Course Number and Title:
    90668 - SPCH 337 - 60 Analysis of Communication
Class Time and Place:
    Hybrid, Blackboard and Thursday at 11:30-12:50 Aug. 24-Dec.10, 2014
Instructor:
    Laura Kay McDavitt
Office Location:
    Room 107, 118 Rose E. McCoy Building
Office Hours:
    Tuesday: 9:00-1:00
    Thursday: 9:00-11:30
E-Mail:
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    662-312-7149 (cell) or 601-979-3329

Course Description

This course is a detailed analysis of the process of communication. Methods and models of communication will be studied in-depth to understand theories that guide criticism, interpretation and validation of the process and effects of communication, oral and written, in all sectors of life.

 Analysis of Communication fulfills a writing intensive requirement and is designed to analyze the process of communication. Writing accounts for approximately 38% of your grade. It does so through the theory application logs and a 2500 word research paper and presentation. The research paper will be completed through an outline, draft, and revision process. The research topic is due September 17th, the outline is due October 1st and the first draft is due October 29th; I will provide commentary on the draft, and the revised draft will be due on December 2st.

Course Prerequisites

There are no prerequisites for this course but it is best if you have completed SPCH-201 Speech Arts prior to taking this class.

Course Objectives

Note: Course objectives address how the course is situated within the Core Curriculum and/or within the department as a major requirement. The primary audience for course objectives is faculty

In this course (SPCH-337) students will:

- Review the major theories and concepts in the field of communication.
- Engage in the process of critical analysis of selected theories of communication.
- Explore how these theories of communication are applicable in real world situations.
- Demonstrate an understanding of how to integrate communication theory and practical applications with both written and oral assignments.

Student Learning Outcomes

Note: Student Learning Outcomes describe what students will be required to *do* to achieve the Course Objectives. The primary audience for SLOs is students.
At the completion of this course:

1. Students will be able to use both their oral and written communication skills to demonstrate their understanding of how to identify, explain and analyze the major theories of communication.
2. Students will be able to formulate and express original ideas in the field of communication in their research paper and theory application logs.
3. Students will be able to identify and discuss the history of communication and its impact on the field of communication.
4. Students will be able to research, interpret and analyze current scholarly research in the field of communication.

Course Competencies

Note: Course competencies describe skills and abilities students will engage, develop, or sharpen as they complete the SLOs and work towards achievement of the Course Objectives.

This course fulfills the following course competencies:

- **Written Communication**: Context and purpose, content development, genre and disciplinary conventions, and sources and evidence.
- **Oral Communication**: Organization, language use, delivery, supporting material.
- **Inquiry and Analysis**: Topic selection, analysis, conclusions.

Required Textbook and Readings

For successfully completion of this class, you will need to purchase a code and EBook of the following textbook:

A First Look at Communication Theory, 9e, (GRIFFIN)
Connect ISBN: 1259301052

Below you will find an outline of your reading assignments. It is important that you have the assigned chapters read prior to assigned discussion date. Additional reading assignments may be assigned throughout the semester.

Course Content and Assignment Schedule
(Schedule is subject to adjust as needed)

WEEK # 1	Analysis of Communication Class Schedule	Points
Tuesday 25-Aug	Registration and review of syllabus, class expectations and schedule.	
Thursday 27-Aug	Discussion of grading matrix, working with Blackboard and course assignments. Impromptu Speech and review of professional communication skills.	25
WEEK # 2		
Tuesday, 1-Sept	**On-line Assignment:** Complete Connect Learn Smart for Chapter 1: Launching Your Study of Communication (50) and Chapter 1 Quiz (100)	150
Thursday, 3-Sept	Student lead discussion of Chapter 1.	
WEEK # 3		
Tuesday, 8-Sep	**On-line Assignment:** Complete Connect Learn Smart for Chapter 2: Talk about Theory (50) and Chapter 2 Quiz (100)	150
Thursday, 10-Sep	Student lead discussion of Chapter 2. Discussion of research paper and topics.	
WEEK # 4		
Tuesday, 15-Sep	**On-line Assignment:** Complete Connect Learn Smart Chapter 3: Weighing the Words (50) and Chapter 3 Quiz (150).	150
Thursday, 17-Sep	Student lead discussion of Chapter 3. *Research paper topic due.*	50
WEEK # 5		
Tuesday, 22-Sep	**On-line Assignment:** Complete Connect Learn Smart Chapter 4: Mapping the Territory (50) and Chapter 4 Quiz (100)	150
Thursday, 24-Sep	Student lead discussion of Chapter 4 and Theory Application Log due.	50
WEEK # 6		
Tuesday, 29-Sep	**On-line Assignment:** Complete Connect Learn Smart Chapter 5, Symbolic Interactionism (50) and Chapter 5 Quiz (100)	150
Thursday, 1-Oct	Student lead discussion of Chapter 5 and Theory Application Log due. *Research Paper Outline Due (100 points)*	150
WEEK # 7		
Tuesday, 6-Oct	**On-line Assignment:** Complete Connect Learn Smart Chapter 6, Coordinated Management of Meaning (50) and Chapter 6 Quiz (100)	150
Thursday, 8-Oct	Student lead discussion of Chapter 6 and Theory Application Log due.	50
WEEK # 8		
Tuesday, 13-Oct	**On-line Assignment:** Complete Connect Learn Smart Chapter 7, Expectancy Violations Theory (50) and Chapter 7 Quiz (100)	150
Thursday, 15-Oct	Student lead discussion of Chapter 7 and Theory Application Log due.	50
WEEK # 9		
Tuesday,	**On-line Assignment:** Complete Connect Learn Smart Social	15f0

20-Oct	Penetration Theory (50) & Chapter 8 Quiz (100)	
Thursday, 22-Oct	Student lead discussion of Chapter 8 and Theory Application Log due.	50
WEEK # 10		
Tuesday, 27-Oct	**On-line Assignment:** Complete Connect Learn Smart Chapter 9, Uncertainty Reduction Theory (50) & Chapter 9 Quiz (100)	150
Thursday, 29-Oct	Student lead discussion of Chapter 9 and Theory Application Log due. *Research Paper Draft due by email (100 points).*	150
WEEK # 11		
Tuesday, 3-Nov	**On-line Assignment:** Complete Connect Learn Smart Chapter 12. Communication Privacy Management Theory (50) and Chapter 12 Quiz (100)	150
Thursday, 5-Nov	Student lead discussion of Chapter 12 and Theory Application Log due.	50
WEEK #12		
Tuesday, 10-Nov	**On-line Assignment:** Complete Connect Learn Smart Chapter 14. Social Judgment Theory (50) and Chapter 14 Quiz (100).	150
Thursday, 12-Nov	Student lead discussion of Chapter 14 and Theory Application Log due.	50
WEEK # 13		
Tuesday, 17-Nov	**On-line Assignment:** Complete Connect Learn Smart Chapter 22. The Rhetoric of Aristotle (50) and Chapter 22 Quiz (100).	150
Thursday, 19-Nov	Student lead discussion of Chapter 22 and Theory Application Log due.	50
WEEK #14		
23-27-NOV	**FALL BREAK & THANKSGIVING**	
WEEK #15		
Tuesday, 1-Dec	*Research Paper (200 points) and Presentation (200 points) Due with peer reviews*	400
Thursday, 3-Dec	*Continue: Research Paper and Presentation Due with peer reviews*	
WEEK #16	**Exam Week**	
	Total Points:	2925

Methods of Student Evaluation and Instruction Strategies

Your individual performance on directed exercises, analyzing selected movies, application logs, oral presentations and analytical term paper, exams will serve as the basis for earned grades. Specifically, grades will be determined from the following: instructor evaluations and the Written and Oral Communication VALUE Rubrics provided below.

Formative Assignments	Points
Topic, outline and draft of Research Paper	250
Impromptu Speech	25
LearnSmart Chapter Assignments	600
Daily contributions based on required readings, attendance, Theory Application Logs, presentation and peer review (9 @ 50 each)	450

Summative Assignments

Final Research Paper & Presentation	400
Chapter Quizzes (3 @ 100 each)	1200
Total Points Available	**2925**

*Please note that Speech Communication and Theatre majors can only pass this course with the final grade of A, B, or C.

Letter grades will be determined by the following:

Letter Grade	Point Range
A	2925-2632
B	2632-2340
C	2340-2047
D	2047-1755
F	Below 1755

*Students will receive the grade of "I" (if passing) for incomplete minor work, at the professor's discretion.

Chapter Quizzes
There will be nine chapter quizzes in this class. The chapter quizzes are designed to encourage you to remain current on your reading. Due to the large amount of material, you will find that the chapter text will help you retain pertinent information and facilitate class discussions. These quizzes are intended to be completed after you have completed the McGraw Hill Learn Smart Chapter assignments, which walk you through your readings. Both are found with in

Writing Assignments

This is a Writing Intensive course and 38% of your grade will be derived from writing assignments. Throughout the semester, you will be submitting nine theory application logs and a draft and final research paper. The course schedule above provides you an outline of our schedule. I will provide you with detailed instructions in class about each assignment and the writing guidelines. I have also provided a grading rubric that can be used to help identify what I will be looking for in your written assignments.

Theory Application Logs

Your theory application logs will be an opportunity for you to explore the theories we will be discussing. The goal is for you to express in your own words your understanding of the theory and to describe how that theory would be applicable within our lives. These logs should be less than two pages typed. This assignment will be reviewed by your peers and be the basis of our discussion on the assigned due date. Your theory application logs and the analysis of communication will provide me with an opportunity to assess your writing analytical skills.

Research Paper and Presentation

Throughout the semester, you will be working on your final research project. The field of communication is vast and this research paper is intended to allow you to investigate and analyze one of the theories, theoretical topics, and general approaches to communication not explicitly featured in this class and share your research with your peers. This project is your largest project and makes up almost 23% of your grade. Effective writers know that writing is a "recursive" process and I will be working with you throughout the semester on your project through a series of outlines, drafts and revisions. Although specific details will be discussed in class but the general timeline for your project is as follows:

Due Date	Research Paper Schedule	Points
17-Sep	Research Paper Topic Due	50
1-Oct	Research Paper Outline Due	100
29-Oct	Research Paper Draft due by email.	100
2-Dec	Research Paper and Presentation Due with peer reviews	400
	Total Points:	650

This research project will assess the following skills (Addresses the student learning objectives and competencies):

1. Ability to demonstrate an understanding of how to identify, explain and analyze a major theory of communication though both written and oral communication.
2. Ability to formulate and express original ideas in the field of communication.
3. Ability to research, interpret and analyze current scholarly research in the field of communication.

Oral Presentations

This class has multiple opportunities for the verbally presentation of your ideas and research to the class. Approximately 20% of your grade will be assessed on your ability

to effectively orally communicate. You will be expected to be well organized, professional and demonstrate your skills as a communicator. I will provide you additional guidelines in class and below you will find a copy of the Presentation Grading Criteria that will be used throughout the class. Specific assignments that require you to make a presentation include:

Class Rules
1. Arrive on time prepared to discuss assigned reading
2. Completed all assignments on time.
3. Actively contribute to class discussions.
4. Contact me if you need of extra help or feels confused about any assignments or requirements in a timely manner.
5. Demonstrate respect for fellow classmates and the instructor.
6. Be prepared to focus your attention on the class. Use of electronic devices should be limited to purposes pertaining to the class only.
7. Avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.
8. Contact me about any disagreement about a grade or other assessment within one week of receiving the grade.
9. Do not bring food or beverages to class other than water.

Classroom Attendance and Work Policies
You are expected to be in class, on time and to actively participate in class discussions. Be mindful that there are many assignments that require in-class presentations or participation and if you are absent or late, you will forfeit the available points for that day. If you fail to attend, you will not be given an opportunity to make up the work. I reserve the right to adjust the assignment dates as stated above; therefore, you need to be present to ensure you are present. **Please note that after your third unexcused absence you will drop one letter grade. After nine absences, you will fail this class.**   In addition, being late to class is disruptive and if you are late 3 times it will counted as one absence. It is your responsibility to ensure that you are counted present. **Further, all assignments and readings are due on time.**

Academic Honesty Statement
All acts of academic dishonesty (e.g., cheating on exams, plagiarizing or presenting another person's work as one's own, having another person write one's paper, fabricating research data, presenting excuses which are untrue for failing to meet academic and professional standards) are a violation of University Policy, which will entail appropriate penalties.

Additional Course Resources

Richard Wright Center (RWC)
This course is a writing intensive course and a large proportion of your grade will be based on written assignments. Prior to submitting a written assignment you are encouraged to make an appointment at the Richard Wright Center to receive personal assistance with the development of your writing and research skills.

The Richard Wright Center for Writing, Rhetoric, and Research provides an environment for intellectual engagement beyond the classroom. At any stage of the creative and research processes, students may interact with trained tutors using technology to develop

written, oral, and visual representations of their ideas for an academic audience. Location: H. T. Sampson Library, 1st floor. For hours, workshops, and to make an appointment, go to www.jsums.edu/wrightcenter, or call 601-979-6094.

Mentoring
I am available to assist you with any concerns you may have about the course or your career development. If you wish to schedule an appointment for an in-depth consultation please contact me at 662-312-7149 or at laura.k.mcdavitt@jsums.edu.

Additional Resources
Additional assistance is available through me if needed. Feel free to schedule a one-on-one session with me as needed. I am also available via email or text from the hours of 8 AM until 9 PM. You can contact me at laura.k.mcdavitt@jsums.edu or 662-312-7149.

Special Needs Learning
If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the **Office of the Americans with Disabilities Act (ADA) Coordinator and Compliance Officer, P.O. Box 17999, Jackson, MS 39217, telephone (601) 979-3704** as early as possible in the term.

Diversity Statement
Jackson State University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area. All persons are encouraged to respect the individual differences of others.

Grievances
Any student who has a grievance and/or complaint must first discuss the grievance and/or complaint with the professor and complete a student complaint form with the professor. If there is no resolution at the student/professor level, the student can then address his/her complaints through the appropriate channels of administration:

Department Chair: Dr. Mark Henderson (McCoy Building)
Dean of College of Liberal Arts   **Dr. Mario Azevedo** (Liberal Arts Building)

References

Frey, L. R., (2006). Group Communication in Context: Innovations and Applications with
       Natural Groups Hampton Press, 254.

Garnett, J. L., & Kouzmin, A. (2007, December). Communicating throughout Katrina: competing and Complementary Conceptual Lenses on Crisis Communication. *Public Administration Review, 67*, 171-188. Retrieved 11 19, 2013, from http://www.jstor.org/stable/4624695

Koesten, J., & Rowland, R. C. (2004, Spring). The Rhetoric of Atonement. *Communication Studies, 55*(1), 68-87.

Palttala, P., Boano, C., Lund, R., & Marita, V. (2012, March). Communication Gaps in Disaster Management: Perceptions by Experts from Governmental and Non-Governmental Organizations. *Journal of Contingencies and Crisis Management, 20*(1), 1-12. doi:10.111/j.1468-5973.2011.00656.x

Sheldon, Pavica, (2013). Testing Parental and Peer Communication Influence on Young Adults' Body Satisfaction, Southern Communication Journal. 78 (3), 215-232.

Wright, K. B., (2004). On-line Relational Maintenance Strategies and Perceptions of Partners within Exclusively Internet-based and Primarily Internet-based Relationships, *Communication Studies 55* (2), 239- 254.

Writing Assignments will be Graded on the Following Criteria				
	"A" Paper Criteria	"B" Paper Criteria	"C" Paper Criteria	"D" Paper Criteria	"F" Paper Criteria
Context of & Purpose of Writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s)	Does not demonstrate attention to context, audience, purpose or the assigned task(s).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Does not use appropriate or relevant content to develop simple ideas.
Genre & Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions including organization, content, presentation, formatting, and stylistic choices found in this field.	Demonstrates consistent use of important conventions including organization, content, presentation, and stylistic choices found in this field.	Follows expectations appropriate for basic organization, content, and presentation in the field of communications.	Little attempt to use a consistent system for basic organization and presentation in this field	No attempt to use a consistent system for basic organization and presentation.
Sources & Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas.	Demonstrates consistent use of credible, relevant sources to support ideas.	Demonstrates an attempt to use credible and/or relevant sources to support ideas.	Rarely demonstrates an attempt to use sources to support ideas in the writing.	Did not demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax & Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that impedes meaning because of errors in usage.
*Criteria based on the Association of American Colleges and Universities' Oral Communication Value Rubric				

Presentation Grading Criteria					
	"A" Presentation Criteria	"B" Presentation Criteria	"C" Presentation Criteria	"D" Presentation Criteria	"F" Presentation Criteria
Organization (specific introduction and conclusion, sequenced material within the body, and transitions)	Organizational pattern is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern is clearly and consistently observable within the presentation.	Organizational pattern is intermittently observable within the presentation.	Organizational pattern is rarely observable within the presentation	Organizational pattern is not observable within the presentation
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices show little evidence of being well thought-out and only partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and rarely support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery (posture, gesture, eye contact, and vocal expressiveness)	Delivery techniques make the presentation compelling, and speaker appears polished and confident.	Delivery techniques make the presentation interesting, and speaker appears comfortable.	Delivery techniques make the presentation understandable, and speaker appears tentative.	Delivery techniques is used only minimally make the presentation understandable, but speaker appears uncomfortable.	Delivery techniques detract from the understandability of the presentation, and speaker appears uncomfortable and unprepared.
Supporting Material (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities)	A variety of types of supporting materials were used to make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility on the topic.	Supporting materials were used to make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility on the topic.	Supporting materials were used to made appropriate reference to information or analysis that partially supported the presentation or establishes the presenter's credibility on the topic.	Insufficient supporting materials were used to make reference to information or analysis that supports the presentation or establishes the presenter's credibility on the topic.	Failure to utilize supporting materials or make reference to information or analysis that supports the presentation or establishes the presenter's credibility on the topic.
Central Message	A compelling central message was used that was precisely stated, appropriately repeated, memorable, and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	Central message can not be deduced, but is not explicitly stated in the presentation.

*Criteria based on the Association of American Colleges and Universities' Oral Communication Value Rubric