

**INTRODUCTION TO COMMUNICATION STUDIES
COMM2010-001 + COMM2011 LAB SECTIONS
FALL 2014**

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Comm2010 Class Sessions: Tue/Thu, 9:30 – 10:45 a.m., Daniel 210
Comm2011 Class Sessions: *Section 1:* Tue/Thu, 2:00 – 3:15 p.m., Daniel 216
Section 2: Tue/Thu, 3:30 – 4:45 p.m., Daniel 216
Office: Strode Tower 404
Office Hours: *Open:* Tue/Thu, 10:45-11:15 a.m.; 1:30-2:00 p.m.; 4:45-5:00 p.m.
Appointment Only: Tue/Thu, 8:30-9:30 a.m.; 5:00-5:15 p.m.

COURSE DESCRIPTION AND STUDENT LEARNING OUTCOMES

This course introduces undergraduates to the scholarly study of communication and communication-related phenomena. As the “gateway course” for Clemson University’s Communication Studies and Sports Communication majors and minors, it provides students the opportunity to develop foundational knowledge and orient themselves in the discipline and according to their personal/professional plans. Similarly, students in this class become more familiar with the discipline of communication and the ways in which our department’s professors teach and research in their areas of specialization. Moreover, the course and its attendant lab sections provide students the opportunity to develop critical thinking, argumentation, and writing skills, with an eye toward producing material that will be relevant to the students’ later coursework.

Discipline-Specific Learning Outcomes – Successful students will be able to:

- understand analyze the basic dimensions of philosophy, methodology, and disciplinary history in Communication Studies;
- excel in a range of subsequent Communication Studies courses;
- choose courses and projects in their major and other programs wisely and proactively;
- and develop the capacity to be independent, motivated, ethical learners and communication experts in a variety of settings.

Critical Thinking-Related Learning Outcomes – Successful students will be able to:

- think critically about how theoretical reasoning usefully address communication-related questions and problems;
- create intelligent arguments concisely, clearly, accurately, and compellingly;
- assemble and evaluate comprehensive information related to scholarly research on selected topics;
- survey and synthesize scholarly research on selected topics and applicable;
- translate basic theoretical understanding into practical arguments and interpretations.

This Course Online and Offline – This semester, I’ll will use a version of what’s coming to be known as the “flipped classroom model.” This means that I will use our course website to post

“mini-lectures” clarifying the assigned reading. During class sessions, I will rarely lecture in the traditional sense. Instead, I will lead sessions in ways that *require* your active engagement, and have been shown to enhance learning for students who read carefully and on time. We’ll play games, analyze case studies, hold discussions, and work on assignments *together* so that you can develop a practical understanding of the material. I have received an invitation to the new the Canvas learning management system (LMS), which we will use in place of Blackboard. Clemson University is transitioning from Blackboard to Canvass as its primary LMS. You will receive an invitation to our course’s site at the beginning of the semester.

CT2: A Clemson University Critical Thinking Course – This course has been designed as a “Clemson Thinks2” course, part of the university’s initiative to teach critical thinking across the curriculum. Paul and Elder (2014)* define critical thinking as “self-directed [...] and self-corrective thinking [...] which] requires rigorous standards of excellence and mindful command of their use” (p. 2). This class will teach you about communication theory and research, but it is also designed to help you develop the ability to reflect upon your own reasoning processes, which is helpful for discussion, problem solving, developing understanding, empathy, and more. The course design uses techniques that research has shown foster critical thinking—such as frequent and low-risk testing, writing assignments that ask you to comment on your own thinking, and multi-stage writing and revision projects. See <http://www.clemson.edu/assessment/thinks2/>

*Paul, R. & Elder, L. (2014). *Critical thinking: Concepts and tools* (7th ed). Tomales, CA: The Foundation for Critical Thinking.

COURSE AND UNIVERSITY POLICIES

The Americans with Disabilities Act – Clemson University seeks to provide equal access to its programs, services, and activities for people with disabilities. Students with disabilities who need accommodations should make an appointment with Arlene Stewart, Director of Student Disability Services. Students should present a Faculty Accommodation Letter from Student Disabilities Services when they meet with instructors. Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester. In order to comply with the Americans with Disabilities Act (ADA), faculty must follow instructions contained in letters issued by the office of Student Disability Services.

- Suite 239, Class of 1956 Academic Success Center Building
- <http://www.clemson.edu/campus-life/campus-services/sds/>
- 864-656-6848
- sds-l@clemson.edu

Clemson Academic Integrity Policy – Students who violate the Clemson Academic Integrity Policy in any way will be charged with academic misconduct. Remember that the Clemson Family promotes lifestyles of pride, honor, and ethics.

The university’s policy:

As members of the Clemson University community, we have inherited Thomas



Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. Any breach of the principles outlined in the Academic Integrity Statement is considered an act of academic dishonesty.

Academic dishonesty is further defined as:

- Giving, receiving, or using unauthorized aid on any academic work;
- Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one's own efforts;
- Attempts to copy, edit, or delete computer files that belong to another person or use of Computer Center account numbers that belong to another person without the permission of the file owner, account owner, or file number owner.

All academic work submitted for grading contains an implicit pledge and may contain, at the request of an instructor, an explicit pledge by the student that no unauthorized aid has been received. It is the responsibility of every member of the Clemson University community to enforce the Academic Integrity Policy.

The Clemson University Title IX (Sexual Harassment) Statement – Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator and the Director of Access and Equity. His office is located at 111 Holtzendorf Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).

Coursework Reuse Policy – In this class, you may *not* reuse work (in part or as a whole) that you have submitted or developed for other classes (previous or concurrent). Violations of this course policy will be treated as violations of the Clemson Academic Integrity Policy.

Classroom Climate and Student Conduct – At all times, we will maintain a classroom learning environment that is respectful of and safe for a range of people and perspectives. Civility and tolerance of diversity are demanded of students in our class. Please speak with me immediately if you are uncomfortable with some aspect of your class experience.

Attendance Policy – You are expected to attend every class session, unless otherwise stated in the syllabus or ahead of time by the professor. Students with more than two unexcused absences will have their final grade lowered one gradient (e.g., A → B). This policy applies to all class sessions. Excuses may be provided for absences about which students can provide appropriate documentation of conflicting religious/spiritual observances, University-sanctioned activities, military or legal requirements, and family or medical emergencies.

Assignment Deadlines – I will not accept late assignments, unless explicitly negotiated with me one week in advance. Assignments are due by the beginning of the class session indicated.

Professor Absence Policy – Students should wait 10 minutes if I am not in the classroom at the beginning of the class session. After that, students may leave but should check online for messages from me.

Drop/Withdrawal Dates – Course registration and withdrawal is the student’s responsibility. See the Clemson University academic calendar for important dates.
<http://www.registrar.clemson.edu/pdf/academicCalendar.pdf>

OVERVIEW OF COURSE READINGS

Required Books – The following books are required and available at the Clemson University Bookstore. Most online retailers also sell these books.

West, R., & Turner, L. H. (2014). *Introducing communication theory: Analysis and application* (5th ed.). New York: McGraw-Hill.

Graff, G., & Birkenstein, C. (2014). *They say/I say: The moves that matter in academic writing* (3rd ed.). New York: W. W. Norton.

Lunsford, A. A. (2013). *The everyday writer* (5th ed.). Boston: Bedford/St. Martin’s.

Additional Readings and Materials – Other course readings appear in this syllabus or will be assigned during the semester. These materials will be available online, usually in Portable Document Format (.pdf).

ASSIGNMENTS AND GRADES

Assignment Point Values – Your course grade will be determined from the number of points you earn over the course of the semester. I may or may not offer extra credit; you are not guaranteed extra credit opportunities.

1. Attendance, *Zero points* (required, see attendance policy)
2. Mini-exams, *50 points* (10 @ 5 pts)
3. California Critical Thinking Skills Test (pre + post), *25 points* (2 @ 12.5 pts)
4. Critical Review of Article, *45 points*
5. “Communication in Professions” Assignment, *80 points*
6. Final Exam, *150 points*
7. Lab quizzes, *25 points* (5 @5 pts)
8. “Why I’m Here” Story, *5 points*
9. “First 5” Assignment, *10 points*
10. Annotated Bibliography, *15 points*
11. “3/2” Assignment, *20 points*
12. Thesis and Outline, *10 points*
13. Draft 1, *20 points*
14. Draft 2, *20 points*
15. Critical Review of Literature, *150 points*

Final Course Grades – There are 625 total points for this course. Your total points earned determine your grade in the course.

- A. 562.5 points or more
- B. 500-526 points
- C. 437.5-499 points

- D. 375-437 points
- E. less than 375 points

Interpreting Letter Grades – Students should interpret letter grades on assignments and for the course as a whole according to this rubric:

- A. Excellent. The student’s work and contributions to the class are exemplary.
- B. Very Good or Above Average. The student’s work and contributions to the class are consistently and remarkably strong.
- C. Acceptable or Average. The student’s work meets and sometimes exceeds expectations for undergraduate performance in courses of this nature.
- D. Problematic or Below Average. The student’s work may sometimes meet expectations for undergraduate performance in courses of this nature, but is frequently deficient or flawed.
- E. Failing. The student’s work does not meet the expectations for undergraduate performance in courses of this nature.

Assignments Due for Comm2010 Course Sessions

- *Mini-exams.* At the beginning of specified course sessions, you will have 5 minutes only to write a concise and clear response to a question about the readings from the preceding class sessions.
- *California Critical Thinking Skills Test.** At the beginning and end of the semester, all students will take an online exam, the CCTST or “California Test.” The CCTST is a 45-minute general evaluation of various kinds of thinking skills—induction, deduction, and interpretation, for instance. Clemson University pays for and uses these exams for university assessment, so while you’ll not be graded on your performance, it’s important for you to take the test seriously. You’ll earn 10 points for taking the exam by the deadline, and an additional 2.5 points for earning a score greater than 10 *and* using more than 30 minutes to complete the exam.
- *Critical Review of an Article.** In no more than 5 pages, you will review an article published in a peer-reviewed academic journal in the field of communication. You will provide a summary of the article’s argument, describe the scholarly “conversation” to which it is contributing, consider its main objectives, and assess its effectiveness. Additionally, you will be asked to comment on how you might utilize this article in your own schoolwork. (Details provided in assignment brief.)
- *“Communication in Professions” Assignment.** In groups of three, you will interview a person working in a job that is not obviously a “communication profession.” You will conduct an approximately 30-to-60 minute interview, and then think critically about your interviewee’s reflections. Your team will present to our class a synopsis of your interview and analysis, focusing on what can be learned from a focus on communication in this profession and this person’s work can add to their work, organization, profession, or community. You will provide a 2-4 page “executive summary” of your presentation, as well. (Details provided in assignment brief.)
- *Final Exam.* This comprehensive examination will cover all assigned reading material for the main course section. It may involve questions of any kind, but will feature multiple-choice items.

Assignments Due for Comm2011 Lab Sessions

- *Quizzes*. These very short, largely multiple-choice quizzes will be administered at the start of class and will cover the reading assigned for that day.
- “*Why I’m Here*” *Story* – In no more than 2 full paragraphs, write your professor a thoughtful response to the question, “Why are you taking this class?” Yes, the course is required for all Communication Studies and Sports Communication majors and minors. So, why are you seeking a major or minor in this area? What do you hope to learn from, do in, and/or contribute to this class? (Details provided in assignment brief, including elements of the “SEE-I” method.)
- “First 5” Citations in APA Format – Supply a references list of five scholarly sources you will likely cite in your critical review of literature assignment. To earn full points, the references list must adhere perfectly to the formatting requirements for APA style end-of-text references lists, as described in our textbook *The Everyday Writer*. All sources provided for this assignment should be scholarly in nature and be appropriate to your selected topic.
- Annotated Bibliography of 6 Sources* – Working from your “First 5” assignment, you will construct an annotated bibliography of six scholarly sources germane to your topic. Your annotations will consist of three concise paragraphs for each reference cited: (1) a summarization of the source’s main arguments, (2) a discussion of the source’s place in the broader academic conversation that includes an assessment of its contributions and shortcomings, and (3) an explanation of its usefulness or appropriateness to your critical review of literature. (Details provided in assignment brief.)
- “3/2 Assignment” – You will submit 3 paragraphs or 2 full pages of written work drawn from your Annotated Bibliography. The submitted work should cite at minimum two of the references from your Annotated Bibliography. In addition, this assignment must also employ at minimum 3 templates from our writing handbook titled *They Say/I Say*. (These templates will be highlighted in the text. Your assignment will be evaluated according to those requirements and the standards of quality laid out in Chapter 8 of our sourcebook titled *The Everyday Writer*.)
- Thesis and Outline – You will submit a carefully and consistently formatted outline of your Critical Review of Literature. This outline will contain descriptive phrases of the content and order of specific sections. You should, at the very least, identify the basic elements of your introduction, review of a particular theory, and review of research on a particular subject. This document must also contain an initial thesis statement, per the guidelines for such statements laid out in *The Everyday Writer*.
- Draft 1 of Critical Review of Literature – You will provide an initial draft of your critical review of literature. This document should build upon the outline submitted earlier. Your draft must employ at least 6 templates drawn from *They Say/I Say*, and these should be highlighted or noted in your text. Your first draft should contain at least 5 pages of substantive text, and unfinished sections are acceptable. To receive points for this assignment, you will also be required to provide commentary on a peer’s first draft. This assignment should follow APA style and formatting rules.
- Draft 2 of Critical Review of Literature – Your second draft must be a complete or near-complete version of the final paper. Any obviously “unfinished” elements must be marked as such. Your work should be an extension, refinement, and edited version of draft one (i.e., you must write new material for it so that it meets or is very near length

requirements for the final paper; you must also rework and improve the material from the first draft; and you should have performed at least one round of careful copyediting, using *The Everyday Writer* as a guide. This should follow APA style and formatting rules.

- **Critical Review of Literature – Your Critical Review of Literature** (i.e., the “final paper.”) will be a complete synopsis and analysis of theory and research relevant to a particular topic and specific theory chosen by you. In short, you will describe and analyze work that’s been done on a subject matter of interest to you. Your work should involve a critical argument: your job is to *assess*, not merely describe, the scholarly work on a particular subject and explain to the reader what can be learned from your survey of the literature on this subject. Your work must follow APA style and formatting rules. The finished work should be 8-12 pages long with double-spaced 12-point Times New Roman font and 1” margins. Your work should reference at minimum 10 trustworthy scholarly sources. (Details provided in assignment brief.)

CT2 Artifact Assignments* – Because this course contributes to the Clemson Thinks2 general education program, some of your work may be submitted as artifacts for assessment of general undergraduate education at our university. People not directly affiliated with our class will provide feedback to university administrators and to me about how well this course’s assignments encourage critical thinking. This assessment is a routine activity and will in no way affect your grade or progress at Clemson University. Your FERPA rights are not violated in this process because the assessment is not connected to your scholastic record and is carried out by persons with a legitimate educational interest in our program. The assignments to be sampled and submitted as artifacts are marked with asterisks in the preceding list.

Comm2010 – Main Section Schedule

Subject to change, if necessary.

EW = *The Every Day Writer* handbook

ICT = *Introducing Communication Theory* textbook

PDF = .pdf document posted to our online course site

TS/IS = *They Say/I Say* guidebook

Day	Topic	Readings	Assignments & Notes
21Aug	Course and Department Introduction	Syllabus All faculty profiles at http://www.clemson.edu/caah/communication/faculty-staff/tenure.html	<i>View posted media for this virtual session; professor away on personal business</i>
26Aug	Definitions, Models & Ethics	ICT: Chapter 1	Mini-exam 1 (to be scheduled later)
28Aug	Introduction to Critical Thinking	EW: Chapter 13 PDF: Browse contents of <i>Encyclopedia of Communication Theory</i> (repeat)	Extra credit syllabus quiz
02Sep	Theoretical Traditions & Everyday Contexts	ICT: Chapter 2 PDF: 7 Traditions Chart	
04Sep	Metatheory: Thinking about Theory	ICT: Chapter 3	CCTS Pre-test
09Sep	Metatheory: Thinking about		Mini-exam 2

	Theory		
11Sep	The Self & Messages	ICT: Chapter 4	
16Sep	The Self & Messages	ICT: Chapter 6	Critical Review of an Article
18Sep	<i>Workshop</i>	PDF: O'Hair, et al., "Business and Professional Presentations"	<i>View posted media for this virtual session; professor away on personal business</i>
23Sep	The Self & Messages	ICT: Chapter 7	
25Sep	<i>Application Day</i>	Guest communication professional(s)	Mini-exam 3
30Sep	Relationships	ICT: Chapter 8	
02Oct	Relationships	ICT: Chapters 11 & 12	
07Oct	Relationships	ICT: Chapter 13	
09Oct	The Media	ICT: Chapters 21 & 22	Mini-exam 4
14Oct	The Media	ICT: Chapters 23 & 24	Mini-exam 5
16Oct	The Media	ICT: Chapter 25	
21Oct	Groups & Organizations	ICT: Chapter 16	Mini-exam 6
23Oct	Groups & Organizations	ICT: Chapter 17	
28Oct	<i>Workshop</i>		Mini-exam 7
30Oct	<i>Application Day</i>	Guest communication professional(s)	
04Nov	<i>Fall Break</i>		
06Nov	Culture & Diversity	ICT: Chapter 27	Mini-exam 8
11Nov	Culture & Diversity	ICT: Chapter 29	
13Nov	Culture & Diversity	ICT: Chapter 30	
18Nov	The Public	ICT: Chapter 19	Mini-exam 9
20Nov	The Public	ICT: Chapter 20	
25Nov	<i>Workshop</i>		Mini-exam 10
27Nov	<i>Thanksgiving Holiday</i>		
02Dec	Presentations		Comm in Professions
04Dec	Presentations		CCTS Post-test
10Dec	Final Exam		Wednesday, 8:00 – 10:30am

Comm2011 – Writing Lab Schedule

Subject to change, if necessary.

EW = *The Every Day Writer* handbook

PDF = .pdf document posted to our online course site

TS/IS = *They Say/I Say* guidebook

Day	Topic	Readings	Assignments & Notes
21Aug	Expectations for college writing	EW: Chapters 2, 10, & 11 TS/IS: Introduction	<i>No lab sessions</i>
26Aug	Critical Reading & Argumentation	EW: Chapters 12 & 14 TS/IS: Chapter 1	"Why I'm Here" Story
28Aug	Top 20 Writing Errors, Etc.	EW: Chapters 1 & 24	Quiz 1
02Sep	Summarization & Quotation	EW: Chapter 53 TS/IS: Chapters 2 & 3	Quiz 2 "Why I'm Here" Story
04Sep	Research Writing	EW: Chapters 15-19 TS/IS: Chapter 17	<i>Note: see TS/IS Part 4 chapters for help with writing in other kinds of classes</i>
09Sep	Library Resources	EW: Chapters 62-63	<i>Session in Cooper Library</i>

11Sep	Concept Development	EW: Chapter 6	
16Sep	Concept Development	EW: Chapter 7	Draft Project Abstract
18Sep	<i>Workshop: Abstract + First Five</i>		<i>No lab sessions</i>
23Sep	Language Choice	EW: Chapters 20-24	Project Abstract
25Sep	Responding to Sources	TS/IS: Chapters 4 & 5	"First 5" Assignment Quiz 3
30Sep	<i>Workshop: Annotated Bibliography</i>	PDF: to be decided	
02Oct	Emphasis & Explanation	TS/IS: Chapters 6 & 7	Annotated Bibliography
07Oct	Revision 1	TS/IS: Chapter 11	Quiz 4
09Oct	Revision 2	EW: Chapters 25-48	"3/2" Assignment
14Oct	<i>Individual Consultations</i>		
16Oct	<i>Individual Consultations</i>		
21Oct	<i>Workshop: Outlining</i>		
23Oct	Theses and Main Claims	EW: Chapter 7, sections A-C EWTS/IS: Chapters 8 & 9	Quiz 5
28Oct	Metacommentary	TS/IS: Chapter 10	Thesis & Outline
30Oct	<i>Workshop: Peer Feedback</i>		
04Nov	<i>Fall Break</i>		
06Nov	<i>Individual Consultations</i>		Draft 1
11Nov	<i>Individual Consultations</i>		
13Nov	<i>Individual Consultations</i>		
18Nov	<i>Individual Consultations</i>		
20Nov	<i>Workshop: Peer Feedback</i>		Draft 2
25Nov	<i>Workshop: Peer Feedback</i>		
27Nov	<i>Thanksgiving Holiday</i>		
02Dec	<i>Open Workshop</i>		
04Dec	<i>Open Workshop</i>		
12Dec	Critical Review of Literature		Due electronically Friday by 11:30 am