

COM 100: Introduction to Communication Studies

Contact Information:

Dr. Greg Cavanaugh

Office Hours: MW 9:00 a.m.-10:00 a.m.; TR 2:00-3:00 p.m. & by appt.

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Dr. Sue Easton

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Virtual Office Hours: For general questions about the course, please use the “**ASK THE PROFESSOR**” thread on the discussion board in Blackboard so that others will see your question and my response. All efforts will be made to respond within 24 hours.

Course website: blackboard.Rollins.edu

Technical Problems With Blackboard: Contact IT Help Desk (407) 628-6361

Required Textbook:

Boxing Plato's Shadow: An Introduction to the Study of Human Communication, by Michael Dues and Mary Brown. Boston: McGraw Hill, 2004. ISBN: 978-0-07-248390-1 (paperback).

Course Overview:

This course provides an overview of the history, practices, and key areas of research that inform the discipline of communication studies. The course serves as an introduction to several strands of communication, including rhetoric, interpersonal communication, listening, organizational communication, and intercultural communication. Students will be introduced to the applied concentrations within the major and will develop an understanding of various research methods and theories relevant to the discipline.

Course Objectives:

Students who successfully complete COM 100 will be able to:

- ✓ Speak and write coherently about key points in the historical development of the discipline of communication studies
- ✓ Identify and use essential resources for locating scholarship that is relevant to communication studies
- ✓ Discuss and apply important concepts associated with communication research methods
- ✓ Discuss and apply major theories associated with the communication discipline

- ✓ Relate the discipline of communication studies to the liberal arts tradition of Rollins
- ✓ Make informed choices regarding the concentrations available within the Communication Studies major
- ✓ Identify and discuss key issues for the future of the discipline of communication studies
- ✓ Prepare a portfolio to be used for reflection and assessment throughout the major
- ✓ Participate in a research showcase that highlights their learning

Technology in class:

Technology can be a real asset to your learning; however, when in class you need be fully present. Cell phones (both calls and texting) are a distraction to your learning and are disruptive to others. Please have yours on silent and only take emergency calls during the class time. In the same way, laptops can help with note taking and organizing ideas; however, surfing to unrelated websites, doing outside work, and using the laptop for purposes that are not included in the class are also distracting. If you use a laptop in class, you will be held accountable to make sure you are focused on the material we are discussing in this course and will be asked to leave yours at home if you cannot do so.

Grading:

Knowledge 55 %

- Exam #1 20%
- Exam #2 20%
- Exam #3 15%

Semester Assignments 25%

- Research Portfolio 15%
- Reading Journal 10%

Final Project 20%

Semester Assignments:

- **Research Portfolio:** This portfolio will demonstrate knowledge of the research module. This assignment is due **March 14th**. The sections of this assignment will include the following materials:
 - Annotated journal articles (4 – 2 assigned and 2 selected by student)
 - A clearly defined research question and introduction
 - Data collection – (raw data and high level analysis)
 - Discussion Section
 - Bibliography of 10 sources, 7 which must be scholarly. Write a three paragraph summary for each source that answers the questions:
 - How is this relevant to your research area?
 - What did you learn?
 - How can you use this?

Reading Journal: There are several reading assignments throughout the semester. These are located in folders on Blackboard, or may be distributed in class. Select any TEN of these to include in your reading journal. These will be submitted throughout the semester in the Assignments Link and will be graded independently. Late submissions will not be accepted, so please manage your time accordingly. Scores from each submission will be averaged to create the total grade for the reading journal.

The due dates for these will be:

- Journal for readings 1 & 2: Feb. 1st
 - Journal for readings 3 & 4: Feb. 22nd
 - Journal for readings 5 & 6: March 21st
 - Journal for readings 7 & 8: April 4th
 - Journal for readings 8 & 10: April 25th
- For each reading you are required to submit a one page summary in this format:
 - Name of reading assignment / Author / Date
 - Key words: List five (5) key words associated with this reading
 - List (bullet point) three (3) key things you learned
 - In five (5) sentences, explain what you found most meaningful in this reading. This is intended to be a high level synthesis, not facts or details.
 - NOTE: Assignments are due on or before the deadlines listed above and will not be accepted after midnight on these dates.

Final Project:

These projects will be focused on a specific concentration area and will be presented in our scholarly showcase event on April 25th. Students may work as individuals or in groups to complete this assignment. Additional information will be given in class.

Class Attendance:

The course requires that you attend classes weekly and be fully prepared to participate in the discussions. Therefore attendance will be recorded at each meeting. **Anyone who misses three of the class meetings will automatically fail this class.** Tardiness and early departures will be considered ½ absence for each occurrence.

There are no excused absences in this course except for those supported by official Rollins College documentation, such as absences due to participation in official school events. Students who have such documentation should provide it to the instructor at the first available opportunity. Students who cannot attend classes for a sustained period of time (one week or more) due to serious illness or personal crisis should present documentation regarding the situation to the Dean of Student Affairs in Chase Hall. If, upon review of your documentation, the Dean's office finds that the circumstances warrant instructional accommodations, that office may provide you with documentation which you may then take to all of your instructors at Rollins. Students should contact the

instructor immediately as soon as they realize that they will be unable to attend class, especially when that class session involves an examination. Regardless of the reason that a student misses a given class session, students are always obligated to complete all assigned course work on time.

Fox Day: It is the college policy that all classes scheduled after 4:00 will meet when Fox Day occurs. This policy adheres to the accreditation requirement for a specific number of contact hours per course.

Disability Statement

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613) - Thomas P. Johnson Student Resource Center, 1000 Holt Ave., Winter Park, FL, 32789. Appointments can be scheduled by calling 407-646-2354 or email: gridgeway@rollins.edu

THE ACADEMIC HONOR CODE

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations.

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Go to the following link to be sure you understand what plagiarism is:

http://www.indiana.edu/~istd/plagiarism_test.html

Grading Criteria for Written Assignments

An “A” paper addresses the assignment carefully and thoughtfully, and then goes beyond this to say something original. It demonstrates critical thinking and deep reflection that is clearly outstanding. It is grammatically and structurally strong and shows a writer who has taken time to construct a solid piece of writing with an obvious interest in learning something about themselves through sincere analysis.

A “B” paper addresses the assignment and shows a good approach to the topic. This paper is above average from the typical paper because it demonstrates complete understanding of the purpose of the assignment, or a complete understanding of the topic. The paper adheres to good writing principles both grammatically and structurally, and the reader is able to clearly understand what the author intends to convey.

A “C” paper addresses the assignment but does not go beyond it in any significant way. It represents the minimum amount of effort that still completes the work. It may lack a clear structure and critical thinking. There may be some grammatical and structural problems with the writing style.

A “D” paper may somewhat address the assignment but seems to miss its essential point or go off on a tangent that never connects back to the thesis. The paper lacks clear structure, critical thinking, and an organized format. It is difficult for the reader to understand the writer’s key points or position on the topic.

An “F” paper does not address the assignment. It reveals a lack of understanding or poor planning causing the author to throw together something at the last minute in hopes that the instructor will not notice.