

University of North Texas at Dallas
 Summer I 2017
 SYLLABUS

COMM 4355: Communication Theory 3 HRS

Department of	Languages and Communication	School of	Liberal Arts and Sciences
Instructor Name:	Sara J. Holmes		
Office Location:	DAL 1 301B		
Office Phone:	972.338.1820		
Email Address:	Sara.Holmes@untdallas.edu		
Office Hours:	REMIND: Text @comm4355 to 81010 to join our class Skype ID: sara.j.holmes By appointment		
Course Format/Structure:	100% Face to Face only.		
Classroom Location:	Online		
Class Meeting Days & Times:	Online		
Course Catalog Description:	Provides students with a basic foundation for writing, reading, and evaluating communication research from the social scientific, interpretive and critical paradigms. Introduces students to a variety of new words, concepts, and ways of thinking to understand the language of communication.		
Prerequisites:	COMM 2200		
Co-requisites:	None.		
Required Text:	<ul style="list-style-type: none"> • Wood, J. T. (2004). <i>Communication theories in action</i>, (3rd ed.). Belmont, CA: Cengage. (ISBN: 978-0534566395) • American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i>, (6th ed.). Washington, D.C.: American Psychological Association. (ISBN: 978-1-4338-0562-2) • Readings posted on Blackboard • Access to a computer with Microsoft Word and PowerPoint, Adobe Flash, and a printer 		
Recommended Text and References:	<ul style="list-style-type: none"> • OWL Purdue Online Writing Lab at http://owl.english.purdue.edu/owl/resource/560/1/ • Additional handouts/materials may be supplied in class or posted to Blackboard. 		
Access to Learning Resources:	UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: http://www.untdallas.edu/library e-mail: Library@untdallas.edu UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com		
Course Goals or Overview: The goals of this course are as follows -			
1	To understand the basic paradigms of communication inquiry.		
2	To recognize and describe a broad range of communication theories.		
3	To locate, read and critically summarize communication research studies.		
4	To know how to synthesize scholarship and write in a scholarly voice and style.		
5	To explore the relationship between communication theory and practice in the context of everyday life.		

Learning Objectives/Outcomes: At the end of this course, students will be able to:	
1	Define epistemology, ontology, and axiology and how they differ in the social scientific, interpretive, and critical paradigms.
2	Understand several communication theories and to be able to explain to which paradigm they belong.
3	Be able to find communication research articles at the library or through the library's website and to be able to select what is important in those articles in order to summarize them.
4	Take research and turn it into a well-written literature review that could be the foundation for your own research project.
5	Find ways to apply communication theory to our everyday lives through personal examples, popular culture, and current events.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Dates Course Content and Assignments/Readings Due

Week 1 – Introduction to Communication Theories

June 12-18	<p>Introduction: Introduction to Communication Theory</p> <p>Chapter 1: Communication as a Field of Study Walther-Martin, W. (2015). Media-generated expectancy violations: A study of political humor, race, and source perceptions. <i>Western Journal Of Communication, 79</i>, 492-507. doi:10.1080/10570314.2015.1072233</p> <p>Chapter 2: Understanding Communication Theories Devereux, C. (2012). "Last night, I did a striptease for my husband." <i>Feminist Media Studies, 12</i>, 317-334. doi:10.1080/14680777.2011.615598</p> <p>Chapter 3: Building and Testing Theory Park, H. S., Levine, T. R., McCormack, S. A., Morrison, K., & Ferrara, M. (2002). How people really detect lies. <i>Communication Monographs, 69</i>, 144-157. Tracy, S. J., & Tracy, K. (1998). Emotion labor at 911: A case study and theoretical critique. <i>Journal of Applied Communication Research, 26</i>, 390-411.</p>
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Week 2 – Early Communication and Meaning-Making Theories

June 19-25	<p>PPT: How to Use APA PPT: How to do Research Online & How to Write a Literature Review Handout: <i>UNC Writing Center-How to Write a Literature Review.</i></p> <p>Chapter 4: Early Communication Theory Domingo, B. (2003). Stop slammin' Sammy: A theoretical approach to the first 24 hours of a communications crisis in sports. <i>Public Relations Quarterly, 48</i>, 20-22. Hattenhauer, D. (1984). The rhetoric of architecture: A semiotic approach. <i>Communication Quarterly, 32</i>, 71-77.</p> <p>Chapter 7: Theories about How People Construct Meaning Dawson, M. (2012). Defining mobile television: The social construction and deconstruction of new and old media. <i>Popular Communication, 10</i>, 253-268. doi:10.1080/15405702.2012.715329 Montgomery, E. (2004). Tortured families: A coordinated management of meaning analysis. <i>Family Process, 43</i>, 349-371.</p> <p>Chapter 5: Theories about Symbolic Activity Carlson, A. C., & Hocking, J. (1988). Strategies of redemption at the Vietnam Veterans' Memorial. <i>Western Journal of Speech Communication, 52</i>, 203-215. Dubbelman, T. (2011). Playing the hero: How games take the concept of storytelling from representation to presentation. <i>Journal Of Media Practice, 12</i>, 157-172. doi:10.1386/jmpr.12.2.157_1</p> <p>Exam #1 Due Sunday 6/25, 11:59 pm</p>
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Week 3 – Interpersonal Theories

June 26-July 2	<p>Chapter 8: Theories about Interpersonal Dynamics Braithwaite, D. O., & Baxter, L. A. (2006). “You’re my parent but you’re not”: Dialectical tensions in stepchildren’s perceptions about communicating with the nonresidential parent. <i>Journal of Applied Communication Research</i>, 34, 30-48.</p> <p>Liao, W., McComas, K. A., & Connie Yuan, Y. (2017). The influence of unrestricted information exchange on willingness to share information with outsiders. <i>Human Communication Research</i>, 43, 256-275. doi:10.1111/hcre.12104</p> <p>Chapter 9: Theories about Communication and the Evolution of Relationships Chory, R. M. (2013). Differences in television viewers’ involvement: Identification with and attraction to liked, disliked, and neutral characters. <i>Communication Research Reports</i>, 30, 293-305. doi:10.1080/08824096.2013.837041</p> <p>Ferrara, M. H., & Levine, T. R. (2009). Can’t live with them or can’t live without them?: The effects of betrayal on relational outcomes in college dating relationships. <i>Communication Quarterly</i>, 57, 187–204. doi:10.1080/01463370902881734</p> <p>Chapter 10: Theories about Communication Communities Dougherty, D. S., (1999). Dialogue through standpoint: Understanding women’s and men’s standpoints of sexual harassment. <i>Management Communication Quarterly</i>, 12, 436-468.</p> <p>Smith, R. C., & Eisenberg, E. M. (1987). Conflict at Disneyland: A root-metaphor analysis. <i>Communication Monographs</i>, 54, 367.</p> <p>Exam #2 Due Sunday 7/2, 11:59 pm Literature Review/“Synthesis of Scholarship” Proposal due on Blackboard Friday, 6/30, 11:59 pm</p>
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Week 4 – Performative Theories

July 3-9	<p>Chapter 6: Theories about Performance Madison, D. S. (1993). “That was my occupation”: Oral narrative, performance, and black feminist thought. <i>Text and Performance Quarterly</i>, 13, 213-232.</p> <p>Rosenberg, J., & Egbert, N. (2011). Online impression management: Personality traits and concerns for secondary goals as predictors of self-presentation tactics on Facebook. <i>Journal Of Computer-Mediated Communication</i>, 17, 1-18. doi:10.1111/j.1083-6101.2011.01560.x</p> <p>Chapter 11: Theories of Mass Communication Day, A., & Thompson, E. (2012). Live from New York, it's the fake news! <i>Saturday Night Live</i> and the (non)politics of parody. <i>Popular Communication</i>, 10, 170-182. doi:10.1080/15405702.2012.638582</p> <p>Romer, D., Jamieson, K. H., & Aday, S. (2003). Television news and the cultivation of fear of crime. <i>Journal of Communication</i>, 53, 88-104.</p> <p>Annotated Bibliographies Assignment Paper due on Blackboard Friday, 7/7, 11:59 pm</p>
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Week 5 – Critical Cultural Theorizing

July 10-16	<p>Chapter 12: Critical Communication Theories Hammers, M. L., (2006). Talking about ‘down there’: The politics of publicizing the female body through <i>The Vagina Monologues</i>. <i>Women's Studies in Communication</i>, 29, 220-243.</p> <p>Han, E., & Price, P. G. (2015). Uncovering the hidden power of language: Critical race theory, critical language socialization and multicultural families in Korea. <i>Journal of Intercultural Communication Research</i>, 44, 108-131. doi:10.1080/17475759.2015.1028427</p> <p>Chapter 13: Postmodern Theorizing Modesti, S. (2008). Home sweet home: Tattoo parlors as postmodern spaces of agency. <i>Western Journal of Communication</i>, 72, 197–212. doi:10.1080/10570310802210106</p> <p>Smith, B. G. (2013). The internal forces on communication integration: Co-created meaning, interaction, and postmodernism in strategic integrated communication. <i>International Journal of Strategic Communication</i>, 7, 65-79. doi:10.1080/1553118X.2012.734883</p> <p>Chapter 14: Communication Theories in Action Literature Review/“Synthesis of Scholarship” Paper due on Blackboard Wednesday, 7/12, 11:59 pm Exam #3 Due Thursday 7/13, 11:59 pm Self-Analysis due on Blackboard Friday, 7/14, 11:59 pm</p>
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Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. **Group Discussion Board Posts (250 points):** You will participate in a process of learning within a discussion group of three people. This group will serve the purpose of assisting you in your understanding of course material by posting opinions, observations, responses, and questions. Group members will rotate each week so you will have the opportunity to hear from diverse perspectives, but still be able to manage the conversation in the smaller group setting. Participation in discussion boards includes, but may not be limited to posting one original post per week and replying (with quality content) to two [different] peers' discussion posts each week. Failure to submit an original post and/or response to two [different] peers will result in loss of partial or all points. Consider discussion boards as equivalent to class discussion—but you will participate online. (Objectives 1-2, 5)
2. **Exams (150 points):** There will be three exams, worth 50 points each. The format for the exams may include true/false, multiple choice, definitions, and fill in the blank questions. The questions will have between 25 and 50 questions; each question will be worth 1.5-3 points. The exams will cover material from all class lectures and discussions, as well as assigned readings. The exams will be available to you on Blackboard with scheduled due dates. You are required to complete the exam within 90 minutes before point deductions occur. (Objectives 1-2, 5)
3. **Annotated Bibliographies Assignment (150 points):** We will focus on developing your familiarity and comfort with writing in an academic style, namely APA. You will complete a five-source annotated bibliography of articles that you think might assist you in writing your final paper. For each entry you will provide the appropriate source citation and a short (5-6 sentences) description of the article. (Objectives 3-4)
4. **Literature Review/“Synthesis of Scholarship” Paper (400 points):** One of the primary goals of the course is to enable you to write a literature review or a “synthesis of scholarship” on the development of a particular communication theory. Specifically, you will write a 12-15 page paper that organizes, synthesizes and evaluates research from a particular theoretical tradition. 15 peer-reviewed research articles will form the basis of this review. Detailed instructions for this assignment will be provided in class. Additionally, we will devote course lessons to identify strategies for successfully writing the final paper. (Objective 4)
5. **Self-Analysis (50 points):** The final paper and discussion board post for the course will reflect on what you have learned from the course materials and experience of working with the content from this course. During the final week of the course, you will share briefly with the class about your reflections and respond to each other. Failure to post in Week 5 discussion board will result in a 0 for both the self-analysis assignment and the regular weekly discussion board.

Extra Credit Opportunities

Extra credit is given at the discretion of the instructor and may be based on current events, topics discussed in class, or relevant campus dialogues taking place. Please do not ask for extra credit. You will know if it is offered.

- Up to 10 points possible throughout the semester: Throughout the PowerPoint lecture presentations for each chapter will be opportunities for extra-credit that you can complete. Each opportunity will be worth 0.5 points, which means that you can complete 20 extra credit posts throughout the semester for up to 10 extra-credit points. To earn each point you must precisely follow the directions and offer substantive engagement of the material in the posts. To complete these opportunities follow the directions present in the lecture presentations and submit your posts to the appropriate module's extra-credit discussion.

Format Directions: Please use the following template as the heading for each extra-credit post: Exercise #—Your Last Name. (Ex: Exercise 1—Holmes)

PLEASE NOTE: Receiving extra credit means you do **EXTRA** work. If you fail to complete any assignment in the course, **YOU WILL LOSE ALL EXTRA CREDIT POINTS**. Evaluation is based upon the quality of work submitted. Simply submitting a completed assignment does not guarantee you will receive extra credit. You should apply the same effort on written extra credit work as you would on regular graded assignments.

Grading Matrix:

Each of the following assignments will be detailed thoroughly on Blackboard. Be sure to access Blackboard frequently for assignment guidelines and other important class documents.

Group Discussion Board Posts	250 points
Exams	150 points
Annotated Bibliographies Assignment	150 points
Literature Review/"Synthesis of Scholarship" Paper	400 points
Self-Analysis	<u>50 points</u>
Total	1000 points

Your final grade is based on a total out of 1000 points.

900-1000 = A 800-899 = B 700-799 = C 600-699 = D 599 ↓ = F

University Policies and Procedures

Students with Disabilities (ADA Compliance): The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Founders Hall, room 204. (UNTD Policy 7.004)

Course Eval Policy: Student evaluation of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: Students are expected to read assigned material before class and participate actively in class. This includes actively engaging in class discussion and group exercises as well as taking notes on lecture material. It is your responsibility to know what is done in class and any changes in the syllabus even if you are absent. Additionally, please be prepared to present on your assigned presentation date. Please note that because time is limited for makeup assignments, if you miss class the day you are expected to deliver a presentation, you may not be able to make up the presentation. Make-ups will be considered only for major emergencies or serious illnesses when properly documented. If you should arrive late, please do not enter the classroom while a student is speaking. You could disrupt their train of thought and you certainly would distract the audience. Wait outside until that student has finished, and then enter. Better yet, come on time!

Exam Policy: Quizzes and exams should be taken as scheduled. No makeup quizzes/examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity (Policy 7.002) at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf Refer to the Student Code of Student Rights, Responsibilities and Conduct at http://www.untDallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following

statement: “*On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.*”

Attendance and Participation Policy: Attendance in class is required. Failure to be present in class will result in a loss of participation points for the day. If you are not present, you cannot participate. Coming late to class or leaving early may be considered a whole or partial absence. If you have more than the acceptable number of absences due to serious illness or similar causes, discuss the possibility of makeup work with me as early as possible. Attendance will be tracked daily. **If you are late to class, it is your responsibility to ensure you are counted present for the day (sign in/respond when roll is called).** **Otherwise, you will be counted absent.**

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untDallas.edu/hr/upol>

Bad Weather Policy: Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information, please refer to <http://www.untDallas.edu/police/resources/notifications>

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)

Class Policies and Expectations

Active Learning

You are expected to take an active role in learning. If you are having trouble, come and see me – I will be glad to help. If there are things you do not understand, raise questions in class, as others may benefit from your inquiry. If you are hesitant to speak up in class, stop by after class or send me an email. I am here to assist in your learning, so do not hesitate if you need clarification or assistance.

Missing Class

To help you get information about any class that you miss, you can use the ‘buddy system.’ Choose two classmates as your buddies. Exchange contact information so that if you are absent, you can contact one or both of your buddies for notes, assignments, and announcements.

Buddy Name: _____

Buddy Name: _____

Email: _____

Email: _____

Phone: _____

Phone: _____

Plagiarism

Students need to do original work and properly cite sources. For example, be aware of plagiarism—directly copying more than 3 or 4 words from another author without quoting (not just citing) the author is plagiarism. Cheating, plagiarizing, falsification, misrepresentation or any other form of dishonesty will be dealt with severely. Students will be subjected to disciplinary action under college regulations.

Citizenship

Each of us is responsible for creating a positive learning environment. Respectful class participation includes contributing ideas that relate to the topic, asking questions to clarify understanding, responding thoughtfully when called upon, and giving respectful attention to the instructor and classmates. Good communication skills include listening carefully to diverse opinions, analyzing what is said, clearly stating opinions without personal put-downs, encouraging classmates, synthesizing new information, and applying it. Disrespectful communication includes interrupting or attacking others, monopolizing the conversation, carrying on side conversations, and using personal technology for purposes other than classroom activity. A positive classroom environment improves learning for both the individual student and for the class as a whole.

Inclusive Language and Intercultural Diversity

Please use non-sexist language and appropriate cultural terms when speaking and writing. Since the language we use shapes the way in which we see the world, the words we use matter. For example, use “he or she” instead of “he” when referring to a hypothetical person. Similarly, use “everybody” instead of “you guys,” “people” instead of “man” or “mankind.” Use, “Asian” instead of “Oriental,” etc. Encouraging different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities fosters understanding and inclusiveness related to such diverse perspectives and ways of communicating.

Social Media Policy

Although I do maintain a broad social media presence, including multiple blogs, Facebook, Twitter, LinkedIn, Tumblr, Pinterest, Snapchat, Instagram, etc., if you use one of these platforms to contact me, I may not notice, and I definitely will not respond. Please note: I do not send or accept friend requests of current students through social media. If there is something you would like to share with me, either share it through the class discussion boards on Blackboard or in class during our next meeting.

Mobile Technology Policy

Although there may be opportunities to use mobile technology in class, please make sure your use of mobile technology is relevant to class. If you find yourself tempted to use your technology for completing homework for other classes, surfing the Internet, or “playing” on social media, please **TURN IT OFF AND PUT IT AWAY**. It is disrespectful and distracts from community-building to use digital devices in class for any purpose other than class learning. If your digital device sounds off (rings, chirps, vibrates) in class, or if you are caught (by me or one of your peers) text messaging, surfing the internet, or listening to music through earphones, you will be asked to leave the class and will lose participation points for the day.

Presentation Policies

No profanity or content of a graphic nature. No children, animals, weapons, fire, grease (cooking) or dangerous objects. Any props you choose to use **MUST** be pre-approved by the instructor. Any prop used that has not been pre-approved will automatically reduce your grade for the presentation. All presentation topics must also be approved. Please be considerate and sensitive when choosing presentation topics. Please also be sensitive to the topic choices of others. It is important that this be a **SAFE** environment for everyone. Dress appropriately and professionally for each of your presentations. Do not interrupt your peers’ presentations. If you interrupt a peer for any reason (phone sounding off, leaving/entering the room, talking), you will receive a zero on your presentation grade.

Grade Disputes

Grades will be discussed only during office hours. Please do not ask grade questions during class time. If you have an issue with your grade, please wait 24 hours, but no later than 48 hours before submitting an email articulating your concern about your grade. Please include a reference to the work in question. This will give both the instructor and the student time to carefully review all of the information. After 48 hours, your grade will not be changed.

Drop/Withdrawal Policy

Withdrawing from a course is a formal procedure which **YOU** must initiate; I cannot do it for you. You may withdraw from a class in either Admissions or Advising. If you stop attending or are unable to complete this class and you do not withdraw before the official drop date, you will receive a performance grade, usually a grade of “F.” Students sometimes drop a class when help is available that would enable them to continue. Please discuss your plans with me if you feel the need to withdraw.

College-Level Reading, Writing, and Speaking Skills

College-level reading, writing, and speaking are expected. If your outlines or presentations do not meet college-standards, you will not receive credit for them. If you find you need help correcting grammatical and word choice errors, I strongly advise you to meet with a tutor in The Learning Center (M-216). I am happy to work with you to prepare and rehearse presentations to improve your fluency and articulation.

In addition to specific requirements for each paper assignment, please note the following guidelines in preparing all assignments:

- All written assignments must be typed.
- Format: Double-spaced, 12pt font, Times New Roman, 1” Margins, adhering to the APA Style Guide.
- All assignments must be submitted through Blackboard **before** 11:59 pm the day they are due.
- Be sure to proof read your written work before submitting in order to correct any grammatical errors or spelling mistakes. **Please note that grammar and spelling are considered in grading. Knowing how to write properly is an essential part of communication.**

*****If these requirements are not met, points will be deducted from your paper grade.*****

Additional Resources for Students

I am happy to make reasonable accommodations when appropriate, provided that you notify me in timely fashion. All personal information will be kept in strict confidentiality. Below is a list of additional support services for students:

Disability Services Founders Hall, 204 972.338.1777	Financial Aid & Scholarships Administration Bldg. 972.780.3662	Career Services Founders Hall, 205 972.338.1782
Library & Resources Founder's Hall, 117 972.338.1616	Academic Advising Administration Bldg., 1st Floor 972.338.1645	Counseling & Wellness Founders Hall, 200 972.338.1779
Leadership & Multicultural Center Administration Bldg. 972.780.3662	Learning Commons DAL 1, 3 rd Floor http://www.untDallas.edu/aas/tutoring	Campus Police Founder's Hall, 131 972.780.3009

Key Dates

Please take note of the following key dates for the fall 16-week session:

06/11/17 Last Day for 100% Tuition Refund

06/12/17 First Day of Class

06/12/17 Last Day for 80% Tuition Refund

06/13/17 Last Day for 50% Tuition Refund

06/15/17 Census Day

06/13/17 Last day to drop a class without a "W"

07/04/17 Independence Day – No Classes

07/06/17 Last day to drop a class with a "W"

7/15/17 Final Day of Class

7/17/17 Final Grades Due

Reminders

- Grades cannot be based on effort. Teachers cannot measure time or energy expended; only outcomes can be gauged. If you work hard at something and do not achieve the desired outcomes, a teacher cannot give you the grade you want or the higher grade because of your effort.
- Grades cannot be assigned because a student needs/wants a particular grade. If you desire the A, you will need to fulfill the conditions needed to earn an A.
- Grades are based on announced standards. Therefore, consideration of grade fairness must center on the application of those standards to student work, instead of comparisons to other student's work.
- Generally, teachers are more experienced at assessing student work than the students themselves.
- Teachers, on average, are objective and are not out to "nail" their students. Most teachers want to give their students the highest grade possible and the benefit of the doubt.
- Students are entitled to emotional reactions to assessment of their work; however these expressions should occur in private, NOT public.
- Any discussion of grades should be impartial, unemotional, and characterized by mutual respect, courtesy, and professionalism.

COMM 4355

I have read and understand the course expectations, division, and college policies and procedures, and the assignments and grades required for successful completion of this course outlined in this syllabus.

NAME

DATE