*COM 202: INTRODUCTION TO COMMUNICATION II*

TU-TH 11:30-1:20 Architecture, Rm. 147

Fall, 2014

<http://faculty.washington.edu/macp/com202/com202.htm>

**Course Description**

Instructor: Prof. Malcolm (Mac) Parks

Contact Communications 340-C

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Office Hours: Tu & Th 1:40-2:40 PM

by appointment

We all communicate nearly everyday, so what could we possibly learn by taking a course about communication? A lot. Except when things go wrong, most of us don’t think about communication any more than fish probably think about water. But things often do go wrong. That’s one reason to learn more about communication.

Teaching Assistants:

Lead TA: Miles Coleman

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[mc684@uw.edu](mailto:mc684@uw.edu)

Office Hours: Th 9-10 & F 12:30-1:30

TA: Polly Keary

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[mightypog@msn.com](mailto:mightypog@msn.com)

Office Hours: W & F 11:30-12:30

TA: Jackie Harvey Knowles

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Office Hours: M & Tu 3:00-4:00

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Office Hours: Tu 3:00-4:00 W 9:00-10:00

Another reason is to give you the concepts and tools to analyze how you and others communicate so you can be more creative, more effective.

Still another is to help you make sense of the rapidly changing media world and to make thoughtful choices about how to navigate through the haze of information and information technology.

When you complete this course, you will

* Be able to analyze communication to pinpoint where problems have occurred.
* See how perceptions of yourself and others are shaped through communication and have strategies for overcoming stereotypes and other misperceptions.
* Better understand the ways we make sense of language and have new skills for clear language use.
* Recognize the many ways we communicate without words and how our various “codes” fit together to produce complex messages.
* Recognize the additional challenges and opportunities of intercultural communication.
* Develop a richer, more complex view of your relationship to mass media and social media.
* Recognize how larger economic and political forces influence your personal media experience.
* Develop a perspective for making effective choices about using media of all kinds.

**This Course is *Not*:**

This is not a course for those hoping to improve their conversational English. We will be moving quickly through material and *being able to read and speak English well enough to follow lectures, read tests and other materials, and participate in class activities is essential.* Please consider another course if working on English language skills is your primary goal.

**Required Text:**

There is no required text. From time to time, brief readings may be placed online at the class website. An announcement will be made in class when this occurs.

**Recordings of Lectures**

Prof. Parks does not share copies of his lecture materials, so regular attendance and good note taking is essential. Should you miss a lecture or wish to review, however, you can find an online video recording here:

<https://panopto.uw.edu/>

Panopto is a cloud-based, lecture capture recording service recently adopted by the UW. The recording system will automatically turn on at the beginning and turn off at the end of class. Recordings are expected to be available online within 2-3 hours after the end of a lecture. The Panopto system is new, so please be aware that there may still be bugs and that it may not always be available. Prof. Parks is not responsible for replacing lost or malfunctioning recordings with his own notes. Do not depend on the system as a substitute for regular class attendance. Friday section meetings are not recorded.

**Assignments and Grading:**

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| Assignments: | Contribution to Final Grade: |
| Class Survey | **3%** |
| Engagement – Flashcards, concept clarifications, examples | **16%** |
| Section Attendance & Activities | **16%** |
| Quiz | **10%** |
| Midterm Exam | **20%** |
| Final Exam | **35%** |
|  | **100.00%** |

Final grades will be assigned to your weighted total points across these assignments. When assigning final grades, I will consider both the overall number of points earned and class standing. Late, electronic, or handwritten submissions will not be accepted (unless otherwise noted), and incompletes will not be given. The overall curve will be based on our assessment of the class as a whole, but the final average grade will likely be between 2.8 and 3.0. The average final grade for the last four times Prof. Parks taught the course was 2.98.

**Overview of Assignments**

**Quizzes and Tests**—There will be three tests. The first is a short quiz that will be given in sections at the end of the third week on Friday, October 10. A larger midterm will be given on Tuesday, October 28 and the final exam will be on Wednesday, December 10th. Each test will cover all material to date. That means the Quiz will cover everything through October 9 and the midterm will cover everything through Oct. 23. The final will cover the entire course, although more emphasis will be given to material introduced since the midterm. All tests will be multiple choice tests. You will be given a study guide in advance of the midterm and final tests.

**Section Attendance and Activities**.— Attendance in Friday sections will be monitored. In addition there will be activities and assignments in each section. Please arrive on time. Otherwise you may be too late to join planned activities and receive no credit for that section meeting. Perfect attendance is not required, but a good record of attendance and completion of section activities is necessary. *Because this is a communication class, your section score is based on active participation in discussions and activities, not just on attendance.*  Prof. Parks may also assign brief online activities from time to time. Completion will be reflected in your section grade (16% of your final grade).

**Class Survey** – During the second week of class, a survey of student attitudes and behavior will be posted online. A link to the online survey will be posted on the class website. It will take approximately 15-20 minutes to complete. You must complete this online survey by 500 PM, Friday, October 3. This is a hard deadline. No late submissions, no makeups, and no credit for incomplete submissions. (3% of your final grade).

**Engagement Exercise – Flashcards**. To help you learn course concepts, we ask you to submit four “flashcards” during the quarter. You must do Flashcard 1. Then do any 3 of the remaining 5 listed below. Each flashcard will have a concept of your choice on the top half of a page and your definition of it on the bottom half. These should be typed, double-spaced, and turned in to Prof. Parks. Please turn in one hardcopy of each flashcard you do (sorry, no electronic submissions). Flashcards will be scored 0-2, and will total approx. 4% of your final grade.

Flashcard 1: Covers lectures 1, 2, or 3. Turn in hardcopy no later than Tuesday October 7.

Flashcard 2: Covers lectures 4, 5, or 6. Turn in hardcopy no later than Thurs Oct. 16

Flashcard 3: Covers lectures 7, 8, or 9. Turn in hardcopy no later than Tuesday Oct. 28.

Flashcard 4: Covers lectures 10, 11, or 12. Turn in hardcopy no later than Thurs Nov. 13.

Flashcard 5: Covers lectures 13, 14, or 15. Turn in hardcopy no later than Tues Nov. 25.

Flashcard 6: Covers lectures 16, 17, or 18. Turn in hardcopy to Prof. Parks or TA in class no later than Friday, December 5.

**Note: Please turn in 1 copy of each flashcard you do to Prof. Parks in class. You may not submit flashcards from previous periods. That is, you may not turn in a “makeup” flashcard or a flashcard after its original due date. You may not turn in more than one flashcard per period. Sorry, no extra credit for extra flashcards.**

**Engagement Exercise – Clarifying a Concept that Confused You**. The goal of this exercise is to encourage you to (a) identify a specific concept that you found to be difficult or confusing, (b) summarize how the concept was presented in lecture, and then (c) explain why you found it difficult or confusing and (d) explain what you think the correct understanding of the concept is. Submit an essay of no longer than 1 double-space printed page (submissions of longer than 1 page may be penalized). You will do this exercise three times during the quarter. When you turn these in is up to you, but we will accept no more than one concept clarification per lecture. Each of the clarifications will be scored 0-4 and together will count for approximately 6% of your final grade.

**Engagement Exercise – Create and Explain your own Example**. The goal of this exercise is to encourage you to apply course concepts to your own personal experience. You will (a) select a concept of your choice and then (b) describe your own personal example of it and (c) explain how the example illustrates the concept. Submissions must be Submit an essay of no longer than 1 double-space printed page (submissions of longer than 1 page may be penalized). No credit will be given for essays using examples very close to the ones used in lecture or in which the concept and example do not match.

You will do this exercise three times during the quarter. When you turn these in is up to you, but you can only submit one example on material in a given lecture. Each will be scored 0-4 and together the three examples will count for approx. 6% of your final grade.

**Note: Late or electronic copies of the engagement exercises will not be accepted. Hardcopy only. Be sure to include your complete name, student ID number, TA’s name, and quiz section code on each assignment. Please also note what lecture the assignment refers to by including the relevant class number or lecture title.**

**Class Schedule**

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| Week 1  Date | Class | Topic | Assignment |
| Th 9/25 | 1 | **Class Introduction**   * Taking Your Communication Seriously * Three stories about the power of communication | *Change essay assigned* |
| **Models of Communication** |  |
| Fr 9/26 | i | **Section meeting: Intro** | **Change essay due**  **Graded in-class activity 1** |

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| Week 2 Date | Class | Topic |  |
| Tu 9/30 | 2 | **Making sense out of messages – the Selective Processes** |  |
| Th 10/2 | 3 | **Two systems for interpreting messages**  **What’s in a name?** |  |
| Fr 10/3 | *ii* | **Section meeting: Memory** | **Graded in-class activity 2**  **Complete online survey by 5:00 PM** |

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| Week 3  Date | Class | Topic |  |
| Tu 10/7 | 4 | **Priming and Framing Effects: Little things mean a lot** | **Flashcard 1 due** *(everyone does this one)* |
| Th 10/9 | 5 | **Nature of Language**   * Origins of language * Levels of language |  |
| Fr 10/10 | *iii* | **Quiz in Sections** | **Quiz** |

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| Week 4  Date | Class | Topic |  |
| Tu 10/14 | 6 | **Language is alive / Language extinction**   * Ways language changes   Language extinction |  |
| Th 10/16 | 7 | **Culture as communication**  **Understanding cultural difference** | **Flashcard 2 due** |
| Fr 10/17 | *iv* | **Section meeting: Debate on Language Extinction** | **Graded in-class activity 3** |

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| Week 5  Date | Class | Topic |  |
| Tu 10/21 | 8 | **Communicating without words**   * Types of nonverbal codes |  |
| Th 10/23 | 9 | **The myth of “body language”**  **Humans as “multicoders”**   * Complex messages * Clarity & Ambiguity |  |
| F 10/24 | *v* | **Review for Mid-term exam** | Voluntary Review – Bring your questions |

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| Week 6  Date | Class | Topic |  |
| Tu 10/28 |  | **Mid-Term Examination** | **Test**  **Flashcard 3 due** |
| Th 10/30 | 10 | **Self-concepts and Communication**   * How communication shapes self-concepts * How self-concept shape communication |  |
| Fr 10/31 | *vi* | **Section meeting:** | **Graded in-class activity 4** |

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| Week 7  Date | Class | Topic |  |
| Tu 11/4 | 11 | **Connecting vs. relating**  Sorting through our mixed feelings about social technology and information about social technology, multi-tasking and information overload**)** |  |
| Th 11/6 | 12 | **Obedience and authority**   * What is authority? How is power communicated? * Is technology challenging authority, or just creating new authorities? |  |
| **Connectivity and control**  How does being observed by others control your behavior? |  |
| Fr 11/7 | *vii* | **Section meeting: Is Facebook making is lonely?** | **Read article, essay assignment due (Activity 5)** |

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| Week 8  Date | Class | Topic |  |
| Tu 11/11 |  | **Veterans Day Holiday** | **No Class** |
| Th 11/13 | 13 | **Networks, Innovation, and the Reach of Communication** | **Flashcard 4 due** |
| Fr 11/14 | *viii* | Section meeting: Personal networks | **Graded in-class activity 6** |

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| Week 9  Date | Class | Topic |  |
| Tu 11/18 | 14 | **Mass media and advertising: Beyond the Obvious** |  |
| Th 11/20 | 15 | **How to Think about the New Digital Landscape.** |  |
| Fr 11/21 | *ix* | Section meeting: F2F vs. Online | **Graded in-class activity 7** |

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| Week 10  Date | Class | Topic |  |
| Tu 11/25 | 16 | **Media Power Structures and You** | **Flashcard 5 due** |
| Th 11/27 |  | **Thanksgiving Holiday** | **No class** |
| Fr 11/28 |  | **Thanksgiving Holiday** | **No class** |

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| Week 11  Date | Class | Topic |  |
| Tu 12/2 | 17 | **Media Integration and Resistance** |  |
| Th 12/4 | 18 | **“Going Public” – Spotlight theory meets our attention span** |  |
| Fr 12/5 | *x* | **Review for Exam** | **Flashcard 6 due**  **Review for Exam** |

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| Week 12  Date | Class |  |  |
| W 12/10 |  | **Final Examination - ARC 147 4:30-6:20 p.m. Wednesday, December 10, 2013 *(No early exams!)*** | |

**Doing well in this class…**

Those who come to class with questions, participate actively in discussions, and make sure they get their questions answered at the earliest opportunity will do far better than those who do not. For this 5-credit class you are making a commitment of 15 hours per week. You’ll spend 5 of those hours in class, you’ll want to spend the other 10 reviewing notes, reading, and doing assignments.

***In-Class DOs and DON’Ts:***

* Do come to class..
* Do be prepared to begin class on time & don’t pack up early.
* Do ask questions – don’t let yourself get behind.
* Do come to class prepared to be actively involved in discussions.
* Do not websurf, do e-mail, Facebook, text, etc. during class.
* Do not leave your cell phone on during class.

***Out-of-Class DOs and DON’Ts:***

* Do review class material every day so you don’t have to cram.
* Don’t just reread notes; try to test yourself and come up with your own examples
* Do form study groups with your peers from the discussion sections to work on course material.
* Do come to office hours if you have questions or concerns about the course material. Don’t wait until just before a test.

**Communicating with Dr. Parks**

The best way to reach me is with questions during class or to meet with me during office hours. You may contact me by e-mail. I’ll do my best to be responsive, but if it has to be quick, see me in class.

**Academic Integrity**

Any violation of academic integrity (e.g., cheating, fabrication, facilitation, or plagiarism) will result in a *score of zero on the assignment in question, an automatic penalty equal to twice the value of that assignment, and disciplinary action by the University.* Plagiarism, broadly defined, includes -- but is not limited to -- intentionally or unintentionally using another person’s original words, ideas, or research in any academic exercise without properly crediting that person. Plagiarism of another student’s work will result in a score of zero both for the person copying and the person being copied from. Do not share your work with others before it is handed in. More information can be found here:

<http://www.washington.edu/uaa/advising/at-the-uw/not-doing-well/#anchor-5>

**Accommodation of Disabilities**

Disability Resources for Students (DRS) offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://depts.washington.edu/uwdrs/)