



*The Foundation for Lifelong Learning*

## Communication 101: Fundamentals of Communication, Fall 2019

### Sections 01 and 02

#### Class Information

<b>Class Time:</b>	Section 1: M/W/F: 10:00-10:50	<b>Classroom:</b>	McEwen 202
	Section 2: M/W/F: 11:00-11:50		

#### Instructor Contact Information

<b>Name:</b>	Dr. Amanda Lohiser	<b>Email:</b>	<a href="mailto:lohiser@fredonia.edu">lohiser@fredonia.edu</a> (expect replies 9am-7pm)
<b>Office:</b>	314 McEwen Hall	<b>Phone:</b>	716-983-2272 (9am-7pm; no texting)
<b>Office Hours:</b>	9:00-9:45am MWF 1:00-2:00pm MW	<b>Skype:</b>	Amanda.Lohiser527; by appointment

### Introduction

Welcome to COMM101, Fundamentals of Communication! Communication Studies addresses critical thinking, communicative concepts and skills and relational and participatory effectiveness in personal, public and professional spheres. COMM101 will introduce you to the main ideas in communication studies, through the lens of these four modules. Click each link to explore the module and its accompanying readings in more depth!

- [Module 1: What is Communication?](#)
- [Module 2: How do we Communicate with Others?](#)
- [Module 3: How do we Get our Messages "Out There?"](#)
- [Module 4: How do we Build Communities?](#)

### Required Readings

You can access your readings for COMM101 through [this link](#). This class is listed as an [OER](#) course, which means that the material draws from Open Education Resources – in short, **your readings are free for you to use!** Rather than assign one book, I've compiled a selection of readings for you that I feel cover key foundations of communication in a useful and user-friendly way.

Given the ease of access of these materials, I am fully expecting you to have **read the materials before coming to class**. That way, the lecture is actually your second exposure to the concepts instead of your first, and by the test reviews, you're on round three.

### Learning Objectives and Learning Outcomes

This course and all of its assessments (tests, in-class assignments, individual application assignments and class discussion) are structured around these learning objectives and projected outcomes:

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|---|--|
| 1. <b>Define communication</b> and develop a basic understanding of its history and projected future as a field of study. | Understand the challenge of defining communication and develop definitions that incorporate the basic elements, concepts and properties of communication.                            |
| 2. Understand <b>perception, verbal</b> and <b>nonverbal</b> communication as three building blocks of communication.     | Discover why human communication is a perceptual process; know the basic properties of language, the forms and functions of nonverbal communication and increase competence in each. |
| 3. Develop an understanding of the foundational domains of <b>interpersonal</b> and <b>mass communication</b> .           | Learn how our communication helps define us and connect us to others; recognize how and why mass media have evolved over time and develop a basic understanding of media literacy.   |

4. Learn how communication influences <u>technology</u> and how technology influences the way we communicate.	Gain familiarity with frameworks and concepts used to describe key aspects of personal and societal use, adoption and impact of communication technology.
5. Learn how communication represents our primary means of <u>influencing the beliefs, attitudes, and behaviors of others</u> .	Learn how and why communication is key to effective healthcare; explore social stigma through the lens of healthcare; discover the power of persuasion in positive and negative frameworks.
6. Recognize the key role of communication in our social systems including <u>cultural identity</u> and within <u>organizations and small groups</u> .	Explore communication processes present in group and organizational contexts; recognize practices that can help increase intercultural communication competence.
7. Become familiar with the basics of <u>scientific research</u> in communication and how <u>specialized areas can be explored</u> .	Learn the process of scientific inquiry; acquire basic familiarity with the stages of academic research; gain introductory knowledge of research techniques in communication.

As a Fredonia Foundations Course, the following Student Learning Outcomes are also actively pursued in this class:

CATEGORY: HUMANITIES

1. Identify significant experiences, values, issues, or questions of enduring human interest and concern
2. Employ the conventions and methods (such as textual or rhetorical analysis; historical or cultural contextualization; evaluation of claims or reasoning; or consideration of aesthetic, epistemological, or moral issues) prevalent in Humanities disciplines

THEME: CRITICAL THINKING AND ANALYSIS

1. Read analytically and critically
2. Select and use techniques and methods to solve open-ended, ill-defined or multi-step problems
3. Identify, analyze, and evaluate arguments as they occur in their own or other's work
4. Synthesize information to arrive at reasoned conclusions

INFORMATION LITERACY

1. Articulate the economic, legal, or social issues surrounding the use of information and access and use information ethically and legally

**Course Structure**

Course material is grouped into four modules consisting of related units. Each unit will be explored through interactive lectures, class discussions, in-class activities and application assignments. You can also expect lots of television and movie clips, pop culture references and memes serving as illustrative examples. Your mastery of the material from lecture, class discussions and course readings will be evaluated by tests and relatively short written assignments.

On the [class website](#), you'll find your readings, note slides, study guides, mind-maps, and loads of other resources. These materials are designed to aid in your studies and to help you do well in this class.

I move quickly through my lectures, as I expect you will have already read the materials prior to the class. **You will not be able to copy down every word you see on my slides, [nor is this a good class-taking strategy](#).** Therefore, you will find it useful to print out (or have digitally available) the note slides for each day. Read them ahead of class so they are already familiar to you. Then, in class, annotate the note slides with "extra stuff" that is helpful to make the topics meaningful and understandable to you – examples from the stories or video clips, reading tie-ins, mental connections you're making to the topics, additional explanations, etc.

**Grading**

**Checking your gradebook:** Your grade will be calculated by what is posted in the OnCourse grade book. Due to glitches within all computerized systems and the possibility of human error, it happens, on occasion, that a grade is not accurately recorded or reflected. While I try to monitor for such mistakes, ***it is your responsibility to check your gradebook regularly and report any errors you find to me.*** Once reported to me, I will fix it immediately.

**PLEASE NOTE THAT YOUR GRADEBOOK REFLECTS YOUR ASSESSMENT SCORES ONLY.** Sometimes an aggregate course percentage will appear that does not represent your course percentage. **ALWAYS DO YOUR OWN CALCULATIONS.** I intentionally make my course grade calculations very user-friendly. If you are unsure about how to calculate your score, please use the Grade Generator Spreadsheet provided for you on the class website (closer to the end of the semester).

**Turning in and grading:** Each assignment takes about 7-10 days to evaluate and grade. Late work will take longer. In-class assignments are to be turned in as a hard copy the following class day unless otherwise noted.

Application assignments are to meet the word-limit indicated in the guidelines and are to be submitted on OnCourse. A step-by-step guide for this process can be found on the course website in the ASSIGNMENTS tab. **As these assignments are digital, you do not need to format the font or spacing.**

**Late assignments:** You are expected to complete assignments by the due date on the course schedule. Late assignments will receive an automatic **30% grade reduction** and will only be accepted up to **one week after the due date**.

If you anticipate missing a class in which work is due, come see me during my office hours prior to your absence and turn your work in early. This is especially advisable for in-class assignments. Since all group members receive the same grade for the in-class assignments, a late penalty of 30% is shared by everyone! This late work policy is necessary so that I can return graded assignments in a reasonable amount of time.

**I use a typical grading scheme found at SUNY Fredonia:**

A	100 – 93	B+	89 – 86	C+	79 – 76	D+	69 – 66	F	59 or less
A-	92 – 90	B	85 – 83	C	75 – 73	D	65 – 63		
		B-	82 – 80	C-	72 – 70	D-	62 – 60		

**Grade calculation:** There will be tests, Individual Application Assignments and In-Class Group Assignments in this class. Your grade will be figured by dividing the number of points you have earned by the total number of possible points for this class (300) and then applying the appropriate letter grade to the percentage. Once you have calculated your percentage, you can determine the letter grade you will earn. Extra credit will not be granted on an individual basis.

Here are your assessments and their point values:

<b>INDIVIDUAL ASSESSMENTS</b>	
<b>MODULE TESTS</b>	
Module 1 Test	50 points
Module 2 Test	50 points
Module 3 Test	50 points
Module 4 Test	*50 points
<b>APPLICATION ASSIGNMENTS</b>	
Individual Application Assignment #1	15 points
Individual Application Assignment #2	15 points
Individual Application Assignment #3	15 points
Individual Application Assignment #4	15 points
"ABOUT ME" SLIDE	10 points
<b>GROUP IN-CLASS ASSESSMENTS</b>	
In-Class Group Assignment #1	20 points
In-Class Group Assignment #2	20 points
In-Class Group Assignment #3	20 points
In-Class Group Assignment #4	20 points
In-Class Group Assignment #5	*20 points
<b>GRAND TOTAL</b>	<b>300 POINTS</b>

\* The lowest one item in each of these sets of scores will be dropped. You have the opportunity to complete one **ZERO PAPER** for each of these categories. Note that **ALL of the Individual Application Assignments** count toward your grade!

## Assessments

**Tests:** Each module will end with a full class day dedicated to review, followed by another class day that features a test. Therefore, you'll receive four tests. Each test is composed of 25 multiple choice questions worth 2 points each, for a test worth 50 points. **I will drop your one lowest test score.**

You can expect a fairly even number of questions from each unit on each module's test. There is no final exam during exam week; all four tests take place during class time (see schedule for dates).

**If you miss one test, that test is dropped. However, you have an opportunity to make up those points. See "ZERO PAPERS" below.**

All aspects of the course (lectures, readings, activities, etc.) are possible sources of test material, although the tests will primarily focus on what happens in class. A detailed, student-driven [review session](#) will be held during the class session immediately prior to each test. Additional questions can always be addressed during office hours. There are also MindMaps and Study Guides for your review on the class website under the [Study Materials](#) tab.

**In-Class assignments:** The In-Class Group Assignments are designed to be started and completed in class as a group of 5-6 students, and printed and handed in the following class day. One assignment should be turned in for your group. If your name is not on a group assignment, you will not get a grade for that assignment.

Please include full names on your assignments. They should be completed on the Google Forms worksheets provided for you on the class [website](#), and then printed from that form. When the assignments are handed back, it is your responsibility to read the feedback together and double-check your gradebook for your grade.

Working together as a group is a skill essential to your future careers. Excuses or complaints regarding your involvement or group members' involvement in a particular assignment will not be tolerated.

If you are between 5-10 minutes late to an in-class assignment and groups have already formed, you may join a group, but your individual **grade will be reduced by half**. If you arrive over 10 minutes late on an in-class assignment day, you **may not participate** in the assignment.

**Application assignments:** A description of all four [Individual Application Assignments](#) can be found on the course website and on OnCourse. **Don't confuse Application Assignments with the tests and in-class assignments – all four grades for your four application assignments will be counted! No Zero Papers are offered for this assessment category!**

### Zero Papers

Over the course of the semester, you have the opportunity to turn in a critical thinking essay paper to make up points for a ZERO earned on a TEST, and a ZERO earned on an IN-CLASS ASSIGNMENT. These cannot be used to replace low grades; they can only be used to replace a score of ZERO in these categories.

Note that for each of these categories (Tests and In-Class Assignments), your *one lowest score* is already dropped. If you're happy with your other scores once the zero is dropped and feel they balance out your grade accordingly, you absolutely do not *have* to submit a Zero Paper. However, if you have a zero that accompanies other low scores, or if you find yourself in a situation where you have missed two tests or two in-class assignments, for instance, you may wish to do a Zero Paper to replace one of those zeros with a grade.

#### **In-Class Zero Papers:**

Email me letting me know which in-class assignment you missed, and I will send you the paper topic. Regardless of topic, all In-Class Zero Papers must follow this format and meet these requirements:

- APA format - this includes in-text citations and a works cited page all written in proper format
- No first-person (e.g. I, me) or second person (e.g. you)
- 4 peer reviewed sources cited appropriately in the body of your paper and cited appropriately in your works cited page
- Writing style (i.e. grammar and spelling) appropriate for a university student

#### **Test Zero Papers:**

Email me letting me know which module test you missed, and I will send you the paper topic. Regardless of topic, all Test Zero Papers must follow this format and meet these requirements:

- APA format - this includes in-text citations and a works cited page all written in proper format
- No first-person (e.g. I, me) or second person (e.g. you)
- 6 peer reviewed sources cited appropriately in the body of your paper and cited appropriately in your works cited page
- Writing style (i.e. grammar and spelling) appropriate for a university student

- 4 full pages, not including cover page and works cited page
- Double space (2.0 line spacing, not 1.5)
- Times New Roman, 12 point font
- 1" margins all around
- Organized with headings (e.g. Introduction, Literature Review)
- Introduction that appropriately orients the reader with the topic, body (organized further with headings), conclusion that summarizes your findings
- A thoughtful title (i.e. not "Zero Paper About X")

This paper will be graded out of 20 points (the value of an in-class assignment). Points will be based on how well the paper meets the criteria above, as well as the level of thought and effort evident in the composition of the paper itself. In-Class Zero Papers are graded based on this **rubric**.

- 6 full pages, not including cover page and works cited page
- Double space (2.0 line spacing, not 1.5)
- Times New Roman, 12 point font
- 1" margins all around
- Organized with headings (e.g. Introduction, Literature Review)
- Introduction that appropriately orients the reader with the topic, body (organized further with headings), conclusion that summarizes your findings
- A thoughtful title (i.e. not "Zero Paper About X")

This paper will be graded out of 50 points (the value of test). Points will be based on how well the paper meets the criteria above, as well as the level of thought and effort evident in the composition of the paper itself. Test Zero Papers are graded based on this **rubric**.

## **Course Policies**

**Accountability:** It is your responsibility to monitor your progress on the course website, follow along in the syllabus, know when assignments are due and when tests are to occur, and to check your school email daily.

**Attendance:** While attendance is not "mandatory" for this class, you will not get a good grade if you do not (physically as well as mentally) attend class.

Let me repeat that: **You will NOT get a good grade in COMM101 if you skip class** (or come to class and sleep, play around on your devices or listen to music). I have taught this class to over 1,000 students in the last seven years, so I have a lot of data on which to base this claim. Being present and attentive in class is the key to doing well in COMM101. We will talk more about this concept on Day 1!

As a responsible university student, you are expected to not only be in class on time, but to also make appropriate contributions to class discussion. It is your responsibility to follow through to learn what you missed due to absence. If you are absent, speak to a friend to find out about announcements, read the unit and the note slides, and come see me during office hours with specific questions (I welcome any questions relevant to the material – but please don't come in and say, "I missed class on Wednesday. Did we do anything important?").

**Classroom condition:** Please practice carry-in/carry-out when you are in the classroom.

**Punctuality:** Please be on time. While "life happens" and accidental lateness happens to everyone on a rare occasion (myself included), chronic lateness is disruptive and disrespectful and will not be tolerated. **You are expected to be in the classroom and seated prior to the start time of class, not walking in the door as class is starting.**

**If you are going to be more than 10 minutes late to class, please do not come into the classroom. You have missed class for that day. This includes in-class assignment days as well as test days.**

**Etiquette:** Please silence your cell phones before coming to class and unless you're using them to take notes, put them AWAY. While laptops/tablets/phones are welcomed in the classroom as note-taking devices, using them to browse social media, check email or other non-class-related stuff is **not** welcomed. **Please remove and put away all headphones or earbuds prior to the start of class.** Please feel free to bring a snack as long as others can't smell it (warm food is really not recommended) or hear it (crunch, crunch, crunch). Be mindful of others, please!

**Respect:** Although you can expect some lively discussion in this class, students are expected to respect gender identity, sexual orientation, race, religion and other similarities and differences.

## **SUNY Fredonia's Support Services for Students with Disabilities**

*Reasonable accommodations are available to students with documented disabilities at Fredonia. Students who may require instructional and/or examination accommodations should contact the office of Disability Support Services for Students (DSS), located on the 4th Floor of the Reed Library (716-673-3270 or [disability.services@fredonia.edu](mailto:disability.services@fredonia.edu)). The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify me with an accommodation letter which verifies that you have registered with the DSS office and which describes any*

accommodations approved for you. After you have met with the DSS coordinator, please contact me so that we can discuss any needed accommodations.

## **Statements of Philosophy and Statements on Academic Dishonesty**

### **Department of Communication Philosophy**

*Communication does not exist outside of relationships. With this in mind, the faculty of the SUNY Fredonia Department of Communication believes that all communicators, whether in the classroom, on the air, or within created works, have a responsibility to themselves and their audience.*

*The faculty believes that it is our responsibility to provide perspective and structure as students make choices about their work, and consequently, about themselves and who they are as adults and scholars. We encourage students to make the effort to consider the consequences of their choices for themselves, for others, and for those relationships.*

*The faculty encourages projects and behaviors that are undertaken with thoughtful respect and consideration for others. We support and encourage work that is both ethical and enriching to the students' community and to personal and professional relationships. All students should review the Department of Communication Ethical and Professional Standards [here](#).*

### **Course schedule**

To view the Course Schedule, please click [here](#).

### **SUNY Fredonia's Statement on Academic Dishonesty**

SUNY Fredonia's Statement on Academic Dishonesty can be found [here](#).

### **My Personal Statement on Academic Dishonesty**

Plagiarism can entail an act as rash as purchasing a paper or project, to as seemingly incidental as copying a line or two from an online source and plugging it, uncited, into your application assignment. Plagiarism is when you take someone else's idea or words and pass them off as your own. **I am very good at catching plagiarism.**

If I discover that you have committed an intentional act of plagiarism or any other act of academic dishonesty (e.g. cheating on a test, putting your name on an in-class assignment when you weren't in class), the very least that will happen, depending on the [severity](#) of the act, is that you will **earn a zero for that assessment**, and we'll discuss the incident and work to prevent future occurrences. The very most that will happen is that you will be **expelled from SUNY Fredonia**.

**Do your own work.** Even if you're running out of time. Even if you know it's last-minute and not your best.