

University of North Texas at Dallas
Spring 2024
SYLLABUS

COMM 4355 Communication Theory 3 HRS

Department of	Communication and Digital Media	
Instructor Name:	Sara J. Holmes	
Office Location:	FH 213A	
Office Phone:	972.338.1820 & Virtual - Microsoft Teams Chat (@Sara.Holmes)	
Email Address:	Sara.Holmes@untdallas.edu	
Office Hours:	MTWTh 11:30 am – 1:00 pm and by appointment	
Course Format/Structure:	100% Face to Face only.	
Classroom Location:	FH 242	
Class Meeting Days & Times:	T/Th 1:00 pm – 2:20 pm	
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.	
Pre/Co-requisites:	Communication and Digital Media majors must complete the following courses with a grade of C or better prior to enrolling: TECM 2300 - New Media Writing, COMM 2311 - Introduction to Social Media, COMM 2312 - Visual Communication, COMM 3311 - New Media Storytelling, and COMM 3312 - New Media Literacies.	
Required Text:	<ul style="list-style-type: none"> Galvan, J. L., & Galvan, M. C. (2017). <i>Writing literature reviews: A guide for students of the social and behavioral sciences</i>, (7th ed.). New York: Routledge. (ISBN: 9780415315746) West, R. L., & Turner, L. H. (2021). <i>Introducing communication theories: Analysis and application</i>, (7th ed.). New York: McGraw Hill. (ISBN: 9781260254099) 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 Canvas 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 Canvas. 	
Access to Learning Resources:	UNT Dallas Library: phone: (972) 338-1616 web: http://www.untdallas.edu/library	UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com
Canvas Resources Supported Browsers: <ul style="list-style-type: none"> Chrome 67 & 68 Firefox 60 & 61 Flash 29, 30 (for audio/video) Respondus Lockdown Browser Safari 10, 11 Supported Devices: <ul style="list-style-type: none"> iPhone Android Chromebook <i>Note: Tablet users can use the Canvas app</i> Screen Readers: <ul style="list-style-type: none"> VoiceOver (Safari) JAWS (Internet Explorer) NVDA (Firefox) <i>Note: There is no screen reader support for Canvas in Chrome</i>	Getting Help with Canvas Canvas 24/7 Phone Support for Students: 1-833-668-8634 Canvas Help Resources: Canvas Student Guide – https://community.canvaslms.com/docs/DOC-10701 For additional assistance, contact Student Assistance (UNT Dallas Distance Learning): DAL 1, Rm 157 phone: (972)338-5580 email: distancelearning@untdallas.edu <i>If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.</i> <i>If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.</i>	

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 university 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 will 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 Canvas announcement. *Recommended readings have been included for theories discussed each week. Additional readings and exercises may be added; these will be announced/provided in class and/or posted on the **Course Readings** page on Canvas.

Dates Course Content

Week 1

Tuesday, 1/16	Course introduction Set ground rules and guidelines Why study theory? Introductory Exercise
Thursday, 1/18	What to Expect in Comm Theory Chapter 1: Thinking about Communication

Introduction to Communication Theories

Week 2 – Syllabus contract due in Canvas Sunday, 1/28, 11:59 pm

Tuesday, 1/23	Chapter 2: Thinking about the Field *Hattenhauer, D. (1984). The rhetoric of architecture: A semiotic approach. <i>Communication Quarterly</i> , 32(1), 71-77. doi:10.1080/01463378409369534
Thursday, 1/25	Chapter 3: Thinking about Theory and Research *Park, H. S., Levine, T. R., McCormack, S. A., Morrison, K., & Ferrara, M. (2002). How people really detect lies. <i>Communication Monographs</i> , 69(2), 144–157. doi:10.1080/714041710

Intrapersonal Communication Theories

Week 3

Tuesday, 1/30	Chapter 4: Expectancy Violation Theory *Walther-Martin, W. (2015). Media-generated expectancy violations: A study of political humor, race, and source perceptions. <i>Western Journal of Communication</i> , 79(4), 492-507. doi:10.1080/10570314.2015.1072233
Thursday, 2/1	Chapter 15: Symbolic Interaction Theory *Carlson, A. C., & Hocking, J. (1988). Strategies of redemption at the Vietnam Veterans' Memorial. <i>Western Journal of Speech Communication</i> , 52(3), 203-215. doi:10.1080/10570318809389636

Week 4 – Writing Literature Reviews and Working with Library Resources

Exam #1 due in Canvas Sunday, 2/11, 11:59 pm

Tuesday, 2/6	Chapter 16: Coordinated Management of Meaning *Montgomery, E. (2004). Tortured families: A coordinated management of meaning analysis. <i>Family Process</i> , 43(3), 349-371. doi:10.1111/j.1545-5300.2004.00027.x
Thursday, 2/8	Working with APA and Source Credibility 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> .

Week 5

Tuesday, 2/13	Evaluating Research and Starting Your Literature Review Galvan, J. L., & Galvan, M. C. (2017). <i>Writing literature reviews: A guide for students of the social and behavioral sciences</i> , (7th ed.). New York: Routledge.
Thursday, 2/15	Evaluating Research and Starting Your Literature Review Galvan, J. L., & Galvan, M. C. (2017). <i>Writing literature reviews: A guide for students of the social and behavioral sciences</i> , (7th ed.). New York: Routledge.

Interpersonal Communication Theories**Week 6**

Tuesday, 2/20	Chapter 5: Uncertainty Reduction Theory *Rubin, R. B., & McHugh, M. P. (1987). Development of parasocial interaction relationships. <i>Journal of Broadcasting & Electronic Media</i> , 31(3), 279–292. doi:10.1080/08838158709386664
Thursday, 2/22	Chapter 6: Social Exchange Theory *Ribarsky, E. (2013). Choose your own adventure: Examining social exchange theory and relational choices. <i>Communication Teacher</i> , 27(1), 29–32. doi:10.1080/17404622.2012.737924

Week 7

Tuesday, 2/27	Chapter 7: Social Penetration Theory *Chen, Y.-W., & Nakazawa, M. (2012). Measuring patterns of self-disclosure in intercultural friendship: Adjusting differential item functioning using multiple-indicators, multiple-causes models. <i>Journal of Intercultural Communication Research</i> , 41(2), 131–151. doi:10.1080/17475759.2012.670862
Thursday, 2/29	Chapter 8: Social Information Processing Theory *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(2), 187–204. doi:10.1080/01463370902881734 Chapter 17: Communication Privacy Management Theory *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(2), 256–275. doi:10.1111/hcre.12104

Organizational Communication Theories**Week 8 – Exam #2 due in Canvas Sunday, 3/10, 11:59 pm**

Tuesday, 3/5	Chapter 25: Relational Dialectics Theory *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(1), 30–48. doi:10.1080/00909880500420200
Thursday, 3/7	Chapter 9: Structuration Theory *Tracy, S. J., & Tracy, K. (1998). Emotion labor at 911: A case study and theoretical critique. <i>Journal of Applied Communication Research</i> , 26(4), 390–411. doi:10.1080/00909889809365516 Chapter 10: Organizational Information Theory *Kramer, M. W., & Callister, R. R. (1995). Information-receiving and information-giving during job transitions. <i>Western Journal of Communication</i> , 59(2), 151–170. doi:10.1080/10570319509374513

3/11-3/15 No Class – Spring Break**Week 9 – Literature Review Introduction and Rationale due on Canvas and in class Thursday, 3/21, 12:59 pm
Literature Review Introduction and Rationale Revisions due on Canvas Sunday, 3/24, 11:59 pm**

Tuesday, 3/19	Chapter 18: Groupthink *Cline, R. J. W. (1990). Detecting groupthink: Methods for observing the illusion of unanimity. <i>Communication Quarterly</i> , 38(2), 112–126. doi:10.1080/01463379009369748 Chapter 19: Organizational Culture Theory *Smith, R. C., & Eisenberg, E. M. (1987). Conflict at Disneyland: A root-metaphor analysis. <i>Communication Monographs</i> , 54(4), 367–380. doi:10.1080/03637758709390239
Thursday, 3/21	Literature Review Introduction and Rationale Peer Reviews *BRING PRINTED COPY OF PAPER TO CLASS

Performative Communication Theories

Week 10 – Exam #3 due in Canvas Sunday, 3/31, 11:59 pm

Tuesday, 3/26	Chapter 20: The Rhetoric Chapter 21: Dramatism
Thursday, 3/28	Chapter 22: The Narrative Paradigm *Madison, D. S. (1993). "That was my occupation": Oral narrative, performance, and black feminist thought. <i>Text and Performance Quarterly</i> , 13(3), 213-232. doi:10.1080/10462939309366051

Media Theories

Week 11 – Annotated Bibliographies Assignment Paper due on Canvas Sunday, 4/7, 11:59 pm

Tuesday, 4/2	Chapter 11: Agenda Setting Theory Chapter 12: Spiral of Silence Theory
Thursday, 4/4	Chapter 13: Uses and Gratifications Theory *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(4), 293-305. doi:10.1080/08824096.2013.837041

Week 12 – Exam #4 due in Canvas Sunday, 4/14, 11:59 pm

Tuesday, 4/9	Chapter 23: Media Ecology Theory *Dawson, M. (2012). Defining mobile television: The social construction and deconstruction of new and old media. <i>Popular Communication</i> , 10(4), 253-268. doi:10.1080/15405702.2012.715329
Thursday, 4/11	Chapter 26: Cultivation Theory *Romer, D., Jamieson, K. H., & Aday, S. (2003). Television news and the cultivation of fear of crime. <i>Journal of Communication</i> , 53(1), 88-104. https://doi.org/10.1111/j.1460-2466.2003.tb03007.x

Theories on Culture and Diversity

Week 13

Tuesday, 4/16	Chapter 27: Cultural Studies *Dubbelman, T. (2011). Playing the hero: How games take the concept of storytelling from representation to presentation. <i>Journal of Media Practice</i> , 12(2), 157-172. doi:10.1386/jmpr.12.2.157_1 Chapter 14: Face-Negotiation Theory *Lee, J., Lim, J. J. C., & Heath, R. L. (2019). Negotiating Faces in coping with workplace bullying: A cross-cultural investigation. <i>Journal of Intercultural Communication Research</i> , 48(2), 112-131. doi:10.1080/17475759.2019.1572640
Thursday, 4/18	Chapter 24: Communication Accommodation Theory *Gallois, C., Watson, B. M., & Giles, H. (2018). Intergroup communication: Identities and effective interactions. <i>Journal of Communication</i> , 68(2), 309-317. doi:10.1093/joc/jqx016

Week 14 – First Draft Review of Literature Paper due on Canvas and in class Thursday, 4/25, 12:59 pm

Tuesday, 4/23	Chapter 28: Muted Group Theory *Hendrix, K. G., & Wilson, C. (2014). Virtual invisibility: Race and communication education. <i>Communication Education</i> , 63(4), 405-428. doi:10.1080/03634523.2014.934852
Thursday, 4/25	Review of Literature Paper Peer Reviews *BRING PRINTED COPY OF PAPER TO CLASS

Week 15 – Exam #5 due in Canvas Sunday, 5/5, 11:59 pm

Review of Literature Presentation PowerPoints Due on Canvas, Wednesday 5/1, 11:59 pm

Tuesday, 4/30	Chapter 29: Feminist Standpoint Theory *Dougherty, D. S., (1999). Dialogue through standpoint: Understanding women's and men's standpoints of sexual harassment. <i>Management Communication Quarterly</i> , 12(3), 436-468. doi:10.1177/0893318999123003 Chapter 30: Co-Cultural Theory *Zirulnik, M. L., & Orbe, M. (2019). Black female pilot communicative experiences: Applications and extensions of co-cultural theory. <i>Howard Journal of Communications</i> , 30(1), 76-91. doi:10.1080/10646175.2018.1439422
Thursday, 5/2	Final Paper Presentations

Week 16 – Final Draft of Review of Literature Paper due on Canvas Monday, 5/6, 11:59 pm

Tuesday, 5/7	Final Paper Presentations	1:00 pm – 3:00 pm
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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. **Attendance and Participation (150 points):** This is a theory-based class. Understanding of complex concepts is best facilitated through dialogue about those concepts. Thus, **your participation in this course is imperative**. Each week we will discuss the assigned chapter reading and theories under the broad topic, as well as any accompanying research. Part of active participation in class involves coming to class prepared to discuss course material and demonstrating understanding of concepts by sharing opinions, observations, questions, and responses. Missing more than one or two class meetings is dangerous to your grade. Participation credit is awarded daily and **CANNOT** be made up, even with an excused absence. Failure to appear in class will result in a participation grade of 0 for the day. Expectations for full participation for the day include dressing appropriately for class and sitting upright with your camera on during class sessions. (Objectives 1-2, 5)
2. **Class Discussion Facilitation (150 points):** Working by yourself or with a partner, you will prepare and present the lesson on a specific theory to the class. You will be required to present the concept as well as design and execute an exercise that will enhance the class's understanding of the concept. **You must integrate additional scholarly research outside of your chosen date's assigned readings**. You may choose to work by yourself on your preferred date in the semester; if you choose to work with a partner, you and your partner both will be expected to integrate [different] scholarly source materials and distribute the time evenly between the two partners. Failure to do so will negatively impact your grade. Each facilitation will be a minimum of one hour in length but may last the duration of the assigned class meeting. Date selection for this assignment will be done during the first two weeks of class. (Objectives 1-2, 5)
3. **Exams (200 points):** There will be five exams, worth 40 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 30 questions; each question will be worth 1-2 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 Canvas with scheduled due dates. You are required to complete the exam within 90 minutes. (Objectives 1-2, 5)
4. **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)
5. **Review of Literature Introduction and Rationale (50 points):** At the midterm point in the term, you will submit a two-to-three-page proposal for your final literature review paper. In this prospectus, you will introduce the problem you are seeking to address as a part of your capstone project, as well as a research-based theoretical foundation for this project. This prospectus includes not just an introduction to the problem, but also a rationale for the project. In other words, this prospectus is not expository; it is persuasive in nature. As you consider topics for your final paper, think about theories that interest you and tie into past research, production projects you have completed, and the trajectory you are planning for your final project in the Communication Capstone course. This assignment should build on your established portfolio work, rather than starting a research effort from scratch. As part of your assignment grade, you will complete peer reviews of your peers' work. This is an opportunity both to learn from each other and to help each other improve the quality of work submitted. Failure to complete peer reviews will result in a reduction on your final grade for this assignment. (Objective 4)
6. **Review of Literature Paper (250 points):** One of the primary goals of the course is to enable you to write a review of literature or a "synthesis of scholarship" with a theoretical foundation of a particular communication theory that will support your capstone project. Specifically, you will write a 14-15-page paper that organizes, synthesizes and evaluates research from a particular theoretical tradition with a focus on the topic you will choose to explore in your Capstone project. **Fifteen (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. **Note: You will append your literature review to your introduction and rationale.** As part of your assignment grade, you will complete peer reviews of your peers' work. This is an opportunity both to learn from each other and to help each other improve the quality of work submitted. Failure to complete peer reviews will result in a reduction on your final grade for this assignment. (Objective 4)
 - a. **Review of Literature Presentation (50 points):** In addition to the written piece, you will deliver a 7-8-minute presentation on the key points and findings of your final paper to the class.

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.

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 Canvas. Be sure to access Canvas frequently for assignment guidelines and other important class documents.

Attendance and Participation	150 points
Class Discussion Facilitation	150 points
Exams	200 points
Annotated Bibliographies Assignment	150 points
Review of Literature Paper Introduction and Rationale	50 points
Review of Literature Paper	250 points
Review of Literature Paper Presentation	<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

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/direct message. 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: _____

Assignment Policy

Students are expected to read assigned material before class and participate actively in class. This includes 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. Make-up work will be considered only for documented major emergencies or serious illnesses. If you arrive late, do not enter the classroom while a student presenter 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!

Presentation Policies

Choose professionalism when delivering a presentation. No profanity or content of a graphic nature. PowerPoints/Prezis must be legible and visually appealing. Adhere to the following rule. A visual aid must contain 2 elements: 1) It must be visual, and 2) It must aid. Unprofessional presentation aids will negatively impact your grade. Dress appropriately and professionally for each of your presentations and do not interrupt your peers’ presentations when you are an audience member.

College-Level Reading, Writing, and Speaking Skills

College-level reading, writing, and speaking are expected. If your papers or presentations do not meet college-standards, you may lose partial or full credit for them. If you need help correcting grammatical and word choice errors, I strongly advise you to contact The Writing Center in The Learning Commons for assistance.

In addition to specific requirements for each paper assignment, please note the following guidelines for all written work:

- All written assignments must be typed and include a title page.
- Format: Double-spaced, 12pt font, Times New Roman, 1" Margins, adhering to the APA Style Guide.
- All assignments must be submitted through Canvas **before** 11:59 pm the day they are due.

Proofread your written work for any grammatical errors or spelling mistakes. **Grammar and spelling are considered in grading. Knowing how to write properly is an essential part of communication.**

Late Work Policy

I do not accept late written work. Any assigned work not submitted by the scheduled deadline will be considered late and receive a zero for failure to submit.

Exam Policy

Exams should be taken as scheduled. All students are allowed an extended date range for each exam. Please plan your schedule accordingly. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

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 of us time to carefully review all the information. After 48 hours, I will not change your grade.

Ethics and Integrity

Students are expected to complete their own original work, including but not limited to assigned work in class or at home, examinations, and research-based projects. It is academic dishonesty to use the ideas, data, or language of another without specific or proper acknowledgement. If you use ideas of others, regardless of who those individuals are (experts in their field, websites, friends from class, etc.), **you must provide proper citation**. 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, tampering with the academic work of other students, use of Artificial Intelligence software to complete your work (unless explicitly permitted), or any other form of dishonesty will be dealt with severely. Students will be subjected to disciplinary action under university regulations.

Citizenship

This is a communication course and the very nature of the makeup of our community speaks to cultural diversity. Naturally, respectful language is at the core of a course such as this. Please be mindful of the language and terms you use when speaking and writing. Communication shapes the way in which we see the world and the words we use matter. 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 facilitating class discussion. A positive classroom environment improves learning for both the individual student and for the class as a whole.

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 the Office of the Registrar. 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 contact me if you feel you need to withdraw.

Mobile Technology Policy

Although there will 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.

Social Media Policy

Although I do maintain a broad social media presence, including multiple blogs, TikTok, YouTube, 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, please email me the link for your social media post or share it to our class chat using Microsoft Teams.

Additional Resources for Students

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

Disability Services Student Center, 1 st Floor 972.338.1777	Financial Aid & Scholarships Student Center, 1 st Floor 972.780.3662	Career Services Student Center, 2 nd Floor 972.338.1782
Leadership & Multicultural Programs Student Center, 2 nd Floor 972.780.3662	Learning Commons Student Center, 2 nd Floor http://www.untDallas.edu/aas/tutoring	Campus Police Founders Hall, 131 972.780.3009
Library & Resources Student Center, 3 rd Floor 972.338.1616	Academic Advising Student Center, 2 nd Floor 972.338.1645	Counseling & Wellness Student Center, 1 st Floor 972.338.1779
Speaking Center Student Center, 2044 UNT-D-SpeakingLab@untDallas.edu	Office of Student Affairs Student Center, 2 nd Floor 972.338.1775	Veteran Success Center Student Center, 2 nd Floor 972.338.1786

Key Dates

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

01/15/24 MLK – No Classes	04/12/24 Last day for full term withdrawal
01/16/24 First Day of Class	03/08/24 Last Day to Change Degree Name (as it appears on diploma)
01/19/24 Last Day to Add Classes	03/11-03/15/24 Spring Break – No Classes
01/31/24 Last day to drop a class without a “W”	05/06-05/11/24 Final Exams
02/01/24 Census Day	05/14/24 Commencement
02/09/24 Last Day to Apply for Graduation	05/31/24 Degree Conferral Date
03/29/24 Last day to drop a class with a “W”	

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 _____

University Policies and Procedures

Students with Disabilities (ADA Compliance): The University of North Texas at Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodations must first register with the Disabilities 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 delays in implementation. Note that a student 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 letter 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 UNTDisability@untDallas.edu on the first floor of the Student Center.

Canvas Instructure Accessibility Statement: University of North Texas at Dallas is committed to ensuring that online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. The Canvas Instructure Accessibility Statement is provided at <https://www.canvaslms.com/accessibility>.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

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 UNT Dallas Academic Integrity Policy in the appropriate Catalog at <http://dallascatalog.unt.edu>.

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.

Web-based Plagiarism Detection: Please be aware in some courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Etiquette: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & 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's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNT Policy 7.001 found at <https://www.untDallas.edu/hr/upol>).

Classroom Disruption: Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absent for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (UNT Policy 7.001 found at <https://www.untDallas.edu/hr/upol>) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Course Evaluations: Student's evaluations 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 via your campus email, providing you a chance to comment on how this class is taught. I will not have access to the results of the evaluations until after final grades have posted. 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.

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>.

Inclement Weather and Online Classes: Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Technology Assistance: In order to successfully access the materials in Canvas, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Distance Learning at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups.

For more information see:

- UNT Dallas Canvas Technical Requirements: <https://community.canvaslms.com/docs/DOC-10721>
- Canvas Instructure Support & Unsupported Operating Systems: <https://community.canvaslms.com/docs/DOC-10720>