

COMM430: COMMUNICATION THEORY SYLLABUS
Spring 2021 (remote instruction)

Welcome to COMM430: Communication Theory

Welcome to COMM430: Communication Theory remote instruction! My name is Dr. McGowan-Kirsch, and I'm your professor for COMM430 and am looking forward to working with you this spring! As a communication professor, I strive to give students the tools they need to be successful citizens and active participants in society. I will help you obtain this goal by cultivating your understanding of communication theory. For instance, throughout the course I will incorporate hands-on applications and new technologies to connect course concepts to our daily lives. I've also located case studies that should stimulate in-depth discussion about communication and challenge your assumptions about your established values, attitudes, and beliefs. Continue reading the syllabus to learn more about our class and visit our OnCourse site. Please note that even if face-to-face courses on campus are cancelled online and remote courses will continue to run.

PROFESSOR'S INFORMATION

Name: Dr. Angela McGowan-Kirsch (you can call me Dr. McGowan-Kirsch)

Email: mcgowan@fredonia.edu

Virtual Class Meetings: MWF from 12:40-1:30 PM via Zoom. See the course schedule for the specific days we'll meet. Attendance is required.

Join Zoom Meeting

<https://fredonia-edu.zoom.us/j/91801067471?pwd=ck1hc3gwU1JEbDI2N3F3SmR3U3JPUTo9>

Meeting ID: 918 0106 7471

Password: 4300205051

Dial by your location

+1 929 205 6099 US (New York)

Meeting ID: 918 0106 7471

Password: 4300205051

Office hours: M: 2-3 PM, WF: 9-10 AM via Zoom

Join Zoom Meeting:

<https://fredonia-edu.zoom.us/j/94913649037?pwd=ck8vbG93N1N2QXl3YkltMjJYYkJFdzo9>

Meeting ID: 949 1364 9037

Password: 5202885375

Dial by your location

+1 929 205 6099 US (New York)

Meeting ID: 949 1364 9037

Password: 5202885375

COURSE DESCRIPTION

Communication Studies addresses critical thinking, communicative concepts and skills, and relational and participatory effectiveness in personal, public, and professional spheres. This is a Communication Studies course and as such, this course will give you the tools needed to dissect your experiences in our communicative world. Specifically, this course introduces you to major issues and perspectives in communication studies while helping you think about and analyze communication in a systematic way (i.e., in a theoretical way). Theories help us to make sense of the world around us. Regardless of their scope, all theories shape how we make judgments about reality, relationships, circumstances, and decisions in our lives. This course exposes you to theories of communication, both large and small, with the intention of better equipping you to make sense of the communicative aspects of your world.

COURSE OBJECTIVES

By the end of this course, you should be able to:

1. recognize conceptual domains of communication theory and understand how the disciplinary areas of communication guide scholarly inquiry;
2. outline the essential features of theories of human communication and use that knowledge to analyze communication phenomenon from different perspectives;
3. identify and explain major communication theories by applying knowledge of communication to events happening in our daily lives;
4. conduct scholarly research in order comprehend and evaluate communication theories;
5. use theories of communication to promote your marketability as a job candidate; and
6. compare and contrast communication theories as a means for evaluating communication behavior.

REQUIRED MATERIALS: COURSE READINGS

1. Griffin, E., Ledbetter, A., & Sparks, G. (2019). *A first look at communication theory. (10th ed.)*. McGraw-Hill. ISBN-978-1-259-91378-5
2. Additional readings, such as journal articles, book chapters, and popular press articles, will be made available through OnCourse and may also be available through the Fredonia library (<http://fredonia.libguides.com/library>)

REQUIRED MATERIALS: TECHNOLOGY

1. Regular access to an electronic device such as a computer, tablet, or smartphone.
2. Reliable Internet connection.
3. Technology that has clear video and audio.
4. Internet connection that permits streaming of videos.
5. Microphone.

PREREQUISITES

COMM101: Fundamentals of Communication

ENGL 105: Public Speaking

COREQUISITES

COMM 323: Research Methods

ONLINE CLASSROOM ETIQUETTE

The content of this class has the potential to stir up strong emotional reactions, because you will encounter ideas and theories that challenge you. A student's decision to stay enrolled in the class is an agreement to approach all course content with a critical academic lens. Above all, participants must treat each other with respect. The most fundamental way to respect class participants is to complete the assigned readings, consider others' ideas, and ground your own comments in principles of critical thinking. Class discussions should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences.

Never send angry messages (also known as "flames") even if you are provoked. Do not respond to flames. If a student in this course sends you an offensive message (i.e. includes slander or swearing), please notify me immediately. Do not write everything in uppercase (CAPITAL) letters. Capital letters are more difficult to read and in an online environment IT MEANS YOU ARE SHOUTING.

Assume that e-mail and other forms of electronic communication are not secure. Do not write anything you would not want to be made public. Also, realize that any communication with your fellow students in the online environment may also be insecure and could be forwarded to your professor or other administrative personnel.

ONLINE COMMUNICATION POLICIES

You are required to use your Fredonia e-mail account in this course, because I will communicate with you through your Fredonia e-mail account and OnCourse. You are encouraged to check your email and the OnCourse “news forum” regularly to keep current. I will post class announcements to OnCourse’s “latest news” box. These announcements will also be emailed to you.

Email is the best way to communicate with me, and I will check my Fredonia email between 9 AM and 5 PM. I should reply to you within 24 hours unless I am traveling, it is the weekend, or Fredonia has a university sanctioned break.

Please refer to the syllabus, emails from me, files posted to OnCourse, and the “latest news” and “ask for help” forums *prior* to emailing the me a question.

COURSE WORKFLOW

The course begins Wednesday, February 3, 2021 and the final learning plan will end on Tuesday, May 11, 2021 @ 2 PM.

(1) Learning Plans: You will want to review the learning plan at the beginning of each unit period. With the exception of Learning Plan 14, learning plans start on Wednesday at 2 PM and end on the subsequent Wednesday, also by 2 PM. Learning plans will require that you read the assigned readings in textbook and those that are available as PDFs or hyperlinks. You will also be examining online videos, images, and other communicative acts to augment the assigned readings. Each week’s learning plan may require that you watch/read lectures in the form of videos or books, post to a discussion forum and/or blog, take an online exam, read a page in OnCourse, work on your ePortfolio Google Site, and/or upload a document to Google Drive.

(2) Deadlines: Aside from two assignments, work must be submitted by Wednesday at 2 PM. Due dates are subject to change. Notification of schedule adjustments will be made via email, the “news forum,” and “latest news” box in OnCourse.

(2a) Blog Posts: To ensure that the class has adequate in-depth discussions you should post to your blog at least one time by Monday at 2 PM. Then, your reply to a peer is due by Wednesday at 2 PM.

(2b) ePortfolio Site Page & Discussion Forums: To guarantee that your peers have time to review your ePortfolio, you should create your ePortfolio site page and post to the corresponding ePortfolio discussion forum by Monday at 2 PM. Then, your reply to a peer is due by Wednesday at 2 PM.

(3) Time Commitment: You should spend about the same amount of time on this course as you would in any undergraduate semester-long face-to-face course. Consequently, the “in class” learning activities and lectures will take around 150 minutes per week. You should also spend about 6 hours outside of class studying and preparing each of week’s learning plan (reading, working on assignments, etc.).

(4) Grades/Feedback: Grades and feedback for the previous week’s learning plan will be available through OnCourse by 5 PM on the Monday after the learning plans closes. Grades will be updated in OnCourse weekly.

Grades and feedback for the exams, ePortfolio discussion forums, blog posts, and some ePortfolio project assignments will be made available through Gradebook. To access the grades and feedback, you’ll need to login to OnCourse > Click on the “Grades” link that’s in the administration bar located on the left of our OnCourse site. Feedback on your final ePortfolio site will be uploaded to your COMM430 Google Drive folder.

COURSE POLICIES

(1) Attendance: During the semester you are expected to participate in virtual class meetings during the duration of class time (12:40-1:30 PM). I will take attendance. I will keep attendance updated in OnCourse. Students are responsible for checking their attendance and notifying me of a discrepancy.

We'll adhere to the following "missed meeting protocol": You should email me as soon as you know you might miss class (preferred) or within 24 hours of missing class. If you have a valid reason for missing class, I will share the recorded class session and give you an attendance make-up assignment. Working at a job or internship, sleeping, etc. during class time are not valid excuses. The "missed meeting protocol" should be viewed as a last resort – a way to make up a meeting that you missed due to a technology failure, personal emergency, etc. The "missed meeting protocol" should not be viewed as a substitute for attending a virtual class session. In other words, do not abuse this make-up protocol by thinking "I can skip the meetings and do an assignment instead." Your final grade will be decreased, at the discretion of the professor, for excessive class meetings missed without viable cause.

On days we do not meet virtually you are responsible for logging into and participating in our remote course.

(2) Virtual Class Meetings: Our class will meet through the Zoom online conference system. We will adopt the same rules and norms as in a physical classroom (e.g., take notes, participate, don't engage in distracting behavior, etc.). For more information, see the guidelines listed on the "Etiquette for PROFESSIONAL virtual meetings" that's available in OnCourse. It's expected that you raise your hand before you contribute and mute your microphone when you're not speaking. Close browser tabs not required for participating in class. You should stay for the entire class meeting, barring any technological issues. You should also dress appropriately and be aware of your surroundings – no illegal, racist, or sexist paraphernal, messy bedrooms, or undergarments should be seen in the background. Position yourself at a desk or table, not lying in bed. Join the course in a quiet place.

You can do one of two things to make yourself "seen" during class: 1) Have your camera on with no filters distorting your face. If you go this route, make sure you have no backdrop or you may opt to use an appropriate Zoom backdrop, as long as it does not interfere with our ability to see your face or prove to be disruptive in any way. 2) Have a professional-looking photo of yourself (think more "headshot" than "selfie") so that if you have to turn your camera off, we can see your face.

Our virtual class meetings are set to only permit authenticated users to join. This means you will need to sign in to your Fredonia Zoom account before you can access our class. If you haven't authenticated your Fredonia Zoom account you can do so by clicking on this link: <https://fredonia-edu.zoom.us/>.

I will only share course recordings with a student who has a valid reason for missing class and has contacted me within the time frame mentioned above. The course recordings I share with you are not to be shared with anyone, particularly people outside of COMM430.

(3) OnCourse Profile: To help me see who you are, your OnCourse profile should include a clear picture of your face. To do this, go to OnCourse > Profile (top right) > Click on dropdown menu > User details: Edit profile > drag and drop a current photo or upload a photo from your device.

(4) Submitting Work: You will submit all your work through Blogger, OnCourse, Google Drive, and Google Sites. You are required to create a Google Drive Folder and share the folder link with me via email. The Google Drive folder should be labeled: FIRST name LAST name-COMM430 and must provide me with the ability to edit, comment, or view shared files that are found in the folder.

(5) Late work: I normally do not accept late work. If a dire situation presents itself, turning in an assignment late requires my approval at least 24 hours before the assignment is due. Late assignments will only be accepted under extreme circumstances and will require proof of why you need an extension. For instance, a death in the family would require that you email me a link to the obituary or a photo of the

funeral card. Failures of technology (e.g., “the Internet was down,” “the file wouldn’t open,” “I forgot my computer in x town and didn’t finish it”) and an inability to complete an assignment on time because of one’s work schedule, personal life, procrastination, other coursework deadlines, or extracurricular obligations are not considered dire circumstances. Once you have approval to turn in the assignment late, I will use my discretion when determining a new deadline. Regardless of reason a late assignment will receive a significant grade deduction of at least 10% percent per 12 hours the assignment is late.

One Exception - For a blog or discussion forum post that has 2 parts, you do not need professor approval to submit Part A past the Monday deadline. You get one late freebie for turning in Part A for each assignment past the Monday due date. After that, it’s 2 points off for turning in Part A on Wednesday at 2 PM (instead of Monday at 2 PM).

If you experience a technology issue within 24 hours of an assignment due date, I will require you to email me proof of the issue. For instance, if you receive an error message in OnCourse you need to take a screenshot of the message and email it to me. Make sure I can see the time you encountered the issue. If you experience an Internet shortage within 24 hours of the assignment being due, you need to take a screenshot of a graph showing the impacted areas and email it to me right away. You can normally find the graph by looking on your Internet provider’s website or downdetector.com: <https://downdetector.com>.

(6) Written work: Written work will take the form of blogs, an ePortfolio Google Site, and discussion forums.

(6a) Your research should always come from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites. The course textbook and readings available through OnCourse do not count toward the source requirement, yet, can still be cited when applying course concepts discussed in the readings. Blogs, social media posts, and/or other self-authored sites, such as Wikipedia, are considered non-credible sources and will not be accepted unless stated otherwise.

(6b) Students must account for all sources cited in an assignment by using in-text citations and including a reference section. Failure to site sources in-text will result in a significant grade deduction as it is a sign of plagiarism. Sources only count if cited both in the assignment and the reference section.

(6c) You must use APA style 6th or 7th edition to cite in-text citations, format reference pages and papers. APA requires that papers align text left, have 1” margins, are double spaced, have running head that includes page numbers in top right corner, and typed in 12-point Times New Roman font. APA resources are posted on OnCourse, and Reed Library has copies of the APA manual on the first floor (call number: BF76.7.P83 2010). You may also refer to the American Psychological Association (<https://www.apastyle.org/>) and Purdue Owl (<https://owl.purdue.edu/redirect.html>) for APA rules.

(6d) If you would like me to review a draft of an assignment you must email me the complete assignment at least 6 days prior to the assignment due date. I will not proofread the assignment but will instead discuss the merits of the assignment.

(6e) You must name your assignment’s file - MyLastName-COMM430AssignmentName. (fill in the “AssignmentName”). When submitting a written assignment through Google Drive you should use Google Doc to submit the assignment.

(6f) Standard deductions for written assignments include: -3% for failing to meet the word requirements, -3% for not following APA style guidelines, - 5% for altering the font type/size and/or deviating from margin requirements, -10% for failing to submit a reference page that accounts for paper’s in-text citations.

(7) Exams: The two course exams will be administered using OnCourse. You will have 80 minutes complete each 40-question exam. You should take all exams alone so do not communicate with another student while taking an exam or help a student who is taking an exam. All arrangements for missing an exam must be made 24 hours prior to the time the exam period is scheduled to end. If such arrangements are not made then no make-up examination will be given and you will receive a zero for the assignment. If you miss the examination and have received permission to do so you must make it up within a reasonable time (normally 72 hours or less).

(8) Technology: Students enrolled in this course must have Internet access available to them, including e-mail and website access, and have the basic knowledge needed to efficiently use these Internet technologies. Course assignments will be available through OnCourse. You are responsible for retrieving documents (assignment guidelines, rubrics, handouts, etc.) from OnCourse. Students also need technology that has a microphone, camera, and audio. A device with a keyboard will be better to use than a smartphone for completing assignments. You will need regular, preferably daily, access to OnCourse.

OnCourse tech issue? Contact Fredonia's IT department. They can be reached by phone: 716-673-3407 and on-campus: W203 Thompson Hall. If you'd like me to help you troubleshoot a tech issue you should email me screenshots so I can see the issue. Keep in mind I only check email from 9 AM – 5 PM.

COURSE ASSIGNMENTS

Griffin (2012) argued that a major challenge of a teaching a communication theory course is that “many college students regard theory as obscure, dull, and irrelevant” (p. 2). To overcome this negative preconceived notion, I have designed assignments that use Web 2.0 tools. These web-based assignments should inspire students to recognize the theoretical underpinnings of their own everyday experiences as communicators and to develop the language to explain such experiences through theory. To view complete descriptions of assignment guidelines and rubrics go to: OnCourse > COMMM430 > Select the assignment you'd like to learn more about.

(1) Syllabus Quiz (5 points): After you read the syllabus, you will take a 10-question multiple choice syllabus quiz. This assessment tool will test your understanding of information presented in our syllabus.

(2) Exams I & II (100 points each/200 total points): Two times during the semester you will take a 40 question multiple choice and/or true-false exam in which each question is worth 2.5 points. Each exam is administrated through OnCourse and will test your understanding of the content covered during a specific period of time. You will have 80 minutes to complete the exam. You can expect to see at least three questions per chapter on the exam. An exam study guide will be provided.

(3) Communication Theory Blog (25 points each/200 total points): This assignment asks you to design a blog that addresses topics related to communication theory and comment on one peer's blog posting per week. Specifically, you will use Blogger to make 8 blog posts that are between 250-750 words. Blog prompts may ask you to summarize the theory in your own words, identify and define key vocabulary pertinent to the theory, evaluate the theory, share an example of an instance in which you can apply this theory to your life.

You will also comment on at least one peer's blog post each week. Your reply to a peer should: (a) acknowledge the person's points and explain whether you agree or disagree with your peer's message by using personal experience and outside sources to support their argument, (b) offer a different perspective, and (c) ask an open-ended question to further the conversation. If relevant, you could also (d) provide an online resource relevant to the topic, (e) provide a summary of the ideas posted so far, and/or (f) offer an analogy.

(4) ePortfolio Semester Project Phases 1, 3, & 4 (220 total points): Electronic portfolios (ePortfolios) are a collection of a person's work, experiences, and skills that are managed by a web software program such as Google Sites. An ePortfolio is easy to access, view, and costless. Throughout the semester, you will design an ePortfolio that demonstrates skills you've learned in college, enables you to stand out from a pool of applicants, and empowers you to showcase your personal and academic accomplishments. You can see the parts or the project below:

<u>Assignment</u>	<u>Points</u>
1. Locate an entry-level job description	5 points
2. Brainstorming Document: Identify ePortfolio page topics & evidence	5 points
3. Create the website using Google Sites	
4. Design the ePortfolio page 6 (theory application)	Graded as part of final assignment
5. Complete ePortfolio draft & peer review	15 points
6. Final version of ePortfolio	195 points

(5) ePortfolio Semester Project Phase 2: Building Pages & Writing Discussion Forums (75 points each/375 total points): First, over the course of a semester you'll submit drafts of each ePortfolio site page. Each site page will include at least one sample of work that demonstrates the theme of the site page assigned for that week.

Second, you will create a discussion forum post that includes a hyperlink to the ePortfolio site page due that week and answers questions posed by the professor. Generally, the questions ask you to explain what theory of communication you used to guide your construction of the site page and incorporate at least one credible source other than the textbook (e.g., a study found using a library database) to support your answer.

Third, you will respond to at least one peer's discussion forum post. Your reply should explain whether you agree or disagree with the person's use of the theory, offer feedback on the student's ePortfolio site page, and pinpoint at least one question that arose as you read the person's ePortfolio site page.

COURSE GRADING

Final grades are based on an absolute point total. Your final grade is a function of the number of points earned in the course divided by the total number of points, yielding a percentage. The scale shown below is used to compute final grades. Borderline grades may, at my discretion, receive the next highest letter grade. Borderline cases are defined as scores within two points of the next highest grade (e.g., you earned 898 points but need 900 points to make an A-). All grades are kept in OnCourse and will be updated weekly.

After a grade is returned, students must wait 24 hours prior to inquiring about the grade. If you wish to discuss a grade, you must set up a virtual appointment with me no later than 3 days after the assignment is returned. Prior to the meeting, you should go through the assignment, the rubric, and compare the feedback to the qualifications for the letter grade you are seeking. A grade will be finalized if unquestioned on day 7 after the time of grade distribution.

COURSE GRADING CRITERIA

“A” – Artistic Mastery! This is an assignment that is expertly researched and exceptionally written. ‘A’ work is highly creative in synthesizing relevant concepts, uses language eloquently, and delivers polished work with original arguments and new insights. The assignment exceeds expectations and minimum requirements.

“B” – Better’n Most! This is an assignment that is well done and above average. ‘B’ work demonstrates respectable research, solid conceptual synthesis, and superior writing mechanics by integrating concepts effectively and exceeding minimum requirements. The assignment suggests a decent effort but has some flaws to fix for next time.

“C” – Competent Comprehension. This is an assignment that shows satisfactory completion of minimum requirements and guidelines. ‘C’ work demonstrates a basic comprehension of fundamental concepts and applications while meeting some of the assignment guidelines. The assignment shows some errors in concepts, critical methodology, formatting, spelling, and/or grammar. The assignment is average, criteria was attempted but confusing, and suggests minimum effort.

“D” – Deficient. This is a passing grade with serious deficiencies in research, conceptual understandings, and/or clarity. ‘D’ work shows an unsatisfactory completion of minimum requirements along with conceptual understandings and writing skills that are sub-par. The assignment is deficient, below average, and indicates negligible effort.

Final Grade Scale		
A	940-1000	94-100%
A-	939-900	90-93%
B+	899-870	87-89%
B	866-840	84-86%
B-	839-800	80-83%
C+	799-770	77-79%
C	769-740	74-76%
C-	739-700	70-73%
D+	699-670	67-69%
D	669-640	64-66%
D-	639-600	60-63%
F	599-below	59-below

COURSE ETHICS

Conduct that violates academic integrity includes issues such as fraud, cheating, collusion, and the following:

(1) Dishonesty. This is lack of integrity exhibited through lying, cheating, defrauding, or deceiving. Examples of dishonesty include: copying/submitting the work of another, allowing one’s own work to be copied, completing an exam or other assignment with another person, reading, without my consent, a copy of the examination prior to the date it is given, submitting the same work in more than one course without the express permission of the professor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.

(2) Plagiarism. Plagiarism is stealing or using the ideas or writings of another as one’s own. It involves failure to acknowledge material copied from others or failure to acknowledge one’s indebtedness to another for the gist of important thoughts in a formal statement, written or oral. For instance, copying and pasting directly from a web page without using APA quotations clearly constitutes plagiarism. Charges of violating academic integrity shall be handled according to established student discipline procedures. When I suspect a violation of the Academic Integrity Policy, I will collect necessary information and materials related to the offense and then contact the student. If I find that a violation has occurred, I will use the Academic Integrity Incident Report form to report the issue to the department chair. To read about additional action, please see the Academic Integrity Policy and Procedures detailed on the “University Policies” website.

Review the SUNY Fredonia Academic Integrity Policy by clicking on these link
<https://www.fredonia.edu/student-life/student-conduct/policies#academic>.

SUNY FREDONIA RESOURCES

(1) ITS Service Center offers multimedia support for students. They can be reached by phone: 716-673-3407 and on-campus: W203 Thompson Hall.

(2) The Learning Center provides free, confidential, nonbiased, collaborative tutoring services as a way of enabling students to succeed in their course work. The goal of tutoring is to help you with your assignment in a way that will help you become more successful in all of your classes. Learning Center: Carnahan-Jackson Center, Reed Library, Fourth Floor. Phone: 716-673-3550.

(3) Reasonable accommodations are available to students with documented disabilities at SUNY 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). The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify me with an accommodation letter that verifies that the student has registered with the DSS office and describes any accommodations approved for the student. After the student has met with the DSS coordinator, she or he should contact me to discuss any needed accommodations. It is at that point that I will make accommodations. Here's DSS's website:

<https://www.fredonia.edu/academics/disability-support-services>

(4) Additional resource information can be found on the Enrollment & Student Services page: <https://www.fredonia.edu/about/offices/enrollment-and-student-services>, click on the + next to services and select the service you'd like to learn more about.

DEPARTMENT OF COMMUNICATION

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 at <http://www.fredonia.edu/department/communication/standards.asp>

Department Contact Information: If you can't reach me please call our department secretary, Ms. Carol Smith, at 716-673-3410. This website also provides the location for the department:

<https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/communication>

FREDONIA STUDENT CONDUCT STATEMENT

As members of the Fredonia community, we are all responsible for taking care of ourselves and others during these challenging times. In particular, we are all counting on each other to engage in safe behaviors while on and off campus. This includes professors, staff members, students, and essential visitors.

Fredonia's Code of Conduct, states that, "[a]ll members of the University community share the responsibility for protecting and maintaining community health, safety, and the rights of other persons." In the context of a national pandemic, this means that you must wear proper face coverings, maintain proper social distancing, and utilize the wellness-check app on a daily basis. Your face covering must go over both your mouth and your nose.

If you are reminded to wear a face covering and/or distancing yourself from others, please do so immediately. If you refuse to comply, you will be required to leave class. If you refuse to leave, the class

session will be cancelled in order to minimize disruption and maintain a safe environment. Students who violate campus safety policies may be subject to disciplinary actions.

Finally, if you are unable to attend class at any time, please be sure to reach out to your professors so that they can help you stay on track. It is far too easy to get behind when dealing with the usual day-to-day issues that crop up; with the added stress of COVID-19, it is easier than ever. Please know that we are here to help!

COPYRIGHT STATEMENT

The materials provided by the instructor in this course are for the use of students enrolled in the course. All materials in the course are covered under this statement. Copyrighted course materials may not be further disseminated.

Parts of this syllabus are adapted from

Gradel, K. (2012). *EDU 349: Education Psychology syllabus*. Fredonia, NY: SUNY Fredonia.

Harvard University. (nd). Best practices: Online pedagogy. Retrieved from <https://teachremotely.harvard.edu/best-practices>

Kaiser, K. (2017). *Oral/interpersonal communication – Online syllabus*. Steven's Point, WI: Mid-State Technical College.

Lohiser, A. (2020). Personal communication.

Palczewski, C. H. (2012). *Comm4216: Political communication syllabus*. Retrieved from <http://www.uni.edu/palczews/PolComm.htm>

Course Schedule**

COMM430: Communication Theory
Remote Instruction

*Complete each assigned reading & lecture prior to completing assignments & attending our class meetings.
Attendance is required for all class meetings.*

Learning Plan 1: February 3 – February 10 @ 2 PM
Week 1

Topics:

1. Welcome to the course
2. Launching your study of communication theory
3. Talk about theory
4. Weighing words
5. Communication Theory Blogging Assignment

Assigned Readings:

Course syllabus–PDF reading
Chapter 1
Chapter 2
Chapter 3
Assignment Guidelines & Rubric – PDFs

Assignments:

- Create blog web address & paste it on shared Google Doc
- Blog post 1: Original Post
- Blog post 1: Respond to 1 peer’s post
- Google Form: Student Information Survey
- Quiz: Syllabus
- Google Drive Folder: Create a Google Drive folder. Share the folder’s link with mcgowan@fredonia.edu.

Deadlines:

M, Feb. 8 @ 2 PM
M, Feb. 8 @ 2 PM
W, Feb. 10 @ 2 PM
W, Feb. 10 @ 2 PM
W, Feb. 10 @ 2 PM
W, Feb. 10 @ 2 PM

Virtual Class Meeting(s) this Week:

- F, Feb. 5 from 12:40-1:30 PM

Topic/Task

Discussion: Introduction to course & communication theory

Learning Plan 2: February 10 – February 17 @ 2 PM
Week 2

Topics:

1. Mapping the territory
2. Expectancy Violations Theory
3. Social Penetration Theory
4. ePortfolio Assignment

Assigned Readings:

Chapter 4
Chapter 7
Chapter 8
Assignment Guidelines – PDF & Video

Assignments:

- Blog post 2: Original Post
- Blog post 2: Respond to 1 peer’s post
- Survey-Feedback on Learning Plan 1
- ePortfolio Step 1

Deadlines:

M, Feb. 15 @ 2 PM
W, Feb. 17 @ 2 PM
W, Feb. 17 @ 2 PM
W, Feb. 17 @ 2 PM

Virtual Class Meeting(s) this Week:

- F, Feb. 12 from 12:40-1:30 PM

Topic/Task

Discussion: Ch. 7 & 8

Learning Plan 3: February 17 – February 24 @2 PM
Week 3

Topics:

1. Uncertainty Reduction Theory
2. Social Information Processing Theory

Assigned Readings:

Chapter 9
Chapter 10

Assignments:

- Blog post 3: Original Post
- Blog post 3: Respond to 1 peer's post
- ePortfolio Steps 2, 3, & 4

Deadlines:

M, Feb. 22 @ 2 PM
W, Feb. 24 @ 2 PM
W, Feb. 24 @ 2 PM

Virtual Class Meeting(s) this Week:

- F, Feb. 19 from 12:40-1:30 PM
- M, Feb. 22 from 12:40-1:30 PM

Topic/Task

Discussion: Ch. 9
Discussion: Ch. 10

Learning Plan 4: February 24 – March 3 @2 PM
Week 4

Topics:

1. Relational Dialectics
2. Communication Privacy Management Theory

Assigned Readings:

Chapter 11
Chapter 12

Assignments:

- Blog post 4: Original Post
- Blog post 4: Respond to 1 peer's post
- Google Form: Post Secret

Deadlines:

M, March 1 @ 2 PM
W, March 3 @ 2 PM
M, March 1 @ 12 PM

Virtual Class Meeting(s) this Week:

- F, Feb. 26 from 12:40-1:30 PM
- M, March 1 from 12:40-1:30 PM

Topic/Task

Discussion: Ch. 11
Discussion: Ch. 12

Learning Plan 5: March 3 – March 10 @2 PM
Week 5

Topics:

1. Social Judgment Theory
2. Elaboration Likelihood Model
3. Cognitive Dissonance Theory
4. Finding & Citing Credible Sources

Assigned Readings:

Chapter 14
Chapter 15
Chapter 16
OnCourse-PDF File & Video

Assignments:

- Blog post 5: Original Post
- Blog post 5: Respond to 1 peer's post
- ePortfolio: Contribute to the list [feedback topics](#) for peers to consider when reviewing an ePortfolio page.

Deadlines:

M, March 8 @ 2 PM
W, March 10 @ 2 PM
W, March 10 @ 2 PM

Virtual Class Meeting(s) this Week:

- F, March 5 from 12:40-1:30 PM
- M, March 8 from 12:40-1:30 PM

Topic/Task

Discussion: Ch. 14 & 15

Ch. 16
Demonstration: A practice ePortfolio discussion forum "Part B."

Learning Plan 6: March 10 – March 17 @2 PM
Week 6

Topics:

1. Exam 1
2. Building an ePortfolio site homepage

Assigned Readings:

Exam review sheet
Page in OnCourse

Assignments:

- Build ePortfolio site homepage
- Discussion forum: ePortfolio site homepage Part A
- Discussion forum: ePortfolio site homepage Part B
- Exam 1

Deadlines:

M, March 15 @ 2 PM
M, March 15 @ 2 PM
W, March 17 @ 2 PM
W, March 17 @ 2 PM

Virtual Class Meeting(s) this Week:

- F, March 12 from 12:40-1:30 PM

Topic/Task

Exam 1 study session
Building “homepage” ePortfolio site page

Learning Plan 7: March 17 – March 24 @2 PM
Week 7

Topics:

1. Media Ecology
2. Semiotics

Assigned Readings:

Chapter 25
Chapter 26

Assignments:

- Build ePortfolio site page 2
- Discussion forum: ePortfolio site page 2 Part A
- Discussion Forum: ePortfolio site page 2 Part B
- Google Form: Mid-semester feedback

Deadlines:

M, March 22 @ 2 PM
M, March 22 @ 2 PM
W, March 24 @ 2 PM
W, March 24 @ 2 PM

Virtual Class Meeting(s) this Week:

- F, March 19 from 12:40-1:30 PM
- M, March 22 from 12:40-1:30 PM

Topic/Task

Ch. 25
Ch. 26

Learning Plan 8: March 24 – March 31 @2 PM
Week 8

Topics:

1. Cultural Studies
2. Uses and Gratifications Theory

Assigned Readings:

Chapter 27
Chapter 28

Assignments:

- Build ePortfolio site page 3
- Discussion forum: ePortfolio page 3 Part A
- Discussion forum: ePortfolio page 3 Part B

Deadlines:

M, March 29 @ 2 PM
M, March 29 @ 2 PM
W, March 31 @ 2 PM

Virtual Class Meeting(s) this Week:

- F, March 26 from 12:40-1:30 PM
- M, March 29 from 12:40-1:30 PM

Topic/Task

Discussion: Ch. 27
Discussion: Ch. 28

Learning Plan 9: March 31 – April 7 @ 2 PM
Week 9

Topics:

1. Cultivation Theory
2. Agenda-setting Theory
3. Media Framing

Assigned Readings:

Chapter 29
Chapter 30
Entman - PDF

Assignments:

- Blog post 6: Original Post
- Blog post 6: Respond to 1 peer's post

Deadlines:

M, April 5 @ 2 PM
W, April 7 @ 2 PM

Virtual Class Meeting(s) this Week:

- F, April 2 from 12:40-1:30 PM
- M, April 5 from 12:40-1:30 PM

Topic/Task

Discussion: Ch. 29
Discussion: Ch. 30 & Framing

Learning Plan 10: April 7 – April 14 @ 2 PM
Week 10

Topics:

1. Genderlect Styles
2. Standpoint Theory
3. Muted Group Theory

Assigned Readings:

Chapter 31
Chapter 32
Chapter 33

Assignments:

- Build ePortfolio site page 4
- Discussion forum: ePortfolio site page Part A
- Blog post 7: Original Post
- Discussion forum: ePortfolio site page Part B
- Blog post 7: Respond to 1 peer's post

Deadlines:

M, April 12 @ 2 PM
M, April 12 @ 2 PM
M, April 12 @ 2 PM
W, April 14 @ 2 PM
W, April 14 @ 2 PM

Virtual Class Meeting(s) this Week:

- F, April 9 from 12:40-1:30 PM
- M April 12 from 12:40-1:30 PM

Topic/Task

Discussion: Ch. 31
Discussion: Ch. 32 & 33

Learning Plan 11: April 14 – April 21 @ 2 PM
Week 11

Topics:

1. Communication Accommodation theory
2. Face-Negotiation Theory

Assigned Readings:

Chapter 34
Chapter 35

Assignments:

- Blog post 8: Original Post
- Blog post 8: Respond to 1 peer's post

Deadlines:

M, April 19 @ 2 PM
W, April 21 @ 2 PM

Virtual Class Meeting(s) this Week:

- F, April 16 from 12:40-1:30 PM
- M, April 19 from 12:40-1:30 PM

Topic/Task

Discussion: Ch. 34
Discussion: Ch. 35

Learning Plan 12: April 21 – April 28 @ 2 PM
Week 12

Topics:

1. Exam 2
2. Writing an “about me” ePortfolio site page

Assigned Readings:

Exam review sheet
Page in OnCourse

Assignments:

- Build ePortfolio site “about me” page
- Discussion forum: ePortfolio site “about me” page Part A
- Discussion forum: ePortfolio site “about me” page Part B
- Exam 2

Deadlines:

M, April 26 @ 2 PM
M, April 26 @ 2 PM
W, April 28 @ 2 PM
W, April 28 @ 2 PM

Virtual Class Meeting(s) this Week:

- F, April 23 from 12:40-1:30 PM

Topic/Task

Exam 2 Study Session
Building “about me” ePortfolio site page

Learning Plan 13: April 28 – May 5 @ 2 PM
Week 13

Topics:

1. Semester Project: ePortfolio
2. Peer review

Assigned Readings:

PDF-Assignment Guidelines
Page in OnCourse

Assignments:

- Build ePortfolio site “theory application” page
- Complete draft of ePortfolio site
- ePortfolio peer review
- Extra Credit: Discussion Forum: Who Taught You Something New? [optional]
- COMM430 Unofficial End-of-Semester Evaluation

Deadlines:

M, May 3 @ 12:40 PM
M, May 3 @ 12:40 PM
M, May 3 @ 12:40 PM
W, May 5 @ 2 PM

W, May 5 @ 2 PM

Virtual Class Meeting(s) this Week:

- F, April 30 from 12:40-1:30 PM
- M, May 3 from 12:40-1:30 PM

Topic/Task

Discussion: Building “theory application”
ePortfolio site page
ePortfolio peer review

Learning Plan 14: May 5 – Tuesday May 11 @ 2 PM
Week 14

Topics:

1. Final version of ePortfolio

Assigned Readings:

Assignment checklist & rubric

Assignments:

- Final version of ePortfolio
- COMM430 Unofficial End-of-Semester Evaluation

Deadlines:

T, May 11 @ 2 PM
T, May 11 @ 2 PM

Virtual Class Meeting(s) this Week:

- F, May 7 from 12:40-1:30 PM

Topic/Task

Workday: ePortfolio

**** Schedule Notes:**

- The course schedule is a general plan for the course; deviations announced to the class by the professor may be necessary. The schedule is tentative and may change due to the needs of the class. Should a change be necessary, the professor will let you know of the changes as soon as they are decided via email and OnCourse.
- Last day to **drop** the course is Feb. 9, 2021.
- **Mid-semester grades** are available to students on March 25 2021.
- The last day to **withdraw** from the course is April 9, 2021.
- **Final grades** are due to the Registrar's Office on May 19 and will be made available through OnCourse.
- **Final grades** are available to students through YourConnection on May 20, 2021.