**WELCOME to**

COM 111 – Introduction to Communication Theory

Spring 2024 – Lee Anne Hale

**Couse Prefix and Number:**  COMM 111.003 & .004

**Credit Hours:** 3

**Office Hours:** via Zoom; TBD and will be posted in Reggie.

**Lee Anne Contact Info:** [lrhale@ilstu.edu](mailto:lrhale@ilstu.edu)

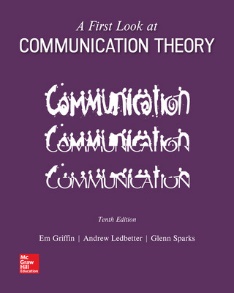
# Days/times/locations for class meetings: Sect. 003 – MWF, 10:00 – 10:50 p.m., Fell 162

# Sect. 004 – MWF, 11:00 – 11:50 p.m., Fell 162

**COM 111 Course Description:** Introduces the student to numerous basic communication theories and underlying assumptions of theory building.

# Required Textbook and Course Materials - We use this book frequently so this will not be a lost investment. Please secure the book as quickly as you can. The textbook cover image below is not a strictly required edition for our course. This means if you can find a more affordable option with a different edition, please do so! Look for the 10th edition or newer.

*A First Look at Communication Theory*

Em Griffin and Andrew Ledbetter and Glenn Sparks  
ISBN10: 1259913783  
ISBN13: 9781259913785  


**YOU BELONG IN THIS CLASS. SO DO THE REST OF THE STUDENTS IN HERE.**

I firmly believe that we are together with this blend of people in this section on these days during this semester for a reason beyond the obvious. YOU BELONG HERE. You will be treated as such. The person next to you belongs here. They will be treated at such. We all will operate under this belief about the entire class starting day one. The only time this will change is if a student/students intentionally decide to be disrespectful, rude, hurtful, hateful, demeaning, etc. to anyone in our class.

**I see you as more than just a student in my class.**

I am excited to spend the semester with you! I find student success in the classroom is uniquely hinged on their lives outside the classroom. It is difficult to focus on class when other things are happening with you. Immediately following are a few resources that you, or someone you know, might find helpful during your time here at ISU. This is not an exhaustive list, but rather a handful of sites my students repeatedly inquire about or find helpful.

[Multicultural Center – Illinois State](https://multiculturalcenter.illinoisstate.edu/)

[Equity, Diversity, and Inclusion | Division of Student Affairs - Illinois State](https://studentaffairs.illinoisstate.edu/who/diversity/)

[Resource and Reporting Options for Sexual Assault Dating and Domestic Violence and Stalking Quick Reference Guide July 2018.pdf (illinoisstate.edu)](https://healthservices.illinoisstate.edu/downloads/Resource%20and%20Reporting%20Options%20for%20Sexual%20Assault%20Dating%20and%20Domestic%20Violence%20and%20Stalking%20Quick%20Reference%20Guide%20July%202018.pdf)

[School Street Food Pantry – Food pantry serving college students in the Bloomington-Normal area.](https://schoolstreetfoodpantry.org/)

[Student Support | Veterans and Military Services - Illinois State](https://veterans.illinoisstate.edu/support/)

[Child Care Center - Illinois State](https://childcarecenter.illinoisstate.edu/)

[Redbirds Keep Thriving - Students | Division of Student Affairs - Illinois State](https://studentaffairs.illinoisstate.edu/keepthriving/)

[Student Health Services - Illinois State](https://healthservices.illinoisstate.edu/)

[Student Access and Accommodation Services | Illinois State University | Student Access and Accommodation Services - Illinois State](https://studentaccess.illinoisstate.edu/)

[Campus Religious Center | Maps - Illinois State](https://maps.illinoisstate.edu/locations/religious/)

**Are you feeling overwhelmed? Stressed? Hopeless? Anxious? Lost? OR, certain chapters, topics, conversations, etc. might benefit you to talk with someone.**

**Mental Health Resources.** Life at college can get very complicated. Students sometimes feel

overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or

diminished self-esteem. However, many of these issues can be effectively addressed with a

little help. Student Counseling Services (SCS) helps students cope with difficult emotions and

life stressors. Student Counseling Services is staffed by experienced, professional

psychologists and counselors, who are attuned to the needs of college students. The services

are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by

calling (309) 438-3655.

# What will you learn in our theory class?

**Course Learning Outcomes**

|  |  |
| --- | --- |
| **Result from Course** | **Benefit to You** |
| 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
* become more comfortable engaging in communication theory
* be introduced to the various fields in the discipline of communication
* improve your critical thinking skills
* improve your analytical (problem-solving) skills
* work with other students in the communication major
* develop skills of information literacy
* succeed!

# Required Software and Technology Skills

1. Frequent access to a computer & WiFi. While the majority of our class materials and information happens within our classroom, you are required to check our Canvas class site for announcements, readings, peer collaboration, assignment submission, etc.
2. A word processing program. \*\* IMPORTANT: No assignments saved as .pages will be accepted even if submitted prior to a due date. Please resave all documents as .doc, .docx, or .pdf files. You must double check your work prior to your submission. No exceptions – even for group work submitted by one person. \*\*
3. Microsoft Office Add-in: Microsoft Save as PDF – This should already be part of the standard install on your departmental machine and with most Microsoft Office products. If need be, however, you can download this free add-in for your personal machine from the [Microsoft Save as PDF Download Page](http://www.microsoft.com/en-us/download/details.aspx?id=7).

# Ways for you to stay connected and up-to-date in the course:

1. The first way to stay connected with the course flow and in-the-moment updates is to frequently check Canvas, ilstu email, and with your class peers.
   1. **PRIOR to each class,** please check your ilstu email AND Canvas Announcements. You are able to forward these announcements to your email so you are streamlining your messages. However, be sure to double check your Canvas Announcements are forwarding successfully to your email periodically throughout the semester and definitely at the start of each new semester or course.
   2. **Daily** ­- If you are not doing so already, you should also check SCHOOL email regularly for all your college endeavors.
   3. **Throughout the week,** - You should expect to log into our Canvas course at least three or more times per week to complete required work and to check for and/or respond to new postings in Discussions, as well.
   4. **Around any class absence and as you deem important –** Third, stay connected to the people in this course. There will be individual, peer, and group work throughout the semester. While you might not enjoy working in groups, students have found group work helps them navigate course requirements and to dig deeper into the material. It is also a good practice to communicate with each other to make sure you are up to speed with any changes, updates, etc.
2. Second, follow along with the course calendar. While the calendar is tentative, as it’s responsive to our class needs, it will give you a breakdown of what you should read and when.
3. Third, stay connected with the course content. Regardless of your attendance and communication with peers, you are always in control of how much you put yourself in front of the material. We are going to read, think, second guess, think some more, and then cap it off with more reading. Students report they learn more in this class than they anticipated upon their enrollment.

# Grades / Learning Assessment

# How many points are in the class?

Points are not a factor in our course. Instead, you will have the opportunity to complete assignments or not complete assignments. Effort, sincerity, level of detail, collaboration, among other standards, will be evaluation items for:

Self Evals; Peer Evals; Instructor Evals; Final Grade Reflection; and the Instructor Grade Override Policy.

|  |  |
| --- | --- |
| **Assignment** | **Required completion to pass the course** |
| Weekly Quizzes | Duration of semester |
| Individual Theory - What do We Know? Forms | *\*\* Optional \*\** |
| Communication Contributions: lecture, peer, and group engagement, respect, kindness, support, etc. | Duration of semester |
| Group ReApp (Research Application) Presentation | Required Group Prep Week & Presentation Week(s) |
| Group Evaluations: Self & Group; Peer | Completed after ReApp presentations |
| Midpoint Assessment Reflection | Ch. 1-4, COM Contributions, & Quizzes up to midpoint |
| Or, Forever Hold Your Piece Assessment | *\*\* Optional \*\** |
| Final Grade Assessment Reflection | Overall Semester Assessment |

# How is my final grade factored?

# To pass the class, all assignments must be completed.\* The level of effort and caliber you choose to invest in your work will help inform the actual letter you believe you earn in the class. At the end of the semester, you will have time to review the feedback you receive throughout the semester in order to complete the Learning Outcome Grade Reflection. In this final reflection, you will explain what you believe you have learned and how you have grown this semester. You are the best person to know what you have learned. If your reflection is supported by your semester’s actions and communication, I will honor the grade you believe you earned and that will be your final grade.

# What is the Instructor Grade Override Policy?

Simply, if your semester’s actions and communication, as recognized and recorded by group members, peers, and Lee Anne, do not align with the grade you propose you have earned in the class, Lee Anne reserves the right to override your perceived grade and assign one according to the Grades/Learning Assessment criteria illustrated on the previous page.

**\*Exceptions:** Should one or both of the following be true, Lee Anne reserves the right to override your perceived grade and assign one according to the Grades/Learning Assessment criteria illustrated on the previous page.

* It is possible that a student can complete all assignments and be qualified to pass the class.
  + **Yet,** your Communication Contributions egregiously, intentionally, and/or consistently do not support or conflict with class and ISU behavioral standards.
  + **Or,** you miss a significant amount of classes by choice.

o **Or,** you are significantly late to class often.

# Grade Chart & Expectations

While grades and points are not attached to assignments in the traditional format, the following chart is included as it helps some students develop their understanding of grade level expectations and to help in writing their midterm and final grade assessments.

|  |  |  |
| --- | --- | --- |
| 90-100 | A | This grade represents consistently outstanding performance that demonstrates superior understanding and skillful use of important course concepts. “A” grades mean that students have mastered and excelled equally across all applicable learning objectives. Performance at this level signifies that the student is extremely well prepared to continue with more advanced study of the subject. *Impressive* |
| 80-89 | B | This grade represents performance significantly beyond achievement of the course objectives. Work is of high quality, even mastery at times, but is not consistently at such an outstanding level from time to time and/or for all applicable learning objectives. Performance at this level signifies that the student is well prepared to continue with more advanced study of the subject. *Nice job* |
| 70-79 | C | This grade represents an acceptable achievement of all of the applicable course learning objectives, and often includes occasional outstanding accomplishments. Performance at this level signifies that the student is reasonably well prepared to continue with more advanced study of the subject and to be successful. *Good but could also be considered average.* |
| 60-69 | D | This grade represents acceptable achievement of some of the applicable course learning objectives and less than adequate performance on others. It signifies questionable readiness to proceed with more advanced study of the subject. *Needs work and attention to class content and assignment details.* |
| 59 and below | F | This grade reflects unacceptable performance on most or all of the course learning objectives. The student is not yet ready to proceed with more advanced study of the subject and must repeat the course successfully to receive credit. *Lack of effort.* |

# Is late work accepted?

**No, I do not accept late work**. Do not inquire about late work unless the following is true for you. All presentations, assignments, and quizzes must be completed on the date assigned. Presentation times and dates are non-negotiable – so if you miss your date, you miss it. I understand semesters can be very hectic and that life happens. If you have a legitimate excuse such as an extreme illness, family emergency, university sponsored events, I will accept ONE late assignment for partial credit (50% minus any points deducted for incorrect answers, etc.) within 24 hours of its assigned date. Such an assignment should be emailed to me. In regard to university-sponsored events, I expect assignments to be completed ahead of time.

\*\*As this class is group and peer-centered, your first step needs to be to communicate as soon as possible with everyone affected. Please communicate any trouble/delay you are having and update them when a resolution is in place. On the receiving end of such a message, please support your peers as best you can if they reach out needing some help. There might not be anything you can do to fix, solve, or expedite a situation, but often knowing support *is* there and/or that someone *sees and hears you* might be exactly what is needed in that moment. Please reach for benefit of the doubt, grace, and understanding prior to assuming that a group member or peer is just dropping the ball. \*\*

# What happens if my printer runs out of ink (scanning need) or I have technical issues?

If your printer runs out of ink or you have technical issues, email the assignment to

me BEFORE class; otherwise, it is considered late. If you come to class and tell me

about the problems without already emailing me, the assignment is considered late and will not be accepted.

# Can I make up a quiz (or test, if applicable)?

Quiz makeups: No. Do not inquire about this unless you have absences excused by the Dean of Student Services. For quizzes in class, you must arrive on time as the quizzes are given at the start of class. If you are more than 5 minutes late, you will have missed the quiz. If we are scheduled to have a quiz and complete something else within the hour, then you are welcome to wait in the hallway. We will check after the quiz to see if anyone is joining us for the second half of class.

(If applicable, for online quizzes - Without an approved excuse, quizzes will be open for a minimum of at least 2 days, which will give you more than one opportunity to complete it. If you miss it, you miss it. This means that the quiz will be available to you start within that 2-day timeframe. However, once you open the quiz, you will needs to complete it within the timeframe stated within the instructions. If you have technical difficulties, you must contact the IT Help Desk. If they are unable to assist you, you must forward your IT email ticket to me as documentation of the technical difficulty so I can reopen the quiz.)

# What if I am late to class?

Sometimes, we just run late. You are welcome to join class late *as long as* you do not disrupt the class. Ex: If you normally sit on the side of the room furthest from the door and a PEER is presenting and there IS a seat close to the door available, do not walk in front of the presenter so you can get to “your” seat. If I am speaking, I am fine with you navigating to your seat. I would rather you get the info even if you are joining us late.

We will stay true to the start and end times assigned for this course. If you choose repeatedly to arrive late to our class, I will not catch you up on what you missed. If you have a legitimate reason that will prevent you from being on time, please talk with me.

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](tel:3094385853), or visit the website at [StudentAccess.IllinoisState.edu](https://studentaccess.illinoisstate.edu/). Please let me know if you are seeking accommodations.

**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 Training

All students are encouraged to take the Introduction to Technology Class found here: [IllinoisState.edu/Quickstart](http://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](tel:3094384357) (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.

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](https://universitycollege.illinoisstate.edu/help/).

**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. **DO NOT independently record the course without prior authorization from the faculty member or an approved accommodation from** [**Student Access and Accommodations Services**](https://studentaccess.illinoisstate.edu/) **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](https://studentaccess.illinoisstate.edu/). 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](https://deanofstudents.illinoisstate.edu/conflict/conduct/code/).

#### **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](https://studentaccess.illinoisstate.edu/).  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](https://deanofstudents.illinoisstate.edu/conflict/conduct/code/).

Academic Integrity: Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the *Code of Student Conduct*. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on speech topics and/or the presentation of someone else’s work warrants plagiarism.

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/>

The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.

# What if someone close to me passes away during the semester?

**Illinois State University Bereavement Policy.** In the event 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 ASAP 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.  Ultimately, 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: http://policy.illinoisstate.edu/students/2-1-27.shtml

# What if I have other concerns or questions about the class?

Talk to Lee Anne! Whatever is bothering you, come talk to me. If you have questions, you do not want to bring up in class or need extra help, come talk to me. ☺

# Class Policies

## What if I am absent?

I will take attendance every day. If you arrive late, please sign-in prior to you leaving the room at the end of the class period. If you forget to sign the sheet, **adjustments will not be made after that class period ends.**

If you are directly or indirectly affected by Covid and will need to miss extended periods of time or will not be checking Canvas, please contact me via email as soon as possible.

If you have a legitimate reason for not being in class, you must inform me as soon as possible by email. If you are involved in university activities, such as athletics or forensics, that will cause you to miss class, please provide me with the dates you will miss and a signed note from your coach or sponsor confirming your absence.

\*\*\* IF YOU ARE ABSENT FOR WHATEVER REASON, IT IS YOUR RESPONSIBILITY TO LEARN/COMPILE WHAT YOU MISSED. BEING ABSENT ONE DAY DOES NOT MAKE YOU EXEMPT FROM BEING PREPARED THE NEXT DAY.

## Netiquette

To help guild our interactions with one another, please review the [Core Rules of Netiquette (by Virginia Shae](http://www.mccc.edu/~virtcoll/Netiquette)). Shae’s book is the most frequently referenced source for netiquette. Rule #1 will get you a very long way in online environments – Remember the Human.

## What is my policy on rounding up grades (if applicable)?

I do not round up grades below .50. Ex: If you are at a 91.4 or below, I will not round up your score to a 92. If you are at a 91.50 or higher and your effort and attitude warrant the raise, I will honor your work and your score will be a 92.

## Required Reading and Writing

Students will be required to read between 35-100 pages from the textbook each week. This is the type of material for which you need to set time aside each week allowing yourself the luxury of reading and re-reading. Theories can be thick and cumbersome at first glance. Once you really read the material, you will understand it well. Coming prepared to class and listening to the lecture, you will understand it better. Some material might be challenging to read because of the content. Students find that coming to class and engaging in the discussions, even with active listening alone, can make the material more manageable because hearing a voice weed through new terms and concepts can make intimidating content more approachable.

## Professional Participation

For optimal success and learning, it is essential for both you and me to participate in this course. Think of this class as your job. Just as an employer expects an employee to participate and perform, I expect the same of you in this class. In our jobs, we perform tasks in order to earn our paycheck. In this class, you are expected to be present and “in the moment” so as not to be marked absent. There will be class discussions, partner, and group work that will require you to be engaged during class. For example: you may be asked to bring in an artifact (article, ad, picture, clip) and describe how it reflects a communication concept learned in class.

## How am I expected to conduct myself in this class?

**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 at all times in this class. With that in mind, sleeping, reading materials irrelevant to class purposes, texting, consistently and socially talking to others off screen for extended periods of time (so Zoom appears to be in the background versus your focus), disrupting the class/Zoom meetings/presentations will not be tolerated and will result in the student being considered absent for that particular class period.

**Behavioral Expectation Policy:** Or, if perceived and determined that anyone chooses to be intentionally unkind, hurtful, disrespectful, demeaning or violate the policies stated above, appropriate disciplinary actions will be taken, which could involve failing or being dropped from the course.

## What if I cheat or plagiarize in this class?

Academic Integrity: Academic integrity is a fundamental principle of being a student. If you find yourself needing to cheat . . . that tells me you have a much bigger conflict, dilemma, concern that could be consuming you beyond this class. If you cheat or plagiarize, it has a profound effect because you will be held to University standards *and* we still don’t figure out how to address the bigger cause of stress. Come talk to me and let’s see what we need to do to help you get everything you need done while you maintain your integrity.

Violations of academic integrity include, but are not limited to cheating, aiding or suborning cheating or other acts of academic dishonesty, plagiarism, misrepresentation of data, falsification of academic records or documents and unauthorized access to computerized academic or administrative records or systems. Definitions of these violations may be found in the catalog.

PLAGIARISM:

Plagiarism is presenting of other’s work as if it were your own. When you write a paper, create a project, do a presentation, or create anything original, it is assumed that all of the work, except that which is attributed to another author or creator, is your own. Plagiarism is considered a serious academic offense and may take the following forms:

1. Copying word-for-word from another source and not giving that source credit.

2. Paraphrasing the work of another and not giving the source credit.

3. Adopting a particularly apt phrase as your own

4. Using an image or a copy of an image without crediting its source.

5. Paraphrasing someone else’s line of thinking in topic development as if your own.

6. Receiving excessive help from a friend or elsewhere or using another project as if it were your own.

Note: Word-for-word copying is not the only form of plagiarism. Please be aware of the above-mentioned acts of plagiarism. The penalties for plagiarism may be severe, ranging from failure on the particular piece of work to failure in the course or expulsion from the college in extreme cases.

## What if I have other concerns or questions about this class?

Talk to Lee Anne! Whatever is bothering you, come talk to me. If you have questions, you do not want to bring up in class or need extra help, come talk to me.

I welcome to COM Theory – See you in Class!

Theory is challenging but we are all in the same boat working through it together. Learning this content and from each other is interesting and rewarding. – I am honored to share this semester with you!

Lee Anne Hale

**Tentative Schedule for COM 111 – Intro to COM Theories – LA Hale**

*\*\*\*\*\* This calendar is not set in stone and can be altered to best fits the needs of our class. If changes are made, you will be notified via email and/or Canvas ANNOUNCEMENTS and/or in class.*

**\*\* Any green or purple highlighting is a reminder for LA – nothing you need to remember. 😊**

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| --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Day** | **Read Materials PRIOR to Class** | **Assignment to Do/Due** | **Heads-up** |
| **1** | 1-15 | M | NO CLASS. **Dr. Martin Luther King, Jr. Day** |  |  |
| 1-17 | W | Welcome and Introduction  Introductions, Calendar Review, Syllabus Contract |  |  |
| 1-19 | F | Introductions, Calendar,  Meet Theory Pods – Syllabus Contract due online |  | **Connect with your Theory Pod** |
|  |  |  | **Metatheory** |  |  |
| **2** | 1-22 | M | bell hooks Chapters 1 & 2 (provided in Canvas) |  |  |
| 1-24 | W | Ch. 1 – Learning Your Study of Communication Theory (Canvas) |  | **Be sure to buy/rent the book!** |
| 1-26 | F | **Theory Pod Day - REQUIRED** |  |  |
| **3**  **4** | 1-29 | M | Ch. 2 – Talk about Theory (Canvas) |  |  |
| 1-31 | W | Continue Chapter 2 |  |  |
| 2-2 | F | TBD - Potentially a Theory Pod Work Day **OR** Ch. 3 - Weighing the Words (Canvas) |  |  |
|  |  | **Metatheory Continued** |  |  |
| 2-5 | M | Continue Chapter 3 |  | **Work with your Theory Pods to** |
| 2-7 | W | Ch. 4 – Mapping the Territory (Seven Traditions) (Canvas) |  | **determine what you are doing** |
| 2-9 | F | Continue Chapter 4 |  | **for your ReApp presentations.** |
|  |  |  | *Interpersonal Messages* - Ch. 5 Symbolic Interactionism – George Herbert Mead |  |  |
|  |  |  | *Interpersonal Messages* - Ch. 7 Expectancy Violations Theory – Judee Burgoon |  |  |
|  |  |  | *Relationship Development –* Ch. 8 Social Penetration Theory – Altman & Taylor |  |  |
|  |  |  | *Relationship Development –* Ch. 12 Communication Privacy Management Theory – Petronio |  |  |
|  |  |  | **INTERPERSONAL COMMUNICATION THEORIES** |  |  |
| **5** | 2-12 | M | **Quiz – Ch. 1-4** |  |  |
| 2-14 | W | **Theory Pod Work Day - Required** |  | **Be sure to PRACTICE your ReApp WITH your Pod.** |
| 2-16 | F | Review Quiz & Theory Pod Work Time |  |  |
|  |  |  | *Influence –* Ch. 16 Cognitive Dissonance Theory - Festinger |  |  |
|  |  |  | *Influence –* Ch. 15 Elaboration Likelihood Model – Petty and Cacioppo |  |  |
|  |  |  |  |  |  |
| **W** | **Date** | **Day** | **Material Covered** | **Assignment to Do/Due** | **Heads-up** |
|  |  |  | **ReApp WEEK** |  |  |
| **6** | 2-19 | M | Theory Pod Presentations – Order TBD | **Start Learning Outcome Grade Reflection for Midterm Eval due March 1st by 11:55 p.m.**  **--------**  **Evals** |  |
| 2-21 | W | Theory Pod Presentations – Order TBD | **Evals** |  |
| 2-23 | F | Theory Pod Presentations – Order TBD | **Evals** |  |
|  |  |  | **GROUP AND PUBLIC COMMUNICATION THEORIES** |  |  |
| **7** | 2-26 | M | *Group Communication –* Ch. 18 Symbolic Convergence Theory – Ernest Bormann |  | LO Grade due 3/1 by 1:55 p.m. |
| 2-28 | W | *Organizational COM –* Ch. 19 Cultural Approach to Organization – Geertz & Pacanowsky |  |  |
| 3-1 |  | LEARNING OUTCOME & MIDTERM GRADE REFLECTION | DUE by 11:55 p.m. |  |
|  | F | Regroup & Review Day |  |  |
| **8** | 3-4 | M | Out of Class – Theory Pod Study Sessions | Midsemester Week – Online showcase |  |
| 3-6 | W | Out of Class – Theory Pod Study Sessions | Midsemester Week – Online showcase | **Be sure to PRACTICE your ReMO WITH your Pod.** |
| 3-8 | F | **ASSESSMENT** |  |  |
| **9** | **3-11 –**  **3-17** |  | **NO CLASS! SPRING BREAK!** |  |  |
|  |  |  | **Heads up: After the Group and Public COM ReApp, we will switch to our 2nd Half of the Semester Theory Pods. Be sure to connect with them ASAP to share availability for planning.** |  |  |
|  |  |  | **GROUP AND PUBLIC COMMUNICATION THEORIES** |  |  |
|  | 3-18 | M | *Organizational COM –* Ch. 21 Critical Theory of Communication in Organizations – Stanley Deetz |  |  |
| **10** | 3-20 | W | *Public Rhetoric -*  Ch. 22 The Rhetoric of Aristotle |  |  |
|  | 3-22 | F | *Public Rhetoric -*  Ch. 23 Dramatism – Kenneth Burke |  |  |
|  |  |  | **ReApp WEEK** |  |  |
|  | 3-25 | M | Theory Pod Presentations – Order TBD | **Evals** |  |
| **11** | 3-27 | W | Theory Pod Presentations – Order TBD | **Evals** |  |
|  | 3-29 | F | Theory Pod Presentations – Order TBD | **Evals** |  |
| **W** | **Date** | **Day** | **Material Covered** | **Assignment to Do/Due** | **Heads-up** |
|  |  |  | **MASS COMMUNICATION THEORIES** |  |  |
|  | 4-1 | M | *Media & Culture –* Ch. 25 Media Ecology – Marshall McLuhan |  | **Be sure to PRACTICE your ReApp WITH your Pod.** |
| **12** | 4-3 | W | *Media Effects –* Ch. 28 Uses and Gratifications – Elihu Katz |  |  |
|  | 4-5 | F | *Media Effects –* Ch. 29 Cultivation Theory - George Gerbner |  |  |
|  |  |  | **ReMo WEEK** |  |  |
|  | 4-8 | M | Theory Pod Presentation – Ch. 25 Media Ecology | **Evals** |  |
| **13** | 4-10 | W | Theory Pod Presentation – Ch. 28 Uses and Gratifications | **Evals** |  |
|  | 4-12 | F | Theory Pod Presentation – Ch. 29 Cultivation Theory | **Evals** |  |
|  |  |  | **CULTURAL CONTEXT THEORIES** |  |  |
|  | 4-15 | M | *Gender & Communication –* Ch. 31 Genderelect Styles – Deborah Tannen  AND Ch. 33 Muted Group Theory – Cheris Kramarae |  | **Be sure to PRACTICE your ReApp WITH your Pod.** |
| **14** | 4-17 | W | *Intercultural Communication –* Ch. 34 Communication Accommodation Theory – Howard Giles |  |  |
|  | 4-19 | F | *Intercultural Communication –* Ch. 35 Face-Negotiation Theory –  Stella Ting-Toomey |  |  |
|  |  |  | **ReMo WEEK** |  |  |
|  | 4-22 | M | Theory Pod Presentation – Order TBD | **Evals** |  |
| **15** | 4-24 | W | Theory Pod Presentation – Order TBD | **Evals** |  |
|  | 4-26 | F | WORK ON YOUR OWN –  **Start working on Learning Outcome & Final Grade Reflection** |  |  |
|  | 4-29 | M | **ASSESSMENT REVIEW DAY** |  |  |
| **16** | 5-1 | W | **ASSESSMENT** |  |  |
|  | 5-3 | F | **Last Day of Class - TBD** |  |  |
|  |  |  | **Final Exam Week – FINAL Learning Outcome & Grade Reflection Due** |  |  |