



**LOYOLA**  
UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

**COMM 175/201 (3013) —INTRODUCTION TO COMMUNICATION**  
SCHOOL OF COMMUNICATION, WATER TOWER CAMPUS, SPRING 2016

Instructor: Milan Pribisic, Ph.D. ([mpribis@luc.edu](mailto:mpribis@luc.edu))

Class meetings: MWF 01:40PM to 02:30PM; SoC, Room 014

Office: **WTC** 900 Lewis Tower, workstation B; phone: (312) 915-7755

Office Hours: **WTC/Lewis Tower** Wednesdays 2:45PM to 03:45PM or by appointment

**COURSE DESCRIPTION:** This course is an introduction to the study of communication as seen through theoretical, critical and historical lens. We will examine the nature of the communication phenomenon, its different elements and types, as well as explore chronologically the forms, styles and conventions of communication and media through which humans have been exchanging information and producing meaning and knowledge attempting to regulate or transform itself and the environment.

**COURSE OBJECTIVES:** The goal of the course is to invigorate the students' communication literacy both theoretically and historically by providing an intellectual framework for further study and practice in communication. More specifically, after taking this course the students will be able to:

- # provide definitions of key communication concepts and use them in appropriate discursive context;
- # identify different theories of communication, their main tenets and application contexts;
- # classify the different modes of address (the spoken, the written, and the electronic) in accordance with the technological and media innovations in history;

# list the key players, social and epistemological consequences that the media changes have produced.

**TEXTS:** 1. Trenholm, S.. *Thinking through Communication*. (TtC)

7<sup>th</sup> edition (2014)

2. Thorburn and Jenkins, eds. *Rethinking Media Change*. (MC) (2004)

# ONE LIVE THEATRE ATTENDANCE REQUIRED

**ATTENDANCE:** In this class I am using the method of discussion teaching which includes traditional lecturing but stresses interactive, question and answer discussion during class time between the teacher and students and among students in small groups and small group projects; therefore, all students are expected to attend the class regularly and to be prepared to actively participate in the discussions and activities. For attending a class you will receive **1 (one)** point that will be part of your course Participation grade. No show in class means no participation points for attendance. In order to make up for the missed assignments, such as oral presentation, group projects, online assignments, quiz, exam, the written medical doctor's excuse needs to be presented or a proper documentation showing you were representing Loyola in intercollegiate athletics, debate, model government organizations on these dates.

**SAKAI** (<https://sakai.luc.edu>) is an online learning tool that allow us to communicate and collaborate with each other during the semester. You will find on it the course syllabus, e-mail addresses of all course participants, announcements, online assignments, online gradebook, etc.

**LOCUS** (<https://locus.luc.edu>) is Loyola's information portal for a wide variety of tasks. The instructor posts on Locus the midterm academic alerts and the final grades.

**ACADEMIC HONESTY:** 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 violation of academic integrity. **Cheating** includes, but is not limited to, obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher; providing information to another student during 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, compromise the integrity of the academic evaluation process.

**Plagiarism** is a serious violation of the standards of academic honesty; it 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 other without proper acknowledgement of the sources, and includes, but is not limited, to 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 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](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 a similar organizations.

**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 assignments due dates.

**CLASSROOM ETIQUETTE:** The attendance is taken at the beginning of the class! Up to fifteen minutes lateness is acceptable according to the academic rules; beyond that it is on your own discretion to decide whether you should interrupt the class already in progress or not; in any case, if you enter the classroom after the attendance has been taken it is your responsibility to check with the instructor after the class to be sure to get the attendance credit.

**GRADING ASSIGNMENTS:** I am using the cumulative point system which means each assignment carries a certain number of points. To receive letter grade D for the Course you need to earn 61% of the total points or 183 points out of 300.

Participation (attendance and class activities; individual digital presentation; peer teaching, one-minute paper/quiz; two-page theatre reaction paper; two-page group work journal; various online assignments such as Forums topics or Short written assignment)	<b>100 points</b>
Exams (midterm+final)	<b>50+50 points</b>
Group oral presentation	<b>50 points</b>
Term paper	<b>50 points</b>
<b>TOTAL POINTS</b>	<b>300 points</b>

TOTAL= 300 POINTS:

A (EXCELLENT)=285-300;

A-minus=273-284;

B+=261-72;

B (GOOD)=249-260;

B-minus= 240-248;

C+=231-239;

C (AVERAGE)=219-230;

C-minus=213-218;

D+=201-212;

D (FAIR)=183-200;

F (POOR)=below 183

**STATEMENT OF INTENT:** By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in this document.

### **WEEKLY SCHEDULE**

**WEEK ONE** of January 19: Course intro and overview

#### *COMMUNICATION FUNDAMENTALS*

Human Communication: What and Why. Definitions.

The Communication Tradition: A Brief History of Communication Study

**READ:** TtC ch. 1&2

**WEEK TWO** of January 25: Communication Models and Perspectives

Communication: Humanity or Social Science

**READ:** TtC ch. 1&2

Decoding Messages: Listening and Perception

**READ:** TtC ch. 3

**WEEK THREE** of February 1: *COMMUNICATION ELEMENTS*:

Encoding Messages: Language

**READ:** TtC ch. 4

**WEEK FOUR** of February 8: Encoding Messages: Nonverbal Communication

**READ:** TtC ch. 5

**WEEK FIVE** of February 15: *COMMUNICATION CONTEXTS*

Interpersonal Communication: Relational Development and Skills

**READ:** TtC ch. 6

**WEEK SIX** of February 22: **EXAM (Monday, February 22<sup>nd</sup>)**

Group Communication: Group Development and Skills

**READ:** TtC ch. 7

**WEEK SEVEN** of February 29: Organizational Communication

**READ:** TtC ch. 8

Public Communication

**READ:** TtC ch. 9

**WEEK EIGHT** of March 7: **NO CLASSES—SPRING BREAK: ENJOY!!!**

**WEEK NINE** of March 14: **ONLINE DIGITAL PRESENTATION DUE (March 14)**

Intercultural Communication

**READ:** TtC ch. 12

Communication and the Media

**READ:** TtC ch. 11

**WEEK TEN** of March 21: *MEDIA CHANGE—MEDIATED COMMUNICATION HISTORY*

“Historicizing Media in Transition” by W. Uricchio in MC p. 23-38

“Web of Paradox” by D. Thorburn in MC p. 19-22

**NO CLASS ON FRIDAY/GOOD FRIDAY**

**WEEK ELEVEN** of March 28: **NO CLASS ON MONDAY/EASTER MONDAY**

“Introduction: Toward an Aesthetics of Transition” by D. Thorburn and H. Jenkins in MC p. 1-16

“Reflections on Interactivity” by L. Arata  
in MC p. 217-225

**WEEK TWELVE** of April 4: **TERM PAPER DUE (Monday, April 4)**

DRAMA and THEATRE as Media (Literacy, Orality, Nonverbal Communication)

[**READ:** online posting]

<REMINDER: ATTEND LIVE THEATRE SHOW>

*AGE OF PRINTING*

**READ:** “Help or Hindrance? The History of Book and Electronic Media” by P. Erickson in MC p. 95-116

**WEEK THIRTEEN** of April 11: **2-PAGE THEATRE REACTION PAPER DUE (Monday, April 11)**

*IMAGE-BASED MEDIA*

**READ:** “Re-Newing Old Technologies...” by Tom Gunning  
in MC p. 39-60

**READ:** “Media Technology and Museum Display” by Alison Griffiths, MC P. 375-89

**WEEK FOURTEEN** of April 18: **GROUP ORAL REPORTS!!!**

**WEEK FIFTEEN** of April 25: **GROUP ORAL REPORTS CONTINUE!**

**FINAL EXAM DATE** is Thursday, May 5, 2016, 01:00PM to 03:00PM

**GROUP ORAL PRESENTATIONS:** You will be divided in groups of five; each group will do a 30-minute orally **spoken (not read!)** presentation/lecture on one of the chapters (chosen by the instructor) from the *Rethinking Media Change* textbook. Introduce the topic of the article clearly and economically; cite the author's name and a brief background on him/her; briefly summarize what the article is about; using main- and sub-points state the main ideas [do not attempt to cover all ideas but focus instead on the most central points] and support them with concrete and contemporary examples; use good, strong transitions between all the presentations sub-points, and provide a strong, meaningful conclusion. Each member of the group has to be part of the presentation. End the presentation with **DISCUSSION QUESTIONS** [minimum five questions] that should help you see how the class processed the material you just presented to them [the discussion is part of the presentation time!]; feel free to use visual aids or other presentation devices.

At the time of your presentation submit:

1. **KEY WORD OUTLINE** for the group presentation due at the time of the presentation (ONE per group; should not be longer than two pages of a double-spaced, typed and stapled text; please ask instructor if you are unfamiliar with the outline format). Include in the outline the basic information (the names of the group members, title of the article and author's name, Introduction—with an outline of the presentation, Body of presentation with main and sub-points, and Conclusion);

2. **INDIVIDUAL TWO PAGE PROJECT REACTION** due at the time of the presentation (Each student should submit a personal reaction to this assignment evaluating: a. the usefulness of the project, b. the workings within the group/group dynamics, c. the article's significance for the learning process and what the student learned from the article/project; d. individual student's contribution to the Discussion Questions your group is going to use during the presentation)

The group oral reports are due at the end of the semester (see the syllabus for exact dates). The presentations that last under 25 minutes are too short and the ones over 35 minutes are too long and will be cut; in each case 20% deduction will be automatically taken. The group project report is worth up to 50 points, of which up to 5 points go for the group key-word outline.

#### RUBRIC FOR THE GROUP ORAL PRESENTATION

An EXCELLENT (A) group oral presentation will:

1. present the article's main points clearly and well adapted for the classroom,
2. engage the class with the material either with questions and/or the class activity,
3. rely on the notes and slides as little as possible with **NO READING** unless it is a larger quote (which should be avoided in the first place),
4. use the visuals that are organically incorporated into the presentation without turning it into a slide show,
5. have an outline and personal reaction on the project (the latter is graded individually and counts toward class Participation points) that clearly demonstrate the presentation's organization and sequence, contains all the required elements and has no grammatical or typographical errors,
6. observe the presentation's time limitations (no less than 25 minutes no more than 35 minutes)

Grades of B, C, D and F will be given to those presentation that are missing, not observing or having problems with one to two (letter B [Good] grade), three (C [Average] grade), four or five (D [Fair] grade) or all six (F [Poor] grade) of the above mentioned elements.

**WRITTEN ASSIGNMENT:** In a five-page paper, typed, double-spaced, stapled, and documented [MLA or APA Style of Documentation] where appropriate, you are expected to provide a cultural and personal history of a digital media software of your choice (e.g. texting, Instagram, Snapchat, video/online games, online banking, ParkChicago app, Spotify, LinkedIn, Uber app....). Use as a tool professor Uricchio's extended definition of media as cultural practices with its six elements to approach a program/app. of your choice. Be sure to briefly address each element--provide a technological, institutional, textual history of the medium and its cultural significance and characteristics within the social orders and mentalities using research and class lectures and discussions; the stress, however, should be on the last element of lived experience with the software with the paper providing a sort of confessional about your personal relation and practical experience with this digital tool.

The paper is worth 50 points. No late assignments will be accepted (unless there is a prior arrangement made with the instructor and adequate documentation provided). My grading will be based on the following: the quality of your **ANALYSIS** [the interpretation of the data provided by the research, class readings and discussions and the connections made with the themes relevant to the course as a whole], the clarity of the paper's organization, and the linguistic and stylistic choices made (economy, creativity, precision, grammar, and spelling). You will turn in your paper electronically on Sakai as a Turnitin assignment. The deadline is **Monday, April 4 2016** .

**RUBRIC FOR THE PAPER ASSIGNMENT:**

**AN EXCELLENT (LETTER A GRADE) PAPER WILL:**

1. Use Prof. Uricchio's extended definition of media as cultural practices to analyze the medium of your choice addressing all six elements of that definition with the stress given to the last one, the lived experience with the medium; use the class readings, lectures and discussions as well as individual research to support this analysis (at least two sources, either published books or articles in scholarly journals, need to be used in the paper and documented on the Works Cited/References page using MLA or APA Style Manual (please ask the instructor if you are unfamiliar with these styles);
2. Apply in the paper the concepts discussed in the *Rethinking Media Change* textbook and during the class lectures/discussions (e.g. the elements of interactivity, the stages of development according to an aesthetics of media transition, the paradoxes of media use [advantages and disadvantages, amazement and trauma..], the phenomenon of immersion achieved by new media technologies, etc.) in an original and insightful way that clearly demonstrate understanding of the course material;
3. Has a highly developed and defensible central thesis supported by examples/illustrations and delivered through complex and powerful sentence structure;
4. Has a clear paper organization with smooth transitions from point to point and a style of writing (grammar, linguistic choices) that makes the paper an easy to follow forum to express your ideas, thoughts and feelings about the subject matter and is free of punctuation, spelling and capitalization errors;
5. Observe the format given for the paper (five-page paper means four pages and five lines of the text is too short and six pages is too long). The Works Cited (MLA Style) or References (APA Style) page is mandatory and is not included in the five-page text; the documentation of sources is appropriate according to the chosen Style Manual. No title page is necessary.
6. Be proofread and devoid of any typing errors.

Letter B (Good) will be assigned to a paper that has issues with one of the elements mentioned above; letter C grade (Average) will be assigned to a paper that has issues with two to three of the above mentioned elements; letter D (Fair) will be assigned to a

paper that has issues with four of the elements and letter F (Poor) will be assigned to a paper that has problems with ALL five of the above mentioned criteria.

**INDIVIDUAL DIGITAL PRESENTATION:** For this assignment you will have to pick up a term/concept from the list provided by the instructor (all of them are covered by our *Thinking through Communication* textbook); after you research (you are encouraged to go beyond the material in our textbook!) is done share it with the class through a short digital presentation (minimum of 4 slides, maximum of 10 slides) by: 1. defining and explaining the term/concept, 2. providing examples/illustrations for it, 3. posting the presentation on time (**deadline: March 14, 2016**) on Sakai under Resources/Folder Short Oral Report for everyone in the class to use, 4. providing the questions for the class (minimum of two questions) to motivate further research and thinking of the classmates and 5. providing the Works Cited/References page slide listing full documentation of all sources used for the presentation.

Letter grade A (Excellent) will be given to a presentation that:

1. Clearly defines and explains the term and provides the examples/illustrations that clarify it,
2. Uses the presentation aid (e.g. PowerPoint, Prezi, etc.) that is easy to follow and aesthetically pleasing devoid of factual, grammatical or spelling errors,
3. Posts the presentation on time on Sakai under Resources,
4. Clearly engages the classroom with questions motivating further research on the term/concept or through a discussion about the term/concept

Letter grade B (Good) will be awarded to a presentation that lacks or has issues with one to two of the above mentioned criteria; letter C (Average) will be awarded to a presentation which lacks/has issues with three of the above mentioned criteria; letter D (Fair) will be awarded to a presentation with issues with four to five of the criteria and letter F (Poor) to the one that has problems with ALL six of the above mentioned criteria. This assignment is worth twenty (20) points that count toward your Participation grade.