

"You can have fun and do very serious things with the things you have fun with ... The sooner you find a way to combine the things that you have passion for, the more years you will get to spend enjoying them." - Dr. Travis Langley, prof. of psychology / superherologist

"Learning shouldn't just be like going to the dentist... it can be entertaining and challenging."
- Dr. Shaun Treat, prof. of communication studies and rhetoric / comics studies scholar

**(COMM 1010) INTRODUCTION TO COMMUNICATION -
Special Topics: Batman
A UNT NextGen Course
Spring 2016**

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Required Texts and Materials

Anderson-Lain, K. (Ed.) (2015). *COMM 1010: Communication in Action*.
Plymouth, MI: Hayden McNeil.

- **Buy the most recent version!!!**

Edwards, A., Edwards, C., Wahl, S. T., & Meyers, S. A. (2013). *The communication age: Connecting & engaging*. Los Angeles, CA: Sage Publications.

- **(Custom versions of the book are available at the UNT bookstore. You MAY buy the uncustomized version online, if you choose. However, the new non-custom versions of the book - while sufficient for use in the course - will be more expensive than the customized 1010 versions.)**

(Selective) Required Text[s]

Students will be assigned one of the following movies to watch and connect to specific course work...

Burton, T. (Director). (1989). *Batman* [Motion picture]. United States: Warner Brothers Pictures.

Burton, T. (Director). (1992). *Batman returns* [Motion picture]. United States: Warner Brothers Pictures.

Nolan, C. (Director). (2005). *Batman begins* [Motion picture]. United States: Warner Brothers Pictures.

Nolan, C. (Director). (2008). *The dark knight* [Motion picture]. United States: Warner Brothers Pictures.

Radomski, E. & Timm, B. W. (Directors). (1993). *Batman: Mask of the phantasm*. [Motion picture]. United States: Warner Brothers Pictures.

**Provided Texts -
Delivered as Hard Copy or Available on BlackBoard**

- Bender, H. E., Kambam, P., & Pozios, V. K. (2011, September 20). *Putting the Caped Crusader on the couch*. New York Times:
<http://www.nytimes.com/2011/09/21/opinion/putting-the-caped-crusader-on-the-couch.html>
- Finger, B. (1940/2014). *Batman: The legend of the batman – Who he is and how he came to be*. In R. Wildman (Ed.) *Batman: A celebration of 75 years*. New York, NY: DC Comics.
- Langley, T. (2012). Beneath the cowl: Who is batman? In *Batman and psychology: A dark and stormy knight*. Hoboken, N.J.: John Wiley & Sons. (Pages 5 - 7)
- McCloud, S. (1994). Blood in the gutter & Putting it all together. In *Understanding comics: The invisible art*. New York: Harper Perennial. (Pages 66 - 68; 193 - 198)
- Miller, F. (1988/2007). *Batman: Year one*. New York City, NY: DC Comics.**
- Radomski, E., Dini, P., Timm, B., & Burnett, A. (1995). Legends of the dark knight. [Television series episode]. In *Batman: The animated series*. Warner Bro.s Animation
- Rhodes, R. I., & Johnson, D. K. (2008). What would batman do? Bruce wayne as moral exemplar. In M. White & R. Arp (Eds.), *Batman and philosophy: The dark knight of the soul*. Hoboken, N.J.: John Wiley & Sons. (Pages 114 - 125)
- White, M.D. & Arp, R. (2008). Introduction: Riddle me this... . In M. White & R. Arp (Eds.), *Batman and philosophy: The dark knight of the soul*. Hoboken, N.J.: John Wiley & Sons. (Pages 1 - 2)

COMM 1010's Next Generation Learning Approach

COMM 1010 is designated as a NextGen (N-Gen) course, a University of North Texas initiative to provide a learning platform for self-directed, student-engaged inquiry consistent with university goals. In keeping with the university N-Gen course design, this course incorporates significant experiential learning opportunities to allow you to practice the concepts you are exploring. This is a **blended course** – a mix of face-to-face class meetings, Web-based course content delivery; and hands-on, self-managed learning.

COMM 1010 fulfills the University's core requirement for the Institutional option- Discovery. In addition to meeting twice a week, you will be utilizing Blackboard to view lectures and complete other various assignments and activities. The course is designed for you to apply the principles you learn in both the online lectures and your textbook readings to your in-class discussions and activities. **YOU ARE RESPONSIBLE TO LOG-IN TO THE COURSE VIA BLACKBOARD AT LEAST TWICE A WEEK THROUGHOUT THE SEMESTER.** Please note that all activity is recorded by the Blackboard system.

During the course of the semester your **Instructor** is your primary source for information about the course. Instructors are responsible for grading all assignments. Please direct your questions regarding Blackboard, exams, and course assignments to your Instructor. Please address problems with grading or your instructor as soon as they occur, do not wait until the end of the semester to discuss any possible problems. If you have a problem with your Instructor, please set up a confidential meeting with Dr. Anderson-Lain, the course director. You can contact Dr. Karen Anderson-Lain at Karen.anderson-lain@unt.edu.

Course Goals and Objectives

The goal of this course is to provide students with a strong foundation of communication skills necessary for a successful future in our highly communicative world. We will complete a basic study

of the elements contributing to effective human communication and together we will perform critical exploration of communication messages in multiple contexts. To assist us in our study, we use the popular culture icon “Batman” to provide narrative examples, case studies, and to offer context for discussing communication studies concepts.

Thus, the following course goals:

- Develop oral and written skills for multiple communication contexts.
- Demonstrate critical thinking skills.
- Demonstrate the ability to work in teams effectively.
- Understand the power of communication in creating social reality.
- Explore and understand the significance of communication behaviors in shaping cultural life and addressing issues of diversity.
- Recognize the power of public advocacy (public communication) in society.
- Critically analyze and respond to popular culture narratives

Course Design

This course has been developed to incorporate studies in popular culture. The choice to situate communication course content in pop culture narratives fulfills a number of educational purposes including, but not limited to: providing a common set of examples and case studies for in class reference, setting a context within which to explore communication theories, developing interpretive skills for nonverbal symbols (such as visual rhetoric), and creating an accessible basis from which to explore communication studies topics. Comics also function as unique communication media that make apparent the component parts of various other modes of communication.

*** Instructor Disclaimer

The reading and viewing materials for this course occasionally include violent content and mature language. These materials have been selected due to their literary merits and potential for exemplifying communication studies theory. Note that the selection and use of these materials does not *necessarily* indicate the instructor’s endorsement of all of a particular work’s content. It is expected that there will be respectful, open, and productive debate about the course content throughout the course.

Course Policies

Attendance Policy

Attendance and participation in class is crucial. Attendance will be taken in class each day. If you are absent more than three (3) class periods over the course of the semester, your grade will be reduced. **For each absence beyond three (3), 10 points will be deducted from your final grade total.** So if you are absent 4 class periods, your final grade will be reduced by 10 points. **A student who misses 10 or more class periods will receive a failing grade. You may request for your absences to be excused. See policy below for process of requesting an excused absence.** You are responsible for obtaining notes from missed classes. It is not the responsibility of the instructor to inform you of what you missed in class.

Crisis Contingency

In the event of the university closing for weather-related reasons or illness outbreak, e.g. flu, please visit the course website on Blackboard. I will provide instructions on how to turn in assignments and how the class will proceed utilizing Blackboard’s Announcements function.

Absences during Exams, Presentations, or Major Assignments

Failure to follow this policy will result in a Zero for the missed assignment/exam.

If you are absent for an exam, presentation, or major assignment, you can request to make up the assignment. The only absences that will be considered excused are death in the family, severe documentable

personal illness, religious holidays, and participation in University sponsored activities (e.g., intercollegiate sports). Any student wishing to have an absence excused must fill out an excuse form and attach requested documentation. **An absence WILL NOT be excused if you do not contact your instructor within 48 hours of the missed class.** All doctors' notes must be signed by the doctor on official letter-head/prescription pad. **Notes that are not dated, signed, or verifiable will not be accepted.** The excused absence form is located on Blackboard. All excuses will be approved or denied by the course director.

Late Work

Late work is not accepted in this class. If you miss a quiz, presentation, exam, or activity in class you will not be allowed to make this work up unless you have an excused absence. Please see the excused absence policy above. If your absence is excused it is your responsibility to follow-up with your instructor to turn in your work in a timely manner.

Handing in Work

All written assignments must be **typed** and **double-spaced** unless otherwise specified.

Assignments, which do not follow these guidelines, will not be graded. Page length guidelines are based on 12 point Times New Roman Font 1 inch margins expectation (So if you want to use Courier New add a few pages to the requirements). You must use APA format for references for papers and presentations.

Blackboard

The Blackboard course site includes: syllabus, announcements, supplemental reading, quizzes, supplemental video lectures, exam reviews, and APA style guidelines. Additionally, grades will be posted online during the course of the semester. Please check Blackboard regularly. **If you cannot sign onto Blackboard, it is your responsibility to contact Blackboard and request help during the first week of the semester.**

YOU ARE RESPONSIBLE TO LOG-IN TO THE COURSE VIA BLACKBOARD AT LEAST TWICE A WEEK THROUGHOUT THE SEMESTER.

Technical difficulties with Blackboard Learn are the responsibility of the student. If you encounter technical difficulties during the semester, you need to contact the Blackboard Technical Support Desk:

Email: Helpdesk@unt.edu

Phone: 940.565.2324

Additional support is located on the Blackboard Course Login Page: <https://learn.unt.edu>.

Should you request additional time for an online assignment from your instructor due to technical difficulties, you MUST have a Ticket number from Blackboard as a reference.

Access Policy

We will cooperate fully with the University's Office of Disability Accommodation to provide reasonable accommodation to students who require help. **Students who wish to self-identify should register with the ODA no later than the second day of class.**

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 Accommodation (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 see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

Extra Credit:

A number of extra credit opportunities may be offered during the semester (e.g., participate in research, attend performances, and participate in departmentally sponsored events and organizations). Each opportunity is worth 10 points. You may complete up to 2 options for a total of 20 points total on the 1,000 point scale. All extra credit opportunities will be provided by the Course Director. Notifications of extra credit opportunities will be provided via Blackboard Announcements. See also Next Gen course surveys.

NextGen Course Surveys (More Extra Credit)

As a participant in a UNT NextGen course, you have the opportunity to participate in various surveys related to the NextGen design. A link to the surveys will be provided on Blackboard in the Course Surveys folder as they become available. If you complete the surveys, you will receive extra credit (10 points). Your instructor will notify you when the surveys are available. The due date for the surveys cannot be changed. If you do not wish to participate in the surveys, you may complete a one page research summary of a journal article, which will then be graded. **It is your responsibility to notify the instructor by the end of Week 2 if you would prefer to write the research paper. In order to receive the extra credit, you MUST print out a survey completion sheet and return it to your instructor by the due date(s). The course surveys extra credit is in addition to the two general extra credit opportunities you can earn.**

General Classroom Guidelines

Come to class having completed your readings and being prepared to participate. Please focus your attention on the matters pertaining to the course while in class – including being kind and respectful both when you are listening to others and when you respond to them. Disrespectful behavior aimed toward a classmate will not be tolerated and may warrant removal from the class. (Please also be aware that you may be dismissed for disengaging from the class or disrupting others due to electronic devices such as cell phones as well.) NO cell phones or electronic devices will be allowed out on days when students are presenting speeches or projects.

Be sure to clean up your space in the class room before you leave – any items that you bring into class need to also leave with you. Policies on what items may be brought to class (such as food) is subject to revision in the case that students do not naturally keep a clean environment.

Collaborative Learning Groups:

During the course of the semester you will be working in a Collaborative Learning Group (CLG). These groups will be formed early in the semester and remain stable during the semester. You will be doing in-class activities and homework assignments, which you will share and discuss in your group. Participation in your CLG will be evaluated as a portion of your participation grade. You will be completing one graded assignment in your CLG (Peer Teach Assignment). If a CLG shrinks significantly in number before this assignment, groups will be combined together.

Acceptable Student Behavior:

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to

consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

Code of Student Conduct

All persons shall adhere to the Code of Student Conduct regarding academic dishonesty, including acts of cheating and plagiarism. See 18.1.16 Student Standards of Academic Integrity.

“Cheating. The use of unauthorized assistance in an academic exercise, including but not limited to:

1. use of any unauthorized assistance to take exams, tests, quizzes or other assessments;
2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments;
3. acquisition, without permission, of tests, notes or other academic materials belonging to a faculty or staff member of the University;
4. due submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor;
5. any other act designed to give a student an unfair advantage on an academic assignment.

Plagiarism. Use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.
2. The knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.” (Policies of the University of North Texas, 2012, Section 18.1.16, pg. 3-4).

Rules for citing quotes and ideas can be found in the *Publication Manual of the American Psychological Association*, 6th edition. **Please note:** *Intentionality is not an issue with regard to plagiarism. Even if a student plagiarizes without intending to do so, it is still considered plagiarism and will result in the appropriate consequences.* Students are urged to review the parameters and provisions of plagiarism to avoid any potential plagiarism issues.

Punishments for cheating or plagiarism range from a grade of ZERO points on the assignment in question to failure of the course. You can find additional information on the University policy regarding plagiarism and academic dishonesty at

http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf

Policy on Incompletes

An “Incomplete” will be awarded only in cases where 75% of the coursework has been completed AND the grade is warranted by an excuse (e.g., medical, military). Inability to complete coursework in a timely fashion does not constitute an acceptable reason for requesting or receiving an incomplete. To request an incomplete please set up a meeting with the Course Director AND your Instructor prior to the Final Exam period.

SPOT EVALUATIONS

The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. Student feedback is important in order that the classroom environment can continue to evolve to meet the needs of students at UNT. Thus, SPOT is an important part of your participation in this class. Students may access the online SPOT via the email link sent to your my.unt email address.

Assignments

Exams

There will be two online exams during the semester. Each exam will consist of objective (i.e., multiple choice, true-false, matching, etc.) questions. A review sheet will be provided on Blackboard for each exam. Exam are open book/open note, but should **NOT** be completed in groups. **Each exam is worth 100 points. Each exam will have a set open & close date & time. No exceptions or extensions will be provided. Any technical difficulties must be reported directly to the Blackboard Technical Support. Remember to get a ticket number from Technical Support. You must complete an excused absence form to request a make-up exam.**

Individual Presentations

You will present two individual presentations during the semester.

- Informative. **Super-Self Introductory Presentation** – Who are you and what is your “superpower”? (What do you like to do / hobbies / interests *and* what do you plan to do / academic major / future aspirations?)
- Social Issue (Persuasive). This presentation will be completed as an individual. As a final project, each student will select a unique controversial subject from one of the Batman narratives studied in class, present the selected topic in the form of a true-life problem, and recommend ways to act / perform advocacy to resolve the problem. (Returns to the introductory speech question of *Who are you and what is your “superpower”*? Explain what paths of action are available to solve certain problems / the “superpowers” available and how they might be used to combat real-world injustice.)

You must turn in all of the following on the day of each of your presentations:

- (1) A folder, containing (2) a typed full sentence outline, (3) a typed reference page using APA style, (4) a PowerPoint slide handout

Peer Teach (Group Video/Presentation Project)

The goals of this course include learning how to communicate in various contexts. Throughout the semester we will explore and utilize many communication concepts in various contexts. The purpose of this assignment is to provide you with an opportunity to utilize the group communication skills you have learned; conduct research on relevant communication concepts; demonstrate a thorough understanding of at least one specific concept; and, use critical thinking skills to create an educational presentation for your peers, and perhaps future Communication Studies students. **Note that you will be limited to a recorded YouTube video or TedX Style Recorded Presentation.** Presentations will be shared in class and online. The assignment is worth 150 points with 125 points for the project produced and 25 points peer evaluation.

Interpersonal (Movie) Analysis Paper

Using theory from the Edwards (et al) and Anderson-Lain books, as well as your own research, write an analysis of an interpersonal relationship from the movie assigned to you. Each student should choose a unique relationship (i.e. each student in the class should write about a different dyad). The analysis should describe a relationship, identify interpersonal conflict, and prescribe steps to resolve the identified conflict. Students must choose a relationship trajectory model discussed in Edwards as the framework for analysis. (see CIA page 147-148).

Engagement/Participation

Participation is crucial in this course. Communication is a dynamic, interactive process and thus this course is designed to engage students in discussions and activities on a regular basis. It is the student's responsibility to come to class prepared and ready to engage in dialogue and actively participate in class.

In-class and online activities are designed to apply course concepts from the course materials during class. Some assignments may be assigned as homework, while others will be completed in-class. Activities and discussions are graded and your participation alone does not guarantee full credit. Your work must show comprehension of the material and active engagement in class and online. A variety of activities such as group activities, reflective informal writing, class discussion, quizzes, and performance activities may be included. You **CANNOT** make up in-class activities unless you have a University authorized absence or proof of a medical issue that prevents you from attending class. The Instructor will be keeping a detailed tracking form for participation.

Class Community Project

Part of the focus of this course is the idea of advocacy in everyday life. During the semester we will learn more about how a local non-profit organization uses communication to engage in their service to the community. We will work with the organization on a class wide community project. More details will be provided in class and on blackboard.

Please see your *Communication in Action* text for further details on Assignments.

Please bring your *Communication in Action* text to each in-class meeting.

CIA = *Communication in Action* Text

Overall Grading Summary

Assignment	Point Value	Your Score
Exams (20% of grade):		
Exam #1	100	
Exam #2	100	
Individual Presentations (35% of grade):		
Informative Non-profit Organization Presentation	150	
Persuasive Presentation Assignment – Advocating for Action on a Social Issue	200	
Peer Teach- Group Project Video/Presentation (15% of your grade)		
Group Video/Presentation	125	
Peer Evaluation	25	
Class Community Project (5% of grade)	50	
Interpersonal Analysis Paper (10% of grade)	100	
Engagement (15% of grade)		
In-Class Activities	100	
Online Activities	50	
Total	1000	
Extra Credit Option (2 at 10 points each)		
NextGen Course Survey Extra Credit (10 points)		
FINAL TOTAL		

Final Grade Calculations:

900-1000	A
800-899	B
700-799	C
600-699	D
599 & below	F

Please note that at least 30 points of extra credit are offered during the semester. Thus, no grades will be rounded. If you earn 899 points you will have earned a B.

COMM 1010- Tentative Course Schedule

Exam questions will come from classroom discussions, activities, online lectures, & textbook readings. We will not cover each concept covered in the textbook during recitation. Thus, reading and watching online videos are critical components for success in this course.

- **Online** – Please watch the videos or read the posting indicated prior to attending class for the week. The assumption is that you have watched the material and will be ready to engage in discussion of the material. **You must complete the Online Activity by designed due date to receive credit.**
- **Day 1** is your **first** day in class that week; **Day 2** is your **second** day in the class that week
- **Readings** should be completed **BEFORE** attending class on the day they are listed.
Chapters = Communication Age Textbook CIA= Communication In Action workbook

UNIT 1: Foundations of Communication

Week 1 1/19-1/22	Topic	Reading	Assignment
Online	Watch Welcome to the Course Video		Online Activity (OA) #1: Advocacy & You Reflection due 1/24 11:59pm
Day 1 & 2	No Class on Monday (MLK Day) Intro to course <i>How to Succeed in This Course</i>		

Week 2 1/25-1/29	Topic	Reading	Assignment
Online	Watch Perception, Self, & Identity Video		OA#2: Perception Activity 1/31 at 11:59pm
Day 1	Defining Communication	CIA Chapter 1 [Edwards] Chapter 1 Finger & Kane White & Arp	In-class Activity (IA): Communication Metaphors/Models (CIA pp. 13-14)
Day 2	Historical Foundations	CIA Chapter 2 Miller, Ch. 1	IA: Communication Goals (CIA pp. 11-12) or Public Advocacy Inventory (CIA pp. 7-8)

Week 3 2/1-2/5	Topic	Reading	Assignment
Online	Watch Verbal vs. Nonverbal Communication		
Day 1	Perception & Self	Chapter 2 Langley McCloud, Ch. 3	IA: Perception Quiz (CIA pp. 41-42)
Day 2	Designing Verbal & Nonverbal Messages Impact of Convergence on Verbal & Nonverbal Messages	Chapter 3 & 4 Miller, Ch. 2	

UNIT 2: Public Speaking Basics

Week 4 2/8-2/12	Topics	Reading	Assignment
Online	Watch Speech Development Process		
Day 1	Discuss Informative & Persuasive Presentation Assignments Audience Analysis Topic Selection	Chapter 11 & 12	Peer Teach Group 1 Video Due: Verbal (and/or) Nonverbal Presentation (due in class)
Day 2	Plagiarism Finding Good Sources & Selecting Evidence Documenting your Research	CIA Chapter 3 Rhodes & Johnson	Topic Selection Form Due (CIA p. 101) IA: Plagiarism Assignment (CIA pp. 31-32) assigned as homework

Week 5 2/15-2/19	Topics	Reading	Assignment
Online	Watch Communication Apprehension Video		OA#3: PRCA 24 2/21 at 11:59pm
Day 1	Organizational Patterns Intro, Conclusions, & Transitions	Chapter 13 & 14	IA: Plagiarism Assignment (CIA pp. 31-32) due Peer Teach Group 2 Video Due: Delivery (due in class)
Day 2	Informative Presentations	[Finish Miller by end of presentation days]	Informative Presentations Peer Evaluations (CIA pp. 123-146)

Week 6 2/22-2/26	Topics	Reading	Assignment
Online			Exam #1 opens Thurs. Feb. 25th at 6am and closes on Tues. March 1st at 11:59pm
Day 1 & 2	Informative Presentations		Informative Presentations Peer Evaluations (CIA pp. 123-146)

Week 7 2/29-3/4	Topics	Reading	Assignment
Online	Watch Basic Strategies for Persuasive Questions		Exam #1 opens Thurs. Feb. 25th at 6am and closes on Tues. March 1st at 11:59pm
Day 1	Informative Presentations		Informative Presentations Peer Evaluations (CIA pp. 123-146)
Day 2	Persuasive Presentation Assignment	Monroe's (pp. 433-435; CIA pp. 66-67) Miller, Ch. 3 & 4	

UNIT 3: Rhetoric & Advocacy

Week 8 3/7-3/11	Topic	Reading	Assignment
Online	Watch Strategies to Persuade		
Day 1	Types of Rhetorical Questions Artistic Proofs Types of Arguments <i>“Legends of the Dark Knight”</i>	Chapter 16 & CIA Chapter 6	
Day 2	Toulmin Model	McCloud, Ch. 9	Peer Teach Group 3 Video Due: Logical Fallacies (due in class)

Week 9 3/14-3/18	Topic	Reading	Assignment
Have a Safe and Fun Spring Break!			

Week 10 3/21-3/25	Topic	Reading	Assignment
Online	None- Presentation Week		
Day 1 & 2	Advocating for Action- Persuasive Presentations		Persuasive Presentations Peer Evaluations (CIA pp. 123-146)

Week 11 3/28-4/1	Topic	Reading	Assignment
Online	None- Presentation Week		
Day 1 & 2	Advocating for Action- Persuasive Presentations		Persuasive Presentations Peer Evaluations (CIA pp. 123-146)

Week 12 4/4-4/8	Topic	Reading	Assignment
Online	None- Presentation Week		
Day 1 & 2	Advocating for Action- Persuasive Presentations		Persuasive Presentations Peer Evaluations (CIA pp. 123-146)

UNIT 4: Interpersonal & Organizational Contexts

Week 13 4/11-4/15	Topic	Reading	Assignment
Online	Watch Dialectical Theory & Enhancing Your Interpersonal Communication Competence		OA#4: Interpersonal Communication Competence 4/17 at 11:59pm
Day 1	Discuss Interpersonal Paper Assignment Social Penetration Theory	Chapter 7	
Day 2	Stages Models & Turning Points		Peer Teach Group 4 Video Due: Interpersonal (due in class)

Week 14 4/18-4/22	Topic	Reading	Assignment
Online	Watch Group & Leadership Video and Mediated Culture Video		Interpersonal Analysis Paper Due 4/22 at 11:59pm OA#5: Social Media & You 4/24 at 11:59pm
Day 1	Small Group Communication <i>“Strange New World” / Zombie Survival</i> Group Roles	Chapter 8	Peer Teach Group 5 Video Due: Small Group (due in class)
Day 2	Building CMC Competence Social Media Development of Online Identity	Chapter 10 & CIA Chapter 8	

UNIT 5: Performance & Culture

Week 15 4/25-4/29	Topic	Reading	Assignment
Online	Watch Performance Video		
Day 1 & 2	Performance <i>(“The Beginning is the End is the Beginning”?)</i>	CIA Chapter 4	Peer Teach Group 6 Video Due: Performance (due in class day 1) IA: Performance Activity (CIA pp. 43-44) or Everyday Life Performance (CIA pp. 45-46) or Personal Narratives (CIA pp. 47-48)

Week 16 5/2-5/6	Topic	Reading	Assignment
Online	Watch Cultural Competence & Diversity		
Day 1 & 2	Culture, Language & Power	Chapter 6 & CIA Chapter 5 Bender, Kambam, & Pozios	

Finals Week

Exam will open Saturday May. 7th at 6am and close Tuesday May 10th at 11:59pm.

COMPLETED ONLINE! NOT COMPREHENSIVE! See BB for Review