CMN 10y
Introduction to Communication
Instructor: Dr. Laramie Taylor
lartaylor@ucdavis.edu
Office hours: M 1-2, 394 Kerr Hall

Teaching Assistants:

Meng Chen, mcchen@ucdavis.edu
Office hours: W 10-12, 393 Kerr Hall
Primarily responsible for Tuesday sections

Teresa Gil Lopez, tgillopez@ucdavis.edu
Office hours: T 1-3, 354 Kerr Hall
Primarily responsible for Monday sections

Objectives : Students will be able to:

- Define and describe the complex nature of communication

- Identify and describe the various contexts of communication study

- Apply theoretical concepts of communication to real-life experience

- Differentiate among diverse fields of communication inquiry

- Define key terms used by communication researchers and practitioners

Course Design

Communication 10 is a hybrid course--parts of the course are online, others are in-person. Each element is of equal importance, and the two fit together to maximize student learning. **Each week**, you will complete several types of learning activities:

1. **Online learning modules** . These modules, consisting of a combination of videos and short learning checks, provide a foundation of knowledge about each week's topic. They should be completed before the discussion sections for which they have been assigned.

2 .**Readings.** There will be one or two readings for each topic. They will be available in the 'Resources' section online and linked through the appropriate "Lesson." Readings should be completed before the discussion sections for which they have been assigned. Test questions will be drawn, in part, from these readings.

3. **Online quizzes** . These short quizzes are designed to assess your understanding of the material presented in the online learning modules. Your timely completion of (and scores on) these assessments will be recorded, but they are primarily for your benefit, to help you identify whether you need to review parts of specific learning modules. To receive credit for each quiz, you must complete by midnight the day prior to the discussion section for which the topic has been assigned. **NO LATE QUIZZES WILL BE ACCEPTED FOR ANY REASON**.

4. **Offline discussion section** . Each week, you will attend and participate in a discussion section offline. In this section, you will discuss key concepts from the course, apply them to new contexts, and talk about a specific piece of research on the week's topic. Note that discussion sections are NOT primarily for reviewing lecture material or preparing for tests. Instead, they are a chance to **develop and demonstrate** your ability to apply course concepts. Therefore, attendance at and participation in discussion section will count toward your grade. There are no excuses for absences; however, understanding that life is complicated and schedules complex, we will drop the lowest participation grade at the end of the quarter.

In addition, there are **periodic** elements of class, including:

5. **Online discussion and study groups** . An online forum has been constructed to facilitate discussion of course content among students and with TAs and the instructor. This should be your first resource when you have questions, and it should be the first place you go to share insights. The instructor and TAs will log on regularly to review and participate in discussions. This will not be graded, but plan on participating regularly.

6. **Offline assessments.** There will be a midterm and a final exam administered offline. The time and location for each are indicated on the calendar at the end of the syllabus. **These may not be re-scheduled except for university-excused absences**, so plan now to be at each one.

Course requirements

- View each week's learning modules before that week's discussion section

- Complete each week's **readings** before that week's discussion section.

- Complete each week's quizzes before that week's discussion section

- Attend and participate in discussion sections. Attendance will be taken and participation will be scored.

- Complete tests at the scheduled times. For reasons of test security, if you arrive at a scheduled test more than 10 minutes late, you will not be allowed to take the test.

- Complete the assigned term project (see below) due November 22 at Midnight.

- All course activities, both online and offline, are to be conducted in accordance with the University of California, Davis Code of Academic Conduct http://sja.ucdavis.edu/cac.html and Principles of Community http://catalog.ucdavis.edu/community.html .

Grades will be calculated according to the following weights:

Online quizzes	15%
Discussion session attendance and participation	20%
Midterm exam	25%
Final exam	25%
Term project	15%

Course Policies

- For test-security reasons, on the midterm and final exams, no student will be allowed to begin the exam more than 10 minutes after the start of the exam. Do not arrive late or unprepared.

- For test-security reasons, correct quiz answers are not displayed immediately after a quiz is completed. Feedback on the quiz will be available in the 'Tests and Quizzes' section of the Smartsite page after the quiz is due. For this reason, no quiz can be taken late.

- Participation scores will be calculated for all discussion sections for all students, regardless of whether or when they transferred into the class. Only university-excused absences with appropriate documentation will be excused, and alternative assignments will be made for these. In acknowledgement of life's

complications, each student's lowest participation grade will be dropped when calculating quarter grades.

- Questions about grades or grading must be directed first to the TA. Persistent questions may then be directed to Dr. Taylor. Requests for grade or score changes will not be heard for objective test and quiz items. Requests for grade or score changes on the term project must be accompanied by a written justification. If honored, such requests will result in the project being entirely re-graded; the result may be a higher grade, a lower grade, or the same grade. No second appeal is possible.

- Because of space constraints, students will only receive participation points for participation in the section in which they are enrolled.

- Students may visit the office hours for either TA or the course instructor with questions related to course material. For questions related to grades or grading, students must communicate with the TA for the section in which they are enrolled.

- Any student who posts or describes specific quiz or test questions in the course forums or chat room (or elsewhere in a public forum) will be referred to Student Judicial Affairs.

- Any student who engages in plagiarism will be referred to Student Judicial Affairs.

Getting Started

Getting started is easy. Click on the link below. This will take you to a YouTube video in which the course tools and course management system are explained to you. After viewing the video, just proceed to Lesson 1 on Smartsite, and follow the directions provided.

https://www.youtube.com/watch?v=PPqZ77IYhf8

Course Schedule

All of the resources for online portions of class are organized under the 'Lessons' section of the course Smartsite. Navigate to the 'Lessons' page, click on the lesson you wish to work on, and complete the learning activities that are linked or referred to in that lesson.

Discussion section dates	Smartsite Lessons to Complete Before Your Discussion Section	Assigned Readings
September 28 or 29	Introduction to the Course	
October 5 or 6	Defining Communication Interpersonal Communication	Guerrero, L. K., & Anderson, P. A. (2014). Conceptualizing relational communication: Definitions and principles. In *Close encounters: Communication in relationships*, 4th edition. Thousand Oaks, CA: SAGE.
October 12 or 13	Language Use Nonverbal Communication Intercultural Communication	Holtgraves, T. M. (2013). The social bases of language and linguistic underpinnings of social behavior. In *Language as social action: Social psychology and language use* (pp. 1-8). Mahwah, NJ: Erlbaum. Gamble, T. K., & Gamble, M. W. (2014). Chapter 6: Nonverbal communication. In *Interpersonal communication: Building connections together* (pp.150-187). Thousand Oaks, CA: SAGE. Hofstede, G. (2009, June). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture* (Unit 17, Chapter 14).
October 19 or 20	Mass Communication Communication & Cognition	Turner, T. (2005). My beef with big media: How government protects big media and shuts out upstarts like me. *Federal Communications Law Journal, 57,* Article 9. Gunkel, D. J. (2012). Communication and artificial intelligence: Opportunities and challenges for the 21st century. *Communication +1, 1,* Article 1.
October 26 or 27	Computer-Mediated Communication Organizational Communication Communication Networks	Walther, J. B. (2011). Theories of computer-mediated communication and interpersonal relations. In M. L. Knapp and J. A. Daly (Eds.), *The SAGE handbook of interpersonal communication* (pp. 443-479). Thousand Oaks, CA: SAGE. Goldhaber, G. M. (1993). What is organizational communication? In *Organizational Communication* eighth edition (pp. 4-31). Dubuque, IA: William C. Brown Company. Gladwell, M. (1999, January 11). Six degrees of Lois Weisberg. *The New Yorker*. Christakis, N. A., & Fowler, J. H. (2009).Chapter 1: In the thick of it. In *Connected: The surprising power of our social networks and how*

		they shape our lives (pp. 3-32). New York, NY: Little, Brown, and Company.
November 2 or 3	MIDTERM EXAM	
November 9 or 10	Gender & Communication Entertainment	Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist, 60,* 581-592. Hoffner, C. (1996). Children's wishful identification and parasocial interaction with favorite television characters. *Journal of Broadcasting & Electronic Media, 40,* 389-403.
November 16 or 17	Persuasion Health Communication	Mathur, S., & Martin, S. (2012). Summary: Influence by Robert Cialdini. Published as an e-book for Kindle. Wright, K. B., Sparks, L., & O'Hair, H. D. (2013). Chapter 1: Overview of communication and health. *Health communication in the 21st century* (pp. 1-11).Wiley-Blackwell.
November 23 or 24	News Political Communication	Bennett, W. L. (2008). Chapter 7: Agenda-setting, priming, and framing. In News: The politics of illusion, 8[th]Edition (pp. 175-198). New York: Longman. Leighley, J. E. (2004). Chapter 1: The news about democracy: An introduction to governing the American political system. In *Mass Media and Politics: A Social Science Perspective* (pp. 1-35). Boston: Houghton Mifflin.
November 30 or December 1	Digital Communication & Development Digital Communication & Social Issues	(2012). *Information and communication for development: Maximizing mobile*. Washington, D.C.: The World Bank. Zuckerberg, M. (n.d.). *Is connectivity a human right*? Social media post retrieved from www.facebook.com/isconnectivityahumanright Webster, F. (2006). What is an information society? In Theories of the information society, third edition (pp. 8-31). New York, NY: Routledge.
December 5	FINAL EXAM (10 am, Chem 194--Rock Hall)	

Term Project: Communication Resource Curation

Due November 22 by Midnight

Modern communication technology means that there are more information resources available to individuals than ever before. In fact, so much information is available that it can be difficult to deal with; a search for information on any subject produces endless results, but an unorganized mass of information is nearly as worthless as no information at all. Companies increasingly filter this information for customers--Netflix tells you what movies it thinks you will enjoy, Amazon only shows you a handful of its products, and Google guesses what you are really looking for based on your location, your past searches, and so on.

This sort of sorting and selection by algorithm is a form of content curation. Curation refers to collecting, organizing, and displaying related content. Although this automated curation is invaluable, there is a role for thoughtful expert curation as well. For an overview of the importance and nature of content curation, here is a link to a blog post by Beth Kanter, an expert in the use of social marketing strategies for nonprofit organizations:http://www.bethkanter.org/content-curation-101/ .

There are a great many online resources available to both help develop communication skills and to disseminate information about communication research. **Your assignment is to curate a collection of <u>at least 8</u> of these <u>resources </u>relevant to one of the following topical areas drawn from this term's lecture topics, both collecting and organizing links to these resources and outlining each resource's particular contributions** .

- Nonverbal communication
- Gender and communication
- ICT and Development

The focus of these resources needs to focus on ***communication and communication research*** . So a project on entertainment, for example, might contain a link to a YouTube video, produced by the BBC, of   *How TV Ruined Your Life* , a series that combined expert opinion and communication research results in an entertaining way to talk about the harms associated with viewing television. Including a link to an entertaining program would be much less effective. A project on health communication might contain a link to the NIH's publication titled *Patient-centered communication in cancer care (* *http://appliedresearch.cancer.gov/areas/pcc/communication/pcc_monograph.pdf*). You must use **<u>diverse types of resources</u>** (e.g., videos, Wiki entries, blog posts, online databases), and they must have **<u>diverse sources</u>** (i.e., not all produced by the same entity or published or listed on the same site).

Your collection must be submitted online **through the dropbox feature on smartsite**, and may take the form of a blog post (with active links), a web page, a Google doc, a Prezi presentation, or some other dynamic, online application. Whichever format it takes, your instructor should be able to open your collection and, from there, access each of your links with a single click.

One way to arrange these links and your commentary is using bagtheweb.com, an online content curation tool. After signing up for a free account, you can create a 'bag' on your topic, adding links and commentary. The link can then be submitted to your TA. An example can be found at http://www.bagtheweb.com/b/D6Ebq1 .

Each source link must be accompanied by a statement of no more than 150 words outlining the connection between the resource and your chosen topical area, its particular value as a resource, and so on.

Your grade will be determined by a number of factors:
   a. are your **resources relevant** to your chosen topic?
   b. are your resources **helpful, insightful, and reliable**? or are they merely clever or entertaining? do they elucidate communication research findings? or are they merely examples?
   c. are your resources drawn from a **range** of sources?
   d. do the statements you've written to accompany each resource ***correctly*** and ***insightfully*** identify the relevance of the resource to the topic area?

Of course, technical, formal, or grammatical errors in the project will also impact your grade. Before you submit your project, consider the following:
   1. is your project free from spelling, grammar, and punctuation errors?
   2. are all of your links to the actual content, not to a login screen, a paywall, or an error message?
   3. is your project accessible? are the links clearly associated with their commentary?

Late policy: Do not submit your term project late. Any project submitted after the deadline but before 48 hours has passed will be penalized by 50% of the score they would otherwise have received. Any project submitted more than 48 hours after the deadline will receive a zero.

Expectations for Discussion Section

Our expectations for discussion section are rooted in the UC Davis principles of community (http://occr.ucdavis.edu/poc/). The preamble to these principles reminds us that " The University of California, Davis, is first and foremost an institution of learning and teaching, committed to serving the needs of society ." The principles are mutual respect and understanding, free speech, community obligation, and freedom from discrimination. In order to achieve the goals of learning and teaching, in the spirit of these principles, we expect the following:

1. Arrive, prepared to learn, on time. In fact, if you are more than 7 minutes late, your attendance at that meeting of the discussion section will not be counted towards your grade.
2. **Avoid using personal electronics, especially laptop computers, except as part of a specific class activity**. Research has shown that taking notes with a laptop actually results in diminished understanding compared to other modes of note-taking. More importantly, research shows that using a laptop or even sitting near someone who is using a laptop results in poorer learning outcomes (Fried, 2007; Sana, Weston, & Cepeda, 2013). We will show respect for the learning goals of others by refraining from laptop use in class.
3. Insulting and derogatory language will not be tolerated. Feel free to critique ideas, but do so civilly and do not attack those that articulate or champion those ideas.
4. Participate actively in class and group activities. Not only does active participation improve your own learning, it helps create an environment in which others can learn more effectively.
5. Demonstrate, through participation, a knowledge of and familiarity with the course content, including modules and readings, assigned for the discussion section.
6. When engaged in group work, **work actively and collaboratively**. Remember that the group's performance is the responsibility of each member of the group. If the group is brilliant, on task, focused, and effective, you share in the responsibility. If the group is not working effectively, not completing a task, you share the responsibility.

Netiquette: Principles for online discussion

Whether posting an invitation or general comment in the chat room or posing a question or engaging in a discussion in one of the topic-related forums, principles of civility and community still apply. By fostering a civil, respectful online discussion environment, you increase the chance of developing an online presence and community that can help you achieve your goals. Therefore, in any such interactions related to the course, we expect that you will abide by the following principles:

a. Abide by the principles of community: respect others.

b. Read before you respond--if your point has been made or your question already answered, you don't need to repeat it.

c. In general, comments should be brief--under 100 characters. Longer ideas should be broken into multiple comments or provided as links.

d. Write in standard English; avoid acronyms and jargon from other disciplines/domains.

e. Cite sources wherever possible.

f. Contributions should be substantive and substantial. Unless responding to a poll, a simple expression of agreement or disagreement (like/dislike) is not appropriate. Say something meaningful.

g. In any given interactive environment, make sure your contributions are on-topic.

h. Make a deliberate effort to be polite and positive.

i. Assume that other people are trying to be polite and positive and that anything that seems unfriendly is an accident.