



INSTRUCTOR CONTACT:

Name: Dr. Knopf ["nope"] (she/her) --you can also call me C.K.
Drop-in office hours: T/Th 11:30-1, W 12:30-2:30
Office: VanHoesen 125G (and WebEx)
Email: christina.knopf@cortland.edu Phone: 607-753-2530

CLASS MEETINGS: TuTh 10:05-11:20am in Sperry 105

COURSE DESCRIPTION: An introduction to basic communication concepts, principles and practices; consideration of theories and models, language, perception, audiences, messages, technologies, mass media, persuasion and intercultural communication with practical application in various contexts. Fulfills: GE 7; LASR. (3 cr. hr.)

STUDENT LEARNING OUTCOMES: Upon successful completion of this course, you will be able to:

- 1) Identify various modes of human communication, including interpersonal, small group, organizational, intercultural and mediated.
- 2) Apply foundational theories of communication.
- 3) Articulate the significance of cultural context for human communication.

Additionally, as a GE7 course, you will

- 1) be able to critically respond to works in the humanities;
- 2) be able to discuss major human concerns, related to communication, as they are treated in the humanities;
- 3) demonstrate an understanding of the conventions and methods of at least one area (communication students) in the humanities.

REQUIRED MATERIALS:

- *Communication Mosaics* 8th edition
- Brightspace access
- Notebook for class, recommended

ASSIGNMENTS & GRADE DISTRIBUTION:

- ♦Journal [15 entries – 1 per week; collected 3 times: 10% each] (30%)
- ♦Midterm exam (25%)
- ♦Participation (20%)
- ♦Final exam (25%)

GRADE CONVERSION:

B+: 87-89%	C+: 77-79%	D+: 67-69%	E: 0-59%
A: 94-100%	B: 83-86%	C: 73-76%	D: 64-66%
A-: 90-93%	B-: 80-82%	C-: 70-72%	D-: 60-63%

(Based on CollegeBoard's conversion chart at <https://pages.collegeboard.org/how-to-convert-gpa-4.0-scale>)
Grades are always rounded up or down according to standard conventions (0.1-0.4 = 0.0 / 0.5-0.9 = 1)

GRADE POLICIES: If you *find an error* in grading, bring it to CK's attention immediately so it can be corrected. If you have a question about assignment feedback, exam answers, etc., ask politely. If you *disagree* with a grade earned on, you can file a request for reconsideration no sooner than 24 hours and no later than 1 week after receiving the grade. The original work with all evaluation forms should be re-submitted along with a written explanation of why you believe your work warrants reconsideration and a higher grade. Any grade change at that time, including a lower one, will remain final. **"Extra" credit is available in conjunction with regular work**, such as participating in post-speech Q&A sessions, bonus questions on exams and homework, good attitude or effort in class activities, etc. **Extra credit options are *not* available by individual request or as replacements for regular work.** You can also email the professor a gif of how your semester is going for an extra 2 points, if you read this before Week 5.

Late work is not accepted.



A's may be awesome, but B's are beautiful and C's are competent. Even F's are feedback.

ATTENDANCE: Attendance is recorded and factored into course participation, but is not graded directly nor “policed.” There are no excused or unexcused absences; if you miss class or skip work, you do so at your own risk. If you’re absent on a “regular” class day, **you should check the syllabus & Brightspace to see what you missed & what’s coming up.** Email the professor a picture of something you love for an additional point if you understand your attendance responsibilities by Week 5 of the semester.



DIVERSITY: SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chap 130)



ACCESS (ACCOMMODATION OF DISABILITIES): As part of SUNY Cortland’s commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the Disability Resources Office at disability.resources@cortland.edu or call 607-753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways.” (College Handbook, Chapter 745)

INCLUSIVE LEARNING ENVIRONMENT: SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the Institutional Equity and Inclusion Office at 607-753-2263.

What Diversity & Inclusivity Mean in this Class: A diversity of viewpoints, opinions, and experiences are welcome. We learn and grow when confronted with new ideas and different perspectives. But we are also here to learn to be more effective, more ethical communicators. Therefore, anything that fits the definition of hate speech or degrades fellow human beings will not welcome, anything that violates ethical responsibilities by advocating violence or actions that could harm any audience member’s pursuit of life and liberty will not be welcome, and anything that violates the college’s commitment to diversity and inclusivity cannot be tolerated.



ACADEMIC INTEGRITY: All students are expected to uphold academic integrity standards. Plagiarism is defined as taking the ideas of others and using them as one’s own without due credit. Students who cheat in examinations, course assignments, or plagiarize in this course may be disciplined in accordance with university rules and regulations. (College Handbook, Chapter 340)

TITLE IX: Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit cortland.edu/titleix to learn about all reporting options and resources.

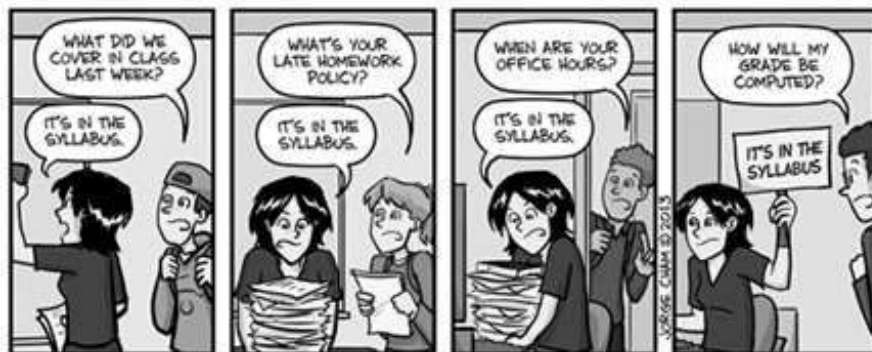
MENTAL, EMOTIONAL, & PHYSICAL WELLBEING: Diminished mental health, including significant stress, mood changes, excessive worry, alcohol and/or substance abuse, or problems with eating and/or sleeping can interfere with optimal academic performance. *If symptoms are related to your course work, please speak with the instructor to work out a plan of action that will allow you complete the course successfully and healthfully.*



If problems with relationships, family worries, loss, or a personal struggle or crisis are negatively impacting your mental health and/or interfering with your academic success, SUNY Cortland offers the following resources to help you manage personal challenges that threaten your personal or academic well-being.

- Counseling Center: 607-753-4728
- Substance Abuse & Prevention Education: 607-753-2066

If challenges securing food or housing are affecting your academic performance, or your emotional wellbeing, you are urged to contact the Associate Vice President of Student Affairs for support (607-753-4721). The college offers a food cupboard and a clothes closet, among other services, that may be able to help.



IT'S IN THE SYLLABUS

WWW.PHDCOMICS.COM

COURSEWORK:

Readings

You are assigned a textbook in this class for a reason: it is a resource, a reference, a guide – a source of instructions and examples and explanations that you can move through at your own pace. Reading the book and coming to class and making use of optional online resources gives you multiple chances and multiple modes for learning. **Doing the assigned reading before coming to class** (not just before an exam) will make your class time easier, more productive, and more meaningful because:

- you'll have some familiarity with the terminology, which can make it easier to learn and remember
- you'll be better able to participate in discussions and/or ask questions
- you'll be getting an automatic review of the content



Readings address the following Student Learning Outcomes:

- Identify various modes of human communication, including interpersonal, small group, organizational, intercultural and mediated.
- Be able to discuss major human concerns, related to communication, as they are treated in the humanities

Exams



There will be a midterm and final exam. They will be multiple-choice/matching/fill in the blank. They will be open book and online because it is more important that you know where to correctly find the information, how to apply it, and how to make sense of it, than to be able to remember it all. Exams are designed to help you learn the core concepts that will better prepare you to achieve the course Learning Outcomes. Psychological research on the science of successful learning proves that the acts of preparing for and taking tests is a great boost to memory, making tests learning, not just assessment, instruments. Exams are also a proven way to help you keep up with classwork – they encourage attendance, preparation and review in ways that less traditional or structured means don't. Study quizzes from the text's website can help you prepare.

Exams address the following Student Learning Outcomes:

- Identify various modes of human communication, including interpersonal, small group, organizational, intercultural and mediated.
- demonstrate an understanding of the conventions and methods of [communication studies]

Participation

Human communication is an active, multi-directional, process. You need to be present, prepared, on time, engaged, and respectful to maximize your success in the course. Your attendance and participation is particularly important to your meaningful completion and success in a large lecture class like this one.



- Ask questions. Share stories. If you want your class experience to be personal and meaningful, you need to play a part in shaping discussions.
- Get involved in class discussions, breakout groups, and class activities. They're designed to help you better understand the course material – but they won't work if you don't engage.
- Be an active listener/watcher. This course uses a lot of media, including entertainment media. Like the activities, it's meant to help clarify course concepts – which depends on you staying tuned in.

Participation addresses the following Student Learning Outcomes:

- *Be able to critically respond to works in the humanities*
- *Be able to discuss major human concerns, related to communication, as they are treated in the humanities*

Journaling



The main written work in this class will take the form of a journal. Each week, you will write one entry in your journal, so that by the end of the semester, you will have a journal with 15 total entries. Each entry will be based on one chapter of the book (so your first journal entry will relate to chapter one; your second journal entry will relate to chapter 2, your tenth journal entry will relate to chapter 10, etc.) This journal will be submitted every 5 weeks through Brightspace and each submission should include all entries to date. Each submission is worth 10% of your grade, with each new entry being 2%.

The purpose of the journal is to apply communication concepts and theories to your own experiences, in order to help you understand course material and how the study of communication advances social knowledge and the human experience. It encourages awareness, reflection, and insight into your (and others') communication interactions. Additionally, it is an opportunity for the instructor to get to know you better and to gauge your understanding of course content, and help where needed, at regular intervals during the semester.

Your task for each entry is as follows:

- Once each week/once per chapter, describe in detail a communication interaction you were directly involved in, that you witnessed, or that you can recall. This can be real or mediated (like in a show or a movie).
 - In this description include things like the physical and psychological context, nonverbal communication, verbal communication, your own thoughts or feelings, etc.
- After you have described the communication interaction, analyze and critique the experience using particular concepts and/or issues covered by the chapter and/or related class discussions. In other words, apply some concept, idea, or theory presented in the text/class to your own life.
 - Find something of practical value to you in each chapter. Consider:
 - What insight does it provide to help you understand the interaction?
 - What advice does it offer for future interactions?
- Entries should demonstrate that you understand, or are trying to understand, the concepts and their relevance.
- You can type your entries or handwrite and scan them (typing is probably easier). Keep them all in a single document that you add to throughout the semester.
- Each entry should be 1-2 pages (if typed, in standard font size, double-spaced)

First submission due noon, 9/29: Entries 1-5
Second submission due noon, 11/3: Entries 1-10
Third submission due noon, 12/8: Entries 1-15

Journals address the following Student Learning Outcomes:

- *Apply foundational theories of communication.*
- *Articulate the significance of cultural context for human communication.*
- *be able to critically respond to works in the humanities (communication studies)*
- *be able to discuss major human concerns, related to communication, as they are treated in the humanities (communication studies)*

Extra Credit

Due no later than December 13, you can create and submit up to 3 memes that reflect, capture, teach, or comment on some concept, principle, or theory of human communication. Use your favorite meme generator or other program or app.

★ ★ ★ ★ COM100 COURSE SCHEDULE ★ ★ ★ ★

wk	<u>Tuesdays</u>	<u>Thursdays</u>
1	8/30: WELCOMES & INTRODUCTIONS	9/1: Read chapter 1 for today
2	9/6: Read chapter 2, sections 2.1-2.2, for today	9/8: Read chapter 2, sections 2.3-2.6, for today
3	9/13: Read chapter 3, sections 3.1-3.2, for today	9/15: Read chapter 3, sections 3.3-3.5, for today
4	9/20: Read chapter 4 (all) for today	9/22: Read chapter 5 (all) for today
5	9/27: Read chapter 6, sections 6.1-6.2, for today	9/29: Read chapter 6, sections 6.3-6.5, for today <i>Journals due for wks 1-5: submit thru Brightspace</i>
6	10/4: Read chapter 7, sections 7.1-7.3, for today	10/6: Read chapter 7, sections 7.4-7.6, for today
7	10/11: Read chapter 8, sections 8.1-8.2, for today	10/13: Read chapter 8, sections 8.3-8.5, for today
8	10/18: FALL BREAK	10/20: MIDTERM EXAM take anytime today
9	10/25: Read chapter 9, 9.1-9.2 sections, for today	10/27: Read chapter 9, sections 9.3-9.5, for today
10	11/1: Read chapter 10, sections 10.-10.2, for today	11/3: <u>CLASS WILL BE ASYNCHRONOUS ONLINE TODAY</u> Read chapter 10, sections 10.3-10.4, for today <i>Journals due for wks 6-10: submit thru Brightspace</i>
11	11/8: Read chapter 11, sections 11.1-11.3, for today	11/10: Read chapter 11, sections 11.4-11.6, for today
12	11/15: <u>CLASS WILL BE ASYNCHRONOUS ONLINE TODAY</u> Read chapter 12, sections 12.1-12.2, for today	11/17: <u>CLASS WILL BE ASYNCHRONOUS ONLINE TODAY</u> Read chapter 12, sections 12.3-12.5, for today
13	11/22: Read chapter 13 (all) for today	11/24: NOVEMBER BREAK
14	11/29: Read chapter 14, sections 14.1-14.2, for today	12/1: Read chapter 14, sections 14.3-14.4, for today
15	12/6: Read chapter 15, sections 15.1-15.2, for today	12/8: Read chapter 15, sections 15.3-15.4, for today <i>Journals due for wks 11-15: submit thru Brightspace</i>
Fin	<i>12/13: Optional Extra Credit Meme Project due: submit thru Brightspace</i>	12/15, Thursday, 8:30-10:30: FINAL EXAM online during exam time

All work submitted through Brightspace is due by noon on the day indicated.