

Introduction to Communication, Spring 2024

COMM 175 – 204 (3214), In Person

Jim Grimes, Adjunct Communications Professor

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Classroom: School of Communication (SOC) Room 10 – MWF, 11:30 AM – 12:20 PM

Office Hours: *TBA* or by appointment

***This Syllabus and the sections within are subject to modification.**

Students will be notified of any changes.

COURSE DESCRIPTION

This course gives a historical, theoretical and practical overview of communication. The class will study the important periods in the evolution of human communication – the oral, written, print, electronic and digital eras. The textbook will be augmented with lectures and discussions, projects and guest lecturers. This course examines the challenges and opportunities presented to communication professionals and citizens. The course will utilize in person classes and asynchronous presentations as well as online resources.

COURSE OBJECTIVES

The purpose of this course is to expand media literacy and develop an understanding of the relationships between communications and culture. Students will relate communication theory to the use of modern communication forms. The class will also focus on identifying critical analysis skills as media consumers. Students should gain an understanding of the career opportunities and the skills required to enter the field. By looking at communication through these lenses, students will acquire a framework for further study and practice in communication.

REQUIRED MATERIALS

Media & Culture: Mass Communication in a Digital Age, 13th Ed.

Authors: Campbell, Martin, Fabos, & Becker

Publisher: Bedford/St. Martins

ISBN: 978-1-319-24493-4

Students are encouraged to consider use of used or electronic text versions, and/or rentals or earlier editions.

Other Readings and Resources will be made available in class, via SAKAI or online.

COURSE POLICIES

ASSIGNMENTS / LATE OR LOST WORK / EXTRA CREDIT

Assignments should be turned in via Sakai Assignments by the due date.

Students should maintain a backup copy of all work.

Late assignments may lose some credit.

Extra credit work may be submitted if approved by the instructor.

ATTENDANCE / LATE TO CLASS/ LEAVING CLASS EARLY

Students should notify the instructor via email if they will miss class. If joining class late, a student should check in with the instructor at the end of class to verify their attendance was noted. Students who must leave class early should notify the instructor prior to class beginning. Documentation for a University-authorized absence must be shared with the instructor. After three absences, a student may be required to provide documentation from the appropriate office for any subsequent absences. Unapproved absences will result in the loss of points in Class Participation.

ILLNESS (Face to Face Class)

If you are ill, (coughing, sneezing, feverish, etc.) please do not come to class. If unable to attend class, notify the instructor and if the absence is due to illness, visit or contact the Wellness Center for assistance and to get documentation. The class will follow University and public health guidelines as needed, including COVID-10 protocols. Students may be required to wear a mask in class.

SPECIAL NOTE ON POTENTIAL COVID-19 IMPACTS

Loyola University Chicago's Health, Safety, and Well-Being Update website helps keep our community informed on health and safety protocols that allow us to remain on campus as we continue to navigate the challenges of COVID-19 in our community. This site contains information on required practices for anyone on our campuses as well as resources for students, faculty, and staff.

<https://www.luc.edu/healthsafetyandwellbeing/>

Should it become necessary to move the class online via Zoom, the instructor will set up Zoom sessions for the scheduled class periods, via Zoom Pro in Sakai.

PARTICIPATION

In this class, you'll hear lectures, student and guest presentations, as well as class discussions. Students will receive credit for participation in the discussions with classmates and the instructor. Use computers appropriately during class – don't be distracted by your tablets or phones.

CLASSROOM AND ONLINE CITIZENSHIP

Students are expected to respect each other. Treat each other with tolerance and understanding. The people you'll interact with in class are your peers and future colleagues. You are responsible for your own work, but you are also responsible to your instructor and your peers. Much of making sense of communication in our world depends on applying theoretical and critical insights to actual communication issues in our everyday lives. This course benefits from students bringing their own experiences to the class, so we can all appreciate and learn from the diversity in our world. When engaging other students online, please remain constructive in your comments.

RESPECT FOR DIVERSITY

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make accommodations for you.

As we explore the media, we will see examples of discrimination and other issues. We may touch on the role of communication in seeking social justice. Some comments made by fellow students, the instructor, or guests, may challenge your ideas and that is a relevant part of higher education.

Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enriching academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices.

COMPUTERS, TABLETS, SMARTPHONES IN THE CLASSROOM

Be sure to utilize technology during class for the work at hand. Familiarize yourself with the Loyola Sakai and the Zoom platforms as well as other technical tools.

STUDENT ACCOMMODATIONS

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Recording of Class and Use of Recordings (Online Sessions/Remote Guests)

In this class, software may occasionally be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the [Sakai administrative schedule](#)). In online sessions, students who prefer to participate via audio only will be allowed to disable their video camera. Please discuss this option with your instructor.

Guest Lecturers, during class, may be recorded for review and use in other classes.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Privacy Statement (Online Sessions/Remote Guests)

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student

activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Students are asked to complete and submit the Student Recording Release Form to the instructor. Obtain the form at:

<https://www.luc.edu/media/lucedu/online/officeofonlinelearning/Student%20Recording%20Release%20Form.pdf>

MANAGING LIFE CRISES AND FINDING SUPPORT

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. Their phone number is: 773-508-8840. Their email is deanofstudents@luc.edu. To learn more about the Office of the Dean of Students, please find their websites here: LUC.edu/dos or LUC.edu/csaa.

If you are uncomfortable doing so on your own, your instructor can submit a referral on your behalf.

ASSIGNMENT DESCRIPTIONS

Class Attendance/Participation—Students should add their perspectives on topics from the text and lecturers in class discussions.

Student Recording Form—Each student should submit a signed release form. Due Jan. 31st.

Personal Media Inventory—Each student will submit a one-week inventory of their media use. Due Feb. 2nd. A form is provided.

Reviews of (9) Guest Lectures—Students should view and submit a brief review of each Guest Lecture -- Live or recorded Panopto.

Reviews of (6) Assigned Movies, Videos and Audio—Students should view and submit a brief review of each.

Reviews of (5) Social Media Apps or Communications Platforms—Students should briefly review platforms, apps and online sites they choose.

Quizzes—Students will complete four (4) short quizzes during the semester.

Team Media Presentation— Student teams will prepare a presentation or demonstration for the class on a media topic or issue of their choosing.

The teams should use a presentation application (PowerPoint, etc.).

The topic for each team's report may be derived from the textbook, class discussions, or an appropriate media issue. Presentations will begin in midway through the semester.

Media Research Mini-Paper—Each student will write a four-page (double-spaced) research and opinion paper, using APA, Chicago, Turabian, or MLA style for citations or references. The report should focus on a communications subject of their choosing. The topic of the report may be derived from the textbook, class discussions, or a related media issue. The paper should be submitted through Sakai Assignments. Do not use AI applications. Due March 1st.

Oral Report on Mini-Paper—Each student will make a brief oral report to the class about their Mini-Research Paper.

News and Media Literacy Analysis—Each student will complete a one-page, double spaced, report on News & Media Literacy based on the textbook's Media Literacy & the Critical Process Sections and the Media Literacy and Digital Information videos. Due April 10th.

Final Exam—Students will submit the final exam by the due date via SAKAI and E-Mail, by Monday, Apr. 29th, 3:00 PM CT.

GRADES (%/Points)

Class Attendance/Participation	14%
Student Recording Form	01%
Personal Media Inventory	05%
Reviews of (9) Assigned Guest Lectures	09%
Reviews of (6) Assigned Movies, Videos and Audio	06%
Reviews of (5) Social Media Apps or Platforms	05%
Quizzes (4 Quizzes—5% each)	20%
Team Media Presentation	10%
Media Research Mini-Paper	15%
Oral Report on Mini-Paper	05%
News and Media Literacy Report	05%
Final Exam	05%

GRADING

The grading scale is as follows:

A	= 94% - 100%
A-	= 90% - 93%
B+	= 87% - 89%
B	= 84% - 86%
A-	= 80% - 83%
C+	= 77% - 79%
C	= 74% - 76%
B-	= 70% - 73%
D+	= 67% - 69%
D	= 64% - 66%
F	= 63% and below

Students will receive grades for each assignment unless otherwise noted in the syllabus. The instructor will attempt to share comments on assignments with each student. If a student has a question about a grade, they should discuss it with the instructor.

CLASS SCHEDULE – Subject to Change

WK	Day / Date	Activities/Assignments	Text Chps.	Guests/Videos/Etc.
1	Mon- Jan. 15	No Class – MLK Jr Day		
	Wed- Jan. 17	Syllabus Review	Introductions	
	Fri- Jan. 19	Syllabus Review	Introductions	Review 1: Marshall McLuhan
2	Mon- Jan. 22		1 Media, Culture & Comm	
	Wed- Jan. 24		15 Media Effects/Research	Guest: Brian Johnson
	Fri- Jan. 26		13 Economics/Global Markets	
3	Mon- Jan. 29	Recording Form Due	16 Legal/Freedom	
	Wed- Jan. 31	Media Inventory Due	16 Legal/Freedom	Guest: Rutger Lindhal
	Fri- Feb. 2		10 Books/Print	
4	Mon- Feb. 5	QZ #1 Due	10 Books/Print	

	Wed- Feb. 7		9 Magazines	Guest: Deb Meister
	Fri- Feb. 9		8 Newspapers/Journalism	
5	Mon- Feb. 12		8 Newspapers/Journalism	
	Wed- Feb. 14		7 Movies/Images	Guest: Russ Rayburn
	Fri- Feb. 16		7 Movies/Images	
6	Mon- Feb. 19	QZ #2 Due	4 Sound/Music	
	Wed- Feb. 21		4 Sound/Music	Review 2: WQNA Radio Show
	Fri- Feb. 23		5 Radio/B'casting	
7	Mon- Feb. 26		5 Radio/B'casting	
	Wed- Feb. 28		6 TV/Cable/Satellite	Review 3: a Movie
	Fri- Mar. 1	Mini-Research Papers Due	6 TV/Cable/Satellite	
8	Mon- Mar. 4	No Class – Spring Break	-----	
	Wed- Mar. 6	No Class – Spring Break	-----	Review 4: Music
	Fri- Mar. 8	No Class – Spring Break	-----	
9	Mon- Mar. 11	Oral Paper Presentations	2 Internet & Digital Media	
	Wed- Mar. 13		2 Internet & Digital Media	Guest: Tom Irwin
	Fri- Mar. 15	No Class	-----	
10	Mon- Mar. 18	QZ #3 Due	3 Digital Gaming	
	Wed- Mar. 20	Team Presentations Begin	11 Advertising	Guest: Pam/Bill Grimes
	Fri- Mar. 22		11 Advertising	
11	Mon- Mar. 25			
	Wed- Mar. 27			Review 5: Black Shadows
	Fri- Mar. 29	No class – Good Friday	-----	
12	Mon- Apr. 1	No Class – Easter Break	-----	
	Wed- Apr. 3		12 Public Relations	Guest: Matt Serafin
	Fri- Apr. 5	Five Soc Media/Apps Reviews Due	12 Public Relations	
13	Mon- Apr. 8		14 Journ., Ethics, Democracy	
	Wed- Apr. 10	News & Media Lit. Report Due	14 Journ., Ethics, Democracy	Guest: Phil Ponce
	Fri- Apr. 12		News Literacy	
14	Mon- Apr. 15	QZ #4 Due	News Literacy	
	Wed- Apr. 17		Media Literacy	Guest: Vince Davis
	Fri- Apr. 19		Media Literacy	
15	Mon- Apr. 22	Complete Presentations	Media Literacy	Review 6: NYT Soviet Op Infection

	Wed- Apr. 24			
	Fri- Apr. 26	Final Review	Final Review	
204	COMM 175-204	Mon. Apr. 29th – 1:00–3:00 PM	Final Exam*	
			* Submitted via Sakai & Email	

School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Submitting the same work for credit in two or more classes, even if the classes are taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <https://catalog.luc.edu/undergraduate-academic-standards-regulations/>.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Associate and Assistant Deans of the School of Communication.

Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at: http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml.

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

Using AI on assignments

University leadership is currently discussing policies regarding student use of ChatGPT and other AI technology on assignments. To maintain our culture of excellence and integrity, students are not to use AI assisted technology in the course, unless they are specifically authorized to do so by their faculty.

Loyola also has added an AI identifier to TurnItIn.

Student Accommodations

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Title IX Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, I am considered a Responsible Campus Partner ("RCP") under Loyola's [**Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation**](#) (located at www.luc.edu/equity). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University's [**Title IX**](#) Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report **will not generate a report to law enforcement** (no student will ever be forced to file a report with the police). Furthermore, the University's resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the [**Office for Equity & Compliance**](#) at equity@luc.edu or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call [The Line](#) at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at luc.edu/coalition or luc.edu/wellness.

Use of Appropriate Names and Pronouns

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself; and/or on your name placard; and/or on your Zoom profile. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns.

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording.

Student Diversity, Equity and Inclusion

As Loyola's mission statement holds, "We are Chicago's Jesuit, Catholic University—a diverse community seeking God in all things." Together, as a community rich in diversity, we are called to "expand knowledge in the service of humanity through learning, justice and faith."

Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enriching academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices.

Managing Life Crises and Finding Support

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Loyola COVID-19 Policies

Loyola University Chicago's Health, Safety, and Well-Being Update website helps keep our community informed on health and safety protocols that allow us to remain on campus as we continue to navigate the challenges of COVID-19 in our community. This site contains information on required practices for anyone on our campuses as well as resources for students, faculty, and staff.

<https://www.luc.edu/healthsafetyandwellbeing/>

