaking-intensive requirement for Core 21.

Textbook: Mass Communication: Living in a Media World – By Ralph Hanson
Other readings will be posted on the course Blackboard space

Course Outcomes: Students who successfully complete COMM 101 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**

Course Structure

This will not be your typical lecture-based class. Learning is more interesting, and more effective, when multiple modes of instruction are used. There will be short lectures, video clips, audio clips, some Prezi slides, and (most important of all) discussion. With this in mind, your experience in this class will be largely what you make of it – the more effort you put in, the more

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you will get out of the course. The critical skills you develop in this course, specifically with regard to media content, will remain useful to you outside of the classroom. Our discussions and assignments may be viewed as an intellectual map; a way for you to grasp the concepts of the course and more fully develop your own thinking. It is my goal that the material and learning from this course do not stop at the classroom doors – consider and use this information to better understand the world around you.

As discussion will be a vital aspect of this class, it is understood that to meaningfully participate in these discussions, you will need to have completed the assigned readings and thought about the topic for that day. Challenging assumptions, preconceptions, and "common wisdom" will be a critical aspect of this course. As such, it is understood that all viewpoints will be treated with respect. I encourage disagreement (even with me), but be sure to do so agreeably.

Assignments/Requirements/Course Schedule

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Reading / Critical Thinking Papers

This class is largely organized around critical thinking and class discussion. To facilitate both, it is vital that you come to class have read, and thought about, the material for the day. You will need to turn in a critical analysis worksheet to a dropbox on Blackboard by noon on Sunday before the week's classes. The worksheet will encourage you to think about the readings and come to class prepared to talk about its analysis and implications. 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. Over the course of the semester, there will be 11 weeks of reading. Each week's analysis will be worth a maximum of 5 points. The grade breakdown is as follows:

5 Points – it is clear to me that you read and thought critically about the readings.
3 Points – it is clear that you did the readings, but did not think critically about them
1 Point – It is not obvious that you did the readings, nor thought much about them
0 Points – It is obvious that you did not do the readings

Student Discussion Leading

Twice per semester students will be responsible for leading the class in a discussion about a topic of their choice – one that is relevant to the material being covered that week. The discussions should last between 5 and 15 minutes and are <u>not</u> presentations. Students should instead seek to ask questions and probe issues in such a way as to encourage a class conversation about the topic at hand. To facilitate discussion, students can use presentations, Youtube clips, blog posts, or any other multimedia that is relevant. The instructor may also step in if there is a point of particular interest related to that day's topic.

Discussion Board Participation

Thinking about, and applying, class concepts is an important part of the course. Each week the instructor will create a discussion board post that students will need to engage with. This could take the form of a response to the initial post, or a response to a student post. These posts should be somewhat detailed and in-depth (no "I agree" or "I'm not sure") and provide a thoughtful

response to the topic. Some examples will be posted in the discussion board so students have a better idea of the expectation for these posts.

Persuasive Speech & Peer Evaluation

You will present an 8-10 minute persuasive speech on a controversy related to the medium you are studying, providing information about the issue and explaining what you think should be done about it. Your goal is to persuade the audience that your solution is the best. You will be expected to define the problem, provide its context, provide pros and cons, and end with your own personal opinion. You will be graded on evidence of research; thoroughness (whether you discussed all of the areas above); organization; how well the audience is likely to remember the information you presented (handing out lecture notes or an outline will help audience members); whether the audience was persuaded; and creativity. Your peers will also provide feedback on your presentation. More information about the assignment will be announced in class.

Informative Speech

For this assignment, you will create a 5 to 6-minute digital presentation based on a discussion question from your assigned chapter in our textbook, Converging Media. Your goal is to build on the discussion question, and to add your perspective and insight in a digital format. You may use PowerPoint (or other software that you are comfortable with, such as iMovie) to create a 5- to 6-minute presentation for your classmates to watch on Blackboard. The presentation should be both audio and visual (remember this is a speaking-intensive class). Be sure to address the question carefully and thoroughly. Your last slide should be a list of references addressing the sources you used to develop your response to the discussion question. More information about the assignment will be announced in class.

What you can remember, and articulate, outside the classroom interests me as much as what you learn inside it. There will be two speech assignments in which you will present or synthesize class material in a clear and concise way. For one, you will present class material in a classroom setting, for the other you will be creating a digital presentation that we will share and discuss through our class forum. You will also be responsible for evaluating your classmates presentations

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 arriving to class on time and paying attention for the duration. You cannot participate if you do not show up for class. Y<u>ou are allotted 1 “free” absence. After that, each additional absence will result in losing 3% points off your final grade.</u> 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.

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

Critical Reading Assignments	50 Points
Class Discussion Leading	15 Points

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Discussion Board Participation	15 Points
Presentations (Oral and Digital)	20 Points

Late Assignments: Assignments will be accepted up to one week after their due date. I understand that "life happens" and sometimes deadlines cannot be met. However, work that is turned in late will be graded more harshly, and full credit will not be given.

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

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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/library
There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at ywilber@callutheran.edu
- General Library email: CLUlibrary@callutheran.edu
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: http://www.callutheran.edu/library/help/

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 www.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

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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.	36 hrs. 40 min.			Includes final exam
Class Discussion Board	1	10			Average, varies by student
Presentations				10	Average, varies by student
Critical Reading Papers			3	30	Average, varies by student
Discussion Leading				5	Average, varies by student
Total		**50**		**100**	

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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 – Intro to the Class and Media and Communication Studies
Read: Hanson, Chapter 1

Week 2
Read: Hanson Ch. 2 and Blackboard Reading
Assignment 1: Critical Reading Paper (CRP)

Week 3
Read: Hanson Ch. 3 and Blackboard Reading
Assignment 1: CRP

Week 4
Read: Hanson Ch. 4/5/6
Assignment 1: CRP

Week 5
Read: Hanson Ch. 7 and Blackboard Reading
Assignment 1: CRP

Week 6
Read: Hanson Ch. 8 and Blackboard Reading
Assignment 1: CRP

Week 7
Read: Hanson Ch. 9 and Blackboard Reading
Assignment 1: CRP

Week 8
Read: Hanson Ch. 10 and Blackboard Reading
Assignment 1: CRP

Week 9
Read: Hanson Ch. 11 and Blackboard Reading
Assignment 1: CRP

Week 10
Read: Hanson Ch. 12 and Blackboard Reading
Assignment 1: CRP

Week 11
Read: Hanson Ch. 13 and Blackboard Reading
Assignment 1: CRP

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