

Course: Communication 202—Public Communication

Framework:

Professor

Darlene M. Hantzis, Ph.D

Office Hours: Erickson Hall 333; 10:30-Noon Wednesdays (Fall 2009); e-hours will be scheduled periodically

Contact: I prefer you contact me by email (dmhantzis@indstate.edu); you can contact me by telephone—237 3658 as well

Course Information/Communication

Our course is fully supported by Blackboard and you are encouraged to develop your understanding and knowledge of blackboard.

Required Texts

You will read several articles during the semester; every article is available in pdf on blackboard.

Foundational Studies Program

Our course fulfills the Communication requirement of the Foundational Studies. The Communication component of FS stipulates the following learning objectives:

1. Apply basic theoretical concepts to the study of human communication;
2. Apply concepts of small group communication in the development and execution of a small group presentation and the small group process;
3. Employ concepts of public speaking in the preparation and delivery of informative and persuasive speeches;
4. Find, use, and cite evidence to support assertions or arguments both orally and in writing; and
5. Apply concepts of relational, interpersonal communication to the development of a fictional or actual human relationship.

All Foundational Studies courses contribute to certain overall learning objectives:

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness;
10. Express themselves effectively, professionally, and persuasively both orally and in writing

Course Policies

Attendance

I take attendance every class session. I expect you to participate in every class. We meet a total of 30 times this semester. Attendance matters. If you are not here, you can not contribute to the learning we are all doing. I take your absences personally. That said, here's the policy:

The reason for your absence doesn't make you present. I believe everything you tell me and I don't want to see any documentation supporting your explanation for your absence. Every absence counts as an absence. Attendance is a part of your Engagement grade (25% of your course grade). If you miss more than 20% (7 or more absences) of the class, you will earn an F for the semester. I understand that life happens and sometimes the happenings of our lives intrude on or restrict our choices. All assignments can be revised for grade improvement and any assignment can be submitted early (or by other than face to face means, if necessary and with prior agreement--I do not want to print your papers everytime one is due). Of course, you should plan submissions of work in accord with absences about which you are already aware.). If you are absent--unexpectedly--a day something is due, make sure you do something to address the assignment. Remember, never, ever, ever ask a professor "did I miss anything?" Also unwise is to ask a professor to teach the class session to you; ask another student in the class; then, you could ask the professor to review what you learned from the other student was discussed the day you were absent.

Academic Integrity

I expect every student to conform to the university statement on academic honesty as it applies to the creation and submission of student work of any kind. Do your own work. When you use another's work (and you will), cite it. ALWAYS. If you have questions about appropriate citation, ask me or consult one of the many, many resources available to you. *Doing Honest Work in College* is a good book that includes both narrative discussion and full citation index (and it is not costly). You should have a copy of the *Beacon Handbook*. You can also go online and find what you need to ensure honesty in the creation of your work. Academic Integrity speaks to more than honesty in use of others' work and your own. I expect you to act with integrity throughout the term as a member of our class. Integrity speaks of "wholeness." I experience it as the attempt to match behaviors with values. I assume you value your education. I assume you value your work. I expect your actions to manifest those values. I respect your choice to be a college student very much. I respect your work. My expectation is that you will respect your work and mine as well. Value and Respect need to be understood as behaviors, not simply attitudes. If you respect your work, you will do it well and in accord with expectations. If you value your education, you will pursue learning energetically, consistently, and deliberately. You will prepare for and participate in class discussions; you will write and revise your papers before submitting them; you will engage the co-curriculum. I also believe that effective communities include a practice of integrity that recognizes individual talents,

common and individual needs, and the benefits of being a community together. This means we have to respect each other and our learning environment. Cell phones will be turned off—I mean off not on vibrate. I do not want to see you “check” and see who called you. If an emergency situation requires you to remain available to cell calls, tell me before class. I realize we all forget this common courtesy in multiple public places; I’ll be patient at first, but I am serious about this aspect of civil behavior. I allow students to use laptops as a tool for learning; I expect you to refrain from email, instant messaging, checking facebook or myspace, etc. During class discussions, approach members of the class with compassion and a spirit of helpfulness. At least in this class, learning is not a competitive sport (and neither is achievement). We all learn more when we all learn.

ISU Americans with Disabilities Act

“Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.”

AAUP Statement on Academic Freedom

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty. <http://www.aaup.org/AAUP/pubsres/policydocs/contents/I940statement.htm>

ISU Laptop Policy

While there will be no assignments or examinations for which the laptop will be used (in class), your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

(Note: The Policies section of the course blackboard site also includes these policies:

Your Writing-My Expectations—a lengthy discussion, with examples, of content and form in their writing

Grading—provides the course grade scale and a version of a letter to students about their grades

Assignments: What does "due" mean?—stipulates a policy excluding all late assignments

Professional Ethics Statements

Credo for a Free and Responsible Communication in a Democratic Society (National Communication Association)

Recognizing the essential place of free and responsible communication in a democratic society, and recognizing the distinction between the freedoms our legal system should respect and the responsibilities our educational system should cultivate, we members of the Speech Communication Association endorse the following statement of principles:

WE BELIEVE that freedom of speech and assembly must hold a central position among Americans constitutional principles, and we express our determined support for the right of peaceful expression by any communicative means available.

WE SUPPORT the proposition that a free society can absorb with equanimity speech which exceeds the boundaries of generally accepted beliefs and mores; that much good and little harm can ensue if we err on the side of freedom, whereas much harm and little good may follow if we err on the side of suppression.

WE CRITICIZE as misguided those who believe that the justice of their cause confers license to interfere physically and coercively with speech of others, and we condemn intimidation, whether by powerful majorities or strident minorities, which attempts to restrict free expression.

WE ACCEPT the responsibility of cultivating by precepts and example, in our classrooms and in our communities, enlightened uses of communication; of developing in our students a respect for precision and accuracy in communication, and for reasoning based upon evidence and a judicious discrimination among values.

WE ENCOURAGE our students to accept the role of well-informed and articulate citizens, to defend the communication rights of those with whom they may disagree, and to expose abuses of the communication process.

WE DEDICATE ourselves fully to these principles, confident in the belief that reason will ultimately prevail in a free marketplace of ideas.

NCA Credo for Ethical Communication (approved by the NCA Legislative Council in 1999)

Questions of right and wrong arise whenever people communicate. Ethical communication is fundamental to responsible thinking, decision making, and the development of relationships and communities within and across contexts, cultures, channels, and media. Moreover, ethical communication enhances human worth and dignity by fostering truthfulness, fairness, responsibility, personal integrity, and respect for self and others. We believe that unethical communication threatens the quality of all communication and consequently the well-being of individuals and the society in which we live. Therefore we, the members of the National Communication Association, endorse and are committed to practicing the following principles of ethical communication:

- We advocate truthfulness, accuracy, honesty, and reason as essential to the integrity of communication.
- We endorse freedom of expression, diversity of perspective, and tolerance of dissent to achieve the informed and responsible decision making fundamental to a civil society.

- We strive to understand and respect other communicators before evaluating and responding to their messages.
- We promote access to communication resources and opportunities as necessary to fulfill human potential and contribute to the well-being of families, communities, and society.
- We promote communication climates of caring and mutual understanding that respect the unique needs and characteristics of individual communicators.
- We condemn communication that degrades individuals and humanity through distortion, intimidation, coercion, and violence, and through the expression of intolerance and hatred.
- We are committed to the courageous expression of personal convictions in pursuit of fairness and justice.
- We advocate sharing information, opinions, and feelings when facing significant choices while also respecting privacy and confidentiality.
- We accept responsibility for the short- and long-term consequences for our own communication and expect the same of others.

****Annotation: Students are asked to complete an online “test” in which they review all course policies, indicate understanding, and ask questions.**

Review of Learning Objectives and Work Plan

Our course engages the learning objectives for the communication component and the skills and applied learning requirement of the Foundational Studies program and all of the overall FS objectives, with the exception of wellness objectives.

Our work is divided into four categories:

Critical Reading (30%)

Fieldwork/Research (40%)

Engagement (20%)

Communication Practice Lab (10%)

Critical Reading:

You will read works by Plato and Aristotle, ancient Greek philosophers credited with foundations of the study of human communication and public speaking, two historians of American culture writing about public communication practices, a communication scholar examining the Chicago street gang culture in the 1990s, and a communication scholar writing about democratic dialogue. You are expected to read thoroughly and participate in interactive discussions during class. You will write a précis demonstrating your understanding as well as developing your writing skills. The précis requires disciplined analytical writing. **(Annotation: Critical Reading work pursues Communication Learning Objectives 1 and 4 and FS Learning Objectives 1-4, 6-8, 10)**

Fieldwork/Research:

You will work in teams, based in your lab section, to conduct two research projects designed to teach you the basics of research, including design, data collection and analysis, and critical reflection. You will conduct research on ISU’s Homecoming as a public communication event and you will conduct research on ISU student issues. Data collection will include interviewing

key university personnel, examining archival materials, and participant observation. You engage in small group communication work to build an effective team. You will publish your research on Homecoming both through individual and group oral presentations and media-produced texts. Your work with ISU student issues will culminate in production of a Student Town Hall that uses the format of democratic dialogue, which you will facilitate. **(Annotation: Fieldwork pursues Communication Learning Objectives 1-5 and FS Learning Objectives 1-8, 10)**

Engagement:

You will participate in several, specific, co-curricular events selected to provide you with the opportunity to practice your skills as a consumer of public communication and as a writer. Engagement also seeks to contribute to a successful first semester as you deepen your knowledge about the university, meet students from across campus, and establish relationships with individuals and the institution. You will complete a précis about each of the co-curricular events you are required to attend. The majority of the stipulated events will involve you in small group and public talk; while not formal presentation speaking, these opportunities will improve your skills in small group, interpersonal, and “time at the mic” speaking. **(Annotation: Engagement pursues Communication Learning Objectives 1-2, 4-5 and FS Learning Objectives 1-8, 10)**

Practice Lab

The one-hour, smaller group, section attached to this course supports efforts to provide greater communication practice, observed by your professor and the peer assistants assigned to the section. We will use the practice lab for application exercises, skills improvement, small group development, and discussion. **(Annotation: Practice Lab pursues Communication Learning Objectives 1-5 and FS Learning Objectives 2-3, 5-8, 10).**