Comm 200   Communication Theory   Spring 2018

Course Information
3 cr. Introduction to contemporary communication theories. Application of theories to communication problems. Course is required for all Communication majors and minors. Course is offered in a hybrid format in Spring 2018. Section 1 meets Tuesdays 2 – 3:15. Both sections meet in CAC 300.

Instructor Information
Instructor: Dr. Rhonda Sprague
Office: CAC 208
Office Telephone: 715.346.2812 (office phone cannot receive text messages)
Email: rsprague@uwsp.edu or Rhonda.Sprague@uwsp.edu (preferred mode of contact)
Office Hours: Unless I tell you differently, I will be in my office on TR 12:30 – 1:30 and W 2:00 – 3:15. If you want to *meet with me*, please send me an email at least 24 hours in advance to make an appointment. You can send me an Email at any time, but please be sure it follows the guidelines below.

Instructor Contact Etiquette
I expect that you will communicate with me in a professional manner at all times. To that end, please attend to the following hints for engaging in professional communication with me (and all your university instructors):

DO:	DO NOT:
• Be polite. Say please when you ask for help and thank you when you receive it. • Be brief and clear. • Include an informative *subject line* in Emails. I will delete Email without a subject specified. • Include a *salutation* (such as Dear Professor Sprague, Greetings, or Hello) and a *signature.* • Specify the *course and section* about which you are writing or calling. • Be patient. I should respond within 24 hours.	• Do not contact me to ask about something you could find out easily on your own (e.g., something on the syllabus, on the D2L site, or the like). • Do not send Emails that read like text messages. Watch grammar, spelling, and formality. • Do not make demands. Instead, *ask* for help. • Do not send Email about anything complicated. Make arrangements to see me in person to discuss complicated issues. • Do not put anything into an Email message that you would not be willing to say in person.

Personal Electronics Policy
Because I do not require attendance on lecture days, I expect you will be attentive when you do elect to be here. Personal electronics are distracting and their use leads to lower retention of information for users and others around them. *Unless you have received explicit accommodations that require their use, turn off all personal electronics (phones, laptops, tablets, audio players, etc.) by the time class starts.* If I see you using a personal electronic device during class time, I will ask you to leave.

Course Materials
Course Text: Dainton, M., & Zelley, E. D. (2015). *Applying communication theory for professional life: A practical introduction* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc. This text is required and available from text rental.

Learning Outcomes for this Course
Students receiving a passing grade in this course will be able to do the following:
1. Explain the development of and key ideas related to contemporary communication theories;
2. Identify parts of theories present in communication artifacts and apply those to write informal and formal critiques of the artifacts from the perspective of those theories; and
3. Reflect about your success in achieving the above learning outcomes, using evidence presented in an ePortfolio presentation.

This course is required for all Communication majors and minors. As it is a core course, we expect the objectives of Comm 200 to fit within the larger program competencies established for the Division of Communication.

Learning Outcomes for the Division of Communication

By the time they complete all major requirements, students will be able to do the following:
1. Communicate effectively using appropriate technologies for diverse audiences;*
2. Plan, evaluate and conduct basic (quantitative and qualitative) research;
3. Use theories to understand and solve problems;*
4. Apply historical perspectives to contemporary issues and practices; and
5. Apply principles of ethical decision making in a variety of contexts.

*Outcomes supported by this course. You should produce materials related to these learning outcomes in this course. You will need to upload those materials into your ePortfolio space for use in your Assessment ePortfolio Presentation for this course, and for possible inclusion in your final assessment portfolio in your capstone course.

Graded Activities and Grading Scale

Your grade for Comm 200 is earned through successful completion of the following assignments. You must earn a grade of C- or higher in this course for it to count toward Communication major or minor requirements.

Tests (3)	45%		93% or higher = A	90 – 92% = A-
Short Paper	20%	87 – 89% = B+	83 – 86% = B	80 – 82% = B-
Weekly Discussions	15%	77 – 79% = C+	73 – 76% = C	70 – 72% = C-
Weekly Discussions Peer Ratings	10%	67 – 69% = D+	60 – 66% = D	59% or lower = F
ePortfolio Presentation	10%			
TOTAL	100%			

All assignments are required. See assignment descriptions for additional information.

Assignment Descriptions:

Tests**.** Tests will contain a combination of objective questions (matching, multiple-choice, fill-in-the-blank, etc.). None of them will be comprehensive. In other words, the content of each test will reflect theories and issues learned in that particular section of the course. *You must take all tests to be eligible to earn a passing grade for the course.*

Short Paper. Three individual papers are assigned; I will count the highest grade you earn toward your final course grade. Each of these will require you to apply concepts from particular theories to a particular movie, article, or other stimulus. Specific assignment descriptions for these papers are in the Content area of our class D2L site. In addition, each paper should follow the guidelines set out in the "Writing Papers for Rhonda Sprague" handout, which also is in the Content area of the D2L site. *You must submit at least one short paper to be eligible to earn a passing grade for the course.*

Weekly Discussions**.** You will participate individually in Week 1's discussion. I will make group assignments at the end of the first week of the semester. After week 1, you will work in assigned groups, using D2L's Discussion tool, to construct a group answer to a series of assigned questions each week a chapter is assigned (12 total). These are designed to help you process required readings prior to each week's class meeting. Your group will submit ONE "final answer" to each week's question prompts. I will not assign you specific roles each week, but you will find a document in the Weekly Discussions content area with some suggested roles that you and your group members should play to help you get to a single group answer. You should vary your roles each week. *Group members are required to participate each week*, but I will count only your group's highest 10 scores when calculating this portion of your grade, with one exception: *If you or your group do not make a submission in a given week, you or the group will earn a zero for the week, and that week's zero grade will replace your or your group's **highest** discussion grade when final calculations are made.*

<u>Weekly Discussions Peer Ratings</u>. At the conclusion of each weekly group activity, each of you will rate the quality of your group members' contributions to that week's assignment. A link to an electronic survey is included at the end of each unit's content page on the D2L site. The average score for the highest 10 of those ratings will be calculated to make up this portion of your overall course grade, with one exception: *If you do not provide evaluations for your peers in any given week, you will earn a zero for your weekly grade, and that week's zero grade will replace your **highest** peer rating grade when final calculations are made*.

<u>D2L Assessment ePortfolio Presentation</u>. You will construct an ePortfolio presentation to demonstrate your ability to present and reflect about your work in this class. Specific instructions for doing so, along with requirements and guidelines about what to include, are in the Content area of our D2L class site. I will push a template into your ePortfolio space for you to use. *You must submit an ePortfolio presentation to be eligible to earn a passing grade for the course.*

Netiquette Guidelines
Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:
1. Do not dominate any discussion. Give other students the opportunity to join in the discussion.
2. Do not use offensive language. Present ideas appropriately.
3. Be cautious in using Internet language. For example, writing in ALL CAPS suggests shouting.
4. Popular emoticons such as ☺ can be helpful to convey your tone but do not overdo or overuse them.
5. Avoid using vernacular or slang language. This could possibly lead to misinterpretation.
6. Never make fun of someone's ability to read or write. When appropriate, however, you may make editorial suggestions (such as when constructing a group answer to a weekly discussion question).
7. People's *contributions* are up for critique; their *personalities* are not.
8. Share tips with other students.
9. Keep an open mind; be willing to express and respect minority opinions.
10. Think and edit before you push the "Send" button.
11. Do not hesitate to ask for feedback.
12. Using humor is acceptable, but be sure it is relevant to the discussion.

Adapted from:
Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm
Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

Course Policies
Attendance
Although I hope you will want to attend class on a regular basis, I will not require attendance on lecture days. You are responsible for all information presented in class, including announcements, schedule changes, changes to assignments, clarifications about assignments, and course material.

Attendance is required on test days. If you do not take a test and you do not have an excused absence, you will receive a grade of Zero for the test, and you will be ineligible to earn a passing grade for the course. If you do have a valid excuse for not taking a test, you will be allowed to take a make-up test. Recognize, however, that test might not have the same format as the one taken by your classmates (i.e., it might take the form of a short-answer or essay test).

Late Work
I will only consider accepting late work if you have told me that the work will be late prior to the submission deadline. Legitimate (excused) reasons include University-sponsored activities, illnesses that can be documented, attendance at a funeral (bring a funeral card or obituary), and the like. If you do miss an assignment because of an excused absence, the assignment will be due the class period following your return, and you will incur no penalty.

If I grant you permission to turn in late work for a non-excused reason, work will receive an automatic 20% deduction, plus a 20% deduction for each day the work is late (so, an assignment that is one day late will have its score reduced by 40%; an assignment that is 2 days late will have its score reduced by 60%, etc.). The first day starts immediately after the Dropbox closes; the second day starts 24 hours later.

Grade Appeals
You may not appeal grade reductions received for submitting late work. In other cases, however, if you feel your work did not receive a fair evaluation, you may request a reconsideration of the grade you received. To do so, you must observe the following:
1. The appeal must be in writing, 1-2 pages in length. You must submit it via Email.
2. The appeal cannot be made before 24 hours after the grade has been posted, but must be made within 72 hours of that time.
3. You must state the grade you think you should have received and the reasons why you think you should have received that grade. Your statement must make it clear that you have read the instructor's feedback thoroughly. Your reasons must conform to the standards used on the grading rubric (i.e., to the criteria I used to grade your assignment).
4. If you wish to appeal a group grade, one person in the group should file the request on behalf of the group.
5. Failure to follow any of these rules will result in immediate dismissal of the challenge.

I will respond to your appeal within one week. *Recognize that you will be requesting that I re-grade your work. At the conclusion of that exercise, I will do one of the following: a) adjust your grade to a higher grade; b) adjust your grade to a lower grade; or c) not adjust your grade*.

Academic Integrity
Every assignment you submit in this class must be original work.

I will not tolerate academic dishonesty of any sort. If I catch you engaging in academic misconduct, you will fail this course and I will report you to appropriate university personnel for further disciplinary action.

UWSP Academic Honesty Policy & Procedures
UWSP 14.01 Statement of principles
The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.
(1) Academic misconduct is an act in which a student does any of the following:
    (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
    (b) Uses unauthorized materials or fabricated data in any academic exercise;
    (c) Forges or falsifies academic documents or records;
    (d) Intentionally impedes or damages the academic work of others;

(e) Engages in conduct that makes false representation of a student's academic performance; or
(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Accommodations:
If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu.

Statement of Policy
UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.

Course Technology Requirements
Technology Needs for COMM 200. You will need to be able to access UW-Stevens Point's online learning management system: Desire2Learn (D2L). You will use your UWSP account to log in to the course. You also will use that account to access your UWSP Email, which you should check *every day*. I might send out notices via Email, as well as posting News items in D2L. If you use a different Email program regularly, be sure to sync your UWSP Email to that program. I recommend you set up a rule to sort out messages from your course instructors.

A Warning for Anyone Who Does Not Use Microsoft Word for Word Processing. If you use Mac Pages or a knock-off Word program (like the ones you can get for free online) for word processing, you should do one of the following:
a. Sign up for Office 365 for *free*. Information about this option can be found at https://www.uwsp.edu/office/Pages/default.aspx. You will then be able to use Microsoft Word as your word processing program, and everything will be compatible with my equipment.
b. Save every assignment as a .pdf file before submitting it to the Dropbox. This is clearly the easier option, but I strongly encourage you to consider getting Microsoft Office or using Office 365 online. Pages can have real problems formatting Word documents with tables.

The choice is yours. Just remember that *I cannot grade what I cannot read*, and I cannot read documents in Pages format or those formatted with knock-off Word programs. You or your group will receive a grade of ***zero*** if I cannot read what it has submitted.

Section 1 Tentative Schedule (I reserve the right to deviate from this schedule with appropriate notice.)

Unit	Dates	Topic	Reading Due	Assignments Due
0	Jan. 22 - 25	Introduction to Class	N/A	Discussion 0
1	Jan. 23 – 30	Introduction to Theory	Chapter 1	Discussion 1
	Jan. 31	*Discussion 1 Peer Evaluation due by noon*		
2	Jan. 30 - Feb. 6	Theory Development	Chapter 2	Discussion 2
	Feb. 7	*Discussion 2 Peer Evaluation due by noon*		
3	Feb. 6 –13	Cognition and Intrapersonal Communication	Chapter 3	Discussion 3
	Feb. 14	*Discussion 3 Peer Evaluation due by noon*		
4	Feb. 13 – 20	Individual and Social Approaches	Chapter 4	Discussion 4
	Feb. 21	*Discussion 4 Peer Evaluation due by noon*		
	Feb. 25 11:59 PM *Feb. 27*	*Short Paper #1 due to Dropbox* *Test #1 in class*		
5	Feb. 27 - Mar. 6	Interpersonal Communication	Chapter 5	Discussion 5
	Mar. 7	*Discussion 5 Peer Evaluation due by noon*		
6	Mar. 6 – 13	Culture	Chapter 6	Discussion 6
	Mar. 14	*Discussion 6 Peer Evaluation due by noon*		
7	Mar. 13 – 20	Group Communication	Chapter 8	Discussion 7
	Mar. 21	*Discussion 7 Peer Evaluation due by noon*		
	Mar. 24 – Apr. 1	**SPRING BREAK – NO ASSIGNED COURSE WORK**		
8	Mar. 20 – Apr. 3	Organizational Communication	Chapter 9	Discussion 8
	Apr. 4	*Discussion 8 Peer Evaluation due by noon*		
	Apr. 8 11:59 PM *Apr. 10*	*Short Paper #2 due to Dropbox* *Test #2 in class*		
9	Apr. 10 – 17	Persuasion	Chapter 7	Discussion 9
	Apr. 18	*Discussion 9 Peer Evaluation due by noon*		
10	Apr. 17 – 24	Mediated Communication	Chapter 10	Discussion 10
	Apr. 25	*Discussion 10 Peer Evaluation due by noon*		
11	Apr. 24 – May 1	Mass Communication	Chapter 11	Discussion 11
	May 2	*Discussion 11 Peer Evaluation due by noon*		
12	May 1 – 8	Competence Revisited	Chapter 12	Discussion 12
	May 9	*Discussion 12 Peer Evaluation due by noon*		
	May 13 11:59 PM	*Short Paper #3 due to Dropbox* *ePortfolio Presentation due to Dropbox*		
	R May 17 8:00 - 10:00 AM	*Test #3 in class*		