

Instructor: David Romanelli

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Objectives: This course is designed to expose students to several different communication theories. This course will challenge your listening and critical thinking abilities. In addition to two exams, students will be assigned an artifact to be explained using the theories outlined in the text.

Text: Mark A. Pollock, Communication Processes: Language, Reality, Identity Harcourt College Publishers 2001. (Posted on Sakai)

Additional readings/assignments have been listed below and are under the Resources tab.

Course Description: Students are required to read the assigned materials and complete homework prior to the start of class. Lectures, discussions, and group activities will be based on the assigned

readings. The instructor will also provide additional readings and information to facilitate the learning process.

Class Attendance Policy: Your success in this course will heavily depend on your attendance and participation in the classroom or online. You are expected to be present for every meeting of the course. If you are unable to attend a class or will be late for a class, you must notify the instructor in advance of the absence. The instructor reserves the right to make judgments on accepting and/or making up assignments missed because of class absence. You may be assigned a lower grade for late work. Unexcused absences may result in failing the course.

Late work will be accepted only at the instructor's discretion in the case of extreme circumstances with documentation.

Exams and the paper will be clarified during class time.

Academic Dishonesty:

School of Communication Statement on Academic Integrity A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty. Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as: • Obtaining, distributing, or communicating examination materials prior to the

scheduled examination without the consent of the teacher; • Providing information to another student during an examination; • Obtaining information from another student or any other person during an examination; • Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor; • Attempting to change answers after the examination has been submitted; • Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom; • Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or • Any other action that, by omission or commission, compromises the integrity of the academic evaluation process. Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following: • Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;

Submitting as one's own another person's unpublished work or examination material; • Allowing another or paying another to write or research a paper for one's own benefit; or • Purchasing, acquiring, and using for course credit a pre-written paper. The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source> . In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard. Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication. The office of the Dean of

the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml . The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations. (The School of Communication policy is based entirely on and is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)

Additional possible causes of a failing grade:

It is dishonest to:

- Turn in the same work for two classes;
- Turn in a paper you have not written yourself; or
- Copy from another student or use a "cheat sheet" during an exam.
- [This one is from me] Lie about an absence.
- [This one is from me] Having a cell phone or other electronic devices accessible during a quiz/exam.

Students with disabilities:

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

ONLINE COURSES:**Syllabus Statement**

In this class software may be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Assignments:

- Three exams worth 40 points each. The exam format will be short answer/essay. **Exams will be taken during normal class time.**
- There will be one paper worth 60pts points. The will paper will be 8 to 10 pages in length and must be posted to Sakai on the date listed in the syllabus. You are responsible for ensuring the file can be accessed. It must be a Word document. The paper will utilize the theories taught in class to explain

an assigned artifact. Students will be given examples and in-depth explanations of the paper format in class.

- Students will be given twelve homework assignments (only ten will be counted for credit) worth two points each for a maximum total of twenty. Assignments must be typed, contain thoughtful answers, and are due at the start of class. Thoughtful answers based on the reading earn full credit. Answers that lack depth or effort will earn a zero.

The Grade Scale: 100-92A 91-90A- 89-88B+ 87-82B 81-80B- 79-78C+ 77-72C 71-70C 69-68D+ 67-60D 59-0F

Readings

(Unless indicated the readings are in the four Communication Processes pdfs. Read the entire article including any introduction and summations.)

8/25: Introduction (No reading)

8/27: The Shannon and Weaver Model of Communication 2-9 [Homework 1 due]

9/1: Writing/Alphabet [Homework 2 due]

9/3: Theories of Language Origins, Charles Woolfson (pdf under resources: theories of language origins) [Homework 2 due]

9/8: Code and Inferential Models of Language

Communication. Dan Sperber and Deirdre Wilson 49 [Homework 3 due]

9/10: Locke on Language 21-29

9/15: Sapir-Whorf Hypothesis (pdf under resources: sapir) [Homework 4 due]

9/17: Structuralist Language Theory 29

Saussure on Language and Thought. RW Harris and Talbot Taylor 30-40 [Homework 5 due]

9/22: Sophistic Rhetoric p.70 Plato's Critique of the Sophists p.71 Aristotle on Rhetoric p.73 [Homework 6 due]

9/24: Exam 1

9/29: Rhetoric and Reality in Kenneth Burke p.75

Terministic Screens . Kenneth Burke p.75

More on Burke p.85 [Homework 7 due]

10/1: Rhetorical Situations p.87

The Rhetorical Situation. Lloyd F. Bitzer 87 [Homework 8 due]

10/6: A Symbolic Interactionist Perspective on the Self In

Communication and the Development of Selfhood. Julia T. Wood 121

10/8: Style, Image, Manners, and Identity 139

Chosen People, Stuart Ewen 140

Table Manners Begin at Home Kasson 156

10/13: Review for Exam 2

10/15: Exam 2

10/20: Identity, Subject Position and Genre 160

The Brass Ring and the Deep Blue Sea, Patricia J. Williams 151

The Death of the Profane. Patricia J. Williams 168 [Homework 9 due]

10/22: Cultural Representations, Group Identity, and the Working of Hegemony 173

Cultural Imagery and Racial Conflict in the United States:

The Case of African-Americans. Richard M. Merelman 174

10/27: Public Narrative and Identity

Telling America's Story: Narrative Form and the Reagan Presidency, Lewis 201

10/29: Communication and Reality: The Case of News

Excerpts from "News Content: Messages for the Masses", Bennett 97 [Homework 10 due]

11/3: Stober, Rudolf "What Media Evolution Is: A Theoretical Approach to the History of New Media." European Journal of Communication 2004 (pdf under resources tab)

11/5: Advertising discussion

11/10: Exam 3 Review

11/12: Exam 3

11/17: Watch the film "*The Great Santini*" Filmed in 1979 (You may rent it using the link I provide, borrow it from your library, watch on Direct TV or Youtube etc...) [The Great Santini](#)

11/19: Continue with film

11/24: Film analysis [Extra credit opportunity. Must be turned in before class begins]

12/1: Paper review

12/3: Paper review

12/8: Final paper due on Sakai as a word document by 1:00 p.m. CST

Add attachments