Instructor: Ricardo V. Munoz, MS

Office Hours: Hellems 65, Tuesdays and Thursdays, 2-3PM and by appointment

Communicating with your Instructor

When you talk to me or email me, please address me as Ricky or Mr. Munoz. I identify as male and prefer the pronouns he, him, and his. If you have pronoun or name preferences of which you’d like to make me aware, please let me know.

You may communicate with me face-to-face or via e-mail if you have a question or concern. Don’t expect an immediate response, but I will try to get back to you within 24 hours during the week (on weekends and holidays it is likely to be longer).

Email is the primary means of communication in this class. You are expected to maintain your CU email account and to check it regularly.

When emailing any instructor, please include a greeting and closing, try to make your writing grammatically correct and relatively free from proofreading errors, and follow basic email etiquette (e.g., avoid SCREAMING). Email is an official form of university communication, and emails to instructors should be written as carefully as professional emails.

Use office hour visits to get feedback from your about your progress in the course, and assistance on assignments. You can schedule appointments with your outside my office hours if necessary. Bear in mind that I am also involved in my own studies and activities so plan your appointments accordingly. For example, don’t wait to discuss your midterm with me until the last day of classes!

About the course: Why/how do we use communication to live and act together?

This course is based on the notion that although no two humans can know the same thing, we can use communication to live and act together in the world. COMM1210 provides an introduction to communication as a way of thinking about and living and cooperating with others in a social world. It also introduces communication as a discipline and interlocking fields of study. We will read contemporary writings to make sense of communication as a form of social action, utilized by humans for the purpose of creating, inhabiting, and transforming social worlds. In the process of learning key concepts and theories, emphasis is placed on developing reflective self-awareness about the communication that we participate in and wider-ranging curiosity and care for the communicative lives of others. In the process, we will consider a range of embodied and technologically mediated forms of communication cutting across interpersonal, organizational, and public settings and relationships.

The material will be organized into four units. All of these units represent different but related perspectives on human communication. The first three units have to do with imagining communication as a social process that involves managing a set of contingencies or features on which the success of communication depends. The last unit considers communication as a scholarly discipline.
- Unit 1: The single contingency perspective: Communication as sending effective messages
- Unit 2: The double contingency perspective: Communication as interacting and doing things together
- Unit 3: The triple contingency perspective: Communication in a pluralistic social world
- Unit 4: The disciplinary perspective: Communication as an object of study

Goals for students
- to learn about some dominant perspectives on human communication
- to learn how to take a communicative view on social processes and social problems
- to read carefully, think critically, and write insightfully about communication
- to get excited about studying communication
- to find out about resources for the study of communication at CU and beyond

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Score Breakdown</th>
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<tbody>
<tr>
<td>Final Exam</td>
<td>25% 250 pts (essay portion + multiple choice portion)</td>
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<tr>
<td>Midterm Exam</td>
<td>15% 150 pts (multiple choice portion only)</td>
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<tr>
<td>RQs</td>
<td>30% 300 pts (total of 3, 100 pts each)</td>
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<tr>
<td>DQs/Leading</td>
<td>20% 200 pts (total of 4, 50 pts each)</td>
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<tr>
<td>Attendance</td>
<td>5% 50 pts</td>
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<tr>
<td>Citizenship</td>
<td>5% 50 pts</td>
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<tr>
<td><strong>Total score</strong></td>
<td><strong>100% 1000 pts</strong></td>
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FYI:
You will get one letter grade in this course: your final grade.

Your final letter grade will be posted on your academic record, but not on D2L.
Readings and course materials

Reading is an important part of this class. It is a skill we would like to help you improve upon, and a medium through which a significant part of your learning will occur. Reading well is a skill that will serve you throughout your undergraduate studies and beyond. The more time you put into the readings, the more likely you are to succeed in this class and improve as a student.

Book – Available at the CU Bookstore and online


Articles / book chapters - Available on D2L (Remember to use CU VPN to access readings from off-campus.)


Course schedule

Use the course schedule to help you manage readings and assignments. Look ahead. Compare our class schedule with your schedules for other classes. Manage your time so that you give yourself ample opportunity to complete readings and assignments and study for exams.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Readings</th>
<th>Assignments Due / Activity</th>
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<tbody>
<tr>
<td></td>
<td>Introduction</td>
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</table>
| 6/2  | Introduction to the course | 1. Buy the book  
2. Read the Syllabus & sign the contract  
3. Familiarize yourself with D2L Content  
DQ’s on D2L by 11:59pm. |
|      | Communication Perspectives | |
| 6/3  | Incommensurability, forms and functions of communication | Syllabus contracts signed  
DQ’s on D2L  
Recitation |
| McKay, Davis, & Fanning (2009) – Introduction, Chs 1, 2, 3 | |
| 6/4  | What does it mean to read/cite communication scholarship? | DQ’s on D2L  
Recitation |
| McKay, Davis, & Fanning (2009) – Chs 13, 14 | |
| 6/5  | McKay, Davis, & Fanning (2009) – Chs 15, 17 | DQ’s on D2L  
Recitation |
| 6/6  | McKay, Davis, & Fanning (2009) – Chs 18, 19, 20 | Recitation  
DQ’s on D2L by 11:59pm  
6/8 for Covarrubias (2002) |
<table>
<thead>
<tr>
<th>Week 2</th>
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<tbody>
<tr>
<td><strong>Unit 2: Double Contingency Perspective – Interacting and doing things together</strong></td>
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</tbody>
</table>
| **6/9** | Beyond *Messages*
Intro to double contingency perspective
Personal address
| **6/10** | Social participation
| **6/11** | Social contracts
| **6/12** | Talking about rape: The social contract breaks down
Harris (2010) | DQ’s on D2L by 11:59pm for Engstrom (2012) Recitation |
| **6/13** | Social Construction
Engstrom (2012)
Mid-Term Review | DQ’s on D2L Recitation
RQ1 due 11:59pm Sunday 6/15 |

<table>
<thead>
<tr>
<th>Week 3</th>
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<td><strong>6/16</strong></td>
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**Unit 3: Triple Contingency Perspective: Interacting and doing things together in a pluralistic society**

| **6/17** | Intro to the triple contingency perspective
Rhetoric
| **6/18** | Civility and politeness in public; ordinary democracy
Reasonable hostility
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>6/20</td>
<td>NO CLASS (Pause for breath)</td>
<td>RQ2 due 11:59pm Sunday 6/22&lt;br&gt;DQ’s on D2L by 11:59pm for Ashcraft &amp; Flores (2003)</td>
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<tr>
<td>6/23</td>
<td>Organizations in communication&lt;br&gt;Big-D and little-d discourse&lt;br&gt;Ashcraft &amp; Flores (2003)</td>
<td>Recitation</td>
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<tr>
<td>6/24</td>
<td>History of the Comm Discipline</td>
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<td>6/25</td>
<td>Comm in the US, the world, and in relation to other disciplines. <em>Pathways to communication careers in the 21st century</em> (2011)</td>
<td>DQ’s on D2L by 11:59pm</td>
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<tr>
<td>6/26</td>
<td>Communication at CU&lt;br&gt;Integrating the Readings</td>
<td>DQ’s on D2L by 11:59pm&lt;br&gt;Recitation</td>
</tr>
<tr>
<td>6/27</td>
<td>Integrating the Readings</td>
<td>DQ’s on D2L by 11:59pm&lt;br&gt;RQ3 due by 11:59pm Sunday 6/29</td>
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<tr>
<td>6/30</td>
<td>Integrating the Readings</td>
<td>DQ’s on D2L by 11:59pm&lt;br&gt;Recitation</td>
</tr>
<tr>
<td>7/1</td>
<td>Integrating the Readings</td>
<td>Recitation</td>
</tr>
<tr>
<td>7/2</td>
<td>Final Exam Review</td>
<td>All late coursework due 11:59pm 7/2</td>
</tr>
<tr>
<td>7/3</td>
<td>Final Exam</td>
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Written assignments: Reading Questions (RQs) and DQ Posts and Leading

Reading Questions (RQs) – 100 pts each

The Reading Question (RQ) assignments are your chance to show me you have understood the readings and are able to integrate your knowledge about the particular course unit. You will answer one to three posted questions to respond to. A RQ response should be no more than 7 pages double spaced, Times New Roman 12pt, one inch margins (consistent with APA format). Indicate in your section heading the question number you are responding to by briefly summarizing it, but DON’T post the question itself. A rubric and complete instructions for each RQ will be available of D2L.

- 3 sets of RQs will be assigned. They will be due on the dates indicated in the Course Schedule
- Unless otherwise noted, electronic copies of RQs will be due to D2L at 11:59pm on Sundays.
- RQs **must** be uploaded to D2L in one of the following file types: Word, WordPerfect, PostScript, Acrobat PDF, HTML, RTF, or plain text (**NOT** Pages or Google doc). All answers **must be typed** to receive credit. RQs using unsupported file types will not be accepted and will be counted as late until uploaded in a supported format.
- To insure glitch-free uploading to D2L, do **NOT** include any symbols or special characters (e.g., #) in the file name of your RQ. A good format for file names is: LastName.RQ1
- Late RQ submissions will face a 15pts/day late penalty.
- **E-mailed RQs will not be accepted.**
- Be sure to include your name, your TA’s name and RQ number on your RQ. You don’t need to include questions themselves with your responses. **Unidentifiable RQs will not receive credit.**
- RQs need to be completed by each student working as an individual. You may speak with a classmate to clarify what a question might be asking for, but the answer and words need to be your own. Remember: Dropbox automatically detects plagiarism.

**Tips for writing:** When writing assignments, your goal is to make a coherent argument that attends to the questions asked. This is a rhetorical exercise in which you aim to answer questions thoroughly and support your answers with information from readings, class, and your own experience. Good answers will also include critical reflection. Critical reflection involves engaging in reflective self-awareness about your own communication experiences and cultivating a wider-ranging curiosity and care for the communicative lives of others. Thinking critically starts with the understanding that there are many different ways of understanding communication and many different ways of experiencing the social world.

- Write each RQ is a coherent essay. Please type in complete sentences, not bullet points or sentence fragments. Fragments are difficult to read and make it difficult to assess whether or not you understand the material.
- Be explicit. Spell out your argument so that your reader can easily follow your line of thought and can plainly see the validity of the points you’re making. Remember, too, that your reader cannot fill in gaps in your argument for you. For instance, if you do not
provide a definition of the term you’re using, she can’t assume you know the correct definition of the term.

• Consider the context. RQs should be treated as more formal written assignments or mini-papers. Blog posts can be more informal in tone (though still grammatically correct!), and should be geared toward online consumption. RQs should include a thesis and preview, but these are not required in blog posts. And while you should generally avoid including pictures, links, or emoticons in RQs, you may choose to include pictures, hyperlinks, or more free-form formatting in blog posts if you feel it strengthens your argument or makes your post easier or more pleasing to read online. (Keep in mind, however, that excessive use of gifs, emoticons, or comic sans in blog posts may also detract from your argument.)

• PROOFREAD. Thorough work is largely free of proofreading errors. Not only does proofreading show care in your academic work, editing for proofreading errors cultivates your written communication skills—skills that are valued in most professional settings both inside and outside the university. As a communication student, make it your job to learn these valuable communication skills.

• Cite all sources using APA citation format. (See APA resources on D2L.)

I will evaluate RQs by using the following rubric:

• “IMPRESSIVE!” (100 points) = student completed all questions in an exceptionally thorough and thoughtful manner, going significantly beyond what was asked for in the question by making relevant and insightful comparisons to authors and ideas from previous weeks
• “WELL DONE!” (95 points) = student completed all questions in a thorough and thoughtful manner (i.e. all questions contain evidence of careful thought and insight)
• “NOT BAD” (85 points) = student completed at least two questions in a thorough and thoughtful manner, or completed all questions in a complete and adequate manner
• “OKAY” (75 points) = student completed at least two questions in a complete and adequate manner, or completed all questions in an incomplete or inadequate manner
• “MINIMAL EFFORT” (65 points) = student completed only one question; or answered one or more questions incompletely or inadequately
• “NOT EVEN CLOSE” (55 points) = student failed to complete more than one question; or answered half or more of the questions incompletely or inadequately
• NO RQ (0 points) = student did not submit the RQ in the assigned time frame.

Discussion Question Posts and Leading – 50 pts each

You will be asked to lead discussions on three of the readings and one that integrates the readings. Each discussion question is worth 25 points and the reporting of the discussion you led is worth another 25 points.

Discussion questions should first summarize all or a portion of the reading that you found interesting and that leads to a question. Then ask a question about the reading in terms of what you found interesting. A good discussion question is meant to probe for a response. What did you find problematic about the reading (apart from difficulty)? Does it make a claim you agree or don’t agree with? Does it explain or contradict something about previous readings?
Use the Readings and Ideas Chart to help you think about the reading and what to ask.

- 4 posts will be assigned, one for each unit. They will be according to the schedule you signed up for.
- Unless otherwise noted, posts will be due at 11:59 pm on the day prior to the reading assignment.
- Discussion questions must be posted to discussion boards in D2L. Posts should be composed in discussion threads; they should NOT be posted as attachments or comments in a thread. Late posts will receive an automatic 10 point deduction. The ultimate deadline is just prior to the start of class.
- Leading discussions can be fun! Your question should spur ideas that are interesting and engaging among your peers. Ask follow up questions based on the responses and your original question.

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<th>Course Grading and Policy</th>
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**Attendance**

You are expected to be present for all class sessions. The only valid reasons for an absence is if you let me know in advance for any religious, university, or government obligations (e.g. jury duty). I also allow for reasonable excuses for matters of health, such as medical emergencies, infectious disease, and maternity. All of these MUST be documented and I must be provided with a copy.

Attendance is part of your grade. I allow for one (1) unexcused absence during the summer session since human lives are complex and we cannot always plan ahead. I don’t take attendance of Mid-term and Final exam days. This means that there are a total of 21 days you are expected to attend, but that showing up for 20 sessions is sufficient to get you all 50 attendance points. Each day absent above one will get a deduction of 5pts per day absent.

**How to get good grades in this course?**

*How to get a C?* Do everything that is required of you.*

*How to get a B?* Do everything that is required of you, and show creativity and care about the study of communication.

*How to get an A?* Wow your instructor. It can be done.

*NOTE: At the university level, C is average for a reason. It shows mastery of a subject enough to move on. (This is a very worthy achievement! A C is a good grade!) To earn a B or an A, you must show insightful thinking and impressive care by exceeding expectations.

**Managing your grades**

I will be entering your grades on D2L throughout the summer session. It is your responsibility to monitor the grades that are recorded there and make sure they match the grade you received on the assignment or exam. I am very careful when I grade and enter scores, but I am human and occasionally make mistakes. If you find a discrepancy between your posted grade and the one written on your homework or exam, you need to let me know within 2 days after the assignment is due. Grades will NOT be changed except in cases where there was an error in recording, computation, or application of course grading criteria.
Alternate-dates and making up work

Once you have signed the syllabus and committed to your schedule I will not allow any changes except for exceptional reasons. Alternate-dates and makeup work will be given **ONLY**:

- if you are required to attend an officially sanctioned University athletic event as a participant and you notify the instructor in advance;
- in cases of a religious observance where the instructor is notified in advance;
- in cases of documented medical emergency;
- in cases of a documented family emergency;
- in cases of a documented legal obligation that cannot be adjusted (e.g. court appearances).

Class Citizenship

At the end of the course, there are 50 points provided for a *purely subjective assessment* of your behavior inside the classroom.

Our goal is to build a classroom community grounded in **mutual respect**. This means:

- developing a community where we all can feel comfortable, valued, and secure in our learning environment;
- appreciating the diversity of opinions and learning styles that result from having multiple participants engaged in our class community; and
- learning to trust one another in discussion, and to value the contributions of peers as well as instructors.

Civil adult behavior is expected in this class and online at all times. Packing up before class is over, arriving late, leaving the room during class, having side conversations, interrupting, using inappropriate language (We will talk together as a class about what constitutes ‘inappropriate language.’), sleeping in class, reading something not class related, and any other rude or distracting behavior should be avoided. Those who repeatedly engage in such behaviors will be asked to leave the class and the class will count as an unexcused absence.

Computers and mobile electronic devices are permitted if used appropriately. Silence your phone and put away any earphones. Web browsing, Facebooking, using IM, texting, gaming, and music or video playing are **not permitted** during class except as part of an organized class activity. If your use of a device appears to be distracting others, I will ask you to shut it down or leave the room. Polite reminders from other students are also encouraged.

**Civil behavior also includes freedom of speech.** Do not hesitate to question or disagree respectfully with me or other students or to express your thoughts about any matter being discussed in class.

Maintaining a civil classroom environment

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. We will
gladly honor your request to address you by an alternate name or gender pronoun. Please advise your instructor of this preference early in the semester so that we may make appropriate changes to our records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

**Students with special needs**

If you qualify for accommodations because of a disability, please give your TA a letter from Disability Services as soon as possible so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website and discuss your needs with your TA.

**Religious observances**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, we ask you to let your instructor know about your scheduling conflicts at least a week before they occur. If you need to miss more than 3 classes due to religious observances, you are required to complete a learning contract with your instructor to arrange making up work missed.

See full details about the policy at http://www.colorado.edu/policies/fac_relig.html

**Plagiarism and other cheating**

We take cheating very seriously. All students are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic, dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (303-725-2273; honor@colorado.edu). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). For information on following the Honor Code with Reading Questions, see that handout.

Other information can be found at http://www.colorado.edu/policies/honor.html & http://www.colorado.edu/academics/honorcode/.

**Common excuses and justifications I will NOT honor**

“This policy isn’t fair! You should change it.” – You may not find some of our policies fair, and you are free to voice your opinion. However, we will not change the policies listed in this syllabus.

“I didn’t check my email.” – Email is the primary means of communication between you and your instructors in the course. Check your email on a regular basis.

“I didn’t get the email (my mailbox was full / my account doesn’t work).” – Because email is the primary means of communication between you and your instructors in the course, it will be your responsibility to keep your email account in working order throughout the semester.
“My paper was lost when the computer I was working on in the library / computer lab crashed.” – It is your responsibility to back up your files. Save them to the google drive, store them on a flash drive, or email them to yourself.

“My computer crashed / I lost my internet connection.” – You are personally responsible for securing access to a computer and an internet connection that will allow you to complete exams on D2L.

“D2L crashed as I was uploading my RQ. No, I don’t have evidence.” – We will need evidence from you that the crash indeed happened. Email me a screenshot of the error message, or get someone from OIT to verify the crash.

(After the end of the summer session:) “I hadn’t done well in class because my instructor was unfair.” – You can safely assume that your instructor will assess your work in COMM 1210 fairly. However, you are free to talk to your instructor about unfair treatment until the last day of classes.

(After the end of the summer session:) “I hadn’t done well in class because I have a learning disability / debilitating illness. I was diagnosed last week.” – You will need to provide documentation about your disability or illness immediately when you find out about it, or at least by the last day of classes. You should give such documentation to your instructor.

(After the end of the summer session:) “I hadn’t done well in class because I was coping with my aunt’s death.” – Personal tragedy happens unexpectedly. You will need to provide documentation (i.e., the hard copy of a signed letter from a parent or a family member, along with their contact information) to your instructor when the tragic event occurs, or at least by the last day of classes.

“Why did I get this grade? I worked so hard on my papers, and spent hours studying for my exams!” – It is your private decision how much work you are willing invest into this course. Your instructors grade you on the quality of your work, NOT on the amount of effort you put in.

“Why did I get this grade? I have never missed a lecture or a recitation!” – Attendance is a basic requirement, not a remarkable accomplishment. See the rubric and grading criteria above for tips on how to earn a good grade in this class.
COMM 1210 Summer 2014 Session A

I have read both syllabi, understand its contents, and commit to using them as a guide to success in COMM 1210.

In addition, I understand that instructors will not make exceptions to the policies listed in this syllabus unless I provide appropriate documentation.

________________________________________
Name and section (printed)

________________________________________
Name (signed)  Date