# Communication Perspectives/Comm 3010/001

## Dr. Erin O’Connor, she/her/hers, erin.oconnor@unt.edu, GAB 316 (office hours Wednesday 1-3:30 PM)

## Course Description, Structure, and Objectives

Our purpose in this course is to equip students with concepts and skills that will enable them

1. to engage in critical research about communication phenomena, and
2. to produce stronger written work (content and style) in 3000- and 4000- level communication studies courses.

Students must pass this course with a grade of “C” or better in order to progress in the major. Students who successfully complete the course may enroll in upper-level communication courses in subsequent semesters. Students who are unsuccessful must retake the course. During a student’s initial enrollment s/he may enroll concurrently in one other upper-level communication courses. If a student must repeat the course, s/he will not be permitted to enroll concurrently in another upper-level communication course.

This class will meet both in large-format lecture and in “cabins” which are smaller groups. This course meets for the 16-week semester. Students will spend the semester working through three units of study and end with a mini-conference before turning in the final project proposal.

Enrollment in this course is limited to Communication Studies majors. COMM minors and students majoring in subject areas other than Communication Studies, including General Studies, are ineligible for enrollment.

Two groups of Communication Studies majors are eligible for enrollment in Communication Perspectives:

1. Students who have completed 1010 and all but one of the 2000 level courses in the pre-major (i.e., 2020, 2140, 2060) and are taking that course concurrently with 3010, and
2. Students who have completed all requirements for the pre-major and are ready to begin enrolling in upper –level communication studies courses. Students in this category may concurrently enroll in one other course in Communication Studies.

Students who do not meet these requirements will be dropped from the class.

Upon completion of COMM 3010, students will be able to:

1. Obtain a basic understanding of how communication is related to being human by describing and comparing various theoretical communication traditions used in communication studies research.
2. Explain the relationship between theory and research.
3. Obtain a basic understanding of quantitative and qualitative research methods and how they differ from each other.
4. Understand how to find and evaluate academic sources to narrow a communication research topic.
5. Be able to assess, synthesize, and critique communication related research in handbooks and academic journals from various traditions/paradigms and research methods.
6. Be able write in APA style by properly citing sources in the body of texts and in reference lists.
7. Be able to write an annotated bibliography using APA style.
8. Formulate a clear communication research question and be able to write and justify a communication research proposal for that question using APA style.

## How to Succeed in this Course

### Communication:

Email is the preferred method of contact. Please allow up to **48 hours** for us (the professor and/or the TAs) to respond to your emails during weekdays (excluding holidays). We may not check emails on the weekend. For assignment grades and feedback, we will be returning your assignments as soon as possible, and generally within a week of receiving them via Canvas. Please wait 24-hours after receiving your grade before reaching out for additional feedback. After that **24-hour “cooling” period**, you have 7 days to request a grade discussion for any particular assignment.

Dr. O’Connor’s office hours: W 1:00-3:30, GAB 316 (email erin.oconnor@unt.edu or message me in Canvas for online meeting availability). These will be online some weeks, and Dr. O’Connor will email/announce the link on Zoom for those weeks.

### Accommodations:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

## Supporting Your Success and Creating an Inclusive Learning Environment

Learning the rules of engagement in academic and professional settings is a way for everyone to know how to enter the conversation. Every student in this class has the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom’s habits of engagement and I also encourage you to review UNT’s student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](https://policy.unt.edu/policy/07-012)) (<https://policy.unt.edu/policy/07-012>).

## Required/Recommended Materials

* American Psychological Association. (2019). *Publication manual of the American Psychological Association*(7th ed.). American Psychological Association.
* Digital copies of readings/other course materials will be provided on Canvas. The following readings are included in our class:
	+ Orbe, M. (2021). The Normative Nature of Racial Microaggressions in the Legal Field: Exploring the Communicative Experiences of U.S.Attorneys of Colour. *Journal of Intercultural Communication*, *50*(3), 207-224. <https://doi.org/10.1080/17475759.2020.1866644>
	+ Issue 3 from Losh, E., Alexander, J., Cannon, K., & Cannon, Z. (2020). *Understanding Rhetoric: A Graphic Guide to Writing* (3rd ed.). Bedford/St. Martin’s.
	+ Chapter 1 from Treadwell, D., & Davis, A. (2016). *Introducing Communication Research: Paths of Inquiry*. SAGE.
	+ Chapter 7 from Bial, H., & Brady, S. (2015). *The Performance Studies Reader*. Routledge.
	+ For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)
	+ This course has digital components.  To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System and [Microsoft 365](https://aits.unt.edu/support/office365apps).  If circumstances change, you will be informed of other technical needs to access course content.  Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](https://online.unt.edu/learn) (https://online.unt.edu/learn).This course has digital components.
	+ Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**Email**: helpdesk@unt.edu
**Live Chat**: <https://it.unt.edu/helpdesk/chatsupport>
**Phone**: 940-565-2324

**In Person**: Sage Hall, Room 330

**Hours and Availability:** Visit <https://it.unt.edu/helpdesk> for up-to-date hours and availability

## Course Requirements/Schedule

### Assignments

Each assignment will build towards the final project proposal. Students are expected to turn in every assignment using their APA template (will create in class together), Times New Romans font in a 12 pt. size, 1-inch margins, double-spaced.

#### Scaffolding Work (220)

* APA Template (40 pts.)
* Perspective-Building Annotations (20 pts. x3)
* Midterm (6 quizzes with lowest grade dropped) (50)
* Perspective Rationale (30)
* Mini Proposal (40 pts.)

#### Founding Work (330)

* J5: Five Sources (75 pts.)
* Research Sandwich Meetings (45)
* J3x10: Thirteen Sources (75)
* Presentations (35)
* Final (Re-Flex Entries: 12 with lowest 2 dropped) (100)

#### Leveling-up Work (380)

* Literature review outline (30)
* Literature review (50)
* Research Question or Context (80)
* Analysis or methods (80)
* Introduction and Rationale (80)
* Poster/Presentation (60)

#### Final Research Proposal (150)

* Final project proposal or criticism with complete references (150)

| ***Camp Orientation*** | ***Date*** | ***Topic*** | ***Assignment Due*** | ***Points Possible*** |
| --- | --- | --- | --- | --- |
| *Week 1**Mess Hall* | *M 8/18* | Intro and Communication Perspectives | Syllabus Quiz 1 |  |
|  | *W 8/20* | Field Orientation, Templates, and Annotation Basics | Templates | *40* |
| *Week 2**Mess Hall* | *M 8/25* | Social Science Research in Communication Studies | Quiz 2 over:IDO article &chapt On Canvas  |  |
|  | *W 8/27* | Research and APA references for journal articlesMini Proposals and Perspective Rationales (introduce assignments) | Friday: IDO Annotation  | *20* |
| *Week 3**Mess Hall* | ***M 9/1*** | **Labor Day – No Class** | Quiz 3 over: Rhetoric and Performance articles &chapters on Canvas |  |
|  | *W 9/3* | Criticism Research in Comm Studies (Rhetoric and Performance) | Quiz 4 over: Performance article & chapt on CanvasFriday: Rhetoric and Performance Annotations | *40* |
| *Week 4**Mess Hall* | *M 9/8* | *Research Perspectives*, Writing Rules 1-5, and Theory/Lenses |  |  |
|  | *W 9/10* | *Research in Careers*Data Bases, Journals and Articles, Topic Speed Dating activity | Quiz 5 over Writing Rules 1-5Friday: Perspective Rationale  | *30* |
| *Week 5**Mess Hall and Cabins* | *M 9/15* | *Research as Community Building*, APA for Edited Books, APA for multiple authors, Writing Rules 6-10 |  |  |
|  | *W 9/17* | Research Roundtables | Quiz 6 over Writing Rules 6-10Friday\*: Mini Proposal | *40* |
| ***Research Camp*** | ***Date*** | ***Topic*** | ***Assignment Due*** | ***Points Possible***  |
| *Week 6**Cabins* | *M 9/22* | *Research Process and Practice*Sign up for Teach an APA LessonJ5 Introduction |  |  |
|  | *W 9/24* | Mapping our journey: Project Proposals and RQs or Texts/Performances | Re-Flex 1 (includes writing out your RQ or text or performance) |  |
| *Week 7**Cabins* | *M 9/29* | *Ethics in Research*Share Your Source presentationsTeach an APA: References Page (order)Teach an APA: Books (non-edited) | Re-Flex 2 |  |
|  | *W 10/1* | SYS presentationsSeminal WorksChoosing references well – what do you need for a great paper?Reading the Turnitin Report* + Sign up for Sandwich meetings
 | Friday\*:J5 | *75* |
| *Week 8**Meetings* | *M 10/6* | **No Regular class: Individual Meetings as scheduled with your Cabin Leader** |  |  |
|  | *W 10/8* | **No Regular class: Individual Meetings as scheduled with your Cabin Leader** | Meeting | *45* |
| *Week 9* | *M 10/13* | *Research as Synthesizing*Share Your Source presentations andTeach an APA: direct quotes and referencing non-academic online media-based sources (video clips, social media, magazines, movies)Synthesis worksheet | Re-Flex 3Monday\*: J3x10 | *75* |
|  | *W 10/15* | Share Your Source presentations andTeach an APA: HeadingsOutlines – overall project and lit review | Re-Flex 4Friday: Literature Review Outlines Due | *30* |
| *Week 10**Cabins* | *M**10/20* | *Research as Writing*Teach an APA: in-text citations for your articles and sourcesWriting the Lit ReviewElements of strong writing | Re-Flex 5 |  |
|  | *W 10/22* | Workshop Lit ReviewCreating a Title worksheet | Re-Flex 6Friday\*: Literature Review Due | *50* |
| *Week 11**Cabins* | *M 10/27* | *Research as Reflecting a View*Teach an APA: Referencing and citing non-academic online text-based sources (news stories, social media posts and replies, magazines)Outline for RQs Section or Context | Re-Flex 7 |  |
|  | *W 10/29* | *Organizing Research for non-academic audiences*Workshop RQs/Context | Re-Flex 8Friday\*: RQs/Context Due | 80 |
| *Week 12**Cabins* | *M 11/3* | *Research as Organizing* Outline Methods/Analysis Sections | Re-Flex 9 |  |
|  | *W 11/5* | Workshop Methods/Analysis | Re-Flex 10Friday\*: Methods/Analysis Due | *80* |
| *Week 13**Cabins* | *M 11/10* | *Research as Inviting* Outline and workshop the introduction (statement of the problem) | Re-Flex 11 |  |
|  | *W 11/13* | *Research as Sharing*:Outline and workshop the rationale | Re-Flex 12Friday\*:Introduction and Rationale due | *80* |
| *Week 14**Cabins* | *M 11/17* | How-Tos for posters and elevator speeches (with practice) |  |  |
|  | ***W 11/19*** | **Work Day – *No regular class and NCA travel day for TAs*** |  |  |
| ***Week 15*** | ***M 11/24*** | **Thanksgiving Holiday – No Classes** |  |  |
|  | ***W 11/26*** | **Thanksgiving Holiday – No Classes** |  |  |
|  |  |  |  |  |
| *Week 16**In MESS HALL* | *M 12/1* | Final Mini-Conferences (posters) |  | *60* |
|  | *W 12/3* | *Re-searching, Re-Writing, Re-Flecting* |  |  |
|  | ***12/10*** | **Final project proposal** | **Due December 10 (Wednesday)** | *150* |
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Students will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change, citing the [Campus Closures Policy](https://policy.unt.edu/policy/15-006) (<https://policy.unt.edu/policy/15-006>).

## Assessing Your Work

This is the grading scale I will use to calculate the final grade:

A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = 500-599

Each assignment will have a clear rubric establishing feedback and grading/points. Students may earn up to 30 points (or 3% of the total grade) as extra credit.

All work for this course must be original. A key part of this class is gaining a better understanding of how to practice academic integrity, and this of course applies to this course’s work as well; for more information see [Academic Integrity Policy (PDF)](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>). Students are allowed to use various sources to inform their work, including A.I. to brainstorm and organize ideas for key assignments when indicated. Just as students must cite all sources, students must write a "declaration of A.I. use" at the end of *any* assignment in which A.I. has been used. A key part of this class is learning to engage with various tools and checking those tools for accuracy, including things like Grammarly, ChatGPT, etc. Students are expected to cite help they’ve received while also learning to be wary of trusting the information that A.I. generates. Failure to include all relevant sources will greatly impact assignment grades.

## Attendance and Participation

We know from extensive research that students who attend class are more likely to be successful. I have great respect for students who are balancing the demands of their coursework with the responsibilities of caring for family members and /or attending work, and I want each student to be successful in this class. Students should attend *every class* unless they have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy (PDF)](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf) (<https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf>). We have both in-class quizzes and in-class short writing assignments in place of taking attendance; these are not available to make-up outside of class, and will be completed in real-time in class. We offer 6 quizzes will drop the lowest grade of the 6) and 12 of these assignments (will drop the two lowest grades from those). If you run into challenges that require you to miss a class, please contact me or your TA as soon as possible; there may be some flexibility we can offer to support your academic success. If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me.