



# CMM-100 INTRODUCTION TO HUMAN COMMUNICATION

## FALL SEMESTER - 2013

**Daniel Chornet Roses, Ph.D.**  
Department of Communication

**Email:** [dchornet@slu.edu](mailto:dchornet@slu.edu)

**Office:** C/ de las Amapolas, 3 –  
3<sup>rd</sup> Floor – Office #9

**Telephone:** 91-554 5858-Ext.

**Class meets:** M & W from 2 to 3:15 p.m. PRH 2

**Office Hours:** M & W from 5-6 p.m. T & Th  
1:30-2:30 & from 4-5 p.m. or by appointment

**Course credit:** 3.0 Hours

**Prerequisite:** ENG-150

## COURSE DESCRIPTION

Introduction to Human Communication is a basic survey course that will introduce you to a wide array of areas in the field of communication. Love letters, songs, advertisements, the clothes you are wearing right now, movies, poems, the expression on your face when you speak, group projects, sending emails, posting your opinion on an online forum, using your iPhone, Blackberry, using instant messenger, making friends, starting romantic relationships, and interacting with you host family in Spain (or any Spaniards) have one thing in common. These are ways and contexts in which we use communication with different intentions and goals.

The first part of the semester will be devoted to the study of communication in general: its origins, definitions, models and perspectives. Then, we will study the different methods for conducting communication research. This will provide us with the appropriate lenses to better understand the different communication contexts: Interpersonal communication, Group communication, Organizational communication, Public communication, Mass media and Intercultural communication. But before we actually start dealing with the different contexts for communication, we will focus on more basic aspects of the communicative process such as the decoding (perception, information processing and listening) and encoding (spoken and nonverbal communication) of messages.

## COURSE GOALS

You engage in human communication on a daily basis, however, we are not always aware that we are doing it. This course will help you:

- Become aware of communication processes that surround us.
- Develop an analytic acuity that will allow you understand such communication processes more effectively.
- Gain an introductory, though comprehensive, understanding of the field of communication.
- Enjoy knowing about communication and apply that knowledge to your everyday life to make sense of it.



## SLU'S FIVE DIMENSIONS

Reflective of its mission, Saint Louis University–Madrid Campus strives to engage its students in five interrelated dimensions contributing to the development of the whole person:

- ▶ **Scholarship and Knowledge** By developing a well-rounded educational foundation which incorporates learning through experience, by becoming scholars in their chosen fields, and by dedicating themselves to the advancement of knowledge, students are prepared for advanced study, for their careers, and for lifelong learning.
- ▶ **Intellectual Inquiry and Communication** By developing the abilities of intellectual inquiry and communication, students are able to learn effectively, express ideas and concepts clearly, and apply their knowledge to new situations they encounter.
- ▶ **Community Building** By welcoming and working with others, regardless of race, ethnicity, religion, or gender, students build an inclusive community which leads to respect and compassion for human life and the dignity of each person.
- ▶ **Leadership and Service** By serving others and by promoting social justice, students become men and women for others who lead by their example.
- ▶ **Spirituality and Values** By developing their spirituality, values, and openness to the transcendent, students determine principles to guide their actions and their relationships with others.

## COURSE OBJECTIVES

Upon completing this courses, students will be able to:

	<b>SKILLS</b>	<b>ASSESSMENT</b>
<b>COGNITIVE LEARNING</b>	⊕ Identify and understand, the many perspectives on communication.	Class presentation, Exams Class Discussion, Quizzes, and application
	⊕ Understand, apply and evaluate different communication processes (verbal and	Term Paper, Class Discussion, Exams and Quiz.
	⊕ Identify and understand the different contexts for human communication	Term Paper, Class Discussion, Exams, Quizzes, and application paper 2 & 3.
	⊕ Use pre-existing knowledge to make sense of the different communication processes, contexts, and theories.	Journal Entries, Class Discussions, Exams
	⊕ Analyze communication examples and experiences in light of different concepts, contexts, and theories.	Application logs, Class Discussions, application papers 1, 2, & 3, and Exams.
	⊕ Produce own examples and illustrations of concepts, contexts, and theories based on their experiences or previous knowledge.	Term paper, Class discussions, Journal Entries, Quizzes, and Exams.
<b>AFFECTIVE LEARNING</b>	⊕ Raise consciousness concerning the ethical implications of certain social situations as they are constructed and legitimized through communication.	Class Discussion, Journal Entries, Exams
	⊕ Demonstrate sensitivity and empathy towards “the other” through the lens of the readings covered.	Class Discussion, Journal Entries



## COURSE DYNAMICS

Overall, the structure of the course will include, **lecturing, discussions, and activities**. How effectively the class unfolds highly depends on your **attitude, work and, discipline**. I expect that you have a positive attitude in class; I expect you read the assigned articles and book chapters before coming to class; and I expect that you always come to class ready to **think, discuss, apply, exemplify, theorize, critique, and evaluate** the materials you have read. This course requires that you are an **active learner** inside and outside the class. In the end, being active in class will result in achieving the **skills** outlined above and in an **enjoyable experience**. Let me know how I can help you meet these requirements in order to learn and succeed in CMM-100.

## REQUIRED MATERIALS

**TEXTBOOK:** Available in the bookstore

📖 Trenholm, S. (2010). Thinking through communication: An introduction to the study of human communication (6<sup>th</sup> ed.) Boston, MA: Pearson.

**READING PACKET:** Available online at:

<http://cmm100introductiontohumancommunication.pbworks.com>

## COURSE ASSIGNMENTS

 **Please keep track of your scores as you receive them from me.**

ASSIGNMENTS	POINTS	APPROX. VALUE	MY SCORE
Exam 1 (Midterm)	100	20 %	
Exam 2 (Final)	100	20 %	
Paper 1	100	20 %	
Group Presentation	75	15 %	
Application Papers (2 @ 15 pts)	30	6 %	( )-( )-( )
Quizzes (2 @ 20 pts)	40	9 %	( )-( )-( )
Attendance, Participation	50	10 %	
<b>Total</b>	<b>495</b>	<b>100%</b>	

**Application Papers Format:** The document should include the assignment number, your name and a title for the assignment. Your written assignment needs to be grammatically sound and proofread. All assignments need to be typed and printed. **I will not accept handwritten documents under any circumstances.**

**Name, Date & Title of the Assignment**

**Margins:** 1 inch (top, bottom, left and right)

**Font:** Times New Roman, 12-point font

**Line spacing:** The whole document needs to be double spaced

**Length:** 2 pages maximum unless specified differently. Choose the information you are going to include so that it responds to the requirements of the assignment. Synthesize the information so that you are able to include everything you consider relevant.

**NOTE:** for some assignments the page limit and format will vary (instructions will be provided in class)

**Further instructions for each assignment will be provided in class.**



## HOW TO SUBMIT YOUR ASSIGNMENTS

Let's save some trees and your printing quota! You will submit your assignments through this link:

<http://dropitto.me/CHORNET-CMM-ASSIGNMENTS>

### INSTRUCTIONS FOR ONLINE SUBMISSIONS

You need to type a password before you can upload your file (Password: Communication). The password is CAPS sensitive.

- File Types allowed: .doc, .docx, .rtf, or .pages
- The document you upload needs to have the following information in CAPS:

COURSE #: CMM100-

YOUR NAME: -JDOE-

ASSIGNMENT NAME: -AP#1

SAMPLE FILE NAME: CMM100-JDOE-AP#1.doc

I need your files to have the information in that specific format and order, because when you submit them, I will receive files directly in one folder in my computer, and they will be mixed up with assignments from other students and other classes.

You are responsible for your file to be the right type (see file types above) and have the correct identifying information.

## ATTENDANCE, PARTICIPATION & DISCUSSION POLICIES

**ATTENDANCE:** Attendance is mandatory for this course to run properly. I will expect your physical and mental presence for each class day. I expect you to pay attention to class material (no newspapers, magazines, headphones, etc.) Later arrivals are highly discouraged since they are disruptive for the class. Arriving 20 minutes late will count as an absence. If you are unable to attend class, **it is your responsibility** to find out what assignments, handouts, activities, or instruction you missed (all supplementary readings are available in the WiKi workspace online. The schedule below contains a description of what will happen in each class. Ask me and/or your classmates to make sure you do not miss anything).

**ABSENCES:** Only university events and trips will be officially excused. However, it is your responsibility to make sure such events or trips do not interfere negatively with your performance in your classes. I will use my discretion to excuse medical or other situations.

**ABSENCES & PENALTIES:** You are allowed only 2 unexcused absences. **More than 2 unexcused absences** will significantly **lower your grade** (minus 5 points per unexcused absence after the second). **Missing 6 or more classes will be grounds to earn a failing grade.**

**ABSENCES & ASSIGNMENT SUBMISSIONS:** If you're sick and can't come to class the day an assignment is due, DO SUBMIT IT FOLLOWING THE INSTRUCTIONS ABOVE. You have all the dates for assignments scheduled in the syllabus. Plan your work ahead of time and be organized.

**LATE WORK:** You will lose **10% of your score**—per day—in any graded assignment submitted late **without an official excuse**. Submitting an assignment on time means to turn it in class. If you know that you are not going to turn in an assignment on time, let me know before it is due, in order to work out an solution.

**PARTICIPATION** entails critical thinking, critical listening and sharing your thoughts and opinions with your classmates. You should come to class prepared and willing to discuss the readings or ideas for that day. Active and useful participation requires effort from your part. I expect that your contributions to the discussion be grounded in the assigned readings. Avoid going off on tangents.



Only coming to class does not count as participation. I will keep track of your participation during discussions and in-class activities. In order to get credit for your presence in the classroom, you need to “participate” as described above.

#### HOW WILL YOU EARN YOUR PARTICIPATION GRADE?

**CAVEAT:** Missing classes and lateness will lower your participation grade.

- An “A” in participation means that you almost always participate (as described above) in class.
- A “B” in participation means that you frequently participate (as described above) in class.
- A “C” in participation means that you sometimes participate (as described above) in class.
- A “D” in participation means that you seldom participate (as described above) in class.
- An “F” in participation means that you rarely participate (as described above) in class.

**DISCUSSION:** This classroom will be a safe place for expressing your opinions and discussing them in a reasonable fashion with your classmates. You are free to speak your mind in class. As such, you may hear opinions and viewpoints that are contrary to yours and since you are all adults, I will expect you to be respectful when we are engaged in class discussion. Nonetheless, if you feel uncomfortable because of a class discussion, you may speak with me at any time.

## MISCELLANEOUS POLICIES

**CLASSROOM BEHAVIOR:** The use of cell phones and other electronic devices that may distract or disrupt the flow of class will not be tolerated. Yes, that includes your Blackberry and its instant messaging system ;-). Please, turn them off at the beginning of class or set them in FLIGHT mode. Laptops ARE authorized in the classroom as long as they are used to work on any aspect related to this particular course (taking notes, consulting electronic materials for discussion in class etc.)

**Students using laptops for other non-academic purposes will be invited to leave the classroom, their absence will count as unexcused, and they will not be allowed to use laptops in the classroom.**

**POLICY ON STUDENT--INSTRUCTOR COMMUNICATION:** If you need to contact me outside the classroom, use the email address listed in this syllabus or post a comment in the Wiki workspace created for this course. I will reply to the email you send me within 24 to 48 hours (it usually takes much less than that!)

**POLICY ON COMMUNICATION THROUGH THE WIKI WORKSPACE:** I will use the Wiki workspace to communicate with you. Whenever I post a comment or make a change to the Wiki workspace, you will receive notification of it. Consequently, the email address you give me in class has to be one that you use on a daily basis. It is your responsibility to make sure that you have set up the “Preferences” in the Wiki workspace so that you “receive notification right away when the workspace has changed.” When you sign up after you receive my invitation, you will have a chance to set up this option. If you don’t know how to do this, please talk to me and I’ll help you figure it out.

## GRADE DESCRIPTION

⊗ **A**—An “A” performance is a superior performance. To earn an “A” on an assignment, you must extend increased effort to seeing and thinking beyond the surface level of the assignment as well as show particular skill in composing your work. To earn an “A” in the course, you must excel consistently throughout the semester. This means producing polished, well-crafted work that shows extreme effort, using the revision process to shape your message for a particular audience, taking an active leadership role in class, being organized, ambitious and articulate.





⊗ **B**—A grade “B” shows that you have done a little more than what is required for the assignment. For example, it may mean that you have done some extra research or an effective analysis on an assignment, or that you have produced a piece of discourse that is somewhat innovative and interesting. To earn a “B” in the course, you must exceed the minimum requirements of producing solid work as well as show evidence of revision, be an active participant in the classroom, complete all activities carefully, and show preparation, improvement, and effort in every area.

⊗ **C**—A grade of “C” is an average grade. A “C” indicates that you have met the minimum requirements of the assignment. A “C” indicates that you need to improve and that there is potential in your work. To earn a “C” in this course means that you have made a minimum effort in your assignments and in class participation.

⊗ **D**—A grade of “D” means that your assignment has significant problems. For example, not completing part of an assignment or the assignment was not done on time. Also, a “D” will be given if you do not show sufficient effort, time, or concern for any particular assignment. Earning a grade of D or lower in this course means that you have not shown consistent effort toward improvement and have not met the minimum standards for the course.

⊗ **F**—A grade of “F” will be given in a case where your work is seriously lacking. Getting an “F” is an indicator that shows lack of interest and effort. Intentional plagiarism will undoubtedly lead to a grade of F (actually a 0) and may also result in more serious consequences such as failing the course.

GRADE PERCENTAGES	
94-100% ⇨⇨⇨ <b>A</b>	77-79% ⇨⇨⇨ <b>C+</b>
90-93% ⇨⇨⇨ <b>A-</b>	74-76% ⇨⇨⇨ <b>C</b>
87-89% ⇨⇨⇨ <b>B+</b>	70-73% ⇨⇨⇨ <b>C-</b>
84-86% ⇨⇨⇨ <b>B</b>	61-69% ⇨⇨⇨ <b>D</b>
80-83% ⇨⇨⇨ <b>B-</b>	60% and below ⇨⇨⇨ <b>F</b>

## ACADEMIC INTEGRITY GUIDELINES

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University’s evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student’s



own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link: [http://spain.slu.edu/academics/academic\\_advising/docs/Academic\\_integrity.pdf](http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf)

## SPECIAL ACCOMODATIONS STATEMENT

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to [http://spain.slu.edu/academics/learning\\_resources.html](http://spain.slu.edu/academics/learning_resources.html).

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to [counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu), or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

## TENTATIVE SCHEDULE

**TTC:** Thinking Through Communication (Textbook)

**Wiki:** Online reading packet (see URL above)

**This is a tentative schedule and it is subject to change in order to align with your needs as the semester progresses.**

Week	Day	Class Description	Reading	Assignments
Week 1	W-Sept-04	▶▶ Course description and introductions.		
Week 2 Introduction to Communication: History, Models, Paradigms, and Research Methods.	M-Sept-09	▶▶ The History of the field of Communication. Mapping the territory.	TTC: Ch. #1	
	W-Sept-11	▶▶ Communication Definitions, Models and Perspectives: What is communication? What are different approaches to the study of communication?	TTC: Ch. #2	Think about how to improve the existing communication models and invent and draw your own model (if you feel creative enough).



<b>Week 3</b> Introduction to Communication : History, Models, Paradigms, and Research Methods.	M-Sept-16	<ul style="list-style-type: none"> <li>Methods of Discovery. How do we know what we know? How do we study communication?</li> </ul>	TTC: Ch #13	In our everyday life, believe it or not, we are constantly doing research (ordinary as opposed to scientific!). Your task is to demonstrate how you use in your daily life one or two of the research methods covered in the chapter. Bring these ideas to class.
	T-Sept-17	<b>LAST DAY TO DROP A CLASS WITHOUT A GRADE OF W AND/OR ADD A CLASS.</b>		
	W-Sept-18	<b>GROUP PRESENTATION 1</b>	Wiki: Hasian (2000) The Siege and cinematic representation of "Arab" terrorism.	<b>Requirement:</b> Students presenting this reading need to establish connections with chapters 2 and 13 from our textbook.
<b>Week 4</b> Decoding Messages: Listening, Perception, Interpreting and Discrimination.	M-Sept-23	<ul style="list-style-type: none"> <li>The Importance of Perception in the Communication Process. Listening, processing and decoding information. Are we passive receivers of information? Learn some basic listening skills for effective communication</li> <li>Bad Listening Habits, power, and stereotyping</li> </ul>	TTC: Ch #3 (from p. 41 to 58) Wiki: Hopper (1986) The Shibboleth Schema (pp. 1 to p. 5)	We will have a class discussion based on the textbook chapter and Hopper's article. Bring a set of 2 or 3 discussion questions, comments or examples that show in-depth understanding of both readings.  <b>AP. PAPER 1 DUE</b> (About Research Methods)
	W-Sept-25	<ul style="list-style-type: none"> <li>Bad Listening Habits, Power and Stereotyping.</li> <li>Bad Listening Habits, Language and Minority Groups.</li> </ul>	Wiki: Hopper (1986) The Shibboleth Schema (pp. 6 to 10). Wiki: Rubin (2002) Help! My Professor (or Doctor or Boss) Doesn't Talk English.	We will have a class discussion based on this two readings, and also will keep making connections with chapter 3 from our textbook. Bring a set of 2 or 3 discussion questions comments or examples that show in-depth understanding of the reading.
<b>Week 5</b> Encoding Messages: Language in Use, Gender Identity and Politeness Theory	M-Sept-30	<ul style="list-style-type: none"> <li>Encoding Messages: Spoken Language.</li> <li>Gender and Language: Men and Women in Conversation.</li> <li>Language Choices and Pragmatic Effects.</li> </ul>	TTC: Ch #4	
	W-Oct-02	<ul style="list-style-type: none"> <li>Pragmatics: Politeness Theory. Are we sensitive to others? Are we too self-centered?</li> </ul>	Wiki: Cutting (2002) Politeness: Understanding concepts.	<b>QUIZ 1</b>
	W-Oct-02	<b>LAST DAY TO CHOOSE AUDIT (AU) OR PASS/NO PASS (P/NP) OPTIONS</b>		





<b>Week 6</b> Encoding Messages: Nonverbal Communication	<b>M-Oct-07</b>	<b>GROUP PRESENTATION 2</b>	<b>Wiki:</b> Kiesling (2004) Dude.	Requirement: Students presenting this article need to connect it the content from Ch. 4 and the article on Politeness by Cutting.
	<b>W-Oct-09</b>	➤ Encoding Messages: Nonverbal Communication	<b>TTC:</b> Ch #5 <b>Wiki:</b> Seven Seconds in the Bronx: The Importance of Mind Reading. (pp. 189-214)	Bring examples of nonverbal communication from your culture. Are they universal? are they culture specific? What can you do with nonverbal communication better than with verbal communication?
<b>Week 7</b> Midterm Exam	<b>M-Oct-14</b>	<b>MIDTERM EXAM REVIEW SESSION</b>	Go over your notes and readings from the beginning of the semester until last Wednesday	The review session is a Question & Answer event. You need to come to class prepared with questions for everybody to answer and discuss.
	<b>W-Oct-16</b>	<b>MIDTERM EXAM</b>		
<b>Week 8</b> Communication Contexts (I): Intercultural Communication	<b>M-Oct-21</b>	➤ Writing the an Academic Paper in College. ➤ Writing an Literature Review. ➤ Learning How to use APA	<b>Wiki:</b> Read APA handout posted in the Wiki <b>Wiki:</b> Rubin et al. (2010) Writing the Literature Review.	The purpose of this class period is to learn to write a literature review on communication scholarship. You'll need to write one in your final paper! Additionally, you'll learn how to cite sources appropriately following APA conventions. Citinc sources appropriately is one of the most important steps for trustworthy research (and of course, one way to avoid plagiarism!)
	<b>W-Oct-23</b>	➤ Introduction to Anthropology ➤ Intercultural Communication	<b>Wiki:</b> Miner (1956) Body Ritual among the Nacirema. <b>TTC:</b> Ch #12 (pp. 323-334)	Think about the rituals the Nacirema people engage in and jot down your reactions. Bring these ideas to class. Before you read the chapter from the textbook, write down your definition of culture and bring it to class.
<b>Week 9</b> Communication Contexts (II): Intercultural Communication	<b>M-Oct-28</b>	➤ Intercultural Communication ➤ Movie Clip: My Big Fat Greek Wedding	<b>TTC:</b> Ch #12 (pp. 335-347) <b>TTC:</b> Ch #4 (91-93) Language and Culture.	Come to class ready to apply concepts from these chapters to the video clip we'll watch.
	<b>W-Oct-30</b>	➤ The Ethnography of Speaking: Pulling concepts together.	<b>Wiki:</b> Fitch (2006) The ethnography of speaking: Sapir/ Whorf, Hymes, and Moerman.	Bring a set of 2 or 3 discussion questions, comments or examples that show in-depth understanding of both reading.



	<b>M-Nov-04</b>	<b>LAST DAY TO DROP A CLASS AND RECEIVE A GRADE OF W.</b>		
<b>Week 10</b> Communication Contexts (III): Intercultural Communication, Race, and Ethnicity	<b>M-Nov-04</b>	<b>GROUP PRESENTATION 3</b>	<b>Wiki:</b> Feghali (1997) Arab Cultural Communication Patterns.	Requirement: Students presenting this article need to make connections with chapter 12 from our textbook and from Fitch's article.
	<b>W-Nov-06</b>	► Race, Ethnicity and Communication: Are you Irish American? Polish American? Or are Kenyan American? Costa Rican American? Can you choose your ethnic background?	<b>Wiki:</b> Waters (1996) Optional Ethnicities: for Whites only?	<b>AP. PAPER 2 DUE</b>  (About Ethnography of Communication) Before you come to class, find some information on this movie and try to anticipate communication concepts or theories that <u>could</u> be applied to it. Bring your ideas to class.
	<b>Th-Nov-07</b>	<b>REGISTRATION FOR SPRING SEMESTER BEGINS.</b>		
<b>Week 11</b> Communication Contexts (IV): Interpersonal Communication	<b>M-Nov-11</b>	► Interpersonal Communication: Why do we form relationships? How do we maintain relationships? What do we know about relationships and computer mediated communication (CMC)?	<b>TTC:</b> Ch #6	What's interpersonal communication? is all communication interpersonal? How does communication start, maintain and break relationships? Bring your own examples of how communication works within relationships.
	<b>W-Nov-13</b>	<b>GROUP PRESENTATION 4</b>	<b>Wiki:</b> Heino et al (2010). Relationshipshopping: Investigating the market metaphor in online dating.	Requirements: Students presenting this article need to make connections with chapter 6 .
<b>Week 12</b> Communication Contexts (V): Organizational & Group Communication	<b>M-Nov-18</b>	► Group Communication	<b>TTC:</b> Ch #7 (pp. 165-180) (pp. 190-198)	SPT and Relational Dialectics
	<b>W-Nov-20</b>	► Organizational Communication	<b>TTC:</b> Ch #8 (pp. 199-212) (pp. 217-221) (pp. 224-233)	Before you come to class, think about the difference between group communication and organization communication.
<b>Week 13</b> Communication Contexts (VI)	<b>M-Nov-25</b>	► Organizational Communication	<b>Wiki:</b> Miller et al. (2010) Strategic Ambiguity in the Role Development Process.	Is ambiguous communication useful? or should we always strive for straightforward talk?  <b>QUIZ 3</b>



(VI): Communication in Groups and Organizations Media.	W-Nov-27	<ul style="list-style-type: none"> <li>Communication and the Mass Media.</li> </ul>	TTC: Ch #11 (pp. 281-303) (pp. 316-322)	What's your take on Media Effects? do media manipulate us? do we have agency to resist media effects? Bring your thoughts on this to class.
Week 14 Communication Contexts (VII): Communication and The Mass Media	M-Dec-02	<ul style="list-style-type: none"> <li>Media Formats</li> <li>Movie Clip: TBA</li> </ul>	Wiki: Fiske (1987) Television Culture.	Bring a set of 2 or 3 discussion questions, comments or examples that show in-depth understanding of the reading. Also, come to class ready to analyze a brief movie clip.
	W-Dec-04	<ul style="list-style-type: none"> <li>Propaganda: The formation of Human's Attitudes. What is propaganda? how can we identify propaganda?</li> </ul>	Wiki: Ellul (1973) Ch. 1- The Characteristics of Propaganda.	Before you do the reading, write down YOUR OWN definition of propaganda, don't look it up. I want you to realize your understanding of the term prior to reading the article and after you read it and discuss it in class. You DO NOT have to turn in the definition!
Week 15 Communication Contexts (VIII): Communication and The Mass Media	M-Dec-09	GROUP PRESENTATION 5	RP: Nakayama (1994) Show-Down Time Race gender sexuality and popular culture.	Requirements: Students presenting this article need to establish connections with chapter 11 from our textbook, Fiske's chapter and the propaganda model.
	W-Dec-11	<ul style="list-style-type: none"> <li>Which Communications Revolution are we undergoing?</li> <li>New Media: Going Global and Mobile.</li> </ul>	Wiki: Stephens (1998) The future of the Internet: Which communication revolution is it anyway? TTC: Ch #11 (303-316)	Bring a set of 2 or 3 discussion questions, comments or examples that show in-depth understanding of the readings.
<b>Finals Week</b>	T-Dec-17	<b>FINAL EXAM 3:30-6:30 PM</b>		

**RECOMMENDED READINGS AVAILABLE AT THE LIBRARY**

--Gudykunst, W. (Ed.). (2005). Theorizing about intercultural communication. Thousand Oaks, CA: Sage Publications Inc. **Call# 303.482 GUD**  
 --Baxter, L. and Braithwaite, D. (2008). Engaging Theories in Interpersonal Communication: Multiple perspectives. Los Angeles, CA: Sage Publications. **Call# 153.6 BAX**  
 --Braithwaite, D. O., & Baxter, L. (Eds.). (2006). Engaging theories in family communication: Multiple perspectives. Thousand Oaks, CA: SAGE Publications. **Call# 306.87 BRA**



- Canary, D. J., & Dainton, M. (Eds.). (2003). *Maintaining relationships through communication*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. **302.2 CAN**
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IF YOU CAN'T FIND A BOOK OR ARTICLE THAT YOU ARE INTERESTED IN, PLEASE LET ME KNOW SO I CAN HELP YOU.

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