



## Syllabus for COMM 2 Introduction to Communication

### Course Information

Semester & Year: Fall 2022

Course ID & Section #: COMM1-3884 (053884)

Instructor's name: Daniel M. Chick (he/him/his)

Course units: 3

### Instructor Contact Information

Office location: E Building, Room 4

Office hours: By Appointment

Office Phone number: 707-465-2336 (leave a message)

Email address: [daniel-chick@redwoods.edu](mailto:daniel-chick@redwoods.edu) (preferred method)

### Catalog Description

Students will explore multiple epistemological, theoretical, and methodological issues relevant to systematic inquiry in communication studies. This course explores the basic history, assumptions, principles, processes, variables, methods, and specializations of communication studies as an academic field of study.

### Course Student Learning Outcomes

1. Critically analyze communication events and artifacts using contemporary communication studies theories.
2. Articulate key concepts in communication studies history, theory, and sub-disciplines.
3. Compare the basic research methods in various social science research paradigms.

### Required Course Texts

Hahn, L. K., & Paynton, S. T. (n.d.). *Survey of communication study*. Retrieved from *Wikibooks.org*.

Essays, news articles, etc. as assigned.

### Teaching Philosophy

My goal for the course is to create a student-centered environment, one which appreciates the nuances of interlocking identities and provides a strong foundation for students to develop into ethical, reasoned citizens who positively influence public discourse through personal and civic engagement. In doing so, I emphasize the need for constructive, reciprocal dialogue that enhances the experiences of everyone in this environment. To accomplish this, I approach each lesson as an opportunity to uncover the nature of students' surroundings and of power structures at play. I demonstrate and, in turn, expect engagement that will allow for students to uncover these influences in themselves. In sum, as a critical rhetorical

pedagogue, it is ultimately my goal to invite students to imagine a better world, vigorously defend it among equals, and then realize it through advocacy.

## Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor, Ms. Eagles, or Disability Services and Programs for Students (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location.

- Eureka: 707-476-4280, student services building 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4281 Ext 103
- Pelican Bay State Prison: Contact Ms. Tory Eagles, our Scholars Program Coordinator, via a formal written letter or an Ask CR Sheet. Please send your formal letter or Ask CR sheet to the Pelican Bay Education Department (ATTN: CR Scholars), so that your request can be routed through our correspondence mailing system.

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated. If you are taking a correspondence course, DSPS will also email approved accommodations for distance education classes to your instructor.

When needed, you have the right to request reasonable accommodation under Title I of the Americans with Disabilities Act. As [the United States Department of Labor](#) has explained:

- Under [Title I of the Americans with Disabilities Act](#) (ADA), a reasonable accommodation is a modification or adjustment to a job, the work environment, or the way things are usually done during the hiring process. These modifications enable an individual with a disability to have an equal opportunity not only to get a job, but successfully perform their job tasks to the same extent as people without disabilities. The ADA requires reasonable accommodations as they relate to three aspects of employment: 1) ensuring equal opportunity in the application process; 2) enabling a qualified individual with a disability to perform the essential functions of a job; and 3) making it possible for an employee with a disability to enjoy equal benefits and privileges of employment.

Reasonable accommodations should not be viewed as “special treatment” and they often benefit all employees. For example, facility enhancements such as ramps, accessible restrooms, and ergonomic workstations benefit more than just employees with disabilities. Examples of reasonable accommodations include making existing facilities accessible; job restructuring; part-time or modified work schedules; acquiring or modifying equipment; changing tests, training materials, or policies; and providing qualified readers or interpreters. Here are some more examples. Many job accommodations cost very little and often involve minor changes to a work environment, schedule or work-related technologies:

- Physical changes
  - Installing a ramp or modifying a rest room
  - Modifying the layout of a workspace

- Accessible and assistive technologies
  - Ensuring computer software is accessible
  - Providing screen reader software
  - Using videophones to facilitate communications with colleagues who are deaf
- Accessible communications
  - Providing sign language interpreters or closed captioning at meetings and events
  - Making materials available in Braille or large print
- Policy enhancements
  - Modifying a policy to allow a service animal in a business setting
  - Adjusting work schedules so employees with chronic medical conditions can go to medical appointments and complete their work at alternate times or locations
- Telework is also a reasonable accommodation

## **Inclusive Language in the Classroom**

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

### **Calling Out and Calling In**

This is an environment in which we are all in solidarity with one another. We're going to learn what ethical, informed, and respectful communication looks like and do our best to embody it every day. It is also true that we are human and therefore imperfect. Sometimes we will say something stupid, ignorant, misinformed, or hurtful—even if we don't intend to. Even as the instructor, I also fall in this category.

My promise as the instructor is that I will always treat you with the utmost respect and develop an environment in which you are welcome and in which your identity, history, and culture is respected. At the same time, as a cisgender white man with relative economic security, I acknowledge that I sometimes have areas of ignorance about how the world works. If I fail to live up to the obligation I have laid out here for any reason, please call me out or in to discuss the problem (we'll discuss some strategies on how to do that throughout the semester). I will also routinely request your anonymous feedback throughout the semester to ensure I am living up to this promise.

Similarly, you, the student, will also live up to this standard. Students are expected to remember that they are in the process of becoming more competent and ethical communicators. In doing so, you should abide by the ethical guidelines laid out in the NCA credo for ethical communication attached here.

### **Disruptive Behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights

and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

### **Late Work Policy**

Late work **will not be accepted**. You are responsible for closely following the course schedule and adhering to the dates therein. Think ahead, because it's better to turn work in early than take a zero for late work. For example, if you're planning on being out of town, work ahead a little bit to accommodate!

#### *In Case of Emergency*

Things happen. It's a fact of life. If unforeseen circumstances arise, let me know as soon as you're able. I'm happy to work with you!

#### *Reasonable Accommodations to the Late Work Policy*

Alongside the attendance policy, this policy is subject to reasonable accommodations (defined above). Acute, chronic, or episodic conditions will not be a source of penalty. As above, if you require a reasonable accommodation for this policy, please let me know ASAP! I'm happy to work with you!

### **24/7 Policy**

We will use the 24/7 policy in this class. If you wish to raise issues about the evaluation of your work, you must wait 24 hours after receiving the assignment grade to contact me to discuss it either via email or phone. This way you have time to fully review my comments, feedback, and the assignment guidelines. Further, you have 7 days (1 week) from the date the grade for the assignment was posted to contact me about it. When considering assignments for possible re-evaluation, I expect that you have prepared thoughtful arguments to make and can point to specifics in the assignment guidelines and in your work. I will not discuss grades after one week has elapsed.

### **Student Support**

Good information and clear communication about your needs will help you be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

### **Setting Your Name in Canvas**

Students have the ability to set how their first name and pronouns appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

### **Community College Student Health and Wellness**

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the

California Community Colleges [Health & Wellness website](#). [Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace. Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## **Emergency Procedures/Everbridge**

### **Del Norte Campus Emergency Procedures**

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

## **Student Support Services**

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

## Evaluation & Grading Policy

All course submissions will fall under one grading scheme or the other from the two listed below:

- **Complete/Incomplete grade:** All points will be earned upon completion and submission of the assignment.
- **Rubric Evaluated grade:** Submission will be graded according to provided rubrics; points will be earned according to how well the assignment was completed.

### Plagiarism Contract | 25 points

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#). This contract signifies you have foreknowledge of this important principle and will uphold it throughout your studies. Complete/incomplete grading.

### Syllabus Quiz | 5 points

Checking in on retention of course materials enclosed in the syllabus. Open note. Complete/incomplete grading.

### APA Quiz | 5 points

Checking in on retention of APA style guide material. Complete/incomplete grading.

### "Why I'm Here" Story | 25 points

In two to three paragraphs, students will answer the following questions: What do you hope to do in, contribute to, and/or learn from this class? Complete/incomplete grading.

### Weekly Annotated Bibliography | 200 points (20 points each x 10 submissions)

You will construct an annotated bibliography inclusive of each academic article assigned for the week. Your annotations will consist of two concise paragraphs for each reference, in which you will (1) summarize the article's main arguments, (2) note the method used, (3) briefly discuss the source's place in the broader academic "conversation", and (4) assess its contributions and shortcomings. Due at the beginning of each class. Rubric evaluated.

### Critical Review of Academic Article | 200 points (50 points each x 4 submissions)

In no more than 1000 words, you will review an article published in a peer-reviewed academic journal in the field of communication. You will provide a detailed summary of the article's argument, thoroughly

describe the scholarly “conversation” to which it is contributing, consider its main objectives, and assess its effectiveness in as much detail as possible. To complete this argument, you may choose from the academic articles assigned for weekly reading or you may use the CR Library form to request another academic article from our database. Rubric evaluated.

Peer Review Final Presentation | 150 points overall, see below for points breakdown.

Final Presentation | 100 points

Building upon your diligent work critically reviewing an academic article, you will choose one such review to expand into a 6-8 minute presentation using a manuscript style speech. This presentation should offer a complete synopsis of the chosen article. The presentation should include a critical argument: your job is to assess, not merely describe, the scholarly work and explain to the audience what can be learned from your survey of the argument. In doing so, you should read the article against two other articles appearing in peer-reviewed scholarly journals in communication which address the same subject. Preferably, you will choose at least one article which takes an oppositional stance to your chosen article. Rubric evaluated.

“Ask a Librarian” | 10 points

Expand upon your topic by reaching out to our skilled librarians. Complete/incomplete grading.

Final Presentation Outline Draft | 40 Points

Full sentence outline draft of the manuscript to be used in the final presentation. Complete/incomplete grading.

## Tentative Course Schedule

This schedule is tentative and is subject to change given the tumultuous nature of life in 2022. Changes will be announced in class as well as on the Canvas site.

Readings & assignments should be done before class on the date listed in their corresponding row.

Date	Topics	Readings (To be completed before each class)	Assignments Due (To be turned in on the week it shows up on this calendar)
Week 1	<b>Allow me to introduce myself...</b>  Course introductions and welcomes!  Foundations of communication study. What does it mean to communicate? How do we do so? How do we begin understanding this phenomenon of communication?		Plagiarism Contract  Syllabus Quiz
Week 2	<b>Verbal Communication</b> After reading this chapter you should be able to:  <ul style="list-style-type: none"><li>• Define verbal communication and explain its main characteristics.</li><li>• Understand the three qualities of symbols.</li><li>• Describe the rules governing verbal communication.</li><li>• Explain the differences between written and spoken communication.</li><li>• Describe the functions of verbal communication.</li></ul>	<b>Chapter 2, "Verbal Communication"</b>	"Why I'm here" Story
Week 3	<b>Nonverbal Communication</b> After reading this chapter you should be able to:  <ul style="list-style-type: none"><li>• Define nonverbal communication.</li><li>• Explain the main characteristics of nonverbal communication.</li><li>• Explain the differences between verbal and nonverbal</li></ul>	<b>Chapter 3, "Nonverbal Communication"</b>	



	<p>communication.</p> <ul style="list-style-type: none"> <li>• Describe the eight types of nonverbal communication.</li> <li>• Describe the functions of nonverbal communication.</li> <li>• Identify and apply the uses of nonverbal communication in everyday life.</li> </ul>		
<b>Week 4</b>	<p><b>History of Communication Study</b> After reading this chapter you should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the four early periods of communication study.</li> <li>• Explain the major changes in communication study in the 20th century.</li> <li>• Identify major scholars who helped shape the field of Communication.</li> <li>• Discuss how Communication departments and professional organizations formed.</li> </ul>	<p><b>Chapter 4, “History of Communication Study”</b></p> <p>Read “<a href="#">The Combahee River Collective Statement</a>”, “<a href="#">A Primer on Intersectionality</a>”, “<a href="#">Ten Tips for Putting Intersectionality into Practice</a>”, and optional for additional context: “<a href="#">The Intersectionality Wars</a>”</p> <p>Wanzer-Serrano, D. (2019). Rhetoric’s rac(e/ist) problems. <i>Quarterly Journal of Speech</i>, 105(4), 465-476.</p>	<p>Annotated Bibliography #1 Due</p>
<b>Week 5</b>	<p><b>Communication Theory</b> After reading this chapter you should be able to:</p> <ul style="list-style-type: none"> <li>• Define theory and explain its functions.</li> <li>• Demonstrate how theories are developed.</li> <li>• Explain what makes a useful theory.</li> <li>• Understand the idea of Theoretical Paradigms.</li> <li>• Explain the Empirical Laws Paradigm.</li> <li>• Explain the Human Rules Paradigm.</li> <li>• Explain the Systems Theory</li> </ul>	<p><b>Chapter 5, “Communication Theory”</b></p> <p>McKerrow, R. E. (1989). Critical rhetoric: Theory and praxis. <i>Communication Monographs</i>, 56(2), 91-111.</p> <p>McGee, M. C. (1990). Text, context, and the fragmentation of contemporary culture. <i>Western Journal of</i></p>	<p>Annotated Bibliography #2 Due</p> <p>First Critical Review of Academic Article due</p>

	<p>Paradigm.</p> <ul style="list-style-type: none"> <li>• Explain the Rhetorical Theory Paradigm.</li> <li>• Explain the Critical Theory Paradigm.</li> </ul>	<p><i>Speech Communication</i>, 54(3), 274-289.</p> <p>Gaonkar, D. P. (1990). Object and method in rhetorical criticism: From Wichelns to Leff and McGee. <i>Western Journal of Speech Communication</i>, 54(3), 290-316.</p>	
<b>Week 6</b>	<p><b>Qualitative and Quantitative Communication Research</b></p> <ul style="list-style-type: none"> <li>• Understand what we consider as Communication research.</li> <li>• Explain how Communication research is done.</li> <li>• Identify motivational factors that influence Communication research.</li> <li>• Explain quantitative and qualitative approaches to Communication research.</li> </ul>	<p><b>Chapter 6, “Communication Research”</b></p> <p>Gist-Makckey, A. N., &amp; Guy, A. (2019). “You get in a hole, it’s like quicksand”: A grounded theory analysis of social support amid materially bounded decision-making processes.</p> <p>Cionea, I. A., Piercy, C. W., Bostwick, E. N., &amp; Mumpower, S. W. (2019). Argumentative competence in friend and stranger dyadic exchanges. <i>Argumentation</i>, 33, 465-487.</p>	Annotated Bibliography #3 Due
<b>Week 7</b>	<p><b>Rhetorical Criticism</b></p> <p>After reading this chapter you should be able to:</p> <ul style="list-style-type: none"> <li>• Define rhetoric.</li> <li>• Identify key features of classical rhetorical theory.</li> <li>• Identify the challenges that contemporary theorists are making to the study of rhetoric.</li> <li>• Define rhetorical criticism.</li> <li>• Explain the purpose and uses of</li> </ul>	<p><b>Chapter 7, “Rhetorical Criticism”</b></p> <p>Cloud, D. L. (1994). The materiality of discourse as oxymoron: A challenge to critical rhetoric. <i>Western Journal of Communication</i>, 58(3), 141-163.</p>	<p>Annotated Bibliography #4 Due</p> <p>Second Critical Review of Academic Article due</p>

	<p>rhetorical criticism.</p> <ul style="list-style-type: none"> <li>• Explain the different models of rhetorical criticism.</li> <li>• Understand how rhetorical theory and criticism are a current part of the communication discipline.</li> </ul>	<p>Rowland, R. C. (2010). The Enlightenment Roots of Barack Obama's New Politics. In D. Gouran (ed.), <i>The Functions of Argument and Social Context</i> (pp. 426-432). National Communication Association.</p> <p>Chick, D. M. (2021). Memorializing Senator McCain's "Uncivil Tongue": Invitational Rhetoric and the Problem of Confrontation and Violence. <i>Southern Communication Journal</i>, 86(4), 320-334.</p>	
<b>Week 8</b>	<p><b>Mass Communication</b> After reading this chapter you should be able to:</p> <ul style="list-style-type: none"> <li>• Define mass communication.</li> <li>• Identify key functions of mass communication.</li> <li>• Understand prominent theories of mass communication.</li> <li>• Understand the role that media plays in your life.</li> <li>• Describe pop culture.</li> <li>• Identify several key elements of media literacy.</li> <li>• Recognize your role in the global community.</li> </ul>	<p><b>Chapter 8, "Mass Communication"</b></p> <p>Peter Simonson, Junya Morooka, Bingjuan Xiong, and Nathon Bedsole, "The Beginnings of Mass Communication: A Transnational History," <i>Journal of Communication</i> 69, 513-538.</p> <p>Katherine Ognyanova, "The Social Context of Media Trust: A Network Influence Model," <i>Journal of Communication</i> 69, 5 (2019), 544-567.</p>	<p>Annotated Bibliography #5 Due</p> <p><b>Final Presentation Assigned</b></p>

<b>Week 9</b>	<p><b>Interpersonal Communication</b> After reading this chapter you should be able to:</p> <ul style="list-style-type: none"> <li>• Apply Communication Studies' theories, principles, and models to interpersonal communication that takes place in various relational, social and/or cultural contexts.</li> <li>• Discuss the effect of communication on interpersonal relationships and social and cultural realities.</li> <li>• Demonstrate ethical responsibilities in the communication process, such as issues of rhetorical sensitivity, diversity, credibility, and academic integrity.</li> </ul>	<p><b>Chapter 9, “Interpersonal Communication”</b></p> <p>Kristen L. Cole, “Neuroqueering Interpersonal Communication Theory: Listening to Autistic Object-Orientations,” <i>Review of Communication</i> 21, 3 (2021), 187-205.</p> <p>Jeffrey A. Hall, Chong Xing, Elaina M. Ross, &amp; Rebecca M. Johnson, “Experimentally Manipulating Social Media Abstinence: Results of a Four Week Diary Study,” <i>Media Psychology</i> 24, 2 (2021), 259-275.</p>	<p>Annotated Bibliography #6 Due</p> <p>“Ask a Librarian” Due</p>
<b>Week 10</b>	<p><b>Group Communication</b> After reading this chapter you should be able to:</p> <ul style="list-style-type: none"> <li>• Define what constitutes a group and team.</li> <li>• Understand cultural influences on groups.</li> <li>• Explain how groups and teams form.</li> <li>• Identify group roles and norms.</li> <li>• Understand different styles of leadership in groups.</li> <li>• Recognize style and options for decision making in groups.</li> <li>• Explain the impact of technology on group communication.</li> </ul>	<p><b>Chapter 10, “Group Communication”</b></p> <p>Cameron W. Piercy &amp; Michael W. Kramer, “Exploring Dialectical Tensions of Leading Volunteers in Two Community Choirs,” <i>Communication Studies</i> 68, 2 (2017), 208-226.</p> <p>Nale Lehmann-Willenbrock &amp; Joseph A. Allen, “Well, Now What Do We Do? Wait...: A Group Process Analysis of Meeting Lateness,” <i>International Journal of Business Communication</i> 57, 3 (2020), 302-326.</p>	<p>Annotated Bibliography #7 Due</p> <p>Third Critical Review of Academic Article due</p>

<p><b>Week 11</b></p>	<p><b>Organizational Communication</b> After reading this chapter you should be able to:</p> <ul style="list-style-type: none"> <li>• Define organizations and organizational communication.</li> <li>• Explain how the study of organizational communication developed.</li> <li>• Explain the five theoretical perspectives for understanding organizational communication.</li> <li>• Understand the challenges to organizational communication.</li> <li>• Explain the future directions of organizational communication.</li> </ul>	<p><b>Chapter 11, “Organizational Communication</b></p> <p>Dennis Mumby, “Critical Organizational Communication Studies: The Next 10 Years,” <i>Communication Monographs</i> 60, 1 (1993), 18-25.</p> <p>George Cheney, “The Rhetoric of Identification and the Study of Organizational Communication,” <i>Quarterly Journal of Speech</i> 69, 2 (1983), 143-158.</p> <p>Brian K. Richardson &amp; Johny Garner, “Stakeholders’ Attributions of Whistleblowers: The Effects of Complicity and Motives on Perceptions of Likeability, Credibility, and Legitimacy,” <i>International Journal of Business Communication</i> 59, 3 (2022), 334-354.</p>	<p>Annotated Bibliography #8 Due</p> <p>Final Presentation Outline Due</p>
<p><b>Week 12</b></p>	<p><b>Intercultural Communication</b> After reading this chapter you should be able to:</p> <ul style="list-style-type: none"> <li>• Identify your own cultural identity.</li> <li>• Understand how communication, identity, and culture are related.</li> <li>• Describe research methodologies specific to the study of intercultural communication.</li> <li>• Identify cultural representations in popular culture artifacts and how</li> </ul>	<p><b>Chapter 12, “Intercultural Communication”</b></p> <p>Agata Lulkowska, “Whose Impact is it? A Decolonized Approach in Intercultural Communication and Creative Methods in Practice-Based Research,” <i>Media</i></p>	<p>Annotated Bibliography #9 Due</p>

	<p>empathy can lead to better communication.</p>	<p><i>Practice &amp; Education</i> 23, 2 (2022), 181-187.</p> <p>Hamdallah Abdulkarim Alhusban &amp; Norah Alshehri, "Wallah! I Beg Your Pardon...": A Cross-Cultural Study of Apology Speech Acts," <i>Journal of Intercultural Communication</i> 21, 3 (2022), 69-80.</p> <p>Min-Sun Kim, "Towards New Conceptions of Multicultural Identity in Intercultural Communication," <i>Empedocles: European Journal for the Philosophy of Communication</i> 21, 2 (2021), 183-202.</p>	
<b>Week 13</b>	<p><b>Interlude, or, How to Write in Academic Contexts</b></p> <p><b>Asynchronous content. I will be out of town for the National Communication Association's annual conference in New Orleans, LA.</b></p>	<ul style="list-style-type: none"> <li>• Read literature from UC Berkeley's Student Learning center on how to write well and write effectively             <ul style="list-style-type: none"> <li>○ <u>"How to Write an Organized Paper"</u></li> <li>○ <u>"A Process Approach to Writing Research Papers"</u></li> <li>○ <u>"How to Avoid Ulcers, Hernias, and Other Medical Maladies: A Guide to the Writing Process"</u></li> <li>○ <u>"Nine Basic Ways to Improve Your</u></li> </ul> </li> </ul>	Complete <u>APA Quiz</u>

		<p><u>Style in Academic Writing</u></p> <ul style="list-style-type: none"> <li>○ <u>“Building a Thesis...From the Ground Up”</u></li> <li>○ <u>“Some Tips for Writing Efficient, Effective Body Paragraphs”</u></li> <li>• Read through literature on APA citation style. <ul style="list-style-type: none"> <li>○ <u>NIC Library and Learning Commons Style Guide</u></li> <li>○ <u>OWL @ Purdue APA Style Guide</u></li> </ul> </li> </ul>	
<b>Week 14</b>	<b>Fall Break and Thanksgiving</b>  <b>No class!</b>		
<b>Week 15</b>	<p><b>Gender Communication</b> After reading this chapter you should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the difference between sex and gender.</li> <li>• Identify the multiplicity of feminisms.</li> <li>• Discuss prominent theories used in the study of gender and communication.</li> <li>• Identify the major theorists in gender and communication research.</li> <li>• Identify the various methods used to study gender communication.</li> <li>• Describe masculine and feminine speaking styles.</li> <li>• Recognize the impact of gender on nonverbal communication.</li> <li>• Know the problems with and the future directions of this area of communication studies.</li> </ul>	<p><b>Chapter 13, “Gender Communication”</b></p> <p>Blair, C., Brown, J. R., &amp; Baxter, L. A. (1994). Disciplining the feminine. <i>Quarterly Journal of Speech</i>, 80, 383-409.</p> <p>LeMaster, B., &amp; Mapes, M. (2020). Refusing a compulsory want for revenge, or, teaching against retributive justice with liberatory pedagogy. <i>Communication and Critical/Cultural Studies</i>, 17(4), 401-409.</p>	<p>Annotated Bibliography #10 Due</p> <p>Fourth Critical Review of Academic Article due</p>
<b>Week 16</b>	<b>Wrapping Things Up...</b>		<b>Final Presentations Given</b>

--	--	--	--