



**ILLINOIS STATE UNIVERSITY**  
*Illinois' first public university*



**COM 111- Communication Theory - 3 hrs.**

School of Communication

Spring 2024 Course Syllabus

Section 1: Meets Tuesday/Thursday 12:35-1:50 in Fell 152

Section 2: Meets Tuesday/Thursday 2:00-3:15 in Fell 152

Modality: In Person

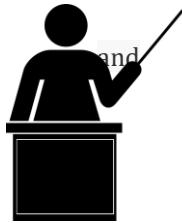
**INSTRUCTOR INFORMATION**

**Instructor:** Jenifer Bowman-Milligan

**E-mail:** [jmill3@ilstu.edu](mailto:jmill3@ilstu.edu)

**Availability:** I will do my best to respond to emails within 1 business day (M-F/8-5). *Please include your course/section # in the subject line.* If you do not receive a response within a couple of days (during the school week), feel free to send a follow-up message. I am also available to meet you by appointment virtually on M, W, or F. If you wish to request an appointment, please contact me by email with a few proposed times that you are available (M, W, F, between 8-3)

**COURSE INFORMATION**



**Catalog Description:** Introduces the student to numerous basic communication theories and underlying assumptions of theory building.

**HOW WILL WE LEARN?: COURSE MATERIALS & RESOURCES**

**Online Course Tools**



**Canvas** will be our primary course website. I will post announcements, assignment descriptions and submission links to this site.



**Office 365:** We will utilize several apps in the Microsoft Office 365 suite

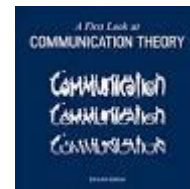
**Required Course Texts:**

Griffin, E., Ledbetter, A., & Sparks, G. (2023). *A First Look at Communication Theory*. McGraw Hill.

11<sup>th</sup> Edition

ISBN10: 1259913783

ISBN13: 9781259913785



\*Please plan to bring a physical or electronic copy of your text to class each day.

### **HOW DO I OBTAIN MY MATERIALS?**

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You may purchase your text at our campus bookstore as well as any online retailer. I usually find it simplest to search by our text's ISBN which is 9781259913785.

### **HOW WILL WE LEARN?: COURSE DELIVERY & STRUCTURE**

This course will primarily be discussion & activity based. This means that most of your content learning will come from self-study of the textbook and additional materials I will provide you with will be completed at home, before coming to class. During class, you will participate in active learning activities and group work. Learning lesson preparation materials will be posted via Canvas and may contain links to other websites/ readings.

Our class will be meeting IN PERSON!!! You'll want access to your textbook and Canvas starting our first day to be successful in this course. If you are having any difficulty obtaining access to these resources, please reach out ASAP so that we can problem solve together.

### **WHAT WILL YOU LEARN?: COURSE LEARNING OUTCOMES**

<b><u>Result from Course</u></b>	<b><u>Benefit to You</u></b>
Articulate communication theories across disciplinary contexts: Interpersonal, Mass, Organizational, Small Group, Intercultural, Rhetorical, and Public Relations	You will learn how various areas of the discipline approach communication theory while being introduced to the important theories of the discipline.
Analyze communication theories for metatheoretical assumptions and implications	You will learn how to evaluate communication theories and better appreciate your own way of seeing the world.
Evaluate the heuristic value and limitations of communication theory in personal, social, and professional contexts	You will learn both the academic and practical ways in which various communication theories are evaluated and deployed in various contexts.
Construct practical solutions to social problems using communication theories as frameworks for problem-solving	You will develop the lifelong skill of using established ways to understand the world to improve your own lived experiences across all facets of your life.

### Additional Positive Outcomes of this Course:

- ❖ You will expand your understanding of how communication can improve the world
- ❖ You will become more comfortable engaging in communication theory
- ❖ You will be introduced to the various fields in the discipline of communication
- ❖ You will improve your critical thinking skills
- ❖ You will improve your analytical (problem-solving) skills
- ❖ You will work with other students in the communication major
- ❖ You will develop skills of information literacy
- ❖ You will succeed!

### Why Theory?

**(More Fine print... why do we even go here... e.g., why take COM theory)**

*In short, this is what I (your instructor) think you will 'get out' of COM theory...*

Now.... Together we'll accomplish the goals (above). After this class you will know more about the 'language' of our discipline (communication), how it's organized, and some of the key theories in various traditions. This will help you to more easily navigate your courses within the School of COM b/c it's like having the drone view of our whole discipline (and your major).

*In 5 years...*

You may have forgotten some of the theory names, but you will know where to find more info about COM theories. More importantly, you'll be able to analyze problems using your COM training as a guide.

*Eventually...*

Think Sandlot throwback...FOR-EV-ERRRR- The heart of COM theory will keep on drumming as you approach everyday problems knowing there are tried and true theories you can apply to make more sense of your world. I hope you will better trust your own theories and be able to evaluate those around you as well.

### Units of Study



### Unit 1: Approaching Theory



### Unit 2: Interpersonal & Intercultural



### Unit 3: Approaches to Theory Rhetorical and Persuasive Approaches to Theory



### Unit 4: Organizational and Small Group Approaches to Theory



### Unit 5: Mediated and Public Relations

#### What I expect of you

##### Students will...

- ✓ come to all class discussions prepared
- ✓ complete weekly reading/ (prior to class)
- ✓ be willing to share experiences related to COM Theory with others in the class
- ✓ read directions carefully and be a problem solver before asking for assistance
- ✓ be respectful of opinions that differ from one's own
- ✓ integrate knowledge from the text/readings with application to 'real life'

#### What you can expect from me

##### The instructor will...

- ✓ Communicate assignment details, provide instructional resources via ReggieNet weekly links <sup>[L]</sup><sub>[SEP]</sub>
- ✓ facilitate an open and engaging <sup>[L]</sup><sub>[SEP]</sub>environment for dialogue to occur <sup>[L]</sup><sub>[SEP]</sub>
- ✓ adjust instruction based on formative <sup>[L]</sup><sub>[SEP]</sub>assessment of student needs <sup>[L]</sup><sub>[SEP]</sub>
- ✓ give constructive feedback in a <sup>[L]</sup><sub>[SEP]</sub>timely manner (typically within 7 days of assignment submission), 2-3 weeks for larger written assignments
- ✓ be available to meet with groups and <sup>[L]</sup><sub>[SEP]</sub>individuals outside of class time via zoom

#### HOW WILL I KNOW WHAT YOU KNOW?

#### COURSE EVALUATION METHODS & GRADING POLICY

The following are brief descriptions of the major assignments for this course. Detailed descriptions along with grading rubrics can be found on Canvas.

##### Grades:

Your grades for this course are private and will be posted on Canvas. Your final grade will be assigned based on the following table:

A=	90-100%
B=	80- 89%
C=	70- 79%
D=	60- 69%
F=	<60%

**GRADING NOTE:** The course instructor only rounds up final grades (XX.5% and higher) for students who submit every assignment and who have missed 3 or fewer classes. Additionally, the instructor reserves the right to adjust the number and point value of assignments. Any changes in valuation will be communicated prior to submission.

This class will involve a great deal of building and self-reflection. In the teach biz we call this ‘formative assessment’. The idea is that you have multiple opportunities to grow and learn- which means making mistakes and figuring out avenues forward to adjust and improve. What this will look like tangibly in class~ opportunity for points back on Comprehension Check-ins (quiz corrections), extensive self/group reflection throughout the semester (spoiler: you’ll be self-grading your ReMo’s~ defined below). Your grade will be based on interaction with the following assignments. Point totals/rubrics/assignment descriptions for these will be available on Canvas.

## ASSIGNMENT DESCRIPTIONS

All assignments are briefly described below. Complete assignment descriptions, course schedule due dates, and grading rubrics **are posted on Canvas. Unless otherwise noted, assignments submitted via Canvas are due on the date shown in the weekly links prior to the start of class.**

### **Informal Demonstrations of Knowledge (E.g., ‘formative assessment)**

#### ***Theory Discussions***

Beginning in week 5 of our course, you will regularly meet within ReMo (research moment) groups to explain shared problem.

Your ‘ticket to enter’/means of obtaining points for these days is a teaching resource submission ~ this could be a completed reading guide/PowerPoint/whatever resource you plan to use to share the theory with your group. Instructions for these submissions will be provided in class/via Canvas.

#### ***Reflection***

You will have multiple opportunities to reflect on your learning progress throughout the semester. (One per unit). Requests for reflection will typically be through a Canvas ‘assignment’ or Redbox depending on our unit of study. Your reflections will speak to two general themes: 1.) “What are your biggest learnings of this unit? And how will you use them?;” 2.) “How is class going for you? What works? What could be improved? And what could you be doing to improve your learning?”

#### ***ReMo Preparatory Materials***

In preparation of our (group) ReMos there will be several steps to help move you forward in this process- these steps include 'assignments' such as~ bibliography prep, self/group critique, etc.

### ***Comprehension Check-ins***

These will take place typically in a 'red box' or as an online/Canvas quiz. Quizzes will be timed and should not utilize any resources besides your completed reading guide or personal notes from class.

### ***In Class Activities***

#### **Formal Demonstrations of Knowledge**

##### **ReMos**

Over the course of the semester, students will have multiple opportunities to demonstrate engagement and knowledge around communication theory. The content of these demonstrations will be connected to the unit within which the demonstration is due. Following the first unit, we will complete these projects in groups, and you will be provided with some time in class to complete the projects (out of class time will also be necessary). Each unit will task the students with answering a question (with additional underlying questions), using a theoretical framework.

We call these demonstrations "ReMos" or Research Moments. The form of the demonstration will vary throughout the course. Students can select a demonstration of knowledge that they deem most appropriate for the selected unit and audience. [Students should not repeat any demonstration of knowledge.] Each ReMo will be added to your group's portfolio. Following the conclusion of your group's last ReMo you will get a ReMo redo~ considering changes you'd like to make to further improve ONE of your ReMo's. We'll discuss your ReMo's further in class. Full assignment descriptions and rubrics can be found on Canvas.

##### **ReMo Reflection (Self/Group)**

Following each ReMo, you will have an opportunity to reflect on your growth in the course.

## **HOW SHOULD WE CONDUCT OURSELVES? STUDENT BEHAVIOR & WORK HABITS**

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### **Attendance:**

**The principles of my attendance policy consider two things: 1. Safety and 2. Personal Responsibility. In terms of safety, if you demonstrate symptoms of a communicable illness, stay home. Rest is important for your recovery and isolation from others is essential to your peer's wellbeing. Regarding personal responsibility, it is your task to communicate your absence/return plans clearly and often. It is also your responsibility to acquire necessary information to meet the learning objectives as outlined in the course/complete assignments.**

If you must miss class/Canvas assignment due dates due to an extended illness (3 or more consecutive class days) or bereavement, the Student Health Services and [the Dean of Students Office](#) can help. Please contact them to arrange notifications to be sent to your instructors.

As stated in the Undergraduate Catalog, you are responsible for attending class and completing all academic work.

Please make arrangements with me in advance if you will miss class due to participation in a Sanctioned University Activity, fulfillment of a religious obligation, exercise of a bereavement leave, or another university-recognized excused absence.

Students are responsible for making arrangements to receive any information from their study partners/group missed in the event of an unavoidable absence.

If you should need to be absent, please:

1. Email me (when possible, in advance) notifying me of the absence.
2. Review Canvas for that day's assignments (when possible, turn in any assignments due that day).
3. Reach out to individuals in your study group for notes/assignment details.
4. Communicate with me (via email) re. a plan for remediating content/revised due dates.

If proper absence notification is not provided, your assignment, whether submitted online on time or not may not be counted for credit.

If our class session must move online, "attendance" will be contingent on the following:

- Camera on OR private communication to me that your camera will be off
- Active discussion/participation via audio/chat/breakout rooms/polls/etc.
- Active Attendance is expected for the full duration of the class period
- Failure to adhere to the above expectations may result in forfeiture of any activity/assignment points associated with that day.

Be familiar with [which absences are excused under university policy and which are not](#). If absences exceed 3 unexcused absences during the semester, the instructor reserves the right to decline any (online) assignment submitted without attendance on the coinciding due date. If you are unable to attend class for an extended period (3 days) in a way that impedes your ability to participate in a group, arrangements to complete your ReMo independently will be made.

### **Illinois State University Bereavement Policy**

In the event that a student experiences a death of an immediate family member or relative as defined below, the student will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations. The student will provide appropriate documentation and arrange to complete missed classroom work as soon as possible according to the process outlined below.

Upon notification of the absence and proper documentation, each faculty member shall excuse the student from class according to this policy and provide an opportunity to complete missed exams, quizzes, and other required work. The student is responsible for all material covered in class and must work with each individual professor as soon as they return to complete any required work.

Details can be found at the following website: <https://policy.illinoisstate.edu/students/2-1-27/>

### **Late Assignments:**

As a rule, assignments/activities/quizzes on Canvas *will not* be accepted/opened after the communicated close/due date. If extenuating circumstances arise that will prevent timely submission of graded work, students are encouraged to communicate with their instructor prior to the assignment/quiz due date/time on Canvas. Exceptions to this rule will be considered at the instructor's discretion and instances outlined by university 'excused' absence policies. Students must be present in class for online submissions of assignments to be considered for points unless prior arrangements are made.

### **Grade Discussions:**

- ✓ I am always willing to discuss students' grades on assignments; however, all students must wait at least **48 hours** after an assignment has been returned before challenging their assignment grade. This allows you to thoroughly read through the feedback given and process why the grade was given based on the criteria for that assignment. To challenge a grade, please prepare a written statement (sent via email) providing support for the grade change using the grading criteria/rubric provided. Note that all evaluation challenges must be received no later than one week after the assignment in question has been returned. Keep in mind that grade discussions should NOT take place before, after, or during class for confidentiality reasons.

### **Classroom Conduct:**

**Professional Courtesy:** Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. I expect you to demonstrate these behaviors in this class. With that in mind, sleeping, browsing materials irrelevant to class purposes, texting, or disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period.

**Behavioral Expectation Policy:** Should any student violate the expectations of appropriate classroom behavior (as mentioned in the professional courtesy and presentation etiquette policies above), the instructor will schedule a meeting to discuss these expectations and develop a behavioral modification plan. If these behaviors persist, you will be at risk of failing the course.

## **TECHNOLOGY REQUIREMENTS & POLICIES**

Most of your assignments will be submitted online via Canvas, so it is essential that you have regular access to a working computer. Your computer must not only be connected to the internet, but it also must have the minimum software and hardware requirements to meet the expectations outlined below. **Computer difficulties are not acceptable excuses for late or incomplete work.** Therefore, it is essential that you have a tech failure backup plan and complete assignments in a timely manner in case you need to use your backup plan. In other words, do not procrastinate and wait until the last minute to complete your assignments/activities.

### **Pre-Requisite Technology Skills:**

It is expected you will have the following skills on the first day of class:

- ✓ Ability to create folders/directories
- ✓ Ability to find files
- ✓ Ability to save files to removable media
- ✓ Ability to use a web browser and search the Internet
- ✓ Ability to bookmark web pages for future reference
- ✓ Ability to play audio and video files
- ✓ Familiarity with a word processing program (we will use MS WORD)
- ✓ Have and use an e-mail account



- ✓ Ability to send and receive e-mail attachments
- ✓ Ability to troubleshoot basic technology issues
- ✓ Ability to submit assignments/quizzes on Canvas

### Student Technology Training

All students are encouraged to take the Introduction to Technology Class found here: [IllinoisState.edu/Quickstart](https://IllinoisState.edu/Quickstart). Additionally, technology support can be found at [ITHelp.IllinoisState.edu](https://ITHelp.IllinoisState.edu) which offers online chat and help articles as well as phone support at (309) 438-HELP (4357). Walk-up support and computer repair & purchases are available from TechZone located on the first floor of the Bone Student Center as well as [TechZone.IllinoisState.edu](https://TechZone.IllinoisState.edu).

Two software packages are available at no additional charge—Microsoft Office 365 and Adobe Creative Cloud. Students can download these packages for installation on their personal computers. Go to [ITHelp.IllinoisState.edu](https://ITHelp.IllinoisState.edu) and search “Download” for instructions.

### **File Saving/Assignment Format**

Your name must be on all assignment submissions.

All work must be typed, submitted as a PDF, and double-spaced unless otherwise noted. Journal entries and papers should follow APA style, have one-inch margins, and use a standard 12-point font (Times New Roman, Calibri, or Arial). Please proofread your work carefully for spelling or grammatical errors. You will lose points for excessive grammatical or spelling errors. \*Please refer to the resources available on Canvas

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## **UNIVERSITY AND COLLEGE SUPPORT/SERVICES**

**Accommodations:** Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at [StudentAccess.IllinoisState.edu](https://StudentAccess.IllinoisState.edu). Please let me know if you are seeking accommodation.

### **Mental Health**

Life at college can get complicated. If you’re feeling stressed, overwhelmed, lost, anxious, depressed or are struggling with personal issues, do not hesitate to call or visit [Student Counseling Services](https://StudentCounselingServices.com) (SCS). These services are free and completely confidential. SCS is located at 320 Student Services Building, (309) 438-3655. If you are worried about a friend and don't know how to help, you can call SCS and ask to speak to a counselor. The [Kognito simulation](https://KognitoSimulation.com), available through SCS's webpage, can also help you learn how to assist your friend in connecting to services.

### **Campus Safety and Security**

Illinois State University is committed to maintaining a safe environment for the University community. Please take a few moments to make sure you are signed up for ISU Emergency Alerts at [IllinoisState.edu/EmergencyAlert](https://IllinoisState.edu/EmergencyAlert). Also, note the information posted in each classroom about emergency shelters and evacuation assembly areas (both are indicated on stickers inside every classroom). Additional safety information is available on the Campus Safety and Security website, [Security.IllinoisState.edu](https://Security.IllinoisState.edu).

### **Student Technology Support**

All students are encouraged to take the Introduction to Technology Online Orientation, found here: [IllinoisState.edu/Quickstart](https://IllinoisState.edu/Quickstart).

Additionally, technology support can be found at [Help.IllinoisState.edu/Technology](https://Help.IllinoisState.edu/Technology), which includes hundreds of help articles on everything involving ISU technology, online chat, and phone support at (309) 438-HELP (4357). Walk-up support and computer repair & purchases are available from TechZone located on the first floor of the Bone Student Center as well as [TechZone.IllinoisState.edu](https://TechZone.IllinoisState.edu).

Two software packages are available at no additional charge: [Microsoft 365](#) (Word, Excel, PowerPoint, etc.) and [Adobe Creative Cloud](#). Students can download these packages for installation on their personal computers.

Students who do not have access to the technology they need to be successful in their coursework should contact the Technology Support Center at [Help.IllinoisState.edu/Technology](http://Help.IllinoisState.edu/Technology) or (309) 438-HELP (4357) to discuss options.

#### Student Well-Being

It's hard to learn if you're hungry or couch surfing. If you are having difficulty affording groceries, accessing sufficient food to eat every day, or securing a safe and stable place to live, help may be available. I urge you to contact the [Dean of Students Office](#) to learn more.

#### Academic Help

As your instructor I want to partner with you to help you achieve your personal academic goals. I am glad to set up zoom meetings or answer course related questions via email. Additional services (tutoring, academic coaching, workshops) are available through the [Julia N. Visor Academic Center](#).

## **UNIVERSITY AND COLLEGE POLICIES**

### ***Notice of recording a class session by the instructor***

The University wants to make students aware that a course may be recorded by the faculty member for later use. Please understand that each faculty member makes an individual decision on whether recording and/or sharing their class materials is warranted. Any recordings that a faculty member makes available are for use by students enrolled in the class and are for the purpose of individual or group study only. The recordings may not be reproduced, shared with those not in the class, or uploaded to publicly accessible web environments. Please do not independently record the course without prior authorization from the faculty member or approved accommodation from [Student Access and Accommodations Services](#) office.

*Regarding students making their own recordings*

#### ***Full denial to record***

Students may not use audio or video devices to record classroom lectures or discussions. Students with disabilities who need to record classroom lectures or discussions must contact the [Student Access and Accommodation Services](#). Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University's [Code of Student Conduct](#).

#### ***Permission required to record***

Students who wish to use audio or video devices to record classroom lectures or discussions must obtain written permission from the instructor. Such recordings are to be used solely for the purposes of individual or group study with other students enrolled in the class. They may not be reproduced, shared with those not in the class, or uploaded to publicly accessible web environments. Students with disabilities who need to record classroom lectures or discussions must contact the [Student Access and Accommodation Services](#). Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University's [Code of Student Conduct](#).

#### *Withdrawal from this class/University*

Illinois State administrators and faculty strongly advise students to complete all courses in which they enroll. Students are encouraged to consider withdrawing from courses after the program change period only after they have exhausted all other options. Students are encouraged to speak with their academic advisor or the Dean of Students office before withdrawing from a class or classes. A description of policies related to course withdrawal can be found here: <https://policy.illinoisstate.edu/students/2-1-14.shtml>

**Academic Integrity: You** are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the [Code of Student Conduct](#) and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism. For independent assignments, you are expected to demonstrate your knowledge, not an online resource or peers. For this reason, actions such as sharing quiz content, utilization of online 'study tools,' claiming another person's reading guide notes as your own (for assignment submissions), etc. will be considered a violation of academic integrity and a grade penalty may be applied.

Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible.

Any allegation of academic dishonesty may be referred to [Student Conduct and Community Responsibilities](#), a unit of the Dean of Students Office for possible review. If found responsible for academic dishonesty, a grade penalty can also be applied.

Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade on the assignment or course (at the instructor's discretion) and will be referred for appropriate disciplinary action through Student Conduct and Conflict Resolution Office.

Mandated Reporter/Title IX Disclosure: Please note that I am legally obligated to report crimes (present or historical) related to violence (sexual/physical) and child abuse/neglect. Thus, any disclosures you make pertaining to events/crimes (as a victim or perpetrator) through class discussion, assignments, etc. will be reported to appropriate campus personnel in keeping with federal law. For more details please visit: <https://equalopportunity.illinoisstate.edu/mandatory-reporting/>

- **Thanks to Bryan Asbury, LeeAnne Hale and Jodi Hallston for collaborating on many of the shared syllabus statements and course structure.**

**\*\*\*Special Note:** The instructor reserves the right to make modifications to the rules, regulations, and schedule of this course. This includes an individual written contract with students as described above. The instructor maintains the authority to revise and adapt these assignments and accompanying points, due dates, and scoring procedures as needed based on formative assessment.

## ***Tentative Course Schedule***

Please refer to the WEEKLY LINKS in Canvas as our schedule may change throughout the semester. These changes will be communicated explicitly via class/Canvas weekly links (e.g. changes will NOT be updated on the syllabus)

- A tentative course schedule for the semester will be provided following class survey submissions (W1)

### **Tentative Course Schedule**

**\*Topics/readings/assessments below are subject to change. These changes will be communicated via weekly links located within our Canvas site.** Reading assignments/assignment descriptions will be available via Canvas through the weekly links.

#### **Unit 1: Approaching Theory (Lay and Meta)**

##### **Week 1 (1/16-1/18)**

Week 1: Lay Approaches to Theory

- Day One of Two: Orientation to the Course
- Day Two of Two: Chapter 1 (Textbook) and Uncertainty Reduction Theory

##### **Week 2 (1/23-1/25)**

## - Meta Theory

- Day One: Ch. 1 Scientific (Ch. 2)
- Day Two: Interpretivist/Humanistic (Ch. 2) + Paradigms (Ch. 3)
  - Ch. 2/3 Comp. Check-in Due

## **Week 3: (1/30-2/1) - Meta Theory (Cont.)**

- Day One: Critical (Ch. 4)
- Day Two: Language of Metatheory) (Overview of all chapters)
  - Ch. 4 Comp. Check-in Due

## **Week 4: (2/6-2/8): Demonstrations of Knowledge/ReMo 1**

- Day One of Two: Workshop for ReMo 1
- Day Two of Two: ReMo 1 Due (individual)/ Reflection Assignment Completed In class

## **Unit 2: Interpersonal & Intercultural Approaches to Theory**

### **Week 5: (2/13-2/15) : Interpersonal Theory**

- Day One of Two: Discuss the use of theory in discipline and an example
- Day Two of Two: Evaluate interpersonal theories.
  - Interpersonal Comp Check-in Due

### **Week 6: (2/20-2/22): Intercultural Theory**

- Day One of Two: Discuss the use of theory in discipline and an example
- Day Two of Two: Evaluate intercultural theories
  - Intercultural Comp. Check-in Due.

### **Week 7: (2/27-2/29): Demonstration of Knowledge/ReMo Presentations**

- Day One of Two: Workshop (Sources due before class)
- Day Two of Two: REMO #2 (GROUP) Presentations

### **Week 8: (3/5-3/7): Unit 2 Evaluation/Reflection Week/Intro to Unit 3**

- Day One of Two: Reflection/Group Evals (Unit 1)
- Day Two of Two: Introduce Rhetorical theory Discuss the use of theory in discipline and an example

## **Unit 3: Rhetorical and Persuasive Approaches to Theory**

### **Week 9: (3/19-3/21): Rhetorical Theories**

- Day One of Two: Discuss the use of theory in discipline and an example
- Day Two of Two: Workshop (for ReMo 3)

**Week 10: (3/26-3/28): Organizational Theories**

- Day One of Two: Discuss the use of theory in discipline and an example (in Remo groups)
- Day Two of Two: Evaluating Org. Theory
  - Org Theory Comp. Check-in Due

**Unit 4: Small Group Approaches to Theory**

**Week 11: (4/2-4/4): Demonstration of Knowledge**

- Day One of Two: ReMo Workshop Day
- Day Two of Two: ReMo 3 Presentations
  - Reflection/Evaluation

**Week 12: (4/2-4/4): Small Group Theory**

- Day One of Two: All class activity/ Discuss the Use of theory
- Day Two of Two: Discuss the use of theory in discipline and an example
  - Small Group Comp. Check-in Due

**Week 13: (4/16-4/18): Demonstration of Knowledge**

- Day One of Two: Workshops
- Day Two of Two: REMO #4 Due

**Unit 5: Mediated and Public Relations Approaches to Theory**

**Week 14 (4/23-4/25) : Media Theory**

- Day One of Two: Unit 4 Reflection PLUS All Group Presentation
- Day Two of Two: Student examples and workshops
  - Media Theory Comp. Check-in Due

**Week 15: (4/30-5/2): Public Relations Theory (Diffusion of Innovations)**

- Day One of Two: Discuss the use of theory in discipline and an example
- Day Two of Two: Remo/Portfolio Workshop
  - PR Comp. Check-in Due

**Week 16:**

REMO #5 Presentations/ Portfolio Presentations (present FINAL portfolio PLUS final ReMo)

**Finals: (Date/Time TBA): Group Portfolio Presentations + Ind. Letter/Reflection DUE**